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Promotion of literacy in Portugal: Investigation and intervention
Chair: Alves

Symposium
Promotion of literacy in Portugal: Investigation and intervention

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Learning to read and write is critical to children's success in school and later life. The first real steps toward learning to read and write occur very early on. Long before exhibiting reading and writing production skills, children acquire a basic understanding of literacy and its functions. Research recognizes letter knowledge as one of the best predictors of reading and spelling, enabling children to realise that the purpose of letters and their sounds is to create words and that words convey information, allowing for communication. The second best predictor of reading success is the ability to discriminate between phonemes - phonemic awareness -, an aspect of phonological awareness. It implies understanding that oral language is composed of a series of individual sounds, and the ability to manipulate them. Equally important is the child's understanding of certain concepts of print. Oral language proficiency (receptive and expressive), which includes vocabulary knowledge, is a third strong predictor of literacy success, lasting well into high school. It is widely known that healthy children, having benefitted from good early learning programmes, are much more likely to remain in school and succeed academically. Furthermore, countries able to mobilize local government, municipalities, communities and voluntary organizations in the care and education of young children have decentralised and transformed their educational systems, while contributing significantly toward the general level of qualification. This symposium showcases Portuguese research and intervention projects aiming to promote successful reading and writing learning. It includes five presentations. The first relates to the implementation of the "Response to intervention" model in emergent literacy promotion. The following three presentations refer to early literacy promotion in pre-school. The final presentation describes a project designed to promote high levels of reading comprehension and foster the inherent processes of reading and writing learning.

Keywords: literacy; promotion; investigation
Implementation of the "Response to Intervention" model in promoting emergent literacy

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This research project was carried out within the doctoral program in psychology at the Faculty of Psychology and Educational Sciences of the University of Porto. It aimed to implement a model of assessment and multilevel intervention, based on response to intervention, in the field of emergent literacy, in the 2016/17 school year. 242 children attending the last year of pre-school, and respective teachers (n = 21), participated. The convenience sample was made up of two groups: experimental (n = 118) and control (n = 124). The groups were targeted according to two assessments - the initial screening and a follow-up - using an emergent literacy assessment protocol. The experimental group, according to the results of the screening, was the target of a multilevel intervention (level 1 and 2). The control group received no additional intervention. This presentation showcases the preliminary results found and discusses implications for practice.

**Keywords:** emergent literacy, evaluation, RTI
“A ler vamos...” project: Twelve years of implementation

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The “A Ler Vamos...” project is a Matosinhos City Council initiative, aiming to promote school success through early evaluation and intervention, by fostering reading and writing skills, namely oral language, phonological awareness and concept of print. Its methodology is based on the Response to Intervention model, emphasising universal interventions and, after identifying needs, selective, small-group interventions focused on the development of skills. This presentation aims to describe the methodology used and analyse its efficiency with children who benefited from this intervention in preschool, during the 2016/17 school year. The latter was assessed through two repeated procedures over time and considering the “group” factor. There were some statistically significant differences among the groups over time, in all assessed dimensions. The benefits and drawbacks of this methodology are discussed, considering the impact of structured and systematic interventions in mitigating differences in performance among children before primary school entry.

Keywords: preschool education, emergent literacy, RTI
Preparing future readers

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In 2015-2016, a Portuguese public library started a programme for preschoolers to promote school success through early assessment and intervention. The main focus was on facilitating future reading and writing skills, oral language, phonological awareness and the concept of print, before formal learning began. This project was implemented in collaboration with Matosinhos City Council and the “A Ler Vamos...” team. The goal of this talk is to describe the methods used in this project, and the analysis of its effect on the children who benefited from it in preschool, during the school years of 2015-2016 and 2016-2017. Furthermore, we will reflect on the dissemination of good practices between teams in different places and the role of public libraries in helping children establish their own personal path towards becoming readers, from an early age, and the difficulties in implementing our project.

Keywords: pre-readers, emergent literacy
“O Crescer do ler …” project: Promotion of emergent literacy

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The "O Crescer do ler" project was developed within the framework of a partnership between the Faculty of Psychology and Educational Sciences of the University of Porto and the Federation of Parents' Associations, with the support of the municipality. This project was directed at 5 year-old children, attending the Santa Maria da Feira public kindergarten. It aimed to promote emergent literacy skills to increase formal reading and writing learning. The project was designed according to the Response to Intervention (RTI) model. The implementation of RTI requires differentiated and increasingly selective levels of intervention. These levels were based on the data gathered in the universal screening (e.g. oral language, phonological awareness, rapid automatized naming, concepts about print). The project has promoted an intervention including kindergarten teachers, school psychologists and parents to increase emergent literacy skills, through preventive and early intervention.
Improving the population’s level of qualification is crucial to development. The Municipality of Vila Nova de Famalicão has implemented school-based strategies that increase the quality of education, focusing on promoting equal opportunities of school success and improving academic results. In 2009, Vila Nova de Famalicão pioneered the Observatory for School Improvement and Effectiveness efforts and, within this partnership, implemented and developed a Municipal School Improvement and Effectiveness Plan (PMMEE). With the schools’ active involvement, the needs within the priority areas of improvement were assessed, after which the Municipal Improvement Plan of Vila Nova de Famalicão was established, including the Litteratus Project as an improvement strategy. It aims to promote high levels of reading comprehension and foster the processes inherent to reading and writing learning. This presentation describes its methodology and analyzes its efficiency with 4th grade students who benefited from this intervention, during the 2016/17 school year.

**Keywords:** reading comprehension; school success; RTI
What about vocabulary? Considering the needs of L2-Learners in inclusive reading lessons

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In many countries, a considerable number of students speaks a first language (L1) different from the language of instruction. In Austria, 25\% elementary students speak the language of instruction as second language (L2) (Statistik Austria, 2014). These L2 learners run a higher risk of developing reading difficulties than their peers (Schabmann et al., 2012). While frequently not having problems in decoding, L2 learners often face specific challenges in reading comprehension (Melby-Lervåg & Lervåg, 2013). Researchers explain this specific comprehension deficit to a large extent in terms of deficits in vocabulary knowledge (Verhoeven, 2011). Vocabulary knowledge has a greater impact on the reading acquisition of L2 learners (Nation, 1995). Hence, vocabulary work is an important pillar of reading lessons. Approaches to vocabulary building are discussed with particularly focusing on aspects important to be considered for vocabulary selection. Additionally, recommendations on the instruction of the selected vocabulary are presented.

\textbf{Keywords:} vocabulary building, reading lessons, L2 Learners
Perception of Literacies by Belarusian Students

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Based on the results of a specially prepared survey understanding of the main types of literacies and the notion of literacy by Belarusian students studying foreign languages as future teachers is revealed. The notions of multilingualism and translanguaging were also included in the survey as well as the question about what a person who can be considered as a literate one should know. The factual data processed and recommendations for improving the curricula from the point of view of the professional and functional literacy of the future teachers of foreign languages will be given in the report.

Keywords: literacy understanding; multiple literacies perception; Belarusian students
Should i(t) be personal? Variation in the use of personal pronouns in novice and expert academic writing practices

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Personal pronouns denote authorial voice and agency (Hyland, 1998, 2005), both key to academic writing. This talk presents a small-scale corpus-based study on the use of pronouns in research article and undergraduate dissertation abstracts written in English as an L2. First-person pronouns were found more common in expert writing, while undergraduates resort to impersonal metadiscourse like “this study” to present research. Aligning with previous studies (Ivanič & Camps, 2001), I would argue that this variation is connected with the acquisition of the value of impersonality at early stages of acculturation into the academic discourse community, undergraduates’ (novice writers’) practices showing lower readiness to display personality despite expert usage. Differences in communicative purpose within the abstract genre are also discussed, with research genres promoting authorial visibility more overtly than pedagogic genres. These findings inform the teaching of L2 abstract writing and encourage raising awareness about personality construction through pronoun usage.

Keywords: writing literacy; authorial stance; English as a Second Language
The pedagogical attitudes of Bulgarian teachers working in the multicultural classroom

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Bulgaria has been characterised by the coexistence of various ethnic and languages communities for centuries. This fact, however, has not always been reflected in the country’s educational system. Therefore, the conducted research is particularly important. My paper reports on the investigation conducted in Bulgaria, in April - June 2017. The sample in my research consisted of 258 teachers working in preschool, primary education, secondary education and in vocational education. Data reveals important aspects about the age, level of education and attitudes of working teachers to multilingualism in the classroom. Bulgarian teachers are well educated: 67.8% have a Master's degree, and 28.2% have a Bachelor's degree. 41.6% of teachers support multilingualism. The paper will provide another interesting data about teacher’s views on teaching only in one language, the importance of positive relationship between languages, advantage of multilingualism for learning at school. The present study provides, also detailed information about teacher’s attitudes towards the mother tongue of pupils trained by them.
Symposium
Text Structures as a Powerful Reading Comprehension Tool

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In four presentations and a discussion concentrating on a key concept of the text structure we aim to raise questions of how text structure strategy, as well as systematic work on in depth understanding of concepts and vocabulary can help enhance reading comprehension to a level where we can speak of an in depth comprehension of literary and explanatory texts. To that end, it is very important to address the contextual needs of the implementation sites and the variations that this causes, and potential confounds this may cause in the analysis and reporting process. Having data from 6 countries so far (USA, Croatia, Malta, Finland, Portugal, Austria), we will discuss and evaluate potential threats and possible remedies. We will first present the theoretical introduction and three case studies. One study will show the effects of text structure instruction in a controlled FASCT text structure research project environment, while two other studies will be exploratory, presenting the key issues in the respective countries, Croatia and Malta. We will analyze textbook materials from the point of view of text structures and respective lexicons, trying to single out the problems preventing teachers from the effective reading comprehension instruction.

Keywords: reading comprehension; text structures; textbook analysis
Text Structure Instruction on the Web Causes Strong Improvements in Reading Comprehension Outcomes for All Learners

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The text structure strategy has been extensively studied and shown to positively impact content area reading comprehension with learners in grades 4 and above. We will report on a recent large scale randomized controlled trial designed to study the efficacy of a web-based delivery of the intervention. A very important element of these cluster randomized controlled trials is the implementation of the intervention with fidelity and researchers are required to document the implementation to be able to answer post-data collection questions regarding factors that contributed to or influenced the findings. One particular area that has not received much attention in the rush to fidelity to treatment is the contextual needs of the implementation sites and the variations that this causes, and potential confounds this may cause in the analysis and reporting process. In this symposium we present researcher and practitioner perspectives from a recent cluster randomized controlled trial studying the efficacy of the web-based intelligent tutoring system for the structure strategy (ITSS).
Success by design: A case study in implementing research in schools from a principal’s perspective

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K Elementary School is located in an urban setting and had stable educational outcomes on high stakes assessments for over five years. The students were performing well but the overall performance hovered around a 75% pass rate for many years. The school volunteered to participate in the FASCT text structure research project in 2015 and after random assignment was assigned to the intervention condition. The active engagement of the K Elementary School teachers and administrators to customize the FASCT intervention to their specific needs and contextual factors resulted in a deeper understanding of the text structure approach for the teachers. After completing the full project the school improved to 100% pass rates at both fourth and fifth grade levels in all subject areas. Noteworthy was that the special education class students also had a 100% pass rate on reading comprehension.
Why systematicity matters?

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Based on the analysis of textbooks for mother tongue (Croatian), mathematics, natural sciences, history and geography in 4th, 5th and 6th grade and the analysis of the intellectual vocabulary acquisition in 5th grade, we will illustrate the Croatian students’ problems in reading comprehension, evident, for instance, in their lower than average results on PISA tests. Along the lines of current research on concretness/abstractness, as well as imageability of words (Peti-Stantic et al. in print), but also research into text structures (Wijekumar et al. 2013), we will propose the intervention, that might improve students’ reading comprehension. We will focus the intervention on increasing teachers’ awareness of the importance of regular, systematic and innovative activities aimed at developing the depth and breadth of students’ vocabulary, as well as their understanding of different text structures.
Implementing the Framework for Accelerating Strategic Comprehension of Text (FASCT) to Improve Reading Comprehension in Primary School Children

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This research aims to implement the text structure strategy and investigate changes in Maltese and English reading comprehension skills of children in grades 4, 5 and 6 in one intervention group. Scores in the administered tests will be compared to the control group’s scores in which the text structure strategy will not be implemented. Teachers in the intervention group will receive training on the text structure strategy at the start of the academic year. The teachers will teach their students how to identify the main idea of a passage, the 5 text structures and signaling words during their English and Maltese language lessons. Three tests; the Maltese text structure pre-test and post-test (MTST) translated for the purpose of this study and two (one in English and one in Maltese) standardized reading comprehension tests, will be administered to all the children in the intervention and control group at the start (pre-test) and end (post-test) of the academic year. This research will adopt a mixed quantitative and qualitative design approach to the interpretation of data. The quantitative design of the study will involve comparison of scores between the dependent (reading comprehension scores) and independent variables (grade, gender, home-language, school-language, reading frequency, family history of language disorders, preferred language of reading, attendance to speech-therapy and complimentary reading classes). The qualitative design will involve an analysis of teachers’ strategies in teaching reading comprehension.
In this booth, we will show how the Red Cross, through its SESAME project, supports immigrants, refugees and other people with a low level of qualifications to develop literacy skills in order to access education and, in particular, the education programme for nursing assistants. The focus is on the development of literacy skills in the new language. To this end, various silent scenarios have been filmed. Each scenario is accompanied by information sheets that are tailored to the framework programme for nursing assistants. These sheets set out the language skills and capabilities that need to be acquired for the task to be understood and implemented in an appropriate fashion. The original, scenario-based approach allows participants to acquire the literacy skills that are necessary for successful participation in the education programme and with regard to professional integration, dealing with authentic situations in the working life of nursing assistants.

**Keyword:** integration; education; refugees
Health literacy and activation: Lessons from the field

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SNS+Proximidade, a person-centred programme created by the Ministry of Health in 2016, aims to modernise the National Health Service and includes a strong health literacy component, given the country's low rates in this area. The national strategy for health literacy includes: delivering good quality health information (through a health literacy digital library); investing in the ability to portray health messages effectively (through a collection of e-books on health-related subjects); providing people with tools that enable them to organise and personalise health information (through an e-journal); and testing these tools and information with citizens and their intermediaries (through a series of patient activation activities in both health and non-health settings, e.g. public libraries, health centres, care homes and schools). In this stand we will present videos, e-books, e-journals and other resources from the health literacy library, as well as results from their impact evaluation in the field.

Keywords: health; activation; Portugal
Letters for life: Emancipatory practices of literacy

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Letters for Life is an Adult Literacy Community-Based Project that develops workshops to promote various dimensions of literacy: reading and writing, functional, family, digital and media, civic, critical, emotional, improving self-esteem, self-efficacy, empowerment and social inclusion. Weekly sessions are held with about 90 participants, between the ages of 20 and 90, organized in 9 heterogeneous groups, in Coimbra region. It engages 15 partners: Higher Education Institutions, Municipal Councils and Associations. Keys for Life workshops are focused on digital literacy. Participants learn how to critically use smart phones, computers, text and photo edition, Internet, email, social media. Inspired in Paulo Freire's Pedagogy of Autonomy, intervention practices promote emancipatory literacy, based on the reading and transformation of the world, favoring a horizontal dialogic relationship. The workshops are learner-centered, with flexible and participatory planning and evaluation. Because affections are prevalent in the andragogic dynamics, the project slogan is Literacy with the heart.

Keywords: literacy; community-based project; Paulo Freire
Application of accommodations in the evaluation for students with dyslexia: Validity and justice perceptions

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The tests accommodations are aimed at minimizing the impact of the intrinsic difficulties of the students and thus allow an accurate assessment of their skills and knowledge. According to the Portuguese legislation, students with dyslexia can have accommodations in the evaluation process. However, there is no research on the subject in Portugal. The present research, in the scope of the doctorate, aims to determine the efficacy and validity of the special conditions implemented in the assessment of students with dyslexia, as well as to evaluate the justice perceptions face to curricular accommodations.

Keywords: inclusion; curriculum accommodations; assessment
Keynote speech

Literacy and the worldwide literacy network: Past, present, and future

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Short biography: Karen R. Harris is the Warner Professor of Education, Arizona State University. She has worked in education for over 40 years, initially as a general education teacher and then as a special education teacher. Throughout her teaching and research career, she has chosen to work in highly diverse schools in low income areas due to her commitment to improving teaching and learning for all students. She is interested in validating instructional approaches for heterogeneous classrooms derived from integrating multiple, evidence-based theories and practices. She developed the Self-Regulated Strategy Development (SRSD) model of strategies instruction. SRSD has been most extensively researched in the area of writing, although researchers have also addressed reading and math. Her current research focuses on continued refinement of SRSD, professional development in SRSD for special and general educators, development of new strategies to address reading and writing to learn, and using technology to improve literacy instruction.
Development of revision and drafting strategies of French children and adolescents

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Literature has shown that revision activity differs considerably between novice and experienced writers (Roussey & Piolat, 2005) and drafts can be used in a variety of ways, from copy to reelaboration (Boré, 2000). Novice writers make fewer revisions, which are usually restricted to superficial elements. Our ultimate goal is to understand how adolescents develop the capacity of shifting perspectives from language producer to language recipient (Tolchinsky, 2004). In this study we analyze draft and final versions of expository texts produced by French children (40 children for each group: 5th, 7th and 9th grade). We used the Eye&Pen© software with digitizing tablets (Chesnet & Alamargot, 2005) which allows for the observation of the temporality of writing. The present study ascertains 1) how revisions vary depending on text version and age, and 2) how the use of draft evolves depending on age, based on linguistic and chronometric data.

Keywords: written texto; revision; development
Revising at the leading edge: Shaping ideas or clearing up noise?

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In this talk we focus on the leading edge, ‘the point of utterance’, of on-going text production and specifically where fluency is being interrupted by revision of single graphemes, words or sentences. Using linguistic analysis we explore, in depth, all the revisions at the leading edge in six texts in three languages by a 15-year-old writer based on the notion of revisions as being ‘open’ or ‘closed’. Open revisions provide several alternative routes while closed revisions only allow for one option. Results show that many revisions at the leading edge are open and occurring on different syntactic levels. Further, language competence mediates revision; the stronger the language the more open revisions. Results indicate that minimal revision of externalized text at the leading edge can open up for and assist in the dynamics of meaning-making during writing. Implications for the multilingual class-room and the development of logging tools will be addressed.

Keywords: keystroke logging; revision; multilingualism
Giving feedback on students' texts and writing processes: Effects of different types of feedback

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Context: Feedback is crucial for students' learning process.
Aim: We conducted an intervention study to explore the effects of different types of feedback.
Method: 138 Dutch students (Grade 10) wrote a synthesis text at three measurement occasions. They received feedback after measurement occasion 1 and 2. Depending on the condition (product/ process feedback with position setting/ feed forward), students compared their text quality or their writing process to equally or better scoring students. Texts were rated using a rating scale with benchmark texts based on a national baseline study with over 700 participants. Writing processes were registered and analysed with Inputlog. Questionnaires measured the students' attitude towards the feedback.
Results: The majority of the students improved their synthesis writing in both product and process condition. We will present the effect of position setting versus feed forward. Moreover, we will take into account the students' evaluation of the different feedback types.

Keyword: feedback; synthesis text; writing process
The orchestration of writing processes and its contribution to text quality in upper-primary students

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Writing is a complex activity in which students should manage different complex cognitive processes such as planning and revision. Some studies have shown that these processes emerge around the end of primary education and are rarely related to text quality. However, none of these studies evaluated the students' spontaneous and recursively use of these processes nor the relationship between its orchestration and text quality. The present study aims to address these issues. 133 upper-primary students were asked to write an argumentative text in pairs under thinking aloud conditions. Thinking-aloud protocols were recorded and analysed to assess the writing processes underlying text production, its temporal distribution during writing and the relation with text quality. Based on previous studies we expect to find that high-level processes are hardly used by upper-primary students and its impact would depend on the moment in which they are activated during composition. Research funding: EDU2015-67484-P, MINECO/FEDER.
Multi-method approaches to studying writing processes

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Writing process researchers have used, broadly, two kinds of real-time or online methods for studying writing behaviour. Most have used either self-report methods, such as concurrent or retrospective protocols, or observational/recording methods, such as keystroke logging or screen capturing, and eye tracking. The two traditions provide information that is largely complementary and they can be more or less advantageous or disadvantageous depending on the research question. Nevertheless, they are relatively rarely combined. In this presentation we will (a) review the literature on studies that have combined keystroke logging with other methods in order to be able to answer research questions which cannot be answered by one method alone, and (b) synthesize insights from our own studies that have combined or compared different methods. We (authors, in press) argue that multi-method approaches are necessary in order to forward writing process research and will discuss pros and cons of different combinations.

Keywords: keystroke logging; multi-method approaches; writing processes
Symposium
Methodological Issues in Literacy Research Across Languages

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This symposium examines some of the most relevant methodological issues involved in literacy research across languages and provides guidelines for addressing these issues, offering a fresh perspective on the trends and suggestions from the recent literature. It is based on the careful review of the results from different studies across four major areas of basic and advanced literacy skills, namely, word reading, spelling, writing, and reading comprehension, carried out as part of the activities of the Working Group 1 of the ELN COST IS1401 Action. It also includes a separate presentation discussing evidence from a neuroscience perspective. Thus, the symposium provides a conceptual overview of the importance of orthographic consistency to learning to read and write, data relevant to typical and atypical reading development, and factors affecting both the process and the outcome at the text processing level. As a result, it underscores the need for a full understanding of the differences in literacy research that may exist in different languages and how these differences may affect study results and that conducting cross-linguistic studies requires a lot of a priori thinking. The symposium concludes by suggesting ways to tackle these methodological issues in the particular context of literacy research across languages.

Keywords: literacy research; methodological issues; cross-linguistic
Methodological issues in investigating word level reading across alphabetic orthographies

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Cross-linguistic research is one important way forward to reveal both universal and language-specific aspects of reading development. Such research is characterized, however, by a number of methodological challenges, even when the focus is on the very basic skills of word recognition and decoding skills. First, the languages often follow the borders of nation-states having distinct cultural characteristics and educational systems. Secondly, the differences between languages and orthographies possibly relevant about reading development are difficult to isolate and control. For example, the most studied aspect of cross-linguistic differences from early reading, regularity of grapheme-phoneme correspondence rules, has an inverse relation to transparency of morphological structure of the words typically. The presentation summarizes these challenges of cross-linguistic research of fundamental reading skills and considers ways to tackle these issues.
Spelling development of children learning consistent and inconsistent orthographies

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The cross-linguistic study of spelling development in different languages presents a number of challenges. After controlling for orthography type, a variety of characteristics of the spoken and written languages under study needs to be considered. I will outline an approach adopted in designing a longitudinal study tracking the spelling development of children learning five alphabetic languages/orthographies. In addition to child-level factors, such as age and level of schooling, we considered word-level factors in the creation of graded word lists intended for direct cross-language comparisons. The latter included identification of the sources of phono-graphemic inconsistency in each of the five languages, and equating these across word sets. Also, we controlled for well-known performance factors including word, grapheme, and phoneme frequency, and phoneme-grapheme consistency. This design allowed us to investigate the impact of orthographic (in)consistency on young children’s spelling development. Generalization of this approach to other languages will be considered.
Experimental methods for studying text composition

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The experimental study of writing relies on methods that analyze the process(es) and the products of writing. I will first address process-centered methods which aim at tracking the cognitive processes involved in writing. I will focus on the theoretical and methodological issues related to the analyses of pauses and burst of writing, such as the pause threshold debate or the relation between pauses and bursts. Second, I will turn to product-centered methods. I will show that one challenge that writing research is facing regards the integration of Natural Language Processing and Artificial Intelligence techniques to explore aspects of texts that else could not be identified. I will conclude that, in addition to experimental and classical corpora study, a middle way is also possible: the analysis of online recorded writing corpora (see, for e.g., Cislaru, G. & Olive, T. (2018). Le processus de textualisation. Bruxelles : De Boeck) and Olive & Cislaru (2015).
Challenges in the assessment of reading comprehension

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The ability to comprehend written language is critical, underlying much of the learning, problem-solving, and decision making that take place in and out of school. Therefore, significant effort has been devoted to the development of reading comprehension measures which are used to inform educational decisions that affect millions of students. However, there are challenges associated with the assessment of reading comprehension that stem from the construct, the purpose and the format of the test, and the reader. Comprehension involves the flexible coordination of several cognitive processes that transform language into thought. The characteristics of the linguistic input, the modality, and the reader’s knowledge are bound to introduce variability in the configuration of the processes and the outcomes of comprehension. The extent to which measures capture the complexity of comprehension is a fundamental issue that relates directly to their potential to inform instruction that accommodates the needs of diverse readers.
Cognitive neuroscience addressing reading, writing, and spelling

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Reading, writing and spelling, all relatively new functions for the human brain to perform, are accomplished by engaging neural networks devoted to these emerging functions. All neuroscientific studies point to an extreme complexity of the neural functions involved in or related to reading and spelling. Although writing and spelling seem to be the reverse of reading, the relationship discovered does not underlie this general view as rather complex mechanisms contribute to them in all orthographies though to a different extent. Several brain areas are even uniquely devoted to or recycled for certain components of reading or writing and spelling. The neuroscientific methods used in reading and writing studies aim at investigating mechanisms, functions, and networks engaged in each component (reading, writing, spelling). The recent trends, advantages and methodological limitations of neuroscientific investigations of reading, writing, and spelling will be highlighted with focus on event-related brain potentials, fMRI, and combined methods.
Making meaning of doctoral students' writing challenges and their impact on conceptions, processes and texts

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Writing is a challenging and demanding activity for doctoral students. Previous studies have identified a variety of problems and challenges related to doctoral writing, but few have explored the evolution of these challenges and their impact on doctoral students’ texts and writing conceptions. To explore these issues, we conducted a longitudinal qualitative multiple-case study. Participants were four environmental sciences doctoral students’ enrolled in a writing workshop. Data comprised an initial questionnaire, writing logs and drafts they submitted during a four-month period and two formative meetings at the end of the data collection. The analysis revealed that participants were more effective in solving problems when they were able to define them. Evolution of challenges and drafts was related to participants’ research and writing conceptions and their relationship with other researchers. Results also show differences among participants’ trajectories, their strategies and interpretations, which have significance for improving scientific writing and productivity.

Keywords: doctoral students; writing challenges; longitudinal study
The most important academic genres at Romanian universities: Survey results and context

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In referring to the most used academic genres in Romanian, we extract data from the Questionnaire sent out to Romanian universities at the beginning of 2018. The survey is part of the ROGER project, conducted over a period of five years (2017-2022) at the West University of Timisoara, which investigates the types of texts students write, in Romanian and English language, from a corpus linguistics contrastive perspective. We list and define the most common genres (e.g. eseu/essay, referat/research paper, lucrare științifică/academic essay) and classify student options according to their disciplinary settings. We also discuss student group preferences for one or the other genre by presenting the genre evolution in the Romanian higher education context and by extrapolating on student literacy requirements that have been associated with this evolution.

Keywords: academic writing; Romanian genres; academic writing survey
**Educator’s role in adult literacy process (a different perspective)**

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The state of inertia of international efforts for adult literacy is only one of the indicators for lack of professional organs on international and national level that could analyze, interpret and simplify adult literacy goals into educational programs and activities in which illiterate adults could participate. There is certain discrepancy between literacy policy makers, reports from international bodies and conferences on one side, and the practitioners which work on this problematic, on the other side, which emphasizes the need for highly qualified professionals to interpret policy rhetoric into appropriate literacy programs. One thing is for certain, the role of the educator in the literacy process of adults has a great role in the effectiveness and efficiency of the process. This paper has a goal to examine from adult learners point of view what kind of educator do adults need in literacy the process and to redefine his/hers role in it.

**Keywords:** adult literacy process; educator’s role; lifelong learning
Literacies in contact

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The proposed talk presents the result of the discussions of the DFG-funded network “LitCo – Literacies in Contact”. For three years a group of researchers in the fields of linguistics, sociolinguistics, education and history has been exploring the forms, functions and practices of writing in multilingual settings. The talk aims to bridge two strands of written language research in multilingual and multiscriptal contexts that often neglect each other: on the one hand the exploration and explanation of multilingual writing as a practice of the simultaneous use of different languages in their written mode; and on the other hand, multilingual writing as the application of rules established within grammatical systems of different languages (e.g. scripts, writing systems, graphematics, orthography, phonology). Researchers often work on one of these aspects, either system or practice. However, both aspects are closely related.

Keywords: multilingual literacies; writing as a practice; writing as a system
What is the role of literacy in preparing society for a digital future?

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We live in a world where digital content, devices and apps become part of our everyday lives, thus most interactions are made through a screen. So, we want to discuss whether a mix of essential literacy skills and other technological can empower citizens. This session will focus on the challenges and solutions for developing competences to become an active member of this digital society. The members of this panel have different, but complementary backgrounds which will enrich the conversation. Journalism and research; innovation and education; programming and digital humanities; children and media; are some of the expertise of the participants. By discussing how literacy skills will empower people to participate in a digital world, we would like to have a clearer view on how (traditional) literacy capabilities and the digital world can back each other.

Keywords: digital literacy, digital society, empowering

Speaker 1: Ademar Aguiar  
University of Porto (Portugal)

Speaker 2: Sandra Tavares  
King’s College (UK)

Speaker 3: Daniel Villar-Onrubia  
Disruptive Media Learning Lab (UK)

Speaker 4: Ivo Neto  
Jornal de Notícias (Portugal)
Media Literacy’s creative dimension - Teachers’ experiences, motivations and perceptions

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According to Hobbs (2013), it is critical for educators and teachers to be able to empower young people with self-expression, reasoning, critical thinking, communication, and skills that help them meet the challenges posed by the implementation of digital information and communication technologies. In fact, education towards empowerment in the face of new media will only bear fruit if teachers have the knowledge and skills to educate young people in this direction. More than the proposals and references that are the basis for the development of these capacities, a change of teacher’s spirit and posture in the presence of media in the classroom is essential for the promotion of Media Literacy practices. Based on a work developed with a group of secondary school teachers, this reflection seeks to explore the notions, knowledge, skills and pre-disposition of teachers for the teaching of Media Literacy.

Keywords: media literacy; teachers; creativity
Writing and use of digital media in and out of school - Comparing 5th grades' experiences 2005 and 2017

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12 years ago, I observed and interviewed 5th graders in a primary classroom in the center of Oslo to find out about their writing and use of digital media in and out of school. Digital media is changing at a rapid pace, so how do my findings back then comply with the present situation? To find out, I conducted a new study in a 5th grade classroom in the same primary school where I did my initial research. My findings indicate that digital media and technology has developed in ways which offer students more possibilities and rationale to write out of school. However, the students’ actual writing appears to be farther apart from school based writing today than 12 years ago. New ways to communicate are constantly developing and this seems to put pressure on the written mode. I would like to discuss how this might affect learning to write and writing to learn.

Keywords: writing in and out of school; digital media; primary school
Digital literacy and education: Country reports

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In the Digital Literacy context, it is crucial to promote the interception between theoretical studies and practice in order to make an impact on society. The idea is to increase the competencies needed to become an active citizen in the 21st century. This presentation focuses on the analysis of 6 reports (Ireland, Italy, Portugal, Serbia, Spain and the United Kingdom) produced in 2017 that highlighted some of the best European practices for the promotion of Digital Literacy. Its main goals include contributing to the discussion of the relevance of Digital Literacy in the educational contexts, alongside with specific local curriculum priorities. The dissemination of the European initiatives that have a greater impact in the national contexts allows us to present SWOT analysis results, which will inform the definition of future policies and potential action plans.

**Keywords:** digital literacy; education; best practices
Accessing digital literacy: Opportunities and barriers for students with complex disabilities

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In an increasingly digitally-oriented world, the ability to access and engage with digital platforms is a core skill underpinning effective participation. For children and young people with significant communication impairments and cognitive disabilities many factors can compromise access to digital engagement. These include factors internal to individuals, such as fragile language and literacy skills, but also external barriers, including constraints on opportunities and supports necessary for effective engagement with such platforms. This presentation presents findings from a survey conducted in Ireland and Germany exploring the extent to which students with disabilities engaged in using digital platforms and the barriers and opportunities that influenced their participation. Implications for education and clinical service providers are suggested, drawing particularly on the experiences of individuals with significant communication impairments, for whom such platforms offer a potentially valuable path to social participation.
Empowering Our youngest children’s digital citizenship through media literacy education: a community project

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This talk presents the final results of project «Digital Citizenship Education for Democratic Participation» (2015-2018), centered on empowering children (aged 3 to 9) in three related contexts: family, school and community. After an in-service teacher training course (Jan. 2016), data were collected from 38 children/parents, in order to establish an intervention plan based in media literacy activities (e.g.: school newspaper; STEM, TV week...). The plan was implemented from September 2016 to February 2018. Results point the need of "a re-conceptualisation of young children's learning in early year’s pedagogy" (Palaiologou, 2016). Parents are concerned with children's media use, but referred a set of mediation strategies, in line with the strategies identified by Zaman et al. (2016). Most teachers were not aware of the high media use and digital fluency of children, and even working in low-tech classrooms, they were able to develop media literacy activities without changing its initial pedagogical plans.
OpenHandWrite and the Potsdam Grapho-Motor Test Battery

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In this demo we would like to show a demo of OpenHandWrite by running the Potsdam Grapho-Motor Test Battery (PGMT) - an economic tool for widely automatic handwriting analysis and diagnosis. For the battery, we chose a small number of tasks to discriminate between automated and non-automated handwriting performance. We'll guide the audience through the analyses in three steps: 1st: We CAPTURE handwriting data using GetWrite from the OpenHandWrite toolset. 2nd: We ANNOTATE (or prepare) the data by using MarkWrite from the same toolset. 3rd: We PROCESS and ANALYZE the data within the R Project for Statistical Computing.

Keywords: handwriting; graphomotorics; handwriting analysis
ScriptLog - an experimental keystroke logging tool

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ScriptLog is a keystroke logging program, working on pc, mac and Linux, especially developed for experimental use. The program provides basic logging of keypresses, mouse clicks and cursor movements during text production, and in a beta-version the program also allows for making recordings in a web-browser. ScriptLog can further be combined with eye-tracking, and in that case it allows for an integrated environment for recording and replaying gaze behavior in relation to writing data. The program provides re-play functions and basic statistical analyses of quantitative data regarding produced and deleted text, writing time and pausing time. The data can be exported to the sister-program Inputlog, and be explored through many of the analyses options there, e.g., revisions and process graphs. This demo will demonstrate how ScriptLog can be used in experimental settings with series of writing tasks, including e.g. triple tasks, picture elicitation, spell-checker and dictation.

Keywords: keystroke logging; writing processes; experimental tools
D-PAC, a digital platform for the assessment of literacy skills using comparative judgment

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To promote literacy development, authentic assessments in which students show their skills in writing and speaking are a necessity. But how to evaluate the quality of literacy performances in a credible way? This demonstration shows the potential of D-PAC, an innovative digital tool that allows for a holistic assessment of multidimensional performances using comparative judgment. In D-PAC, assessors are presented with pairs of performances. Instead of providing a single score for each performance, assessors have to indicate which one in a pair is best. Based on a series of pairwise comparisons, students’ performances are ranked according to their quality. This assessment procedure has shown to be easier and more reliable than traditional methods. Moreover, by including multiple assessors, who all have their own perspective of what a quality performance comprises, the validity of this method is warranted. Possibilities and drawbacks of D-PAC for research and educational purposes will be discussed.

Keywords: literacy assessment; comparative judgment
Europe is becoming increasingly multilingual. This brings many benefits, but also many challenges, both curricular and organisational, to schools and classrooms. According to PISA 2015, 12.5% of the 15+ year-old students across the OECD countries had an immigrant background. This presents diverse challenges to schools, and especially to teachers. The Multilingual Group of the European Literacy Network (COST Action IS1401) devised a questionnaire (M-Questionnaire) seeking to obtain and analyse information about teachers’ knowledge, attitudes and behaviours with regard to multilingualism. The questionnaire was translated into the local language of the country involved and distributed to teachers in 10 different European countries. The M-Questionnaire was divided broadly into five sections: Background data on Teachers and Students, Views about multilingualism, First language of migrant children, Children’s acquisition of the L2 and Literacy. Responses were obtained from over 1,413 teachers. For the symposia data from three individual countries (Denmark, Portugal and Greece) are presented. These presentations highlight specific local challenges reflecting different languages, immigration patterns and responses to refugees. A quantitative overview of all the data collected across Europe will be presented in a fourth paper highlighting psychometric properties of the measure as an international tool and identifying predictive variables. The final session will consider key challenges for research and practice in a multilingual Europe developing a research agenda for the future.

**Keyword:** teaching; oral language; Multilingualism.
Multilingual classrooms in Greece: Understanding teachers’ knowledge, attitudes and behaviors towards multilingualism and the challenges of multilingual classrooms

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Greece is one of many multilingual countries across Europe, and in 2004-2005 10% of the total school population (Gogonas, 2010). Using the ELN multilingual questionnaire 111 teachers across Greece participated in the study. Teachers had positive views about multilingualism. They reported as barriers in the educational achievement of migrant students the insufficient training of teachers and the lack of programs. They highlighted the lack of specific strategies to teach in a multilingual classroom, and the need to use peers translate. By contrast considered that practices such as support L1 outside class, intensive language programs and parental involvement can contribute the most for educational achievement. Recently, the Greek state initiated afternoon classes for refugee children escaping war-torn areas in the greater Middle East and Asia. These classes do not fall under the definition of multicultural classrooms.
Teachers’ views about multilingualism in Portugal

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The ELN multilingual questionnaire examining teachers’ views was completed by 505 Portuguese teachers, 374 teaching in classrooms with migrants. They were all highly qualified and with professional training; many (87%) speak foreign languages and view the students’ linguistic repertoire as an added value in the classroom. Their views on multilingualism were very positive: teachers believed that speaking different languages brings advantages in language learning and academic success. Their teaching highlights what is common to different languages, building a greater linguistic awareness of the language knowledge. They value students’ L1, L2 and L3 learning, as well as the development of literacy skills. With regard to the practices that contribute the most to the educational adjustment of migrant children, teachers mainly refer factors external to the classroom, which raises questions about their own need to adjust their teaching practices to those students.
Multilingual Classrooms in Denmark

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The ELN multilingual questionnaire was administered to 62 Danish teachers (86% females). The majority of the teachers were between 35 and 54 years old, they had teaching experience of 11 years or more, and most of them had received specialist training in teaching children from different language backgrounds. The Danish teachers expressed a positive view upon multilingualism, e.g. the majority considered being multilingual as an advantage for learning in school, and they agreed that literacy development in a child’s L1 can facilitate the development of reading and writing in the target language. In the symposium the results are discussed in relation to how teaching of multilingual children is organized in Danish schools.
Multilingualism within the EU does not come without its challenges

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We examined the current challenges and benefits of working in multilingual classrooms in Europe merging the data across all countries which contributed data to this cross-cultural study carried out by WG1 under the ELN COST IS1401 Action. 1,413 teachers (1,066 females, 347 males) responded to the multilingual questionnaire (MQ). Preliminary analysis focused on the Likert-scale items of the MQ aiming to explore teachers’ views about (a) multilingualism, (b) the importance of the first language of migrant children, (c) children’s acquisition of the L2, and (d) general literacy issues. Two factors emerged, accounting for 36% of the variance in teachers’ views on multilingual classrooms, correlating at \( r = .35 \). Factor 1 represented the multilingual classroom positive effects. Factor 2 represented teachers’ reservations about multilingualism. No significant gender effect was observed for any of the factors. However, a significant country effect was yielded, with the subsequent analysis demonstrating that Cyprus, Slovakia, and United Kingdom tended to move toward the negative direction in F1, forming a separate cluster. Likewise, Cyprus and Slovakia shifted toward the negative direction in F2, also creating a different group. The practical relevance of the findings and new opportunities for teacher training are discussed.
Discussion

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This discussion will draw together general challenges raised by multilingual Europe for teachers from our empirical data. Three themes will be addressed: parity of cross country data for teaching and learning, challenges for teachers, the ways forward for teaching, research and practice. Specific emphasis will be placed on pedagogy for language and literacy.
Lexicality effect on spelling rule-based orthographic patterns from first to sixth grades in European Portuguese

Martins, Silva, & Vale

Spelling development is a complex slow cognitive process that lasts up to adulthood even in intermediate consistent orthographies such as the European Portuguese one. This study examines the spelling of sub-lexical orthographic patterns that require orthographic knowledge beyond the one that is determined by phonology. We asked 166 children from first to sixth grades to spell from dictation regular CVCVCV words and pseudo-words that contained explicitly taught rule-based context-dependent orthographic patterns. Results show that spelling accuracy improved with experience and that context-dependent orthographic patterns were better spelled in words than in pseudo-words across grades. Moreover, the lexicality effect magnitude did not change with school progression. Larger lexicality effects arose where stronger orthographic-phonological correspondences competitions exists. The reliable transfer decrease observed in pseudo-words suggests that complex orthographic knowledge used in spelling is not governed by abstract rules and that lexical information seem to strengthen links between phonology and graphemic representations.
Predicting word reading and spelling in French- and Dutch speaking beginning readers: Specific contributions of phonological awareness (PA) and RAN

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Purpose: This study aims to compare the respective predictive value of PA and RAN on word reading and spelling in a developmental and cross-linguistic perspective. Method: French- (n=154) and Dutch-speaking (n=100) beginning readers were assessed with PA and RAN-objects measures. They were either in kindergarten or in Grade 1. One year later, they were assessed with reading and spelling measures. Results: In French, hierarchical multiple regressions showed that both PA and RAN predicted reading and spelling in Grade 1, with a stronger proportion of variance explained by RAN. In Grade 2, RAN no longer contributed to literacy. Only PA explained the outcomes in reading and spelling, and more strongly in spelling. Conclusion: These findings show that PA and RAN contribute distinctively to reading and spelling acquisition and suggest that RAN accounts for serial processes implied in early reading. Results regarding the Dutch-speaking children will be presented at the conference.

Keywords: Phonological awareness; RAN; Word reading and spelling
Spelling performance may depend on the orthography

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Good spelling is required for writing and is essential for reading as well and there is a high degree of relationship between reading and spelling on the order of about 0.8 (Ehri, 1997). This presentation will cover our findings from spelling and dictation tasks in various orthographies, such as Spanish, Russian, Chinese, Korean, Arabic, Kannada, Telugu, and German. Our results showed that there are significant variations relating to vowel and consonant errors, as well as the contribution of phonological, morphological, and orthographic contributions to spelling. These factors have to be considered while teaching spelling in different orthographies. For instance, while English-speaking children make more errors on vowels, Spanish-speaking children make more errors on consonants. Relating to meta-linguistic skills, phonological awareness contributed more for English spelling, but orthographic awareness contributed more for Russian spelling and morphological awareness played a major role for Chinese spelling.

Keywords: Spelling; orthography; instruction
Early literacy and reading performance: the predictive effects of invented spellings, letter knowledge and phonemic awareness

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Research has exposed evidence that letter knowledge and phonemic awareness are two strong predictors of reading acquisition, thus playing a crucial role in this process. Considering the significance of invented spellings on early literacy, we aimed to examine the relative impact of these three metalinguistic skills on reading acquisition in the first year of elementary school. 90 Portuguese 5-year olds who did not know how to read or write participated in this study. Children’s metalinguistic skills were tested in preschool and reading was tested at the end of Year 1. Correlation analyses displayed positive scores for invented spellings, followed by phonemic awareness and letter knowledge. A regression analysis indicated invented spellings as the predictor with the strongest impact on reading. This study supports empirical evidence regarding emergent literacy acquisition, showing how invented spelling activities in preschool years could have a positive impact on children’s future success in learning to read.

Keywords: Early literacy; Reading acquisition; Invented spelling
Comparing Handwriting Performance in Children with Dyslexia and Developmental Coordination Disorder

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Aim of the study: Research highlights similarities in the writing profiles of children with dyslexia and children with developmental coordination disorder (DCD), despite differing primary characteristics. Both groups show frequent pausing while writing and the production of less text in comparison to peers. One possible explanation is that these children have difficulty with handwriting at the allograph level: retrieval of letters from memory and accurately producing letter forms. This study aimed to examine speed and accuracy of letter production and directly compare children with dyslexia to children with DCD.

Participants: The sample comprised 31 children with dyslexia, 26 children with DCD, and 31 typically-developing (TD) age-matched controls (all aged 8-11).

Methodology: Children completed the alphabet writing task from the Detailed Assessment of Speed of Handwriting (DASH) on lined paper placed on a digital writing tablet. The number of letters written per minute was calculated. Temporal analyses of the speed of writing, pause behaviour and the accuracy of letter formation were also examined.

Results/Conclusions: All three groups were comparable on the number of letters produced per minute, handwriting execution speed, as measured by the tablet, and paused for a similar amount of time while writing the alphabet. In terms of accuracy of letterforms, children with dyslexia and children with DCD demonstrated similarities in the types of errors made, and both groups had a higher percentage of errors than their TD peers. Difficulties with specific letter forms and practical implications of the findings will be discussed.
Slowly but surely: expectations and reality of academic writing approaches in Spanish higher education

Núñez-Román

This symposium aims to offer a nationwide outlook of academic writing practices in Spanish Higher Education, focusing in the different ways these programmes are being carrying out in some Institutions. The first part of the Symposium will offer an overview of academic writing in Spanish Higher Education. First, we will present the main features of academic writing approaches in Spain in comparison with other traditions such as British or American ones. In addition, an overview of the current research lines will be offered next, in order to contextualize the ways academic writing projects are being implemented in Spanish Higher Education. The second part of the Symposium will offer a successful experience of academic writing practice at Universidad Autónoma de Madrid. Finally, we present a pilot study on the impact of the use of a rubric for the elaboration and evaluation of argumentative texts in a digital environment, carried out in the framework of an university class of Spanish as a foreign language.
Academic writing at the university

Lara de Haro

A comparative study of Europe/Spain and the United States In the last decades, universities have started to offer writing courses and programmes, mainly due to the diversification of students, which has resulted in general lower writing skills. In the Anglo-Saxon context, more specifically in the USA and the United Kingdom, this has been a constant concern since the 1970’s, even though it dates back to the end of the 19th Century in the case of the States (Russell, 1994).
Academic writing experiences in Spanish universities: an outlook

Núñez-Román & GallardoSaborido

This talk will offer an overview of the current research lines on academic writing in the context of the Spanish universities in order to contextualize the ways academic writing projects are being implemented in Spanish Higher Education. Furthermore, it will focus the impact of the COST Action IS1401 “Strengthening Europeans’ capabilities by establishing the European literacy network” in the research on academic writing that is currently being developed in the School of Education of the University of Seville (Spain). This team of researchers has a keen interest in the analysis of the processes of production of certain textual genres as Bachelor’s Degree Final Project or Master’s Final Project.
Initiatives to teach writing at the university: the writing center of the Autonomous University of Madrid

Cortés & Canales

There are numerous initiatives that can be carried out within the framework of academic literacy – understood as the process through which the academic genres are taught at a higher education level and where writing has an epistemic function. A number of these initiatives revolve around a writing center. Last academic year, 2016/2017, a writing center was launched from the Philology Department and its Didactics at the Universidad Autónoma de Madrid. Four main initiatives have been carried out, namely writing-oriented tutorials, workshops and conference-related academic writing, the language consultation service and writing-based resources. The aim of this talk is twofold: on the one hand, to explain the initiatives launched; and, on the other, to show the main results as regards the undergraduate and postgraduate students’ satisfaction perception of the services offered.
Collaborative work in digital environments for the development of argumentative competence in Higher Education

Peña

Methods such as collaborative writing and coevaluation with rubrics in digital environments, like Google shared documents, not only improve written productions but also other transversal competencies. This paper presents a pilot study developed in a university class of Spanish as a foreign language on the impact of the use of a rubric for the elaboration and evaluation of argumentative texts in a digital environment. The results obtained show an improvement in the quality of the texts, the development of other transversal competencies and the students’ positive perception about the collaborative process and the use of the rubric. As rubrics are not widely used as a formative evaluation method yet more research with other types of text and discursive genres is needed.
In this symposium, we present MABEL, a web-based tool for research and practice that has been developed to assess children’s early literacy and related skills across several European languages. MABEL (Multi-language Assessment Battery of Early Literacy) comprises measures that were developed as part of the ELDEL research programme (a Framework 7, Marie Curie ITN) focusing on cross-linguistic studies of literacy development. We are developing a web-based platform, where tests assessing the foundational skills of phoneme awareness, letter knowledge, and rapid naming, as well as a variety of reading and spelling measures will be available, with computer-assisted administration, in multiple languages, including English, Spanish, French, Czech, Slovak, and Welsh). During the symposium, we will provide the background to MABEL and an overview of the website platform, as well as detailed descriptions of the measures of foundational skills, and early literacy skills, with an emphasis on the design issues that must be considered for direct cross-linguistic comparisons. The presentations will cross-reference the publications that highlight the theoretical and empirical validation of the battery. During the Discussion presentation, we will consider issues for the extension of MABEL to other languages, and open the session for questions and comments from the audience.

**Keywords:** cross-linguistic; assessment; literacy
Measuring Text Quality in the Digital Age: The Project “MIT.Qualität”

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The project is based on our interest in long-term effects of writing in social media on the quality of texts in general. We explore ways of addressing this question in two ways: (1) by developing a model that considers aspects of text quality that are relevant for dialogical communication in digital and multimodal social media, and relates them to traditional categories of language quality coming from rhetoric and text linguistics, and (2) by developing methods for measuring coherence as one aspect of quality and to evaluate such methods in small case studies. One characteristic of the project is the involvement of practitioners (e.g., social media managers) by collecting data about text quality in small surveys, which we will integrate in (1) and (2). The presentation will introduce the entire project by focusing on both the new model and one case study on measuring coherence.

Keywords: text quality; new media
Frontier Taxonomies - identifying the synergies between writing, research, teaching and learning

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This paper addresses the challenge of creating synergy among the increasingly more specialised and centralised supports for four key higher education activities - research, writing, teaching and learning - which frequently fail to capitalise on their shared territories and common ground. The paper is based on a European project, which is currently made up of representatives from 32 countries. The project seeks to address the dearth of professional conversations and research around the shared territory of support for, and development of, the four areas of writing, research, teaching and learning. We will report on our work to date which has included identifying existing models of support and articulating desirable approaches. We will also present our work towards defining ‘frontier taxonomies’ which will illuminate the intersections and complementary across the four areas.

Keywords: academic writing; research; teaching and learning in higher education
Written comments during the translation process. An experience with the Albanian students in the University of Tirana

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In this speech we will provide a cognitive-functional approach to the translation process. Such an experience has been applied with the Albanian students of translation studying at the Foreign Languages Faculty, Spanish language specialty. Through concrete examples, we will see that such an approach equips them with a work instrument. The examples are taken from various texts: aphorisms, fragments, tales in the Spanish language translated into Albanian, accompanied with the respective written comments. Such a technique helps students not only to make a decision during a translation process but also to prepare them to analyse and reason about their decisions, which will serve them beyond the translation domain. Likewise, we will observe even the importance of the assigned task, which is also the starting point of each translation process.

Keywords: translation process; cognitive-functional approach; written comments
Adult literacy terminology: how are the adults named and described in Portuguese adult education policies?

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In the field of adult literacy education, the terminology used to describe learners assumes particular importance. Words generate action (Crowther & Tett, 2011), and so in our advocacy, research and practice around adult literacy we should be mindful of the impact our use of language has in shaping impressions of the needs and capabilities of adult literacy learners. Adult literacy is claimed by many, including politicians and the media. Accordingly, statements made about adult literacy are often made by those who do not have great knowledge or experience of this area, and who may underestimate its complexity. In this paper, we present analysis of the terminology used in the most relevant policy documents on adult education (1986-2018) in Portugal. The data show that, in general, adults are defined inaccurately and/or from a deficit perspective, even when policies aim, paradoxically, to recognise (and validate and certificate) prior learning.

Keywords: Adult literacy; Policy analysis; Adult learner
Computer-Supported Argumentative Writer

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C-SAW is a web-based authoring tool to support novices in the writing of argumentative texts. It is intended for use in instructional designs using argumentative writing as a pedagogical approach to develop reasoning, knowledge construction and critical thinking. Based on ArgEssML, an XML markup language specifically designed to represent argumentative writing and allow for tool development. C-SAW has been empirically tested in experimental and field settings. It has proved to raise writer awareness of task demands supporting the generation, elaboration and completion of written arguments, mediating reasoning and affecting epistemic beliefs in the certainty and simplicity of knowledge. C-SAW has added a teacher-centred interface to facilitate its adaptation and integration in teacher defined learning scenarios using argumentative writing. It is also being extended to allow for collaborative writing. Both goals are being driven by a design-based research approach that involves practitioner and user input in the design, development and testing.

Keyword 1: essay writing; argumentation; technology-enhanced learning
Writing Process Feedback using Keystroke Logging: Generating Inputlog reports

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Programs like Scriptlog, Translog and Inputlog facilitate researchers to collect fine-grained process data and offer support in analyzing these data. As a consequence, keystroke logging has become more and more popular in writing research. Large data collections are set up and different analysis perspectives are being explored. Step by step and study by study we are now paving the path to a better understanding of process data in writing. However, only few researchers have concentrated on how to bring keystroke logging to the classroom. Not because they are not convinced that writing development could benefit from a more process oriented pedagogy, but mainly because translating complex and large data sets to an educational context is still a big challenge. Therefore, we have developed a new function in Inputlog, specifically aiming to facilitate writing tutors in providing process feedback to their students. The so called report function automatically generates a pdf-file addressing different perspectives to the students’ writing process like: pausing behavior, revision behavior, source interaction, fluency. These perspectives are reported either quantitatively or visually (e.g. a process graph showing the gradual growth of their text in combination with their source use). Brief introductory texts explain the information presented.

Keyword 1: keystroke logging; process feedback; writing from sources
Aga Khan Foundation has been operating in Portugal since 1983, seeking to contribute to improving the quality of life of the communities. Through the Education and Child Development Programme, AKF has been developing innovative approaches that aim to promote school success, with a focus on learning to read and write, by reinforcing professional and parental competences. Thus it developed Conto Contigo Family Literacy Programme, which is currently being disseminated nationally in partnership with RBE and DGLAB, as a contribution to the objectives of the National Reading Plan 2027. Within this Programme, resources for family literacy reinforcement have been developed such as the app Conto Contigo, that aims to increase awareness and parental skills to promote emergent literacy of young children, a strong predictor of reading and writing learning success.

**Keyword 1:** Family Literacy; Emergent Literacy; Reading and Writing Learning

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Semantic analysis focuses on what a text is about as opposed to how it is built. It looks at ways to analyze the meaning of the text, and provides means to separate the meaning from everything else, thus trying to aggregate the sense only. Automated tools exploit the fact that syntax and semantics are not independent (Anderson, 2006; Fanselow & Felix, 1990), and thus, the common use of most languages makes use of specific sequentialization patterns to bind kinds of things (Bach, 1989) together in a meaningful way (Chomsky, 1981; Haegeman, 2009). T-MITOCAR (Pirnay-Dummer, 2006, 2010, 2015) and concurrently derived methodologies focus on the analysis of small texts (e.g., essays) where both the resulting visualized graphs and their graph-theoretical comparison can help research and practice in many different ways to better understand literacy and its processes in learning. This presentation will show the core methodology and facets of its use.

Keyword: Writing Research; Linguistic Analysis Tools; Automated Knowledge Assessment
Symposium
Investigating Literacy Skills in Domain Specific Communication The Contribution of Applied Linguistics

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Although the investigation of literacy and literacy skills involves many disciplines, such as psychology, pedagogy and neurosciences, the contribution of Applied Linguistics is essential (Efing, 2017; Hoefele & Konstantinidou, 2017). With its interest in addressing socially relevant problems in which language plays a key role (www.aila.info, 2018), Applied Linguistics focusses on the core of the literacy concept: the competence regarding a written language, which includes a persons’ skills in reading, writing and in using the myriad of documentary resources that literate societies accumulate (Olson, 1996) and that have changed rapidly, for example, with digitalization. In this symposium, we explain and discuss recent Applied Linguistics-based approaches to investigating and developing literacy in the professions. By doing so, we show the value Applied Linguistics can add to the analysis, description, modelling, and development of professional literacy skills. On a practical level, the symposium provides good practice examples of how the results of linguistic literacy research are transformed into sustainable solutions that benefit both the professional fields involved and society-at-large and that, in addition, provide relevant data for further theoretical developments. The presentations start with a discussion of the professional literacy concept in new, globalised economies based on knowledge and technology and an overview of research questions and methodologies for its investigation proposed by Applied Linguistics. The follow-up presentations show how requirements for literacy skills and literacy promotion concepts can vary both by profession and by the social and linguistic background of the professionals. The symposium ends with two presentations discussing innovative cases of literacy research that illustrate the relevance of reading and writing skills for professional development and societal prosperity.

Keywords: Professional Literacy; Applied Linguistics; Domain Specific Communication
The case of professional writing and the digital literacy shift. In cultural literacies investigated so far, the functions of writing as a distinctive mode of language use have developed and expanded from mnemotechnical to communicative and epistemic writing. Throughout this development, writing has become an increasingly focused activity. With emerging digital media, however, writing has been more and more interfered with a new, fragmentary mode of language use we term writing-by-the-way (Hicks & Perrin, 2014). In my presentation, I analyze this digital literacy shift by drawing on two decades of longitudinal writing research in the workplace research into professional writing and discuss their methodological interplay. On a practical level, I explain the consequences the digital literacy shift bears for the writing practices in quality journalism as an increasingly glocalized domain.
Literacy Skills in Engineering: Developing Plurilingual Communication Competence in Engineering Disciplines

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Increasingly complex life and work environments require a sustainable and practice-oriented approach to equipping engineering students with integrated literacy skills. Based on an extended definition of literacies for student success (cf. also framework for 21st century learning) and a needs analysis carried out among stakeholder companies in 2015, we would like to focus on research, development and assessment of domain-specific communication competence training at the ZHAW School of Engineering. In our presentation, we discuss specific workplace requirements regarding oral and written communication and show first evaluation results of our plurilingual blended learning concept from a student cohort in 2017. The results give an insight into student perception and didactic challenges when committing to individual learning in a problem-based and plurilingual learning environment. The present findings lay the groundwork for further development of practice-oriented communication competence training in engineering disciplines.
Promoting literacy skills in two contrasting academic training programmes for professionals: Cockpit communication and social report writing

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The field of literacy skills has expanded from the original exclusive emphasis on reading and writing to a broader concept involving oral skills/communication in general. In our contribution we contrast the specific requirements met with in two vastly different fields: aviation and social report writing. While in aviation the focus is exclusively on oral exchange between tower and cockpit with a view to minimizing the risk of accidents due to communication problems, in social report writing the focus is wholly on a written form the purpose of which is an account of specific social situation including recommendations in an as objective, neutral and non-discriminatory form as possible facilitating the acceptance by different target groups (social institutions, clients affected). Our paper will specify the implications these different requirements have for the curricula in the specific academic training programmes for professionals.
Literacy for Entrepreneurship: Modelling Reading and Writing Skills for Entrepreneurship

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Entrepreneurship education has received increasing attention and become a major field of interdisciplinary research (Weber et al. 2014). However, little attention has been paid to literacy skills, which are important for entrepreneurship (European Commission 2010). Considering this, our project aims to define the reading and writing activities within the process of founding and operating a small business in Switzerland and describe the linguistic features of text genres related to entrepreneurship. For this purpose, we rely on the results of a survey sent to manual, technical and service professionals (n=122) and a corpus of relevant text genres in the context of entrepreneurship, which was analyzed in terms of lexical density, keywords, n-grams/chunks, text procedures and register. The results show (1) differences between patterns among the texts read and written; (2) a wide spectrum of highly differing text genres entrepreneurs have to deal with; (3) characteristic patterns of entrepreneurship related writing.
Financial literacy: a key to understand the language of numbers

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Lacking knowledge in financial matters is one of the reasons why individuals cannot or do not set up investment plans for their current and future wealth. Unfortunately, an insufficiently financed pension, for example, can lead to dependency on social welfare, which is paid by society-at-large. Financial literacy can prevent this as it is the knowledge and understanding of financial concepts and risks, and the skills to make effective decisions across a range of financial contexts to improve the financial well-being of individuals and society, and to enable participation in economic life (OECD, 2014). In my presentation, I define the key concepts of financial literacy and context awareness. Based on a long-term qualitative corpus, I use pragmatic text analysis to explain how the lack of intra-lingual translation affects individuals and what the social costs can be. I conclude by showing which measures can improve the communicative potential of financial text products.
Practice-based research tools: from test to remediation

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Presentation materials: slides; poster; other; tests, website

Measuring reading and spelling skills just to know if a child needs extra support by a teacher or a therapist is not sufficient. A qualitative analysis of the made mistakes is also needed to set out the remediation goals. Firstly we present a reading comprehension and a spelling test which fulfil these needs. Tailor-made instructions and feedback (Hattie & Timperley, 2007) are necessary for an effective approach. In this perspective, we present a remediation program on reading comprehension skills, which focusses on the most important reading comprehension strategies. Goals, instructions and feedback are for each activity described in detail. Finally, we present a free website with good practices, focusing on the most important early literacy skills, namely phonological awareness, early reading skills and invented spelling. Suggestions for adapting the difficulty level, instructions and feedback are given. The annotated photographs help to make the website accessible to many, not Dutch-speaking people.

Keywords: reading comprehension; spelling; early literacy skills
Integrated Reading and Writing Support in Vocational Education and Training

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Presentation materials: slides; video; poster; flyers

For the majority of students in VET schools, and in particular for those with a migration background, reading and writing are complex cognitive and linguistic challenges that are not always successfully mastered. However, reading and writing skills are not only important requirements for successful school and professional careers, but also necessities for participation in democratic societies. In this light, a teaching approach was developed in the context of an Erasmus+-project with the aim of enhancing literacy in VET not only in language education classes but also across the curriculum. The approach develops creative learning scenarios in which reading and writing become meaningful activities for task accomplishment and problem-solving in everyday and professional life, and aims to use interactions between reading and writing in order to achieve a more sustainable learning effect. In the practice stand, we will show the implementation of these scenarios in German, Estonian, Polish and Romanian classrooms.

Keywords: Professional Literacy; Szenario based Learning; Interactions between Reading and Writing
+Literacia - A community response

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In case of other, please specify: PowerPoint

+Literacia project is promoted by municipality of Matosinhos in partnership with ADEIMA. It responds to a community need: adults (over 18) who are illiterate or have significant difficulties in reading and writing and that, therefore, cannot engage in other adult educational responses. The project was created in 2016 with an original curriculum organized in different themes. It is currently in its second edition, involving an average of a 100 people for edition. The cornerstone of this project is proximity. Accordingly, there are 8 groups in Matosinhos, 2 in each region each having 3-hour lesson per week, two 2 of which are developed by a (elementary) teacher who works the literacies (Reading and writing; calculus; digital, scientific and historical). The third lesson is conducted by a psychologist and it works personal and social skills and promotes executive functions - that is one of the innovative characteristic of this project.

Keywords: Literacy; Adult Education; Community intervention
Santamaría & de la Peña
Nebrija Writing Center
The relation between verbal language and space. Communication as a sculptural process. Miscommunication fold

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During this digital age, what we understand through visual or oral communication, works through using words. Now everything might be codified, and verbal language becomes a powerful issue. It is a duty for the arts to be a part of their time in order to suggest new coexisting ways. I consider communication as a pluridimensional process and it is also sculptural because it shapes our thinking. Inside the communication process, there is a point where the abstract part of the language and the message are experienced altogether. This is what I call “communications fold”. When there is an imbalance there, a lack of communication will emerge; and hence social problems are generated. The main commitment of my research project is to look for solutions to this fail, through theoretical studies and essays, enlightening disruptive key events in communication, and presenting sculptural-architectural solutions in the city as a core political issue.

Keyword: Sculpture; Poetry; City
Keynote speech

The nexus between reading and writing: Research and implications for instruction

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Short biography: Steve Graham is the Warner Professor in the Division of Leadership and Innovation in Teachers College. For over 35 years he has studied how writing develops, how to teach it effectively, and how writing can be used to support reading and learning. Steve is the former editor of Exceptional Children, Contemporary Educational Psychology, Journal of Writing Research, Focus on Exceptional Children, and he is the current editor of the Journal of Educational Psychology. He is the co-author of the Handbook of Writing Research, Handbook of Learning Disabilities, APA Handbook of Educational Psychology, Writing Better, Powerful Writing Strategies for all Students and Making the Writing Process Work. He is also the author of three influential Carnegie Corporation reports: Writing Next, Writing to Read, and Informing Writing.
**Contribution of corpus analyses to written language therapy in French dyslexic adolescents**

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Recognized as a public health problem, the prevalence of dyslexia is between 5 and 10% in school-aged children (8-12 years), according to the European cross-linguistic study Neurodys (Becker et al., 2013). Learning written language means jointly mastering its two sides: reading and writing. Complex and dynamic, writing in dyslexic French adolescents is the focus of this study. In order to initiate exchanges between practitioners and researchers, as suggested by Hayes & Berninger (2014), we examine chronometric data, in a corpus of texts collected from 7 dyslexic teenagers in the context of regular speech therapy sessions, to reveal the particular processes engaged in their production. This work opens argues for data collection in professional contexts, so as to question and even enrich the know-how of practitioners with tools developed in corpus linguistics.

**Keywords:** dyslexia in adolescents; written text production; handwriting
Work through and work around strategies for helping those with dyslexia

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Children with dyslexia require a balanced approach to learning in at least three aspects involving work through and work around strategies. First, teachers, parents, and specialists should distinguish word- and higher order level literacy skills. That is, creativity and communication of ideas, which those with dyslexia tend to demonstrate fairly well, are different from word reading and writing, which those with dyslexia are, by definition, disabled in. Second, those with dyslexia benefit when they are taught explicit rules that may help them to decode words better. Explicit rules vis-à-vis learning of letters, phonological correspondences, morphological connections, vocabulary, and orthographic skills should be consistently highlighted. Third, making use of dyslexics’ strengths and circumventing their weaknesses can help those with dyslexia around the world. Both work through and work around strategies are critical in remediation of dyslexia worldwide, as consistently revealed in my interviews with those focused on dyslexia across six continents.

Keywords: dyslexia; dysgraphia; remediation
A study about handwriting skills in Spanish children with dyslexia

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Several studies demonstrated that children with dyslexia show poor handwriting skills. They make more mistakes and spend more time handwriting than their peers. However, it is not clear whether those difficulties are due to their spelling deficit or if they also have graphomotor problem. To investigate that, a group of 20 Spanish dyslexic children and an age-matched control group without reading disabilities completed a battery of handwriting tasks using a digital tablet: spelling-to-dictation task of isolated words and pseudowords, sentence copy task, and non-language based tasks involving drawing trails and intersecting lines within concentric circles. We collected latencies, writing durations, percentage and duration of pauses, number of speed peaks, execution and graphic speed. Results showed larger differences between groups when writing linguistic stimuli (words, pseudowords and sentences), even though some children with dyslexia demonstrated lower motor skills than the control ones.

Keywords: Dyslexia; Handwriting; Graphomotor
Early identification and prevention of dyslexia

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The main results of the Jyväskylä Longitudinal study of Dyslexia where children at familial risk for dyslexia (JLD) have been followed from birth to puberty will be summarized concentrating specially to early identification of dyslexia. As the final step of the JLD we developed of digital learning environment/game based on our GraphoLearn technology which introduces the basic reading skill to children very efficiently. I has now been empirically validated in tens of countries after being used in Finland for years. The interest among children to use it is documented by the fact that 1/3 of the age cohort has been at best using it during a single day in Finland. Today it is under being made available to everyone in need in close to ten countries where all the validation studies have been completed. The most effective ways of its use will be introduced and evidence documenting the effects collected from different countries summarized.

Keyword: dyslexia; early identification; prevention
Spelling problems impact on handwriting of Spanish children with dyslexia

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Recent studies suggest that handwriting process is not only a motor skill, but there is a complex relationship between central and peripheral processes when writing. Moreover, kinematic measures of handwriting seem to be determined by the orthographic system and spelling ability. In this sense, the goal of this study was to investigate the impact of spelling competence on handwriting. For that purpose, a group of 24 children with dyslexia and 24 without dyslexia completed a sentence-spelling-to-dictation task, where lexical frequency and orthographic consistency were manipulated. A digital writing tablet was used to collect data and obtain kinematic measures (writing duration, execution speed, peaks of speed and pauses). Results suggested that children with dyslexia have a disfluent pattern of handwriting. In addition, they showed larger orthographic consistency effect than children without dyslexia (peaks of speed, writing duration and execution speed), when writing the syllable before an inconsistent letter.

Keywords: Dyslexia; Handwriting; Spelling
Symposium
Prerequisites for Reading Comprehension

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In four presentations and a discussion we aim to raise a question on the complexity of reading comprehension instruction and assessment, which is usually taken for granted. With this aim in mind, the authors will present the textbook analysis in four European countries – Austria, Portugal, Finland and Croatia, concentrating on the concept of “reading to learn” in the instruction. Four talks will provide an overview of what teachers are supposed to teach, what students are expected to learn, and to which extent this is reflected in current textbooks. The results of the textbook analysis will be discussed in the light of students’ competencies and needs in the transition from one level to the another, firstly in terms of being able to participate equally in the primary education and than in the light of a transition between primary to secondary school level. Different textbooks will be analyzed, starting from primers to textbooks for mother tongue in grades 4 to 7, with the special aim to address the text structure approach in languages structurally different from English.

Keyword 1: reading comprehension; text structures; textbook analysis
Is reading comprehension taken for granted? Analysis of Austrian text books in fourth and sixth grade

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In Austria, nine years of education are mandatory. In primary school, which refers to the first four years of education, reading instruction is one of the main pillars of schooling. The children learn to read, especially in the first three years of education. Afterwards, in the secondary school level, reading comprehension instruction is merely addressed. “Reading to learn” is in the focus of all subjects, thus, reading comprehension is one of the most important competencies in secondary school. However, around 20% of the students at the end of grade four lack the ability to pick simple information out of written texts. In this talk, fourth and sixth grade text books in German and Natural Science will be analyzed in terms of their contribution to reading comprehension instruction. The results will be discussed in the light of students’ competencies and needs in the transition from primary to secondary school level.
Reading comprehension instruction: The Portuguese case
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In Portugal, basic education lasts 9 years and comprises three stages: Grades 1–4 (age 6–10), Grades 5–6 (age 10–12), and Grades 7–9 (age 12–15). Portuguese can be classified as a language with an orthography of intermediate depth and a simple syllabic structure, which imposes some difficulties in the acquisition and development of reading comprehension skills. Reading comprehension is an important curricular component of many subjects throughout basic education. However, despite its importance, it is not well understood how it is addressed in textbooks. In this talk, we will examine the presence of reading comprehension instruction not only in Portuguese Home-Langue textbooks but also in History and Natural Sciences textbooks in Grades 4 and 7. We intend to provide an overview of what teachers are supposed to teach, what students are expected to learn, and to which extent this is reflected in current textbooks.
Linking and signalling in Finnish

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Although research has been carried out on elementary instruction and reading disabilities, there is still little understanding on developing reading comprehension of extended discourse in Finnish. On upper grades of primary-school, reading strategies are not systematically developed and the focus of instruction is placed on encouraging independent reading of literature. In this paper, we discuss adopting text structure approach to a language that typologically differs extensively from English. Finnish doesn’t use articles to express definiteness, has free but discourse configurational word order and it appears that text coherence is often achieved with implicit ties instead of explicit signalling or linking words. Based on text-book analyses from 4th and 6th grade publications, we lay out a repertoire of means text structures are signalled in Finnish and figure how they can be placed to the text structure scheme.
Language in primers – how different they are?

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Various countries have different regulations regarding the provision of standards that have to be meet in the primers at the beginning of the child's education. The lack of the standards such as children’s lexical and syntactic knowledge can be one of the cause of great diversity of the children’s skills in the beginning reading in the first grade. Children have to be familiar with the first words present in text. However, syntactic structure have to be prototypical. It is well-known that exposure to the large number of semantic saturated words or to syntactic structure that have great demands on processing decrease the child text comprehension ability. The aim of this study is to present the lexical and syntactical structure of three formally approved primers. Results show that approximately 52% of all word in the primers are mention only once and 46% of nouns are low-frequent (according to criteria Beck et all, 2002). Simple sentences are most dominant syntactic structu res but distribution of the complex sentences is different in each of these three analysed primers.
Relations between lexical knowledge and the lexical quality of expository texts produced by Hebrew-speaking children

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The development of writing expository texts is a long and protracted process that requires not only transcriptional and textual knowledge but also linguistic knowledge which is one of the indices of text quality. Advanced lexical knowledge, manifested in the use of high-quality lexical items such as abstract nouns, mental verbs, high-register adjectives, synonyms and antonyms is one facet of the linguistic knowledge incorporated in expository texts. This study traces the developmental trajectory of lexical knowledge in isolation and in the context of expository texts amongst Hebrew-speaking school-aged children. Data were collected from 293 Israeli children in the 2nd, 3rd, 4th and 5th grade who completed tests of antonyms, synonyms, and adjective production. Results of the three lexical texts were weighted and calculated into a Lexical Depth variable. In addition, participants wrote four expository texts which were analyzed for morphological complexity of the adjectives, concreteness/abstractness of the nouns and the presence and sub-types of mental verbs (e.g., cognitive, emotional, physical). The findings showed a developmental trend in all three measures of lexical depth: synonyms, antonyms and adjectives clustered into two groups. Lexical analyses of the texts yielded developmental and genre-dependent with a significant increase in the ratio of abstract nouns and mental verbs with participant age, but the ratio of denominal adjectives increased significantly only in argumentative texts. Correlations between the performance in the isolated lexical tests and lexical quality of the texts were significant between lexical depth and (1) the proportion of mental verbs in the 2nd grade and (2) the proportion abstract nouns in the 3rd and 4th grade, as well as other genre-dependent correlations.

Keywords: lexical knowledge; text quality; writing development
A cross-sectional study of oral and written narratives in Italian primary school children

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Narrative competence is crucial to later children’s literacy development (Dockrell & Connelly, 2009) and to integrate meaning from experience (Nelson, 2007). Although literature reported interesting results of the relationship between preschoolers’ oral narrative competence and 1st and 2nd graders’ written narrative competence (i.e., Pinto, Tarchi, & Bigozzi, 2015; Bigozzi & Vettori, 2016), a clear picture of their relationship in a transparent language system and using a wide temporal window is lacking. This study explored the relationships between oral and written narrative competence (productivity, structure, cohesion, and coherence) across primary school grades, considering automaticity in spelling (orthographic rate via a standardized task). 179 Italian children participated. We expected: (1) a developmental trend for each measure; (2) the relevant contribution of automaticity in spelling for written narrative competence; (3) a better performance on oral narrative competence when lacking automaticity in spelling in younger than older children. Actually, data analysis are in progress.

Keywords: Narrative Competence; Writing; Primary School
Genesis and functions of titles in stories invented by 2nd year school students

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The title, while referring to the text, also functions autonomously. Its motivation comes from its relationship to the text and to other known titles. We aim to understand the genesis of titles in the process of writing stories by 2nd grade students. For this, the interaction between the students, organized in dyads, producing histories was registered using the RAMOS system, an audiovisual resource that simultaneously captures the dialogue between students and what they are writing. The transcriptions of the production of fourteen stories by four dyads were analyzed and the dialogue concerning the title was considered as a unit of analysis. The results show the autonomous place of the construction of the title in the process of writing and the projection in the title of a nuclear element of the history. Understanding the process of writing a title may help students be aware of its importance and possibilities.

Keywords: Writing process; Titles; Stories
Assessing verbal self-reports of spelling strategies: a cross-linguistic comparison of French and English strategies at the end of primary school

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Verbal self-reports of spelling strategies provide a way to investigate children’s spelling processes. Strategy analysis has been used to assess French and English typical and atypical development. Yet direct cross-linguistic comparisons are missing. Verbal reports were collected from 25 French and 25 English students in the last three years of primary school. Children individually reported their strategies for choosing between three spelling options on a set of 12 words matched for length, frequency and orthographic complexity. Self-reports were coded to reflect the use of retrieval, phonological, orthographic (rule- or analogy-based), morphological and semantic strategies. All categories of strategies were present in both languages, although cross-linguistic differences appeared in their rate of occurrence. Results are discussed with regards to the underlying processes involved in French and English spelling.

Keywords: spelling strategies; cross-linguistic; French-English
An investigation of the differences in the vocabulary knowledge and depth of semantic understanding in children who have a dyslexic profile and children who have literacy difficulties in the absence of a phonological deficit

Rosanne Esposito
UCL Institute of Education

This poster presentation will explain the findings of a study which used a battery of vocabulary and verbal fluency tasks to investigate whether differences exist in the vocabulary knowledge and depth of semantic understanding in children with a diagnosis of dyslexia when compared with children with literacy difficulties in the absence of a phonological deficit. The study examined the performance of 22 Year 5 and 6 children with average non-verbal performance IQ across multiple measures of oral language. The analysis of the data found that no significant differences exist between the dyslexic and non-dyslexic participants in these measures of vocabulary and semantic understanding. The study found that both groups have relatively low mean scores across the measures tested and concludes that the characteristics of each group, though different, have affected the acquisition of vocabulary and the development of semantic understanding.
What about the news? A journalistic transliteracy project

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The main objective of this roundtable is to enhance the importance of journalism transliteracy in today’s world and present the first conclusions of a pilot experience, which is part of the The project TJAME – Transliteracia Jornalística: até que o mundo fique tal como é (Journalitic Transliteracy: until the world becomes itself), developed between March and May of 2018, in Escola Superior de Comunicação Social (School of Communication and Media Studies). This experience included a wide range of planned activities, monitored by professors and journalists, and participated by undergraduate journalism students and high school students from the area of Lisbon. TJAME established as its strategic agenda for 2017-2018 the issue of journalistic literacy among those students finishing their general high school studies and journalism students finishing their undergraduate studies. The roundtable aims to stand out the ground-breaking findings of this experience, which triggered an agenda in weekly sessions, which included collaborative work between university and high school students throughout multimedia and press laboratories work, debates prompted by news and movies, press reviews meetings, planned visits to RTP (Rádio e Televisão de Portugal – the national broadcasting radio and television network) and Lusa (the national news agency), among others. Meanwhile, during this ten weeks’ time, participants have simultaneously been creating a news piece to be published in the online university newspaper platform, and all processes have been monitored and analysed by researchers through participant observation, enquiries and interviews. Thus, the roundtable will also comment all key issues related to observed processes and we will try to demonstrate how important it is to open original and creative ground to discuss the importance of transliteracy news through the eyes of our young contemporary generation.

**Keyword:** news transliteracy, journalism, communication literacy

**Speaker 1:** Joana Pontes
Escola Superior Comunicação Social (ESCS) Instituto Politécnico de Lisboa

**Speaker 2:** Maria José Mata
Escola Superior Comunicação Social (ESCS) Instituto Politécnico de Lisboa
Speaker 3: Francisco Sena Santos  
Escola Superior Comunicação Social (ESCS) Instituto Politécnico de Lisboa

Speaker 4: Zélia Santos  
Escola Superior Comunicação Social (ESCS) Instituto Politécnico de Lisboa
The relation between reading schooling methods and Rapid Automatized Naming (RAN) development in Spanish-speaking students from 4 to 7 years-old

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On the basis of a normative study of RAN measures for public schools in Guadalajara (Mexico) and Madrid (Spain) for students aged 4 to 7 years, this paper compares the norms of schools located in different SES contexts in the same city as well as of the two cities. The focus of the paper is the difference in performance between the highly-trained stimuli in the RAN-Letters task as compared to the stimuli in the RAN-Objects task. The Wolf & Denckla (2005) RAN test (objects and letters) was administered to 544 Mexican children from the city of Guadalajara, and 427 Spanish children from the city of Madrid, representing the majority of the 4-7 year old population in those two cities. A descriptive analysis yields a set of norms for schools and cities. The speed in the RAN-Letters task is significantly higher than in the RAN-Objects task when children have intensive exposure to letters them in schools, otherwise the two RAN measures are similar. In literate cultures, children are exposed to letters to a very great degree. It is thus not surprising that typical readers process letters faster and differently from non-letters already at an early phase in reading acquisition. Intensive teaching of letters has a huge impact on automatization as measured by RAN. This makes RAN a powerful discriminator of different schooling methods at an early age, and, given its well-known value as a predictor, also of future reading performance.

Keywords: Rapid Automatized Naming; Reading; Infant Education
Developing metacognitive strategies and enhancing reading comprehension of informational texts within an online reading environment

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The rapid spread of information and communication technologies and Internet, as well as their increased use in school and at home have provide new informational text formats, the Internet texts, which have particular internal features concerning their structure, organization and content. These features require students-readers to adopt different strategies than those used in printed text environments. In this content internet reading is regarded as one of the “new literacies” skills or multiliteracies skills. However, few studies have investigated the internet reading within multiple Web sites. The aim of this study is to design, implement and evaluate an intervention program with procedural facilities within an online reading environment, in order to determine whether the development of metacognitive knowledge and strategies has positive effects on students’ of primary school comprehension of online informational texts. The results suggest that students-readers developed metacognition and enhanced reading comprehension of online informational texts.

Keywords: metacognitive strategies; comprehension of informational texts; online reading environment
Reading prosody in Spanish children throughout school grades: a longitudinal study

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Expressive reading is considered to be one of the essential features of reading fluency. This expressiveness varies with reading experience. The aim of this study was to compare different prosodic parameters throughout school grades. A text including declarative, with high and low frequency words, and interrogative sentences was created. The same sample of children from first to third grade were recorded while reading it aloud. Recordings were analysed using Praat software which examined different parameters, such as pauses, duration of different sentence sections and pitch. Results showed that first graders had an inadequate expressiveness in both declarative and interrogative sentences, with a poor intonation and more inappropriate pauses, and displayed no word frequency effect. In second and third grades we found differences in declarative sentences of word frequency, with a poor expressiveness in those with low frequency words. To summarise, reading experience improves prosody which is affected differently by word frequency from the first to the third school grade.

Keywords: reading prosody; type of sentence; word frequency
Investigating Predictors of Reading Development in a Transparent Orthography: The Case of Turkish

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Among a variety of cognitive and linguistic abilities, phonological awareness (PA) and rapid automatized naming (RAN) have been found to be central to reading development by a great deal of research in the literature (e.g., PA: Anthony & Francis, 2005; Bradley & Bryant, 1983; RAN: e.g., Babayiğit & Stainthorp, 2010; Georgiou, Parrila, & Papadopoulos, 2008). Regarding this, it has been argued that orthographic transparency plays a crucial role in determining the rate and predictors of reading development across languages (e.g., Ziegler & Goswami, 2005). The goal of the present study was to investigate the role of cognitive and linguistic components of reading acquisition in Turkish, with special reference to phonological awareness (PA), rapid automatized naming (RAN), morphological awareness (MA) and phonological memory (PM) in predicting real word reading (WREAD) and non-word reading (NWREAD) abilities of Turkish-speaking children. The data were collected from a total of 44 Turkish-speaking children studying at 2nd grade. When WREAD was the dependent variable, regression analyses revealed that RAN was a strong predictor of the WREAD ability at Grade 2. In addition, PA made a significant contribution to WREAD at that grade. As for NWREAD, none of the predictors made a significant contribution to NWREAD at Grade 2. The findings were discussed with regard to the transparent orthography of the Turkish language having very regular phoneme-grapheme correspondences.

Keywords: reading development; phonological awareness; rapid automatized naming
Studying preschoolers’ motivation for reading

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Based on a review of family literacy practices and children’s motivation for reading an empirical research was conducted in order to assess preschool aged children’s motivation for reading for pleasure. 45 pupils of two Greek public kindergartens were interviewed about their reading habits and motives. The findings confirm that there is a strong and intense relationship between preschoolers’ motivation and their sociocultural background, suggesting that children who grow up in “middle-class” family contexts usually show deeper motivation - in terms of both quality and quantity - for reading. Given the importance of early literacy attitudes, knowledge and skills to success in school the findings could be used in family literacy programs or in in-service vocational training in order to inform parents and kindergarten teachers on the importance of enhancing motivation for reading during early childhood especially for children from less privileged sociocultural backgrounds.

**Keywords:** motivation for Reading; early childhood education; vocational training
Improving students’ text reading fluency with a structured and time-efficient intervention that is available in English, Spanish, and Portuguese

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**Presentation materials:** slides; video; flyers

Reading fluency is often defined as one’s ability to read with speed, accuracy and proper expression. Although reading fluency is an essential part of reading development and important for reading comprehension, a large percentage of students in primary and secondary school do not read fluently. For example, in the United States, approximately 40% of fourth-grade students are non-fluent readers. To support students’ reading, our university-community research and development team created an evidence-based and feasible-to-use intervention. The program, called Helping Early Literacy with Practice Strategies (HELPs) in English, has also been adapted in Spanish and Portuguese, and is being used in more than 60 countries. This presentation will (a) introduce the program in the context of developing students’ reading fluency, (b) summarize more than 15 experimental studies demonstrating program effectiveness, and (c) share how educators can access all versions of this intervention program (and its training materials) completely free.

**Keywords:** Reading; fluency; intervention
Reading to Learn and Writing to Persuade: Effective Strategies Instruction for Ages 9-11

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Presentation materials: slides if a poster session is preferred, that is fine

This presentation will focus on sharing a newly validated set of strategies combining close reading of informational text in order to write to persuade. The emphasis will be on both how the PD was conducted as well as teaching the reading and writing strategies. In the study, teachers were randomly assigned to practice based professional development (PBPD) for a set of reading and writing strategies for persuasive writing based on informational text, or a business as usual control condition. Teachers in the PBPD condition taught this set of strategies to their fifth and sixth grade students with high-incidence disabilities in resource classrooms. These teachers implemented SRSD instruction with high fidelity and their efficacy to teach persuasive writing from source text increased significantly. Students used the close reading strategy closely and made statistically significant and meaningful gains in essay elements, holistic quality, words written, planning quality, and genre knowledge.

Keyword: writing; Reading; learning
The SRSD model presents strong scientific evidence of improving writing performance. Primary school children are interested in and increasingly using ICT. Research has recognized the potential of using ICT in a classroom setting to improve students' writing skills. Thus, we will present a SRSD+ICT model, which resulted from the process of constructing and complicating a set of effective and evidence-based practices for the improvement of writing performance in the classroom context. The SRSD+ICT model presented larger and bigger effect size than the SRSD model during a quasi-experimental study with 4th grade students in Portugal. Discussion of findings includes considering the SRSD+ICT model as a promising model in writing intervention in the classroom context.

Keywords: Writing learning; Information and Communications Technology (ICT); Self-regulated Strategy Development (SRSD)
Effective aspects and challenges of the implementation of an SRSD intervention for essay writing from 2nd to 8th grade in two Romance languages

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We report implementation details of a series of SRSD interventions to improve opinion-essay writing from 2nd to 8th grade in Portuguese and Catalan. Over 1,500 students and 50+ teachers participated across both countries. Specifically, we explain the main design features and the aspects that were the focus of each grade’s adaptation. These involve the specific interplay between writing and self-regulation strategies; the progression in the autonomy levels expected from students; the rationale for feedback to students throughout the intervention, among others. Moreover, we comment on the more successful parts, as well as our perception of the main challenges for this type of school-based quasi-experimental research. Among the first, we found the interventions to be effective and easily adopted by students of all ages. Among the latter, we discuss some conceptual challenges faced by children, as well as issues to reconcile teachers’ attitudes with research need to control experimental conditions.

Keywords: intervention study; writing; argumentative essays
Handwriting: As powerful as a tiger, as light as a butterfly

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In case of other, please specify: games and worksheets

Handwriting as transcription skill is an important condition to become a fluent writer. In Switzerland, a soft reform of handwriting education happened since 2001. Research results confirmed that children with the new handwriting type called as if it were able to write more legibly and fluently than with the former one. Swiss German schools began to teach one beginners’ alphabet, then how to connect fluently its most common letters by garlands. Because the teachers have to support the childrens’ process of developing an individual and well-automatized handwriting style during primary school, we focused on informative materials to enhance the teachers’ competencies on the one hand. On the other hand, we invented efficient and motivating games and trainings for children, based on findings of handwriting research. The principles of these trainings are applicable in other handwriting styles as well.

Keyword 1: handwriting; evidence based learning; process of automatizing letters
Symposium


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As a high-stakes end-of-degree genre, dissertation/thesis is the longest and most complex piece of writing students produce in the course of their studies regardless of national, institutional and disciplinary variation. While ample research exists on the dissertation genre as a product, the process of dissertation writing, how it is experienced by students, and how those experiences impact on writing remain less well explored (see, e.g., Harwood & Petrić, 2017). By focusing on the students’ perspectives on dissertation writing, this symposium aims to contribute to our knowledge about what students’ experiences reveal about dissertation writing, how they can be explored, and why understanding them matters for pedagogical practice. The symposium is based on a COST project involving researchers from ten countries across Europe. Data were collected via semi-structured interviews and the ‘journey plot’ visualisation technique used with dissertation writers from a range of countries, disciplines and language backgrounds. The first two papers present the findings on the inter-related themes of the writing-learning nexus i.e., what students perceive they have learnt as a result of writing a dissertation (paper 1) and students’ practices and experiences of engaging with the literature and writing the literature review chapter (paper 2). Paper 3 presents an alternative perspective on the data by analysing the interview as a genre and identifying the rhetorical ways in which students describe their writing experiences. Paper 4 addresses issues in conducting interview-based research in multilingual contexts, drawing on the interviews with four members of the research team about their experiences of conducting this research. Paper 5 joins together the themes of what (the findings), how (the research methodology) and why (implications for research and pedagogy) of exploring students’ perspectives on dissertation writing through discussion of the common threads among the papers. Harwood, N. & Petrić, B. (2017). Experiencing Master’s supervision: Perspectives of international students and their supervisors. Abingdon: Routledge.

Keywords: dissertation / thesis; writing experiences; academic writing
The material you’re working with is yourself

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Student learning experiences with thesis writing Bachelor’s and Master’s theses are used widely in order to assess students’ research abilities in a certain discipline and to ensure that certain types of learning take place. The present study uses semi-structured interviews with students who completed MA and BA theses in several universities in Europe to explore students’ perceptions of their learning experiences during the thesis writing process. Students were asked to indicate significant learning events by completing a learning plot. In this paper, we attempt to (1) identify any commonalities in the way students experience learning in various contexts (2) highlight aspects of learning that are important for the students themselves, but may be overlooked by institutions, supervisors etc. (3) establish whether such experiences are different when writing in a multilingual context and (4) suggest the implications that the aspects outlined above have for institutional support and supervision at BA and MA level.
Reading, Note-Taking and Writing the Literature Review of a Dissertation: Students’ Practices and Experiences

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Writing a literature review for a dissertation is a complex task as it simultaneously involves comprehension and text production, and also the implication of writing as a learning tool. In a literature review, students have not only to read and take notes but also reconfigure those notes in order to produce a new text in which they are expected to synthesize multiple source texts, conveying the content retrieved in their own words and following the citation and referencing conventions adopted in their specific academic community. The aim of this presentation is to describe students’ reading and writing procedures during the construction of the literature review of their master dissertations, as well as to identify the difficulties that arise throughout the process and the strategies student writers use to overcome them. The presentation is based on the analysis of interviews involving master’s students from different scientific areas and different universities, collected in different countries.
Communicating the writing process:
How thesis writers speak about their experiences

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The analysis of writing experiences shared by students can be performed from various perspectives, equally enhancing our understanding of learning practices at universities. In this presentation, a qualitative case study of the ways in which students disclose their experience of writing Bachelor’s or Master’s theses is reported. The research is based on the texts of semi-structured interviews with undergraduate and graduate students in the Humanities of four European universities conducted in 2016-2017. The study focuses on the functional organization of students’ answers which shape transcribed interviews as a genre. Also, the rhetorical strategies and some prominent linguistic means used by the students to share the significant events of their writing endeavors are analyzed and discussed. It is anticipated that this study will provide a wider picture of the various ways students choose to speak about the writing process, thus allowing to better understand them as learners.
Interview-based research in multilingual research situations: Recommendations for best practice

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Interview-based research in multilingual settings requires significantly increased research effort compared to monolingual situations. Researchers carrying out non-English interview-based research who publish in English need more time, research effort and financial means to translate as well as transcribe and code the data. With a view to understanding how this might affect the research process and in an attempt to establish a code of best practice optimizing the research effort in such situations, we investigate the views and experiences of four European researchers carrying out interview-based research in multilingual situations for a COST project. Data will be collected initially through a questionnaire followed by in-depth interviews. The study aims to raise an awareness of the issues involved in interview-based multilingual research and to contribute to establishing principles of best practices optimizing research time, effort and financial resources in multilingual research projects.

Discussant: Montserrat Castelló from Universitat Ramon Llull, Barcelona
Enhancing Learning of Multilingual Children from a Linguistic Minority: A Randomised Controlled Trial in Portuguese-Speaking Children from Luxembourg.

Ariana Loff, Pascal Engel de Abreu, Carolina Nikaedo, Rute Tomás, Veronique Cornu, Romain Martin, Silke Fricke, Charles Hulme & Maggie Snowling
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Luxembourg is a multilingual country with three official languages. Portuguese immigrant children represent 22% of Luxembourg’s school population and are the most vulnerable group in terms of language and reading proficiency. They present language weaknesses in their school languages as well as their mother tongue Portuguese (Engel de Abreu, Baldassi, et al., 2012; Engel de Abreu, Cruz-Santos, et al., 2012. The aim of this project was to develop and evaluate the effectiveness of a mother tongue-based preschool language intervention on oral language and literacy outcomes of Portuguese language-minority children. Within a randomised controlled study design, a 30-weeks long intervention was developed to target both oral language and phonological awareness skills. Results show the intervention was successful in teaching vocabulary, narrative, phonemic awareness and letter knowledge in Portuguese. Transfer effects to the L2 were noted in vocabulary and phonemic awareness skills.

Keywords Language development; Multilingualism; Intervention
L1 orthography and quantity of exposure to L2 as (protective) factors in L2 acquisition in the context of reading disability

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It has been suggested that both first and second language learning rely on the same underlying generic mechanisms, and when a certain skill in the L1 is compromised (for example, in the domain of phonology/orthography), this will likely have a negative impact on both the L1 and L2 language systems (Ganschow, Sparks & Javorsky, 1998; Vulchanova et al., 2014). The results from a recent study focusing on word reading from a text (Farukh & Vulchanova, 2015) further demonstrate that even if the orthographies are not similar, but share some features (e.g., if both are deep and alphabetic) there are good chances of positive transfer of reading skills from L1 (Urdu) to L2 (English). In a series of studies we investigated second language comprehension and oral skills in a reading deficit group (RDG) of 3rd graders compared to controls in both Urdu and English medium schools in Pakistan. The main goal was to test the extent to which learning difficulties (such as a reading deficit in L1) negatively affected L2 achievement, and whether language immersion was a protective factor in L2 attainment in the case of learning difficulty. Consistent with our hypotheses, the children with reading deficit from both types of schools performed significantly more poorly on all L2 tasks than their peers in the control groups. Furthermore, both controls and reading deficit groups in the English medium schools scored considerably higher than their counterparts in the Urdu medium schools. L1 and L2 word reading skills were highly correlated in both the reading deficit groups and controls. More surprisingly, even the reading deficit children in the English medium schools demonstrated superior L2 skills compared to controls in Urdu medium schools. These results are consistent with earlier evidence that the process of acquiring skills in a second language can be affected negatively by a reading deficit. This is, however, the first study to provide evidence that increased exposure to the target language can be a protective factor in L2 attainment for children with a learning deficit.

Keyword: reading deficit, immersion, L2 skills
Analysing the individual spelling performance of multilingual pupils in French and its development after an intervention training

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The present paper investigates the spelling development of plural markers, not verbalised but salient in writing among 228 fifth graders acquiring French as a second written language. An intervention study with pre- and post-test design revealed the existence of specific difficulty patterns related to the plural marking and showed a strong effect of the training on pupils’ spelling performance. Additionally, we looked at the spelling performance on the intra-individual level. To do this, we deducted individual spelling patterns based on pupils’ performance with nouns, verbs, pre- and post-nominal adjectives in the pre-test. This re-analysis of the pre- and post-test data of both groups revealed six main spelling patterns of correctly applying French plurals of different grammatical categories, while ten alternative options were not existent. These results suggest that the learning of the French plural morphology occurs in a very organized way.

**Keywords:** Spelling development; French plural morphology; Difficulty patterns
Responding the needs of the readers: the importance of accurate assessment in multilingual classes

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To implement high quality inclusive reading instruction, accurately assessing the students’ current state of development is a crucial element (Ready & Wright, 2011). Teachers reported, however, that they feel not sufficiently prepared concerning methods to assess reading abilities (Schmich & Lanzdorf, 2017). Two recently developed instruments that focus on assessing reading and language abilities in Grades 1-3 students are to be presented. The tests assess two important pillars of reading, namely decoding and vocabulary knowledge. One special feature of both tests is that they consider L2 learners on several levels: First, L2 learners were considered in the norming sample. Additionally, both instruments offer standards tables for the whole population of Grade 1-3 students as well as particular tables referring to L2 learners. This was done to look towards L2 learners’ potentials rather than focusing on deficits.

Keywords: assessment; test quality criteria; second language learners
Reading development in Turkish-Arabic simultaneous bilingual children

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The study investigated the predictive role of cognitive and metalinguistic components in the literacy development of Turkish-Arabic simultaneous bilingual children. Ninety seven Turkish-Arabic bilingual and thirty six monolingual Turkish speaking 2nd grade children participated in the study. In the cross-sectional design, intercorrelations among word reading, nonword reading, reading comprehension, phonological awareness, phonological memory, morphosyntactic awareness, expressive vocabulary, decision speed and rapid naming were explored. Test performance of bilingual and monolingual children were compared, the predictors of word reading and reading comprehension were identified. The results showed that rapid naming, morphosyntactic awareness, morphosyntactic awareness test duration were strongly correlated with word/nonword reading and reading comprehension in both groups. Similarly, these variables were the best predictors of word/nonword reading and reading comprehension in the bilingual participants. In addition to these, phonological awareness remained to be a significant predictor in the monolingual Turkish group. When test scores of both groups were compared, it was observed that bilingual group not only performed similar to monolinguals in all tests, but also outperformed monolinguals in the subtests of phonological awareness. These results highlight the bilingual advantage in literacy development. Phonological awareness developed in Turkish-Arabic simultaneous bilingual 2nd graders faster than monolingual children and it no longer predicted their reading achievement. The significant contribution of morphosyntactic awareness and rapid naming to word reading and reading comprehension is compatible with the rich morphology and transparent orthography of Turkish language.

Keywords: Literacy development; Bilingualism; Bilingual Advantage
Cross-linguistic studies play an important role in the study of literacy development and its cognitive underpinnings. We will present the Multi-language Assessment Battery of Early Literacy (MABEL), a freely available, web-based suite of tests, constructed for direct cross-linguistic assessment of foundation-level skills. These include phoneme awareness, letter knowledge, RAN, as well as measures of reading and spelling. MABEL arises from, and was validated in, the ELDEL research programme, which investigated, longitudinally, the language-specific and general aspects of early literacy development across five languages with alphabetic orthographies. Issues relating to the design of the MABEL measures will be considered, including the analysis of language-general and language-specific components of each skill, as well as the variables pertaining to the developmental and educational context of the studied groups. A brief presentation of the MABEL website and its key features will be made, and, the addition of new languages and orthographies will be considered.
Phoneme awareness tasks

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Phonological awareness (PA) tests represent cognitive instruments included in MABEL in English, Spanish, Czech and Slovak. While PA skills are for decades deeply “rooted” in preliteracy and literacy research and practice in English-, and to some extent also Spanish-speaking communities with variety of diagnostic tools, the opposite is true for the Czech and Slovak countries (where PA tests arising from the ELDEL research programme, constituted a major contribution). The PA tests included in the MABEL tool are (1) Phoneme deletion, (2) Phoneme blending, (3) Phoneme isolation. In this presentation, we explain the principles of test creation across languages, and demonstrate recordings of instructions, training phase, and test items. Psychometric properties (reliability and validity) of different language versions will be conveyed. We will conclude with the benefits that come from the web-based open access display of these tests for research and practice in our countries and in a broader context.
RAN and letter knowledge tasks

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Along with phoneme awareness, measures of letter knowledge (LK) and rapid naming (RAN) are well established early predictors and correlates of children’s reading and spelling abilities; moreover, these seem to be cognitive universals for alphabetic orthographies. Accordingly, the MABEL test suite includes tests of LK, assessing knowledge of letter sounds and names, in upper and lower case, and, four measures of RAN – colours, objects, digits and letters. This presentation will highlight the factors that were taken into account in the creation of parallel test forms across five languages, including constraints on administration and scoring. Reference will be made to the research publications confirming the validity of the measures. We will demonstrate the standard paper versions of the tests, as well as the features and functioning of their web-based analogues. Considerations for adapting the LK and RAN measures to additional languages will also be presented.
This paper explores the reading tasks included in the MABEL test suite, which were designed to enable direct cross-linguistic comparisons of early reading skills. MABEL aims to provide comprehensive reading profiles of young readers, so it contains both aloud and silent reading tasks. The tests of reading aloud assess reading efficiency of words and pseudowords. Specifically, they measure accurate reading under time pressure, using One Minute Word Reading and One Minute Pseudoword Reading tasks. Silent reading efficiency is assessed using the Picture-Word Matching test, which requires the selection of a target word, from four alternatives, that corresponds to a picture stimulus. All the tests were constructed using the same stimulus selection criteria, structure, and administration procedures across languages. The paper will briefly introduce the content and procedures of all language versions, and the transformation of the paper-pencil tasks into a computer assisted form will be introduced.
Benifits and limitations of directly comparable measures of literacy: Implications for extending MABEL to other languages

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In this symposium, we introduce a test suite that was constructed to assess literacy and related skills in directly comparable ways across a number of languages with alphabetic orthographies. We suggest that such measures can be designed to yield good psychometric properties as well as cross-language validity. As such, they offer excellent tools for cross-linguistic research investigations and for clinical and educational practice. However, across the presentations, some limitations will also come to the fore, regarding the potential for violations of ecological-linguistic validity of the measures, the need for background tools (such as lexical corpora) for the accurate selection of comparable items, and the possibility of excluding important language-specific measures. These issues will be discussed with a view to opening the way for extending MABEL to other languages, while also maintaining good reliability, validity and practical usefulness of the measures for any given language.
The unique contribution of auditory and visual digital cues to preschoolers’ writing: A computerized writing game

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The study evaluates an intervention aiming to promote children’s literacy via practicing writing on a computer game. The study assessed the advantages of auditory and visual aids during writing. Participants were 129 children (ages 5-6.5) from low SES preschools. Children were divided into three intervention groups that played the game (1) without support, (2) with auditory support, (3) with auditory and visual support; (4) a control group that watched E-books. Results showed that beyond the children’s language level and visual perception, the auditory+visual support group advanced more than the no-support group and the control on all the literacy skills and more than the auditory-only group on the writing measures. The auditory-only support group advanced more than the no-support and the control group on all the measures. The no-support group did not differ than the control. In Hebrew, auditory support is the major aid in children’s writing and visual support adds.

Keywords: Digital literacy; Early writing; low SES
Teachers’ Instructional Practices and Beliefs in the Teaching of Writing.

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Several meta-analyses of writing instruction have provided evidence-based practices to improve students’ writing. However, there is a lack of knowledge about whether Spanish language teachers apply this kind of practices when teaching writing. Therefore, the study aims: 1) to analyse teachers’ use of evidence-based practices in writing and 2) to analyse differences in the instructional practice implemented by teachers according to the grade level and teachers’ theoretical orientations, level of self-efficacy and attitudes towards writing. 475 Spanish language teachers from compulsory education stage participated in the study. According to the grade level, 158 participants taught in 1\textsuperscript{st}-3\textsuperscript{rd} primary grades, 193 in 4\textsuperscript{th}-6\textsuperscript{th} primary grades and 127 in 1\textsuperscript{st}-4\textsuperscript{th} high grades. An on-line survey about teachers’ use of evidence-based writing practices and teachers’ theoretical orientations, self-efficacy and attitudes towards writing was implemented. The study is in data analysis phase thus the results will be presented in the Congress. Funded: EDU2015-67484-P, MINECO/FEDER.

\textbf{Keywords:} Teachers’ practices; Teachers’ beliefs; Writing instruction
Teachers’ actions supporting oracy: a comparision between Portugal and Poland

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The paper presents the comparative analysis of Portuguese and Polish teachers’ actions intended to develop oracy skills in the first years of education and also their experiences in this respect. The study highlights key issues in oracy, such as the importance of language in education. The paper refers to the data obtained in a project conducted in Portugal and Poland, which focused on the importance of oral language in the first four years of education. First, we will provide details of the project, its aims and stages, then we will present the analysis of the data from a questionnaire seeking to obtain information about teachers’ behaviours with regard to oracy.

Keywords: oracy; early education; teachers
**LER - Leitura e Escrita: Recursos (Reading and Writing - Pratical Tools)**

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Researchers have made a lot of progress in determining how children learn to read/write. Yet, there is still a gap between current scientific knowledge and public understanding. Knowledge from diverse fields is rapidly expanding; information is disperse; theoretical models, concepts and data are not always easy to interpret; and some scientific findings are not even brought to teachers attention. Reading and Writing - Pratical Tools is a project that aims to close the gap between what we know and what we do. A group of researchers is reexamining the science to distill the most important messages and to present them in a way that teachers will find most helpful. A comprehensive Web site is being developed, with detailed information on research-based principles for teaching reading/writing, a glossary of scientific terms and a list of evidence-based resources. The aim is to guide teachers to make teaching more effective.

**Keywords:** Reading and writing; Reading and writing acquisition; Reading and writing instruction
Symposium

International Instructional Programs and Variables with Effect on Reading and Writing Performance

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A very important skill for school performance are reading and writing. In the practice and on the other hand, both skills show certain important characteristics under point of view of the learning and teaching of the student. However, the profound scientific advances about instructional programs and variables related, including teacher’s feedback, writing processes, new comprehension tools and metacognitive strategies, make us reconsider our teaching methodology. Lead us to study new, more reliable and objective methods of intervention and knowledge in reading and writing. Moreover, to develop an integral intervention about, attending to the characteristics of each case. This symposium deals empirically with different studies that have been developed by international researchers in USA, Portugal, Spain, Australia, and Malaysia that hopes for the usefulness of the instructional proposal for the development of reading and writing learning. Moreover, a specific aim would show international interventions in both skills in the school ages. In addition, we intend to exemplify these ideas with studies that comprehensively cover this topic with other study about children with specific characteristic (born low birth weight).

Keyword: reading; writing; instructional programs
Exploring the Effects of Writing Instruction Focused on Products vs. Processes of Writing in 4th Grade Students

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In this study we compare strategic instructional program focused on Product to another that additionally includes instruction in the planning process. We designed a strategy-focused program, based on the Cognitive Self-Regulation Instruction program (CSRI). Our sample comprised a total of 10 4th grade classes (8-9 years) from three schools (N = 244). Classes were randomly allocated to one of the three conditions: (a) strategy instruction in planning and drafting processes; (b) strategy instruction product-only; c) practice-control. Pre and posttest scores on writing ability were taken. Writing performance was measured through probe task. Each probe involved completing a task in the compare-contrast genre. We assessed textual product through rating texts for coherence, structure and overall quality, based on an anchor text procedure. Findings will be shown at the conference. Note: supported by the Ministry of Economy, Industry and Competitiveness of Spain (EDU2015-67484-P- directed by Dr. Raquel Fidalgo).
Examining Profiles of Struggling Writers: The Role of Teachers Feedback on Writing

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Teacher's feedback on writing is an educational tool suited to address this challenge and play a pivotal role in the development of students’ proficiency in writing. This study followed a quasi-experimental design along twelve weeks with third grade students experiencing difficulties in mastering writing tasks. The current study aimed to deepen our understanding about how struggling writers perceive and use the feedback provided by their teachers, and also how the different emerging feedback profiles are related to the writing quality of students’ compositions. Three feedback profiles concerning students’ perception about the feedback provided by their teacher and students will to use it. Findings have shown that the majority of students were able to use the feedback provided by their teacher, perceiving it as useful to improve their written compositions. Independently of the feedback profile, all students enhanced the writing quality during this intervention.
Early Primary Education Strategy Epi.com: reading effects

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Reading is a key factor in learning processes and one that poses many difficulties for students. This makes it necessary to promote effective intervention strategies at the earlier stages of education. To this aim, the computerized strategy EPI.com, aims at improving lexical, semantic and syntactic processes related to the reading process. The present paper aims at analyzing the efficiency of EPI.com in years 1&2 of Primary Education. A total of 62 students (ages 6-8) were classified into an Experimental Group (EG; 38 students who worked with EPI.com) and a Control Group (CG; 24 students who followed the traditional methodology). All participants took the Illinois Test of Psycholinguistic Abilities and the Peabody test. Results showed the effectiveness of the strategy used with the EG, with better results in the variables related to syntactic and lexical processing. It is concluded that EPI.com is effective in the improvement of these aspects.
Children Born Very Low Birth Weight: Predictors of Academic Achievement at 12 Years of Age

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A follow up study of a group of 94 children born very low birth weight (VLBW; birth weight < 1500 g) was undertaken. The outcome variable was the children’s academic achievement at 12 years of age. Academic achievement was determined by the children’s results in the Primary School Leavers Examination (PSLE) in Singapore. The PSLE is a national, standardized examination which grades students in English Language, Mathematics, Science, and a second language. The four predictor variables were birth weight, gestational age, neonatal risk index score, and social risk index score. The neonatal risk index was calculated based on six neonatal complications that posed risk to developmental outcome. The social risk index was based on four social environment factors that impact on developmental outcomes. The four variables predicted 17% of the variance in PSLE scores (p = .03). The Social Risk Index uniquely explained 7% of the variance (p = .03).
Improvement in Reading Comprehension in Upper Elementary Students through a Metacognitive Intervention Program Focused on the Teacher

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This study analyses improvement in reading comprehension in a sample of upper-elementary students through a metacognitive intervention focused on the teacher. The program, entitled Improving Reading Comprehension using Metacognitive Strategies (IRCMS), consisted in training teachers in implementing metacognitive reading strategies in their classrooms, based on seven target metacognitive strategies. A sample of 1,157 students and 61 teachers in grades 3 through 5 took part in the study, divided into two groups: IRCMS condition, and a control group who received no IRCMS training. Teacher measures included metacognitive knowledge, self-efficacy for teaching reading, and years of experience; student measures included: metacognitive knowledge and skills, motivation for reading, and reading self-efficacy. Pre and posttest scores on vocabulary and reading comprehension were taken. The differential effects on the intervention, in both the IRCMS and no-IRCMS students’ conditions, are compared; and the predictor value of teacher and student variables on reading comprehension improvement is examined. Main findings will be discussed at the conference
Developing Literacy Skills through Math Learning

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Presentation materials: video; poster

Mathematics teachers do not regularly think of themselves as literacy skills developers. In our presentation, we will share practices of literacy skills development while learning math (e.g. scientific article writing, preparing a scientific poster in a foreign language), and approaches that capitalize on literacy skill for better mastery of math-related competences (e.g. written reflection on learning in math, portfolio presentation). In the stand, we will engage participants in discussing the concept of disciplinary literacy as revealed in the practices of math teaching-learning we will share.

Keyword; disciplinary literacy; math education; literacy skills
The Readings On the Wall: Teaching Critical Reading Through Text-Mapping

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Presentation materials: slides

A frequent complaint of educators in a variety of school settings is that students are unable to critically read texts. Yet teaching reading can be daunting, particularly in secondary and post-secondary classrooms where teaching reading is not the main learning objective. In this practice stand, the presenter will demonstrate a color-coding, text-mapping activity that makes the work of critical reading overt by visually representing texts. Text-mapping asks students to envision the intrinsic organization unique to a particular text and genre. The lively experience of working in groups to color-code and map texts energizes class discussion as students become engaged, active participants in their reading through the visual re-creation of it. The goals of this presentation are to help those engaged in literacy instruction identify how to help learners articulate good reading practice in a discipline and visually connect the critical work of writing to reading.

Keywords: critical literacy; reading/writing connections; reading theory
Literacy and Critical Thinking for Learning

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Presentation materials: slides; poster

Literacy and Critical Thinking for Learning is an 89-hour in-service teacher training course delivered in a blended-learning mode. The programme addresses secondary school teachers. We present the structure of the course and explain the logic of its construction. The stand presentation highlights the urgent need for such a continuous professional development programme in Romania and discusses some aspects related to the expected impact as well as potential challenges related to the up-scaling at national level.

Keywords: literacy; teacher training; critical thinking
Powerful Comprehension Results Using Web-Based Text Structure Instruction

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Reading comprehension requires learners to select important ideas while reading, create a logically connected memory structure about the passage, and utilize the memory to generate inferences, elaborations, and in writing. Children and adults struggle with this important life skill. In recent large scale randomized controlled trials, the text structure strategy delivered via the WWW has shown strong results in all areas of reading comprehension. Recent statistically significant and strong results will be presented.

Keywords: Comprehension; Web-based learning; problem solving
L2 literacy development by becoming more autonomous: the potential of a peer-to-peer review workshop tool

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The development of L2 literacy in students in HE is challenged by a complex range of factors such as the multimodality of communication, local diversity and a variety of genres and discourses (Cope & Kalantzis, 2009; Flowerdew, 2015). This presentation reports on a pilot L2 writing literacy learning and teaching intervention that sought to examine the effect of the use of the Workshop tool in the Moodle Learning Management System (LMS) on students’ autonomous learning beliefs and behaviours in the first year English for Early Childhood Education course. Changes in beliefs and behaviours were tracked using a pre- and post-task survey, along with task learning logs. Results showed a change in beliefs of autonomy from pre- to post-task survey, and pointed to the feedback guided by a rubric as enabling them to practice autonomously. The presentation will finally highlight that autonomy needs to be introduced gradually (Allford & Pachler, 2007).

**Keyword:** L2 writing literacy; autonomy; Moodle Workshop tool
Keynote speech

Understanding the development of literacy in context

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Short biography: Richard Wagner is the Robert O. Lawton Distinguished Research Professor of Psychology and the W. Russell and Eugenia Morcom Chair at Florida State University. He also is a co-founder and a current Associate Director of the Florida Center for Reading Research. He earned a Master’s Degree in School Psychology from the University of Akron, and a Ph.D. in cognitive psychology from Yale University in 1985. His major area of research interest is dyslexia and the normal acquisition of reading. He currently is the principal investigator of a Multidisciplinary Learning Disability Center funded by the National Institute of Child Health and Human Development (NICHD). He also has coauthored tests that are commonly used in evaluating children for dyslexia and other learning disabilities including the Comprehensive Test of Phonological Processing (CTOPP-2), the Test of Word Reading Efficiency (TOWRE-2), and the Test of Preschool Early Literacy (TOPEL).
Fostering writing fluency in narrative and instructive tasks (grade 4)

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This intervention study is embedded in a writing program of a Swiss canton and aims to foster writing fluency in grades 4/5 (N=317). The sample consisted of 75% students with (Swiss) German as a second language. The main research questions are: 1) How can a training of writing fluency in addition to a process-oriented writing programme increase the writing competencies of fourth graders? 2) Will students with German as second language benefit more than students with German as L1? To answer these questions there were two experimental and one control group. Within a pre-, post- and follow-up-design several measures were used (e.g. fluency task and a narrative and instructive writing task). The students wrote their texts with a smartpen. The handwritten texts were analyzed with handspy (Alves & Limpo, 2012). We will not only present results of the intervention study but also the main ideas of the writing program.

Keywords: Writing fluency; L2 writing
Teaching primary school students to write effectively: Combining explicit writing instruction and collaborative writing

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Several reports indicated the rather basic level of students’ writing proficiency (e.g., National Center for Education Statistics, 2012). Therefore, we conducted an intervention study focusing on explicit instruction and collaborative writing to stimulate upper-primary students’ writing performance, motivation, and self-efficacy. Participating classes (N=431 students, N=20 teachers) were randomly assigned to either one of the two experimental conditions (i.e., EI+CW students received explicit instruction and practiced their writing collaboratively while EI+IND practiced their writing individually) or the business as usual condition. A pretest posttest design was used and multilevel analyses were performed. The findings of the present study corroborate prior research illustrating the effectiveness of explicit instruction and collaborative writing (Graham et al., 2012). More particularly, it appears essential to create supportive writing environments in which students explicitly learn writing knowledge and strategies. Additionally, such an environment should provide students collaborative practice opportunities enabling them to actively engage in their writing.

Keywords: Explicit writing instruction; Collaborative writing; Primary education
Effectiveness of a multi-tiered intervention to prevent early failure to learn to write

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Early writing failure can turn into a serious academic problem without an early instructional response to students’ needs. In our study, we analyse the feasibility of a Response to Intervention approach in detecting and supporting young struggling writers. 179 first-grade students received Tier 1 instruction in transcription and planning during one year and a half. After 120 days, we identified 52 students who were slow to develop composition skills. These received additional Tier 2 instruction at home, paralleled to Tier 1. All students then continued receiving Tier 1 instruction, as a follow-up phase. Throughout the study, their writing performance was monitored through weekly probe tasks and a regular battery of literacy tests. Preliminary analysis suggests the immediate efficacy of additional remedial instruction. In our presentation, we will also report results when returning to Tier 1 instruction. *Note: Project supported by a 2016 BBVA Foundation Grant for Researchers and Cultural Creators.

Keywords: Response to Intervention; writing difficulties; composition skills
Impact of an SRSD writing intervention on spelling skills in low- and mid-high SES children

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SRSD interventions on writing have shown to be effective across a myriad of contexts and populations. Less is known, however, about its effectiveness for improving the writing skills of disadvantaged children, who often display poor levels of written composition. This study thus aimed to test the efficacy of an SRSD program for opinion essay writing in low- and mid-high-SES classrooms. One-hundred and eighty-three children (95 boys) attending 2nd and 4th grade classrooms participated and were quasi-randomly assigned to the experimental (SRSD) or control condition. Children were assessed at pre- and post-test, where measures of text productivity, text quality, and spelling were obtained. Children in the SRSD condition outscored the control group in all text variables and, additionally, they improved spelling, which had not been explicitly taught, although only the mid-high-SES children in the experimental group improved spelling at post-test. We discuss the theoretical and educational implications of our findings.
How to analyse intervention-evaluation data: A modern approach

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Intervention evaluations with a pre-test, post-test by treatment, control design almost without exception report p values from mixed-design ANOVA and observed effect sizes. This approach is suboptimal for several reasons. Nil-null hypothesis tests based on p values answer a question that doesn't really interest us and to which we already know the answer (effects are never zero). Traditional ANOVA also does not permit control for random grouping effects above the subject level (class, school). What we really want to learn from our analysis is the extent to which writers' performance will improve if the intervention was reimplemented in a similar population. Observed effect sizes may be a good estimate of this value, but they may not be, and we have no way of knowing which. Also, when effect sizes are standardised they conflate effect and error. In our paper we will argue that all of these problems can be solved through analysis based in Bayesian hierarchical (mixed effects) models. The posterior probability densities from these models tell us exactly what we need to know about intervention effectiveness. We will illustrate our argument through reanalysis of data from our own research.

Keywords: teaching writing; statistical analysis
Mastery of analytical writing is crucial for academic success, particularly in the field of Humanities. Analytical writing combines features of expository and argumentative genres. It is topic-centered, and must deploy a clear standpoint supported by relevant evidence and argued by claims in favor and against. The symposium focuses 1) on the development and change parameters in analytical text writing quality in a controlled pedagogical environment, and 2) on how these developments are affected by the linguistic condition of the writers. The study to be reported intends to trace the learning trajectories (curves of growth) in the rhetorical structure as well as in the syntactic and lexical features of analytical texts shown by students of different linguistic conditions during the application of a set of instructional activities The design includes text evaluation repeats at several time points during the course of the study. Specifically, it examines changes from a zero point, before the onset of the instructional activities, through repeated assessments after specific instructional activities, to a final assessment that does not follow any of the activities of the pedagogical sequence. Given that learning trajectories may look different among older students in comparison to younger students, we intend to determine similarities and differences in participants’ rhetorical structure and other more local text-features across different school levels: from elementary to secondary school level, and from secondary to university level. The four papers included in the symposium approach different aspects of the study: the first presents an innovative instrument that served for assessing the linguistic condition of the participants, the second centers on the design principles of the pedagogical environment, the third focuses on the texts’ rhetorical structure, and the last one examines the lexical, syntactic, and discursive features that served as a diagnosis of writing quality. The discussion centers on the psycholinguistic and pedagogical implications of the study.

**Keyword:** Analytical writing; learning trajectories; linguistic diversity
A usage-based assessment of multilingual/multiliterate knowledge

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Writers’ linguistic condition is among the factors that can affect learning trajectories and the quality of writing. In order to obtain a realistic characterization of the linguistic condition we developed a questionnaire addressing information about home literacy practices, family SES, language(s) use in different contexts, and self-assessment of language competence. Twelve experts in multilingual development scored the different issues addressed in the questionnaire on a Likert scale for their relevance to assess bilingual behavior. The responses to the questionnaire were thereafter weighted according to the experts scoring and, on this basis, a scale to assess participants’ degree of multilingualism was developed. Distinctions in terms of monolinguals vs. bilinguals do not reflect the variety of linguistic conditions that characterize a linguistically diverse population. Instead, results show a range of uses of language(s) from pure monolingualism to balanced multilingualism, which seem crucial for establishing the influence of the linguistic condition on writing quality.
A pedagogical environment for mapping individual learning trajectories in analytical writing

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In order to trace individual’s learning trajectories of analytical text writing in a controlled pedagogical environment we designed a set of instructional activities that was applied in 23 classrooms in elementary, secondary and university levels --12 classrooms in Catalonia, 7 in Castile and Leon and 4 in Castile-La Mancha, Spain. The presentation focuses on the principles that guided the design of the instructional sequence and on weather these were followed in the different classrooms. Results of 38 observation records show that, despite the fidelity in the application of the instructional activities, the pedagogical environment varies in the different classrooms, in particular, as for the extent to which teachers promote a group-open dialogue about texts topics and word meaning. Results also reveal variations in the extent to which students interact during the evaluation.
The argumentative structure in analytical writing: a macrodevelopmental approach

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Argumentation is crucial for developing critical thinking and is fundamental for analytical writing. Although there exist several models that characterize the structure of argumentation, no empirical study approached this structure in the context of analytical writing and in a large corpus of texts produced by novice writers. The aim of this study is to determine how argumentative structure develops from elementary to higher education when students defend their standpoint on a debatable topic. The argumentative structure of the texts was coded (1) in terms of the type of move – argumentative moves, expressing the author's positioning vs. expository moves supporting this positioning – and (2) in terms of the relationships between moves. Results show a general increase in the number of moves along learning activities and school-levels. However, younger participants produced a higher proportion of argumentative moves as compared to older students and patterns of relationships differ by school-level.
As good as it gets! The development of analytical writing linguistic features in a controlled pedagogical environment

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This presentation focuses on a set of text-embedded linguistic features that research has shown to be diagnostic of school age written language expression. The goal is to establish a baseline for the development of such features at a lexical, syntactic, and discourse level for analytical writing, a genre so far unexplored. The corpus consists of 424 texts produced by speakers from elementary, secondary, and university level during a controlled sequence of instructional activities. At the lexical level we assess word length, density, diversity, and use of adjectives and nominalizations; at the syntactic level we examine number of words per clause, and use of subordinating connectives; at the discourse level, use of discourse markers, and clause packages as discourse units. The results allow us to identify which linguistic features are more developmental in nature, and which are prone to malleability, i.e., susceptible to change at different points of an instructional sequence.
Symposium Discussion

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After reviewing the specific goals of the presented study I discuss three issues that are raised by the papers. Firstly, I elaborate on the particular genre features of analytical writing and its role in research in the Humanities. Secondly, I relate to the hypothesis that specific features of analytical writing will be affected by the linguistic situation of the writers as a background to revise, on the one hand, the instrument that was constructed for the assessing of the “linguistic conditions” of the participants. And, on the other hand, to argue on the suitability of the analysis of rhetorical structure that was advanced in the paper to capture the hypothesized linguistic differences. Finally, I refer to the distinguishing features and relative contribution of instructional interventions and developmental studies in the field of writing.
The financial literacy of Portuguese startup’s entrepreneurs

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The financial literacy studies includes both consumers and organizations. This concept is important to predict the organization's financial health that will improve its survival and prosperity in the medium and long term (Lennox, 2014). This study intends to present the reality about financial literacy of Portuguese entrepreneurs who manage start-ups, namely regarding the differences between effective financial literacy - the level of literacy demonstrated by the domain of financial concepts and knowledge - and subjective financial literacy - financial literacy perceived by the subject, influenced by their level of trust, self-control and self-attribute of responsibility for events. This study carried out with a sample of 55 start-up entrepreneurs allows us to understand differences between the levels of financial literacy, influenced by sociodemographic variables, but also by variables of perceived control, trust and self interpretation of events.

**Keywords:** Financial Literacy; Portuguese entrepreneurs; start ups
Team-Based Literacy in Writing in the Pharmacy Curriculum

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The introduction of “interprofessional education” (IPE) into Doctor of Pharmacy programs is intended to increase competence in several areas, including literacy in writing. At the University of the Sciences in Philadelphia, Pharmacy faculty recently turned to the Writing Program (WP) faculty assistance in increasing student writing outcomes. After analysis the WP Director determined that the Pharmacy faculty focused only on content and grammar with little attention to writing as an ongoing process. Working together, a team-based intervention and study was developed. WP faculty integrated workshops into an advanced Pharmacy course which included multiple revisions of written work, peer feedback, and required workshops facilitated by the University Writing Center. After four years of data collection, results showed an average increase of a full grade level on written work. Resulting data was used to convince the administration to authorize the creation of a university-wide Writing Across the Curriculum program.

Keywords: Pharmacy; Writing; Writing Center
A mini-health literacy tool for Portuguese European speaking adults: development and validation

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We report on the development and validation of a mini-health literacy assessment tool for Portuguese European speaking adults. Two self-administrated tools were tested: SAHLPA-18, recently validated for Brazilian Portuguese speaking older adults, and an adapted version of this tool, with 5 extra items (SAHLPA-23). A convenient sample of subjects from two Portuguese regions (urban vs. rural) was enrolled (n=503 participants). Participants were homogeneously distributed by three education groups (low, medium, and high). Socio-demographic data, and literacy and cognitive indicators were collected. A questionnaire on the comprehension of health written materials was also administered. Aiming at evaluating construct validity, the tool scores were correlated with education, self-reported literacy, scores on the health written materials, and literacy/cognitive indicators. Both tools revealed appropriate psychometrics proprieties and reliability (Cronbach’s Alpha>0.7), but SAHLPA-23 showed better accuracy (DeLong ΔAUC = 0.09, Z = 3.36 p

Keywords: Health literacy; literacy assessment; SAHL
Health literacy: the reality of a northern community Portugal

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To evaluate the level of Health Literacy (HL) of a northern community Portugal (N = 3927) and to relate it to the sociodemographic variables (sex, age group, education and employment situation), a quantitative study was carried out, observational and cross-sectional, in a sample of 351 individuals. The majority of respondents were female (54.1%), with a mean age ± standard deviation of 44.94 ± 19.048 years, with literacy higher than compulsory schooling (74.0%) and in a professionally active situation (61.0%). The HL of this community is limited (66.1%) in its different domains. In all domains, activities that do not involve critical analysis and interpretation are assumed to be "easy" and "very easy" and reveal greater difficulty in those requiring this capability. Statistically significant relationships were found between the level of HL with the age group ($\chi^2 = 8.228$ and $p = 0.016$) and with schooling ($\chi^2 = 33.552$ and $p \leq 0.001$).

Keywords: Health Literacy; Empowerment
Revisiting Science Literacy

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Research has raised multiple questions about the interaction between science and the public. Some concern the production of scientific knowledge in context, whereas others are related to how knowledge is transposed, transferable and rebuilt, depending on individual and social needs and experiences, and on the representations of science each individual or public group has, to mention just a few. Clarifying these and other questions that have arisen in the Science-Technology-Society (STS) field is without any doubt important, as science (and its applications) occupies a crucial place in society and in the way people live and understand the world. One of the recurring themes is how the public understands and engages with science, based on science literacy studies and their implications in the promotion of public participation in Science and Technology (S&T) decisions. Constructivist research has problematized science and processes of knowledge production by examining how people experience science in their lives and how scientific achievements are embodied in social relations. On the basis of such reasoning, alternative forms of problematizing science literacy have emerged. This research falls within that approach, by carrying out a study to evaluate Science Communication and Informal Science Education activities promoted in Portugal, focusing on the field of astronomy and on a younger audience, to explore opportunities to promote critical science literacy skills and possible implications to make informed decisions, for instance about professional STEM (Science Technology Engineering and Mathematics) careers.

Keywords: Science Literacy; Public Engagement with Science; Informal Science Education
Observing writing: insights from keystroke logging and handwriting and where to next

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Over the past decades several logging tools have been developed in order to observe and analyse writing as it unfolds during a writing session. The tools are used for example, to understand how writers use their cognitive resources during writing, how writing in different languages may be similar or different and how writers with different experiences approach writing tasks. In addition, the tools have been used as pedagogical tools to raise writers awareness of their own writing and enhance metacognitive processes. In this round table we first present recent research and development in the fields of keystroke logging and handwriting. Secondly we open up for a discussion about gaps in the research to date and what new opportunities we envisage for these observation tools. Thirdly we approach the question of how current tools may need development in order to assist new approaches.

Keyword: Keystroke logging; Handwriting; future approaches

Speaker 1: Åsa Wengelin
Gothenburg University, Sweden

Speaker 2: Mariëlle Leijten
University of Antwerp, Belgium

Speaker 3: Rui Alves
Porto University, Portugal

Speaker 4: Kirk Sullivan
Umeå University, Sweden
How do children learn to write new words?

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This study investigated how children learn to write new words. Children of ages 8-10 wrote words and pseudo-words on a digitizer. At age 8 the lexical status of the sequences did not have a strong impact on movement production, suggesting a letter-by-letter processing strategy. At age 9, we observed longer durations and more dysfluency for pseudo-words than words towards the end of the letter sequences. At age 10, words produced longer durations and more dysfluency than pseudo-words on the first letter. This suggests that the orthographic representations that were activated before starting to write were still active during the production of the initial letters. Towards the end, movement time and dysfluency were higher for pseudo-words than words indicating that the processing of the spelling of the word was over. These results provide evidence that the impact of the orthographic processing on word writing starts to be adult-like at age 10.

Keywords: children; words; spelling
A 6-Month Follow-Up of an Oral Language and Emergent Literacy Program (LFLê) Effects on Early Reading in European Portuguese

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Oral language skills role in sustaining reading development is well established. Also, there is solid evidence showing that literacy foundation knowledge level at school entry explains significant variance in reading acquisition. However, mixed evidence exists for the efficacy of oral language and reading-related skills programs on reading acquisition when they are run at kindergarten. We evaluate the effectiveness of the LFLê Program for non-selected kindergarteners on their oral language and reading development. Using an initial group equivalency design, an intervention (N= 38) and a control group (N=43) were compared in different measures of oral language, reading-related and reading skills at post-intervention and after a 6-month delay. Children in the intervention group reached a significantly better performance on the majority of the measures for both oral and written language at the two time points post-assessment. Kindergarten LFLê program is effective and can successfully enhance children oral and reading skills.

**Keywords:** intervention; kindergarten; reading
Long-term contributions of Emergent Literacy and Early Self-regulation to Reading and Math: A 5-year Longitudinal Study

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The present study explored the role of two key school-related competencies, emergent literacy and self-regulation in later reading comprehension and math among Icelandic children. Participants were 109 4-year-olds who were assessed on phonological awareness, letter knowledge and self-regulation in pre-school and their performance related to reading and math in Grades 1 and 4. Letter knowledge and phonological awareness predicted reading at the end of Grade 1 and, despite the transparency of the Icelandic orthography, these skills also indirectly influenced reading comprehension in Grade 4. Pre-school letter knowledge was uniquely related to Grade 1 math, which translated into a significant indirect effect in which first-grade math then led to better mathematics scores in Grade 4. Pre-school self-regulation predicted math in Grade 1, and also indirectly predicted math in Grade 4. However, self-regulation did not predict basic reading skills at Grade 1, or reading comprehension at Grade 4.

Keywords: emergent literacy; reading comprehension; self-regulation
Improving conceptual knowledge of the writing system in kindergarten: A cluster randomized trial

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This study assessed the efficacy of PASSI (Promoting the Achievement of Sound-Sign Integration), an intervention to improve children’s conceptual knowledge of the writing system in kindergarten. PASSI implemented an embedded-explicit approach, in which teachers target specific sub-skills (reflection on the graphic, symbolic and phonological aspect of written signs) and emphasize children’s contextualized interactions with oral and written language. One-hundred and fifty-nine Italian children participated in this study. Six teachers (and their respective three classes) were randomly assigned to the experimental group, and six to the control group. All children were tested in invented spelling of words and numbers, knowledge of the alphabet, orthographic awareness, and drawing twice, before and after the intervention. Results from Generalized Estimation of Equations (GEE) confirmed the efficacy of PASSI in promoting children’s conceptual knowledge of the writing system, and related emergent literacy skills. Theoretical and educational implications of the results are presented and discussed.

Keywords: emergent literacy; conceptual knowledge of the writing system; invented spelling
One of the difficulties mentioned by dyslexic students is text production (spelling, syntax, organization of the text itself). In subjects with normal written language development low level processes become growingly automatized (Berninger & Swanson, 1994) allowing for allocation of more cognitive resources to higher level processes such as revision (Bereiter & Scardamalia, 1987). In dyslexic individuals spelling remains poorly automatized. A high cost of the spelling dimension could result in a poor compositional performance (Fayol & Miret, 2005). This study aims at uncovering how dyslexic students differ from control student in their revision activity during handwritten text production. Dyslexic and control students were asked to produce written texts collected using Eye and Pen© software which allows to observe the temporality of revisions. All revisions were coded distance, scope and type. Results indicate that dyslexic and control students differ in the amount and types of revision suggesting strategies to overcome difficulties.

Keywords: written production; revision; dyslexia
Do children with dyslexia present a handwriting deficit? Impact of word graphic complexity on spelling and handwriting performance

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Purpose The present study aims to test the hypothesis of the presence of handwriting difficulties in dyslexia, through the investigation of the impact of word graphic complexity on writing. Method Participants were 23 French-speaking dyslexic children and 23 typically-developing children (M=9.1 years), matched on age, nonverbal intelligence and vocabulary. Children were assessed on a single-word dictation task of 40 words on a digital tablet. The target words varied in both orthographic and graphic complexity (low vs. high). This task was scored on spelling accuracy, handwriting quality and speed. Results GLMM analyses revealed an influence from the level of graphic complexity on spelling for both groups; dyslexic children showed poorer handwriting quality and were more influenced by the graphic complexity of words; no differences for speed between groups. These results tend to support the hypothesis of an actual graphomotor deficit in dyslexia. Additional longitudinal data will be presented at the conference.

Keywords: handwriting; spelling; dyslexia
Don't forget literacy problems in dyscalculia

Desoete & Van Vreckem

Reading and spelling profiles of Czech children with specific language impairment

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Specific language impairment (SLI) is a condition that affects children’s emerging language skills and thus also later literacy development (e.g. Bishop & Adams, 1990; Bishop & Snowling, 2004). This paper presents results of a longitudinal study investigating a development of early reading and spelling skills in a cohort of Czech SLI children. 25 SLI children were followed from the first to the fifth grade of primary school and assessed with a large test battery monitoring their language and literacy skills. Preliminary results indicate significant differences in listening comprehension between SLI children and normally developing children, and a similar level of reading and spelling skills. It seems that the older they get, the bigger is the gap between them and normally developing children, especially in decoding and listening comprehension skills. The data from the fifth grade data collection phase are now being analyzed and will be available for the ELN symposium in Porto.

Keywords: specific language impairment; language comprehension; reading skills
An interactive spelling programme and its influence on reading acquisition of children at-risk of reading failure

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Our main purpose was to assess the effects of an interactive spelling programme on reading acquisition of first grade children at-risk of reading failure. From an initial pool of 109 children, 18 children who had very low scores on various literacy measures at the end of the first trimester were selected to participate in this programme. Based on a socio-constructive approach, the interactive spelling programme consisted of 12 sessions where children were asked to write, in pairs, several words and reach an agreement on how to spell them correctly. During the sessions, the adult’s role was to guide and question children in order to induce higher levels of reflection and enhance their proficiency. The adult-children dynamics were analyzed, and the scaffolding strategies were characterized. Children who underwent the spelling programme reached, at the end of the school year, reading results similar to those of the remaining children in the classrooms.

Keywords: Spelling programme; Reading acquisition; Scaffolding
Training Sequence Learning in Deaf Children using Serious Games

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Early auditory deprivation can affect the acquisition of phonological and grammatical skills in deaf children, with consequences on their language and literacy development. According to the “auditory scaffolding hypothesis”, elaboration of sounds may provide a support for the development of cognitive abilities related to learning, recalling, and producing temporal and sequential information. Consequently, a hindered access to sounds may unsettle the development of some basic cognitive processes strongly involved in language learning, reading, and writing, such as Implicit Sequence Learning (SL) and verbal Rehearsal (VR). Hence, we are proposing a set of three mini-games aimed to train the implicit and explicit elaboration of sequences, and therefore SL and VR processes. The games are developed in HTML5 and designed to be used on tablets. This could represent a starting point for innovative therapies addressed to those children who are showing difficulties in processing sequences, such as deaf and dyslexic.

**Keywords:** Sequence Learning; Verbal Short Term Memory; Language Learning
Using HandSpy to explore writing in real time

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HandSpy is a free web-based application for recording and analyzing handwriting in real time. Data collection requires Neo N2 or Livescribe smartpens, plus paper sheets with a special microdotted pattern. This conjunction allows for fine-grained observations of the moment-to-moment production of a text. Such observations can be done using the Handspy website, which facilitates collaborative analyses of protocols, focusing particularly on bursts-pauses cycles, which ultimately allow inferences about the dynamics of cognitive processes in writing. Most current writing logging tools require individual or small-group data collection and many technological artifacts, such as computers and digitizing tablets, thus limiting sample size and potentially threatening ecological validity. These aspects can be reduced using Handspy since it allows researchers to conduct large-scale experiments and it involves a familiar writing situation: writing with apparently normal pens on sheets of paper.

Keywords: handwriting; logging tool; smart pen
Logical Reader Improves Reading Comprehension

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Content area reading comprehension, critical thinking, and problem solving are all hugely challenging to young learners in upper elementary grades and beyond. Our web-based intelligent tutoring system is designed to teach children how to use comparisons, problem and solution, cause and effect, sequence, and description text structures to select important ideas, generate logical memory structures, make inferences, and apply knowledge. The system has been found to be efficacious in two large scale randomized controlled trials with over 130 classrooms and 5000 children.

Keyword 1: Intelligent Tutoring Systems; Reading Comprehension; Scientific Thinking
iRead: Personalised Reading Technologies for Children

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The iRead project is developing an open, scalable cloud-based software infrastructure to help new app developers personalise learning for children’s reading skills acquisition in four different languages (English, Greek, Spanish and German) and for three different learner groups (early readers, children with dyslexia and children learning English as a foreign language). Also available to EdTech companies, this infrastructure is being used by the iRead team to develop and evaluate several new innovations, including a literacy game that teaches children foundational reading skills and enables them to practice reading in words and sentences, an e-reader that scaffolds children’s engagement with longer passages, e-books dynamically generated on the fly based on a child’s profile, and a content recommender system that matches books to a child’s skills. This demo will showcase the current versions of our literacy game and e-reader apps which we will be shortly be piloting with 3000+ children across Europe.

Keyword: Personalised Learning; Games; e-Readers
Saturday 16:00 – 17:30
Auditorium 1 – Roundtable
The future of COST literacy actions
Chair: Van Reybroeck
Effect of SRSD and SRSD + ICT interventions in writing performance

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The SRSD + ICT model results from the adaptation of the SRSD model, with strong scientific evidence in improving writing performance, and the integration of ICT and its potentialities in the writing process. A quasi-experimental study was carried out to test the effect of SRSD and SRSD + ICT models on the writing performance of 4th grade students in Braga, Portugal. The results demonstrated a higher effect size of the SRSD + ICT model compared to the SRSD model in the quality of writing and number of linking words. The potentialities of these two models in the context of the classroom should be discussed and tested in different contexts.

Keywords: SRSD; SRSD+ICT; Writing
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

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The goal of this talk is first to synthesize studies on the impact of the practice of video games on literacy. Video games are part of our daily lives, and in recent years, studies have shown the role of video games on executive functions. Several researches have shown that the practice of action video games has an impact on attention, spatial cognition or perception skills. Regarding literacy, some studies (mainly research by Franceschini et al.) have shown that the practice of video games has an impact on reading skills for children with dyslexia. This effect could result from an increase in attentional skills. In a second part, we will present our own video game on touchPad (under development). First, the goal of this video game is to help with the detection of students with a developmental coordination disorders and with reading disabilities. The second goal is to improve the level in literacy of students with learning disabilities. Both the ability of detection and the benefit on learning to read and write were evaluated experimentally.

**Keywords:** video game; learning disability; literacy
Integrating Reading and Writing to Improve Persuasive Writing

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Reading comprehension and persuasive writing are complex skills that many students struggle to complete. In this presentation we will present results from a recent development project. We combined text structure instruction with self-regulated strategies development (SRSD) model of writing with a web-based tutoring system. Large effects were observed on planning and essay quality after upper elementary grade students used the intervention.

Keywords: Writing; Reading; Intelligent Tutoring
Is speaking to the computer like speaking to your best friend?

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An increasing number of electronic devices offer built-in speech recognition systems that allow the user to dictate text instead of using keyboards or pens. By drawing on three different datasets including interviews, texts and recordings of persons with and without reading and writing difficulties this presentation aims at increasing our understanding on how the use of such systems can affect text production. The results indicate that while facilitating the translation process, planning and formulating according to written language norms during dictation are more challenging and requires substantial adaptation to the monologic writing situation. For example, children produced texts with lower lexical diversity, i.e. more spoken language-like, in a dictated than in a typed condition and some had difficulties leaving out turn taking and hesitation signals. In addition, experienced adult users reported that they didn’t make long pauses “because the computer was waiting” Theoretical and educational implications will be discussed.

Keywords: Speech recognition; Writing difficulties; Writing tools
Investigating Linguistic Ideologies of Pre-Service English Teachers: Collaborations Between Sociolinguistics and English Education Contribute to Richer Literacy Instruction

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Coursework for pre-service English teachers focuses on methods rather than broader purposes of literacy instruction (Smitherman & Villanueva 2003). Pre-service teachers often remain unaware of the linguistic resources of diverse students. Training in language variation offers teachers a way to respond to the demands of linguistic diversity on teaching and learning. We present results of a Draw-a-Map task (Preston 1999) from three semesters of teacher education courses in southern New England, USA. Qualitative analyses of map data and post-response reflections of 41 participants shows respondents gave expected high correctness and pleasantness scores for most areas, but, in reflections, reported the activity itself revealed covert prejudices about language. In overt questions about bias respondents indicated they knew it was inappropriate for teachers to harbor language bias; other responses made clear that biases seemed inevitable. We show that collaboration between sociolinguistics and English Education develops robust language diversity curricula and more linguistically-informed teachers.

Keywords: Linguistic Ideologies; Pre-service Teacher English Education; Language Diversity
Fluency, Comprehension and Composition – Connecting Reading with Writing

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Reading and writing share specific cognitive and linguistic processes: e.g. the coding of letters and words, the processing of local and global coherence, and the integration of sentences and passages into a mental model. Furthermore, reading is implemented in writing as the text being written is also read by the writer. Last but not least both draw upon a general cognitive architecture including the working and the long-term memory and visual and motor skills. In order to investigate the relationship between these processes and corresponding competences 150 4th-, 6th- and 9th-grade students took part in a correlational study. Reading speed and prosodic aspects were measured as parts of reading fluency; writing speed and bursts length were taken as parts of writing fluency. Comprehension and compositional competences were measured via standardized reading tests or specially created writing tasks. Results show substantial correlations between most of the reading scores and writing measures. We will present an SEM including also cognitive covariates and discuss the results.

Keywords: Fluency; Reading Comprehension; Writing Competence
The Imagery-Language Connection: Teaching All Children to Read and Comprehend

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The efficient application of the alphabetic code (letters and sounds) is necessary for reading. Dual-Coding Theory (DCT) asserts that cognition is an artifact of linking two great codes in the human brain, mental representations (imagery) and language. Imagery connects us to the language we hear and the print we read. There are two types of imagery, symbol imagery and concept imagery, intrinsic to reading, orthographic processing, and comprehension. This poster explores the nature and role of symbol imagery (mental imagery representing the letters and sounds within words) in improving reading for children with reading difficulties. Can the reading deficits associated with dyslexia be addressed with an intervention approach grounded in DCT? A new analysis validates the role of symbol imagery in enhancing reading for dyslexics. These findings are consistent with current neuro-scientific investigations using the same instructional methodology, documenting not only significantly improving reading behaviors, but revealing associated neuro-physiological changes.

**Keywords:** literacy instruction; reading intervention; dyslexia
P3
The Sound Reading System - the Key to reading in English (L1, SL, FL)

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We will present The Sound Reading System (SRS), which is a carefully constructed advanced synthetic phonic reading programme that teaches L1 as well as SL/FL learners how to read the complex English spelling code in simple, logical steps. The careful structure makes it both a reliable teaching tool and a tool with which to train teachers and reading specialists. The SRS is a comprehensive programme suitable for beginner learners, as a catch-up programme for LD learners (children, adolescents and adults) and as an excellent spelling programme for proficient readers but poor spellers. The SRS teaches the whole spectrum of reading skills and knowledge at all levels of complexity, allowing learners to reach accurate and fluent reading in English, whether it is their L1, SL or even FL. We will also present evidence from L1, SL and FL settings of reading results of learners who participated in the SRS reading programme.

**Keywords:** Reading Programme; EFL; LD
Steps toward a taxonomy of cognitive, affective and action-oriented reading goals

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Successful reading processes are at least determined by the following factors: (1) Reading comprehension skills, (2) Prior world knowledge, (3) Complexity of the type of text, (4) Intrinsic or extrinsic reading goals, and (5) Corresponding reading strategies. The present article begins by discussing empirical findings from the psychology of reading, and building on these, develops a taxonomy of 3 x 3 reading goals. We distinguish between three primarily cognitive reading goals: Study, Relearn, Expertise, three primarily affective reading goals: Hygge, Thrill, Meditation, and three primarily action-oriented reading goals: Change, Engage, Construct.

Keywords: Taxonomy of reading goals; reading strategies; comprehension
Using invasive species to explore and value natural heritage

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Environmental literacy is essential to promote a sustainable development that fosters well-being and social justice. Here we show an investigation that will be applied to 3rd grade elementary school students that aims to: i) investigate if the problematic of invasive species can be explored and understood from early ages; and ii) evaluate whether the study of invasive species promotes the recognition of the necessity to conserve natural heritage. To this end, we designed a didactic intervention to promote the valorization of biodiversity by exploring the characteristics and impacts of invasive alien species, by fostering proactive attitudes and by promoting scientific literacy. Students will be invited to undertake experimental activities and to explore a model that simulates the various characteristics of invasive species, available as an android app. The research methodology, with characteristics of action research, uses several instruments of data collection: questionnaire surveys, video recordings and multimodal narrations.

Keywords: Environmental literacy; Natural Heritage; Invasive Species
Digital literacy is regarded as a core competence in society and schools; it is therefore considered to be an essential part of pre-service and in-service teacher education. Future teachers need experience best practices in the pedagogical use of ICT in their initial teacher education programme. Innovative practical courses are required to meet the needs and concerns of the student teachers. Develop programmes according to best practice as informed by evidence-based research, for instance, TPACK framework and the DigCompEDU framework; it’s important to rethink how to integrate the pedagogical use of ICT in initial teacher education. The implementation of pedagogical digital competence in initial teacher education is a priority in my practices and course unit - Information and Communication Technologies in Education (ICTE). ICTE programme enables the student teachers to learn, conduct research and practice with their peers by actively practicing in collaborative teams, centered in the pedagogical use of ICT.

**Keywords:** digital literacy; pedagogical use of ICT; initial teacher education
Quality in pre-school has been widely advocated in the last decades, but this concept is defined as subjective, dynamic and relative. For a more in depth understanding of quality, it is important to analyze it considering the perspectives of the different stakeholders in pre-school education. The present study aims to explore the ideas and point of views of Portuguese pre-school educators about the practices that characterize a setting with high quality, through a Q method study. Through these points of view it was analyzed how the educators hierarchize practices that promote the emergent literacy. The educators (25) identified four points of view on quality practices. Results obtained point to the transversal valorization of quality practices focused on a playful approach and on the adjustment to children’s needs and interests, in which specifically at the level of literacy they present a vision centered mainly on the promotion of oral language.
P17
Working their way up in exile: EAL academic literacies development of established Syrian academics

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This study is an investigation into the development of academic literacies of established Syrian academics in exile, namely Turkey and the UK, while attempting to publish in international journals by getting support from the Council of at Risk Academics (CARA) which facilitates their connection with UK academics. I will explore how academic literacies development relates to any changes in authorial identity and academic networking in the case of exiled academics who will reposition themselves in their new setting and within CARA supported networks of international academics. Data sources used are triangulated; data is collected from UK academics, UK-based and Turkey-based exiled Syrian academics, and from the network they refer to in the interviews (e.g. co-authors) by using questionnaires and interviews. Also, textual analysis of current and previous writings of the Syrian academics and of current reviewers’ comments. This poster will focus on the study design and the preliminary results.

Keyword: Academic literacy practices; Authorial identity; Academic social networking
P28
Criterion in a Writing Class and Its Effect on Accuracy

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With technological innovations steadily entering education Automated Writing Evaluation (AWE) software has been applied to the evaluation and assessment of English writing performance and support revision. An automated evaluation has been a topic of hot debate. Criterion is a one of such Web-based learning tools that aims to support writing instruction across many different levels and several genres. Once students submit their essays, Criterion provides a performance summary that includes holistic scores and the corresponding feedback on each error. This paper presents a descriptive study of how and whether Criterion feedback can improve academic writing skills of students at a tertiary level by analyzing how students used feedback provided by the software.

Keywords: Automated Writing Evaluation (AWE); feedback; academic writing
**P29**

**Writing requirements for various subject areas in the secondary curriculum in Spain**

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Abstract (max. 150 words):

How to improve the teaching of the writing process? Which is the ideal map including academic genre and strategies for writing? The research tools employed consisted of a survey to collect data on teacher perceptions about the issues as assessment of their own training enabling them to teach writing and their own competence. We created an ideal map including academic genre and strategies for writing with the data obtained.
Bearing in mind that communication is fulcral to mankind and that it is essential to empower future citizens with specific skills, so they can master the lifelong learning skills indispensable for success, school and teachers face a major challenge. With technology playing an important role in daily life, communication has never been in such an important tier. So, as soon as one starts learning how to communicate in a much formal way the better, with schools in the centre of all process.

In order to help students developing Informational Literacy skills, mainly in what concerns the formal oral communication, the school library of Escola Soares Basto has developed a project named “Prontos para Falar!” (“Ready to Speak!”). This project followed the research - action Methodology and aimed to develop and improve key aspects of oral literacy in students.

Results show that school library brings added value to teacher-learning process. Being the “heart” of the school, the school library of Escola Soares Basto, is one important learning partner for students and teachers, providing them the informational resources they need.

As part of the project “Prontos para Falar!” the librarian teachers of Escola Soares Basto, along with a Portuguese teacher joined efforts in order to help students improving their oral literacy and communication in formal context. During the implementation of the project “Prontos para Falar!” the librarian teachers worked out some easy-to-use guides built according to the informational literacy model of Herring – PLUS – a model which seeks to provide students with tools to improve their own learning and informational literacy levels /skills. Meanwhile, the library teachers worked collaboratively with the Portuguese teacher and several workshops and training activities were held for students, as well.

It is a known fact that working in partnership is the best way to achieve success. Aiming to prepare students for the XXI Century, in Escola Soares Basto teachers and students are aware of the importance school library holds in their lives. It is our goal to use the results of this first project to encouraging other teachers and students to work further with librarians.

Key words: Literacy, Communication, Collaborative Work, School Library
**P31**
The news among youngsters: A journalistic literacy project

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The main objective of this poster is to present the first findings of the project TJAME (Journalistic Transliteracy: until the world becomes itself). Developed between March and May of 2018, the pilot experience was part of a new journalistic literacy research plan hosted at ESCS/Lisbon Polytechnic Institute. Counting with researchers and professionals with a solid experience in the field of journalism and communication sciences, TJAME focused on journalistic literacy among youngsters finishing their high school and journalism undergraduate studies. The working period included a wide range of immersive journalistic practices for more than 50 students from the area of Lisbon. The poster will tell the story of this literacy project, standing out the facts and numbers of the experience, the differences between participants’ expectations and practices, wishing to trigger a different journalistic literacy debate based on clear awareness.

**Keywords:** jornalistic literacy; jornalismo; communication literacy
Within infection care, sustainable development implies global considerations balancing factors like spread of infections, measures to mitigate transmission of resistant microorganisms, and management of medical resources. As a form of literacy, sustainability involves individual and collaborative processes of perspective-taking aimed at expressing significant global considerations in text and talk. This poster presents how perspective-taking is mediated and scaffold with specific relevance for infection care nursing practices. To examine how sustainability literacy was initiated and worked with as an ongoing process, text-based supervision sessions were video-recorded. To explore the specific role of text-based supervision as a site for literacy development, specific sequences of textually mediated interaction were identified and analyzed to find how nurses and medical experts/teachers jointly related perspective-taking and textual positioning to particular literacy actions. Preliminary results show how close attention to precise linguistic details is critical for literacy development in complex societal areas.

**Keywords:** literacy practices; interaction; communication
A comparison of the latent reading structure of younger and older students with mild intellectual disabilities

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Abstract (max. 150 words):
Developing reading literacy in students with mild intellectual disabilities (ID) is challenging. The explanation of reading difficulties of students with ID includes two basic paradigms related to the overall slow cognitive development reflected in the literacy development as well and to structural differences in reading literacy of students with and without ID. The aim of our present study was to investigate both paradigms on a sample of 131 younger and older students with mild ID using structural analysis. The comparison of the reading literacy structure confirmed both paradigms. The reading efficiency of the students with ID is based on lower level processes (decoding) much longer, while the roles of decoding and language comprehension change with age similarly to the students without ID. The results show that reading difficulties of students with ID are complex and relate to different factors of reading literacy. The implications for teaching reading to children with ID are discussed.

Keywords: reading literacy; reading development; intellectual disabilities
Writing with imagination: a comparison with children diagnosed with Autism

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Writing is known to involve executive functioning skills, something that children with Autism find difficult. Imaginative writing is much more than this and is thought to require not only story coherence but factors such as an understanding of emotion. The current study compared an age-matched group of children aged 8-11 years without the diagnosis of Autism to a group who had been diagnosed as HFA. Measures of verbal and nonverbal IQ, visual-motor integration, response inhibition, divided attention and working memory, and narrative writing were conducted. Questionnaires assessing the ability to regulate emotion and degree of positivity experienced by the children were administered. Parents also completed a social-behavioural questionnaire regarding their children to provide additional support for initial group differences. The findings will be discussed in relation to more complex models of writing development.

Keywords: Executive functioning; Emotion regulation; Positivity
Cognitive effort during text composing in adults with dyslexia

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The cognitive effort in text composing is defined as the amount of working memory (WM) resources and attention devoted to the writing task (Kellogg, 1996; McCutchen, 2000). Individuals with language-based dyslexia show deficits in WM, particularly in verbal WM (e.g. Alloway et al., 2014; Ramus & Szenkovits, 2008). The aim of this study was to compare the cognitive effort in text composing in adults with dyslexia and adults with typical language skills (TLS). The study included 40 adult native speakers of Croatian language (age range 18-38), 20 with TLS and 20 with dyslexia. Participants were matched according to age, gender, education level and nonverbal cognitive abilities. The cognitive effort was measured by the triple task (Kellogg, 1987). The results indicate that planning is approximately equally demanding for adults with TLS and adults with dyslexia; while translating and reviewing are significantly more demanding for adults with dyslexia than for adults with TLS.

**Keywords:** cognitive effort; text composing; dyslexia
P9

Copying skills of children with and without dyslexia: evidence from spelling and handwriting quality

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Purpose. Copying skills are daily used at school and it is unclear whether dyslexic children have a specific deficit in copying, in addition to their spelling deficit. Therefore, the present research aims to compare copying skills of children with and without dyslexia.

Method. Twenty-three French-speaking Grade 3 and 4 dyslexic children and 23 typically developing children, matched on age, nonverbal intelligence and vocabulary, were asked to perform 40-word dictation and copying tasks on the same target words. Results. GLMM analyses showed that all children did fewer errors in the copying than in the dictation task, and had poorer handwriting quality in the copying task. Dyslexic children’s handwriting quality was even more impaired than that of the control children in the copying task. Conclusion. These findings suggest that dyslexic children do have specific handwriting difficulties in the copying condition and that they may use slightly different processes than children without dyslexia.

Keywords: copying; dyslexia; handwriting
The emphasis in teaching L2 writing has been shifted from focusing on process to product from the 1970s and 1980s. Early studies reported by Emig (1971) and Flower and Hayes (1981) have indicated that L2 writing is best understood as ‘a set of hierarchical and recursive thinking processes’ guided by the growing network of goals generated or adapted by writers (Flower & Hayes, 1981: 366). The Writing processes approach include many steps as planning, revising, re-arranging, deleting texts, re-reading and producing multiple drafts before their finished document. Since the establishment of the preparatory-year program at Saudi universities, students have been required to study general courses prior to selecting their majors. As a teacher in the preparatory-year program, the researcher has frequently encountered students who face enormous writing difficulties, which is the impetus for this study. This study will therefore use keystroke logging to examine the composing processes (e.g., pausing, revisions) and L2 writing fluency (from a process-based perspective) of Saudi female EFL students. The results will provide valuable guidance for the implementation of the preparatory-year program’s General English course by shedding light on Saudi female students’ L2 writing processes and process-based fluency. It will show how students’ L2 writing processes vary from various different levels.

**Keyword 1** : Inputlog, L2 writing tasks and stimulated recall interviews
P19

An experimental evaluation of a small-group writing intervention implemented by school paraprofessionals

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A large percentage of students in primary and secondary school are not proficient writers. Additional research is needed to develop and evaluate writing intervention programs, particularly those that are resource-efficient for educators and can support students at an early age. This study used an experimental design to evaluate a modified version of the Self-Regulated Strategy Development (SRSD) writing intervention developed by two keynote speakers of this Literacy Summit (Drs. Harris and Graham). School paraprofessionals implemented the modified intervention with small groups of second-grade students. Results showed promising effects on some measures (e.g., writing quality and production) but less positive effects with other measures (e.g., curriculum-based measures of writing). Findings also showed that (a) with relatively little training and coaching, paraprofessionals implemented the intervention with strong fidelity; and (b) interventionists and student participants generally rated the intervention as acceptable. Other findings, implications, and study limitations will also be presented.

Keywords: Writing intervention; Self-Regulated Strategy Development (SRSD); Intervention feasibility
P20
Comparison of individual and collaborative emulation for developing sixth-grade students' writing skills

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Strategy-focused instruction is one of the most effective instructional approaches to improve students’ writing competence. It has a multicomponent nature, which combines direct teaching of writing strategies with modelling and emulation phases where supporting scaffolds are progressively dismissing until disappear. In this study, we explore the different effects of two types of emulation: individual versus collaborative. The sample comprised 188 sixth-grade Spanish students divided into 8 classes. Classes were randomly distributed in two conditions. In the experimental condition (N=96), the instruction aimed at developing planning and drafting strategies through modelling and emulation. In the control condition (N=92), the instruction was product-focused. In both conditions, half of the students wrote in pairs and the other half individually. Students were assessed at pre-test, post-test and follow-up in which product and process measure were taken. The analyses are not completed yet, but the results will be presented in the conference. Fundng: EDU2015-67484-P, MINECO/FEDER.

Keywords: Collaborative writing; Emulation; Written composition
P21
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"

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This project aimed to increase student academic literacy with a specific focus on supporting development of independent control of the writing process and recognising the features of high quality disciplinary academic writing (Sadler 2010, Scoles 2013), and developing practices around reviewing text. The project provided three distinct interventions for 3rd year undergraduate students; creation of exemplars of high scoring student writing with staff commentary, providing writing retreats to generate text (Petrova et al 2009) and writing circles to collaboratively develop editing skills (Roberts et al 2017). We used staff and student project assistants to facilitate sessions to develop and support a culture of peer review as a valuable formative writing activity. The project was evaluated post-intervention using focus groups which outlined the importance of a trusting relationship in supporting writing. We will also present staff and student experiences of the project and our thoughts of the viability of this approach.

Keywords: Circle; Retreat; review
The ability to bind audio-visual and spatial-temporal features facilitates writing ability in 5 and 6-year-olds
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General executive functioning processes are necessary to both learn and recall the associations between sounds and letters, as well as the sequencing of sounds and letters in words and sentences. The degree to which this predicts writing performance was explored in two studies. In both studies measures were taken of spelling, reading and transcription abilities. Children also undertook simple experiments where they were asked to remember either the associations between pairs of novel shapes and novel sounds (audio-visual binding experiment) or between the sequencing of pairs of novel shapes and sounds (spatial-temporal experiment). The results demonstrate that binding in the central executive is an important predictor of a child’s writing ability. The results are discussed in terms of the degree to which domain specific abilities (learned through practice) and domain general abilities (inherent cognitive processes) can predict and therefore support the development of writing in children.

**Keywords:** Central executive; Writing; Binding
P32
Health Literacy and Diversity for secondary students - HeLi-D

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The presented project aims at improving health literacy, reading literacy and digital literacy in students aged between 12 and 14 years employing an adaptive digital training program (ADT). The ADT will be a text-based program and will provide the content according to the individual students’ reading competences. The five modules focus different health-related topics. For each module, we developed texts and tasks in four difficulty levels (differing in the number of words and linguistic complexity, but representing still the same content). To make sure that the program meets the requirements of the target group we involved 38 students into the development process conducting workshops. First results of the evaluation of the workshops are reported. The ADT will be implemented in Austrian secondary schools in spring 2019. The evaluation will use a longitudinal design. The sample will consist of approximately 800 students in the treatment group and 400 students in the control group.

Keywords: health literacy; reading comprehension; digital literacy
Writing in any language requires linguistic, textual, and cognitive skills, which develop throughout the lifespan. The process of learning to write is a scholastic task beginning in elementary school throughout life; it is a protracted process which builds on vocabulary, spelling, and grammar of a language following rules and underlying cultural practices. For two decades, a “new” language with a uniform notational system – emojis – has become part of our lives. People of all ages, walks of life, languages and cultures use it. Relying on the visual modality, it brings together the oral and written forms of formal language to communicate in an emerging informal universal language. This poster reports on two small-scale exploratory studies. The first examines frequently used decontextualized emojis and evaluates how they are understood (lexical value) and used (grammatical value) by eight young adults. The second study explores the text structure and lexicon of an emoji coded message shown to twelve participants of different ages who were asked to read it out and then rewrite it in their own language (Hebrew). Twenty-four “translated” texts were collected and analyzed for length, story organization and lexicon to compare modalities of production across ages.

**Keywords:** Emoji; Writing; Language
This project analyzes the notion of good translation from Spanish into Albanian and the interactions between the intertextual, intra-textual and extra-textual elements while analyzing the text of origin and its transposition into the Albanian language. To this aim, we focused on the urban poesy of Angel Gonzalez, Eso era amor. At the end of the group discussion there resulted two extremely different versions of the translation. Such results brought us to two different scenes. The group discussion consisted of 20 students of Bachelor and Master degree and also 3 professors of translation specialty and one professor of didactics of art. The same proposal inspired by the current extra-curriculum class-debate with students of different ages will be developed also during the autumn semester of the academic year 2018-2019 with another focus group and will include other rhymes.

**Keywords:** intra-textual, extra-textual, translating
How critical engagements with design can generate gaps and new evidence: A case study of the project iREAD

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One of the key aims of the 4-year EU funded project iREAD is to foster and enable the adoption of empowering new technologies – namely an e-Reader and adaptive games – developed for teaching reading skills across a range of educational contexts and learners (children learning to read; learning English as a foreign language and dyslexic learners). A sound theoretical underpinning is critical when designing digital technology for learning. While evidence has informed many of our decisions, it has often been the case that our technology design introduced questions for which evidence did not exist. In our project such gaps have included assumptions related to sequencing material, or how skill mastery is assessed. In this poster we will identify these open questions and consider the role of technology in producing evidence. Specifically, we will look to analytics generated by these technologies as a mechanism that may inform future practice and research.

Keywords: digital Technologies; literacy; learning analytics
P10
From early spoken words to early literacy: The simple view of reading through early measures

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Today, the most influential model of reading acquisition is the simple view of reading supporting the idea that reading is not only being able to master grapho-phonemic conversion but also to achieve the understanding of written language based on oral comprehension. This study proposes a longitudinal approach before any influence of formal reading acquisition that aims to challenge the model and to define the link between very early oral skills and the pre-requisites in learning to read. The results show that at 5 years, classical predictors of reading seem to be organized on two components coherent with a strict simple classical view of reading, one oral-related factor and one code-related factor. The vocabulary at 22 months predicts 6% of oral-related factor while measures at 36 months explain 39% of the same factor. The code-related factor is not explained by any early measures but by concomitant measure of intelligence (8%).

**Keywords:** pre-reading skills; simple view of Reading; early oral measures
P11
Investigating the Spelling Performance of Maltese Children

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This research investigates Maltese word and non-word spelling abilities of Maltese children. A total of 82 typically developing students attending state and church schools in grades 4, 5 and 6 participated in the research. Spelling abilities were assessed using a standardized Maltese spelling test and a non-word spelling test developed for the purpose of this study. A comparison of the children’s performance in these tests was undertaken in terms of their grade, gender, school-type, school language and home language. Findings show that word and non-word spelling abilities are only significantly affected by grade and school language. Spelling patterns were analyzed and discussed in light of the dual route model. Four distinctive categories of spelling patterns emerged in this study, which indicated the use of lexical and sub-lexical processes. Overall, findings are discussed in relation to other similar studies.

\textbf{Keywords}: spelling; dual-route model; literacy
A linguistic analysis of misspellings in French students in year 1-5

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The POMAS (Phonological, Orthographic and Morphological Assessment of Spelling) is a linguistic framework for the analysis of misspellings based on the triple-word form theory (Bahr, Silliman, Berninger, & Dow, 2012). In the present paper, we propose a French adaptation of the POMAS and a cross-sectional analysis of French misspellings throughout primary school. 250 French students in grade 1-5 were given five minutes to write about their best or worst day at school. Samples were analysed for productivity and spelling accuracy. Spelling errors were further classified as either phonological, orthographic or morphological. The rate of each error type and the specific errors made are described at each grade. All error types were found across all age groups. There was an increase in morphological errors throughout primary school in French. Results support the triple-word form theory but point to cross-linguistic differences. These differences are discussed in relation to the existing English literature.

Keyword: triple-word form theory; spelling; French
Writing strategies as predictors of writing performance in elementary school students

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In this study we explored students’ planning and revising writing strategies of upper primary education students by means of two complementary measures based on a self-report or specific planning and revision tasks. 900 students from 4th to 6th grade (300 students per grade) of Primary Education in Spain (from 9 to 12 years old) implemented a Spanish adaptation of the writing style questionnaire used in previous studies (Kieft, Rijaarsdam, & van den Bergh, 2008; De Smedt, van Keer, & Merchie, 2015). Additionally, they were asked to write a story with a mandatory pre-planning phase. A specific revision task of a story was implemented in order to assess students’ detection and correction skills of revising. We analysed structural validity of these measures and contribution of these high-level cognitive writing processes to writing quality.

Keywords: Writing strategies; Planning; Revising
This study examined whether type of prompt (i.e., written sentences vs. set of pictures) and testing time (i.e., beginning vs. end of academic year) influence second graders’ stories ($N = 119$). Results showed that students produced better texts and included more text elements in their stories (a) written to the picture prompt compared to the sentence prompt, and (b) written at Time 2 compared to Time 1. Moreover, there was an effect of time, but not of prompt, on correct word sequences, with stories written at Time 2 exhibiting better syntax than those written at Time 1. As for text length, results revealed that texts were longer at Time 2 compared to Time 1 for both prompts; additionally, at Time 1 the picture prompt elicited longer stories than the sentence prompt (this prompt effect was not observed at Time 2). Overall, these findings indicate that type of prompt and testing time influence beginning writers’ stories.

**Keyword:** prompt type, testing moment, written texts
Role of fine motor skills in literacy acquisition in Grade 3

Lê, Quémart, Potocki, Gimenes, Payoux, Béziaud, Chesnet, & Lambert

Recent studies showed that fine motor skills in kindergarten predicted decoding and spelling in Grade 1. However, if motor abilities influence early literacy, no studies investigated the evolution of this relationship in older students. Hence, we evaluated fine motor skills and literacy in 262 third grader students in order to investigate this link. Hierarchical regression analyses controlling IQ and phonological predictors showed a specific effect of fine motor skills on decoding and spelling but not on more complex literacy skills, such as reading comprehension. Furthermore, we found that only motor skills implicated in handwriting, such as visuo-motor integration or manual dexterity of the dominant hand, predicted decoding and spelling. This result suggests that graphomotor abilities mediate the effect of motor skills on literacy. Further studies are required to better understand the mechanisms underlying this relationship and to refine current models of literacy learning.
P25
Investigating how children produce rotation and pointing movements when they learn to write letters

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During writing acquisition, certain movement sequences require more precise motor control. The rotation that produces curved lines like in letter O, or the pointing movement that produces the bar of a T, may require more processing than other movements like straight lines. To test this hypothesis, 108 children aged 6 to 10 had to wrote sequences of 5 upper-case letters. The sequences varied in number of pointing and rotation movements. The results revealed a tendency to keep stability in the tempo of writing for all the letters and for every age group. For the pointing movements, there was a duration decrease that was compensated by an increase in in-air movement duration. For rotation, the movements were produced with low maximal velocity but high minimal velocity. Pointing and rotation movements therefore require compensatory strategies: pointing movements present a duration trade-off whereas rotation movements require a trade-off on maximal and minimal velocity.

Keywords: handwriting; children; letters
This study aimed to assess the relationship between phonological awareness and handwriting motor skills in Catalan pre-schoolers (5 years-old). 21 children from a Catalan school copied five high frequency six-letter words on a paper attached to a digitiser (Wacom Intuos 3) using the software Criture (Guinet & Kandel, 2010). We assessed their phonological skills with the test PECO (Ramos & Cuadrado, 2006). The digitised measures were analysed with the program Ductus (Guinet & Kandel, 2010). We run Spearman correlations to test the relationship between online measures and PECO results and found that both Trajectory (cm) and number of Gaze lifts correlate negatively with the result of PECO. Detailed analyses relating PECO’s subscales and on-line handwriting measures reveal close relationships between the two. From this study we can conclude that phonological awareness not only helps the achievement of reading and orthographic skills but is intervening on the development of motor handwriting.

**Keywords:** phonological awareness; handwriting; motor skills
P27
Listening for emotions in foreign languages: Does the tonal vs non-tonal difference matter?

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A native-language advantage is generally found in vocal emotion recognition of native vs. foreign speech, and language-specific uses of acoustic cues (e.g., pitch) in expression and/or recognition may contribute to this effect. In tonal languages, pitch modulation is used to convey emotion, but also meaning. Does this dual use of pitch, embedded in a foreign language, impact the native-language advantage? We examined Portuguese participants listening to a tonal language (Mandarin Chinese) vs. a non-tonal one (Polish). The native advantage was equivalent for both languages. Mandarin Chinese elicited decreased reliance on pitch-related measures for sadness, but this pattern was not generalized across other emotions. Our findings do not support the idea of tonal-language specificity in vocal emotion recognition.

Keywords: Emotion recognition; Tonal language; Polish
P36
Do executive functions contribute to story quality? A longitudinal study with second graders

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This study examines the longitudinal contribution of executive functions (EFs) to writing quality in Grade 2 (N = 130). There were two measurement occasions with a six-month interval. The first occurred between October and November 2017, and the second will occur in May 2018. In the first measurement occasion, we measured EFs (working memory, inhibitory control, cognitive flexibility, planning, and reasoning) as well as transcription skills (handwriting fluency and spelling) and story quality. In the second measurement occasion, we will measure story quality only. We will conduct hierarchical regression analyses, to examine the effects of EFs on story quality six months later, above and beyond children’s transcription skills and story quality at the beginning of school year. These results will be important to understand the unique contribution of different EF to writing quality and to plan an intervention program aimed to improve children’s EF and writing.

Keywords: Children; Executive Functions; Writing Quality
The influence of the Romanian academic style on student writing in English

Bercucci

Romanian academic writing instructors often complain that students write in the "Romanian style" instead of adopting the Anglo-American style in their English papers. The "Romanian style" of academic writing has no yet been fully defined, but a cursory look at papers written in Romanian reveals traits such as an impersonal style, a plethora of unnecessary detail, and distinctive turns of phrase. This poster aims to define this "Romanian style" of academic writing and to show how it influences student writing in English. For this purpose, I will analyze student papers published at our department both in Romanian (5 issues of the journal Literacum) and in English (7 issues of the Journal of Student Research in Languages and Literatures), using corpus linguistics methods. I will look at frequencies and phraseology patterns as well as prominent rhetoric features. Several conclusions will be drawn regarding the interlanguage profile of such linguistic features.
P38

Impacts of promoting financial literacy in socially vulnerable youth

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Financial literacy is described as the capacity to use knowledge to guide a good financial management for financial well-being (PACFL, 2008). This knowledge and management capability are key elements for balanced self-management experiences, which are less efficient in populations from disadvantaged social contexts. CHECK IN E6G is a socio-educational Portuguese project from Vila Nova de Gaia, that works with young people between the ages of 15 and 30, with aim to promoting a sustainable living project. Among the activities available in CHECK IN E6G, "Euros of My Business" is an activity aimed at promoting personal financial literacy and which abilities are essential to manage an entrepreneurial initiative. The data collected during a 12-month intervention with 62 youngsters allowed us to assess the relevance of this intervention for the construction of a more balanced personal management project.

Keywords: Financial Literacy; Vulnerable Youth
The first moments of literacy acquisition in rural Somaliland with digital tools. An ERP study

Havas, Olderheim, & Vulchanova

We take literacy for granted but becoming literate is a hard process and not everyone has the opportunity to acquire literacy even in our modern world. In this study we observed the first moments of reading acquisition in pre-literate children between the age of 6 and 13 (M = 10.12, SEM = .52, N = 17; 5 boys) from rural parts of Somaliland, Africa. These children did not have the opportunity to go to school. We recoded EEG during a simple repetition task of words, letter strings and symbols before and after literacy training to observe the evolution of literacy related ERPs (e.g. N1 and N4). The literacy training took place over a 7-10-day period during which children had a one hour training with educational apps on tablets with minimal adult supervision.
Saturday 13:30 – 14:00
Poster Hall - Discussions
Chair: Sánchez-Rivero