

13:30 – 16:30 Check in (Reception desk open throughout the Conference)
Enregistrement (Accueil ouvert durant toute la Conférence)

16:30 – 18:30 **Plenary session – Session plénière 1**

Ouverture officielle en présence de Monsieur le Ministre d'État Elio Di Rupo, Bourgmestre de la Ville de Mons, ou de son représentant.

Opening session, in presence of Mister the Minister of State Elio Di Rupo, Mayor of the City of Mons, or his representative.

SESSION 1 Van Gogh

TERWAGNE Serge, Président de l'Association belge pour la Lecture, section francophone
Welcome address / Bienvenue

PANDIS Meeli, Chair of the International Development in Europe Committee of the International Reading Association and Chair of the Scientific Committee

Official opening of the Conference / Ouverture officielle de la Conférence

Intermezzo Quatuor Accroch', Compagnie Enchantée

Présidence : TERWAGNE Serge (BEL)

CONFÉRENCE PLÉNIÈRE

60' **FERREIRO Emilia (MEX)**

La diversité des langues et des écritures : un défi pédagogique dans l'alphabétisation initiale (Abstr. 20)

Simultaneous translation French > English

The diversity of languages and the written word : an educational challenge for initial literacy

18:30 – 20:00 **Reception / Réception**

9:00 – 10:30 **Plenary session – Session plénière 2**

SESSION 2 Van Gogh

Chair : PANDIS Meeli (EST)

Presentation of International Reading Association Award for Innovative Reading Promotion in Europe

AWARD PRESENTATION

KEYNOTE ADDRESS

RISKO Victoria (USA), President, International Reading Association

What research tells us about the preparation of teachers of reading (Abstr. 21)

10:30 – 11:00 **Pause café – Coffee break**

11:00 – 12:30 **Parallel sessions – Sessions parallèles**

SESSION 3.01

Van Gogh

LITERACY AND DEMOCRACY

SYMPOSIUM

Chair : GOODMAN Yetta M. (USA)

READING HALL OF FAME

Whose knowledge counts in governmental literacy education policies ? (1) (Abstr.70)

90'

DOMBEY Henrietta (GBR)

Flying blind: government policy on the teaching of reading in England and research on effective literacy education

ELLIS Susan (GBR)

Interpretation and implementation of literacy policy in Scotland

FIJALKOW Jacques (FRA)

Neoliberal and neoconservative literacy education policies in France in the last decade

SESSION 3.02 **Gutenberg**

ASSESSMENT

SYMPOSIUM Chair : BROZO William G. (USA)

90' Key findings on PISA 2009: Implications for literacy policy and practice (Abstr.162)

BROZO William G. (USA)*Patterns of Reading Engagement on PISA 2009***SHIEL Gerry (IRL)***Electronic Reading and Reading Strategies: New Facets of PISA***GARBE Christine (DEU)***Patterns of Gendered Literacy on PISA 2009***SESSION 3.03** **Marie Curie**

DIFFICULTÉS EN LECTURE/ÉCRITURE

SYMPOSIUM Présidence : LAROUÏ R'kia (CAN)90' L'accès à la littératie : intérêt et diversité de dispositifs collaboratifs (1) (Abstr. 89)
*[Access to literacy: diversity of cooperative activities]***LEVESQUE Jean-Yves (CAN)***Passer par la collaboration pour entrer dans l'écrit: effets de l'échafaudage d'enseignants**Learning to read and write through cooperation: the effects of teachers' scaffolding***MARIN Jessy, SIROIS Pauline (CAN)***Implantation d'une approche pédagogique intégrée et différenciée de l'orthographe en classe: l'importance d'une collaboration entre enseignants et chercheur**Implementation of a pedagogical approach of integrated and differentiated spelling in the classroom: the importance of collaboration between teachers and researcher***REULIER Jocelyn (FRA)***L'accès et le développement de la métacognition chez des élèves de CM1 en difficulté de compréhension en lecture: conditions, intérêts et limites d'une situation pédagogique collaborative**Metacognition development for primary students with reading difficulties: conditions, advantages and limitations of a collaborative methodology***SESSION 3.04** **Pliesnier**

READING TEACHERS AND TEACHING STRATEGIES

SYMPOSIUM Chair : KASTEN Wendy C. (USA)

90' Teaching Inference to deepen reading comprehension (Abstr. 209)

KASTEN Wendy C. (USA)*Using Picture Books to Teach Inference in Reading***WILFONG Lori G. (USA)***Using Nonfiction to Teach Inference in Reading***SANDMANN Alexa L. (USA)***The Power of Inference in Writing***SESSION 3.05** **Pascal**

ENSEIGNEMENT DE L'ÉCRITURE

EXPOSÉS

3 x 30'

Présidence : SCHILLINGS Patricia (BEL)

VANLINT Alice, SIROIS Pauline (CAN)*Examen des difficultés liées à l'enseignement et l'apprentissage de l'écriture au 2^e cycle du primaire**Identifying difficulties related to the teaching and learning of writing in Grades 3 - 4 (Abstr.152)*

FEJZO Anila (CAN)

Les effets d'un programme de développement de la conscience morphologique sur l'identification et la production des mots écrits chez les élèves arabophones de deuxième cycle du primaire scolarisés en français (Abstr.148)

Effects of morphological awareness instruction on French word reading and spelling of third and fourth grade arabic-speaking readers and spellers

LE BOURGEOIS VIRON Roselyne, REBIFFÉ Catherine (FRA)

Formuler par écrit des connaissances dans le domaine de l'histoire à l'école (Abstr.149)

How do pupils in elementary school put into writing their assumptions and knowledge in the field of history?

SESSION 3.06**EXPOSÉS**
3 x 30'**Tübing**

Présidence : DELEUZE Graziella (BEL)

VIALETTES Lucie (FRA)

ENTRÉE DANS L'ÉCRIT

Apprendre à lire dans une langue qui n'est pas votre langue maternelle. Que se passe-t-il ? (Abstr.32)

Learning to read in a language that is not your mother tongue. What happens ?

CORTESSIS-DAFERMOU Chara, MORALI Sofia (GRC)

La conversation médiatisée à la maternelle en tant qu'aide au développement de la littéracie : une recherche-action en cours dans deux classes maternelles grecques (Abstr.34)

Mediated discussion as a support mechanism for literacy development in kindergarten. An action research project in progress in two Greek kindergarten classes

BOURHIS Véronique (FRA)

TECHNOLOGIE ET LITTÉRACIE

La novélisation à l'épreuve de la classe : un nouveau genre textuel ? (Abstr.58)

Novelization of stories and classroom reading practices : a new textual genre ?

SESSION 3.07**PAPERS**
3 x 30'**Conseil**

TEACHER EDUCATION

Chair : ALON Shlomo (ISR)

NEL Carisma (ZAF)

Reading literacy assessment within foundation phase teacher preparation programmes (Abstr.166)

SARMAVUORI Katri (FIN)

Reading as a phenomenon of instructional science of mother tongue (Abstr.166)

SAKIL Mohammad (USA)

Reading for all by 2015 (Abstr.167)

SESSION 3.08**PAPERS**
3 x 30'**Vésale 20**

ORAL LANGUAGE AND LITERACY

Chair : PUKSAND Helin (EST)

SADEGHI Amir (IRN & NZL)

Reading comprehension In Persian-English bilinguals : Support for learning (Abstr. 108)

VAITTINEN Pirjo, AHONEN Kaarina (FIN)

Literature circles combining discussion skills and analysis of fictional structures (Abstr.109)

DAWKINS Suzanne (AUS)

The oral-literate continuum : Young children as story tellers (Abstr.108)

SESSION 3.09 Vésale 23**PAPERS**
3 x 30'

Chair: USHAKOVA Svetlana (RUS)

ASKAROVA Violetta (RUS)Поддержка и развитие чтения в условиях мультикультуры евразийского перекрестка
(Abstr.196)*Reading support and reading skills development in the multicultural area of the Euro-Asian crossroad***POPOVA Elena (RUS)**

Чтение – залог успешности в жизни (Abstr.220)

*Reading is the key to success in life***TSAREVA Elena (RUS)**Развитие читательской компетентности учащихся на уроках истории в средней школе
(Abstr.244)*Building reading competence during history lessons in secondary school*

LIBRARIES AND LITERACY

READING TEACHERS AND TEACHING STRATEGIES

SCHOOLS WHERE LITERACY THRIVES

SESSION 3.10 Vésale 25**PAPERS**
3 x 30'

Chair: ERNESTOVÁ Marie (CZE)

SEVERO Cristine Gorski (BRA)*The ethical and political role of comprehension and assimilation of others' words (Abstr.66)***SCHMIDT Catarina (SWE)***The complexity of literacy – Children's experiences of written language as a tool for self-authoring and democracy (Abstr.66)***HODGE-HOYT Kristen, GRIFFITH Priscilla (USA)***The role of culture in our understanding of early literacy (Abstr.67)*

LITERACY AND DEMOCRACY

SESSION 3.11 Pentagone 07**PAPERS**
3 x 30'

Chair: PERSSON Ulla-Britt (SWE)

LYNCH Jacqueline (CAN)*Books and book reading in preschool classrooms: Results of professional development in literacy (Abstr.186)***STURTEVANT Elizabeth (USA)***Providing on-site professional development for teachers of adolescents through literacy coaching: A key to instructional improvement (Abstr.187)***CASTELLS Núria (ESP)***Promoting professional development through scaffolding in Primary Education content area reading (Abstr.188)*

PROFESSIONAL DEVELOPMENT

SESSION 3.12 Pentagone 10**WORKSHOPS**
2 x 45'

Chair: WILLOUGHBY Karen (IRL)

ALTENBURG Erika (DEU)*Teaching strategies for literacy development of students based on linguistic theories of texts (Abstr.217)***BUKOWIECKI Elaine (USA)***Teaching the importance of word choice for diverse learners' reading and writing interactions (Abstr.217)*

READING TEACHERS & TEACHING STRATEGIES

SESSION 3.13
POSTERS
 Collective
 presentation : 6 x 5'
 Free discussions : 60'

Forum

Chair : **SELIN Ann-Sofie (FIN)**

SELIN Ann-Sofie (FIN)

EARLY INTERVENTION PROGRAMMES

The first six weeks of school, providing individualisation from the start (Abstr.26)

VAN DRUTEN-FRIETMAN Loes (NLD)

The effect of language route on toddlers' and young children's language development (Abstr.27)

LACROIX Florence (FRA)

Can caregivers promote 2-3 years old children's emergence of phonological skills? (Abstr.27)

CLEMENTE Mariana (PRT)

FREE

Scientific literacy in primary school – sustainability and physical-natural landscape (Abstr.276)

WILDOVA Radka, SVOBODOVA Jolana (CZE)

LITERACY AND EUROPEAN POLICIES

Development of reading literacy at the inclusive primary school (EU project) (Abstr. 262)

12:30 – 14:00 **Lunch**

14:00 – 15:30 **Parallel sessions - Sessions parallèles**

SESSION 4.01
SYMPOSIUM

READING HALL OF
 FAME (Cont'd)

Van Gogh

LITERACY AND DEMOCRACY

Chair : **GOODMAN Yetta M. (USA)**

90' **Whose knowledge counts in governmental literacy education policies ? (2) (Abstr.70)**

DIONISIO Maria de Lourdes (PRT)

Lost in paradigms. Contradictions of the Portuguese literacy education policies

FERREIRO Emilia (MEX)

Some trends in Latin American literacy policies (with focus on Mexico, Argentina and Brazil)

GOODMAN Kenneth S., ALTWERGER Bess (USA)

Science and pseudo-science in governmental literacy education policies

SESSION 4.02

SYMPOSIUM

Gutenberg

ÉCOLE, TERREAU DE LITTÉRACIE

Présidence : **LAFONTAINE Lizanne (CAN)**

Discutante : **PHARAND Joanne (CAN)**

90' **Redéfinir les pratiques de classes en littératie francophone (1) (Abstr.228)**
Redefining Francophone literacy

Introduction

LÉPINE Martin (CAN)

Analyse et synthèse de définitions de la notion de littératie en francophonie

The concept of literacy in French-speaking countries : a synthesis and study of the definitions

MORISSETTE Éric, LAFONTAINE Lizanne (CAN)

Gestion scolaire, intervention précoce et littératie

Educational management, early intervention, and literacy

LAFONTAINE Lizanne (CAN)

Perceptions de la littératie volet lecture chez des enseignants du préscolaire et du 1^{er} cycle du primaire

Preschool and first and second grade teachers' perceptions of reading literacy

LOWE Isabelle, GARNIER Julie (CAN), LAFONTAINE Lizanne (CAN)

La situation d'apprentissage et d'évaluation (SAÉ): outil d'intégration de la littératie volet lecture aux pratiques enseignantes

Situations for Learning and Evaluation (SLE): Tools for the integration of reading literacy into teaching practice

**SESSION 4.03
SYMPOSIUM
(Suite)**
Marie Curie

Présidence : LAROUÏ R'kia (CAN)

90'

L'accès à la littératie : intérêt et diversité de dispositifs collaboratifs (2) (Abstr.89)
(Access to literacy : diversity of cooperative activities)

OUELLET Chantal (CAN)

Améliorer la compréhension en lecture d'élèves en difficulté et faciliter leur intégration : le cas d'une collaboration entre une enseignante en adaptation scolaire, une orthopédagogue et une chercheure universitaire

Improving the reading comprehension of students with learning disabilities and facilitating their integration : a case study involving collaboration between a special education teacher, a resource teacher, and a university researcher

LAROUÏ R'kia (CAN)

Lecture collaborative de la littérature de jeunesse et approche culturelle au secondaire

Collaborative reading of literature for young people and the cultural approach in secondary schools

GÂTÉ Jean-Pierre, JAMET Christian (FRA)

La recherche collaborative au service de la formation de base : valorisation de la personne et engagement en formation des adultes en situation d'illettrisme

Collaborative research for training in basic skills : valorization of the person and personal involvement in the training of adults with literacy problems

DIFFICULTÉS EN LECTURE/ÉCRITURE

**SESSION 4.04
SYMPOSIUM**
Pliesnier

Chair : TAFÀ Eufimia (GRC)

90'

Kindergarten teaching practices for comprehension and vocabulary development through storybook reading (Abstr.31)

CHLAPANA Elissavet, TAFÀ Eufimia (GRC)

Vocabulary acquisition through storybook reading : direct instruction or dialogic reading ?

VRETUDAKI Eleni, TAFÀ Eufimia (GRC)

Retelling as a means for kindergarten children story comprehension

ARAVANI Evangelia (GRC)

The reader, the text and their interaction in the teaching process

GRIGORAKIS Ioannis, MANOLITSIS George (GRC)

Effects of early home literacy environment on preschoolers' morphological awareness skills

EARLY INTERVENTION PROGRAMMES

**SESSION 4.05
EXPOSÉS
3 x 30'**
Pascal

Présidence : COLLARD Isabelle (BEL)

BOUCHER Viviane, CLOUTIER Émilie, TURCOTTE Catherine (CAN)

Récits de vie d'élèves de 10-12 ans non engagés en lecture (Abstr.82)

Life stories of students aged 10-12 years not engaged in reading

GRANGER Nancy, DEBEURME Godelieve (CAN)

La littératie : une compétence transversale favorable à la construction de sens dans les différentes matières de l'école secondaire (Abstr.83)

DIFFICULTÉS EN LECTURE/ÉCRITURE

Literacy: a cross curricular competency that enhances comprehension in different secondary school disciplines

LURIN Jacqueline, SOUSSI Anne (CHE)

Évolution des compétences en littératie chez des adolescents à risque (International literacy project): le rôle du contexte scolaire (Abstr.84)

The role of the school environment in the literacy development of at-risk students in a multilingual context (International literacy project)

SESSION 4.06

EXPOSÉS
3 x 30'

Türing

Présidence : LAFONTAINE Dominique (BEL)

BERTHOUD Ioanna, KILCHER Helga (CHE)

Compétences conversationnelles et littératie (Abstr.124)

Conversational competences and literacy

TOMINSKA Edyta (CHE)

Pourquoi une pédagogie bilingue dans l'enseignement / apprentissage de la lecture-écriture pour enfants sourds ? (Abstr.137)

What are the arguments for a bilingual pedagogy in teaching / learning reading and writing with deaf children ?

DIONNE Anne-Marie (CAN)

Pour une évaluation holistique de la littératie familiale (Abstr.45)

Holistic evaluation of family literacy

LANGAGE ORAL ET LITTÉRATIE

LITTÉRATIE MULTILINGUE ET MULTICULTURELLE

LITTÉRATIE FAMILIALE

SESSION 4.07

PAPERS
3 x 30'

Conseil

Chair : LUKANENOK Kadi (EST)

WILKINSON Louise (USA)

Teaching English language learners : Cross-cultural and cross-curricular conversations (Abstr.167)

HILL K. Dara (USA)

We're already comfortable with diversity! Examining the perspectives of teacher candidates toward culturally relevant literacy teaching in an urban practicum (Abstr.168)

CHRISTY Carol (USA)

A comparison of middle school and secondary pre-service teachers' perceptions of student reading abilities (Abstr.164)

TEACHER EDUCATION

SESSION 4.08

PAPERS
3 x 30'

Vésale 20

Chair : KURZON Rachel (ISR)

GRETSCH Petra, SAUERBORN-RUHNAU Hanna (DEU)

Dictated narration of a picture story as a test case of early literacy (Abstr.109)

BUTLER Anitra E. (USA)

Enhancing cognitive development with oral language and literacy instruction (Abstr.112)

ALON Shlomo (ISR)

Oral language and literacy: The case of the Middle East and North Africa (Abstr.113)

ORAL LANGUAGE AND LITERACY

SESSION 4.09 **Vésale 23**

SCHOOLS WHERE LITERACY THRIVES

PAPERS
3 x 30'

Chair : OVCHINNIKOVA Elena (RUS)

BULAVINA Tatiana (RUS)

Формирование интереса к чтению через клубную деятельность (Abstr.246)

*Engaging students' in reading through club activities***TAZIEVA Tatiana, SEREBRIKOVA Galina (RUS)**

Чтение с листа и с экрана (обучающий этап исследования) (Abstr.247)

*Reading from print and from screen (the teaching stage of the research)***RUDIK Elena (RUS)**

Опыт практического вхождения в программу «Школа, где процветает грамотность» (Abstr.248)

*The development of an active pupil's personality at «The school where literacy thrives».***SESSION 4.10** **Vésale 25**

LITERACY AND DEMOCRACY

PAPERS
3 x 30'

Chair : BÖCK Margit (AUT)

KUO Jun-min (TWN)*Implementing critical literacy through a gender awareness activity in Taiwan (Abstr.64)***PANDIS Meeli (EST)***Quality education for children at social risk. SOS Children's Villages Education Projects in kindergartens and public schools in CEE/CIS/Baltics (Abstr.64)***RAU Marie Luise (DEU)***Acquiring a positive concept of diversity in imaginative contexts: The role of picturebook stories for very young children (Abstr.65)***SESSION 4.11** **Pentagone 07**

PROFESSIONAL DEVELOPMENT

PAPERS
3 x 30'

Chair : VĂCĂREȚU Ariana-Stanca (ROM)

PIERCE Michelle, POMERANTZ Francesca (USA)*The power of co-teaching to transform practice: A model for professional development in literacy (Abstr.183)***POMERANTZ Francesca, CERVONI Cleti (USA)***Integrating literacy and science: University faculty and classroom teachers collaborate to facilitate children's growth in literacy and science content knowledge (Abstr.183)***UUSEN Anne (EST)***Reading interest and reading preferences of the 6th grade students of basic school in Estonia, according to teachers and their students (Abstr.184)***SESSION 4.12** **Pentagone 10**

READING TEACHERS AND TEACHING STRATEGIES

WORKSHOPS
45'

Chair : SZINGER Veronika (HUN)

BINTZ William P. (USA)*Using Award-Winning Literature to Teach Reading across the Curriculum (Abstr.219)***ROUND TABLE**

SCHOOLS WHERE LITERACY THRIVES

45'

MILBY Tammy M. (USA)*Literacy thrives as schools and universities partner together to support diverse learners (Abstr. cf. Errata)*

<p>SESSION 4.13</p> <p>POSTERS</p> <p>Collective presentation : 30'</p> <p>Free discussions : 60'</p>	<p>Forum</p> <p>Chair : BEACH Sara Ann (USA)</p> <p>BENGE Cindy, PRICE Debra (USA)</p> <p><i>Effect of keyword mnemonics and revised definitions on the acquisition of tier-two vocabulary words among selected fifth-grade students (Abstr.274)</i></p> <p>LEAL Susana Mira (PRT)</p> <p><i>Mother tongue education : What do Portuguese language students say they should learn in High School ? (Abstr.275)</i></p> <p>BEACH Sara Ann, COLLINS Julie (USA)</p> <p><i>What is good reading and writing : profiles of literate identity (Abstr.274)</i></p> <p>MATA Lourdes (PRT)</p> <p><i>Reading engagement among 3rd and 4th grade students (Abstr.276)</i></p> <p>MATA Lourdes (PRT)</p> <p><i>Reading Motivation among Portuguese students (Abstr.277)</i></p>	<p>FREE</p>
<p>15:30 – 16:00</p>	<p>Coffee break / Pause café</p>	
<p>16:00 – 17:30</p>	<p>Parallel sessions - Sessions parallèles</p>	
<p>SESSION 5.01</p> <p>SYMPOSIUM</p> <p>READING HALL OF FAME (Contd)</p> <p>30'</p>	<p>Van Gogh</p> <p>Chair : GOODMAN Yetta M. (USA)</p> <p>Whose knowledge counts in governmental literacy education policies ? (3) (Abstr.70)</p> <p><i>Final discussion</i></p>	<p>LITERACY AND DEMOCRACY</p>
<p>SYMPOSIUM</p> <p>60'</p>	<p>Chair : WILSON Lorraine (AUS)</p> <p>Teaching phonics in context : the integrated nature of reading, writing, and learning letter/ sound relationships (Abstr.278)</p> <p>EMMITT Marie (AUS)</p> <p><i>What is Phonics ? What is the relationship between learning to read and write, and phonics ?</i></p> <p>WILSON Lorraine (AUS)</p> <p><i>What does children's early writing reveal about their phonic knowledge ?</i></p>	<p>FREE</p>
<p>SESSION 5.02</p> <p>PAPER</p> <p>30'</p>	<p>Gutenberg</p> <p>Chair : DEAN Patricia (USA)</p> <p>PUKSAND Helin (EST)</p> <p><i>What does literacy mean ? (Abstr.227)</i></p>	<p>SCHOOLS WHERE LITERACY THRIVES</p>
<p>ROUND TABLE</p> <p>60'</p>	<p>DEAN Patricia, CALLAWAY Lindsay, CORBETT Marisa, HENNING Amanda (USA)</p> <p>Empowering children through inquiry, using all literacies to construct meaning (Abstr.69)</p>	<p>LITERACY AND DEMOCRACY</p>
<p>SESSION 5.03</p> <p>WORKSHOP</p> <p>45'</p>	<p>Marie Curie</p> <p>Chair : HORTON Todd A. (CAN)</p> <p>MALLETTE Barbara (USA)</p> <p><i>Stimulating expository writing development of adolescents (Abstr.147)</i></p>	<p>WRITING DEVELOPMENT</p>
<p>ROUND TABLE</p> <p>45'</p>	<p>HORTON Todd A. (CAN)</p> <p>Participant narratives : Historical fiction and the quest for democracy (Abstr.69)</p>	<p>LITERACY AND DEMOCRACY</p>

SESSION 5.04**WORKSHOPS**
2 x 45'**Pliesnier**

Chair : MAASS Karen (DNK)

DEVOOGD Glenn, MCLAUGHLIN Maureen (USA)

READING TEACHERS AND TEACHING STRATEGIE

*Developing critical comprehension of texts and illustrations (Abstr.69)***BRUESS Lili (USA)**

TECHNOLOGY AND LITERACY

*Developing literacy for diverse language learners through digital storytelling (Abstr.58)***SESSION 5.05****EXPOSÉS**
3 x 30'**Pascal**

Présidence : JOACHIM André (BEL)

ENSEIGNEMENT DE L'ÉCRITURE

TROULI Kalliopi, MANOLITSIS George (GRC)*Fiabilité et validité d'une échelle pour l'évaluation des compétences graphomotrices à l'âge préscolaire (Abstr.162)**Reliability and validity of a scale for the assessment of handwriting skills in early childhood***SCHILLINGS Patricia (BEL)***Les ateliers de négociation graphique : un bon endroit pour comprendre les raisonnements des élèves en matière orthographique (Abstr. 151)**Graphic negotiation workshops : a good place to understand students' reasoning about spelling rules***CHAPLEAU Nathalie (CAN)***Les effets d'interventions rééducatives sur les représentations orthographiques d'élèves présentant une difficulté spécifique de lecture-écriture (Abstr.150)**The effects of re-educational interventions on the orthographical representations of pupils presenting a specific difficulty in reading and writing***SESSION 5.07****EXPOSÉS**
3 x 30'**Conseil**

Présidence : DELEUZE Graziella (BEL)

LIBRE

RIVARD Marie-Pier (CAN)

DIFFICULTÉS EN LECTURE/ÉCRITURE

*Favoriser le développement de stratégies de compréhension de lecture d'étudiants du collégial ayant un trouble d'apprentissage (Abstr.87)**Facilitating the development of reading comprehension strategies in post-secondary students with learning disabilities***VENEGAS Pablo (FRA-ESP)***Pour une sociologie de la lecture du récit de fiction. La construction sociale du récit de fiction littéraire, une étude de cas : La réception de Nocturne du Chili de Roberto Bolaño dans deux pays : La France et L'Espagne (Abstr. 282)**The social construction of literary fictional narrative. A case study: the reception of By Night in Chile by Roberto Bolaño in two countries: France and Spain***GRASER Léonor (FRA)***De la lecture à l'écriture de romans : le « gout littéraire » en contexte (Abstr. 281)**From reading to becoming a writer: what makes it happen ?***SESSION 5.08****PAPERS**
3 x 30'**Vésale 20**

Chair : HANNUS-SUKSI Lena (FIN)

EARLY INTERVENTION PROGRAMMES

MARGRAIN Valerie (NZL)*Precocious readers: a New Zealand study of early reading competence (Abstr. 268)*

SILVA Cristina (PRT)

The impact of an intervention literacy programme with children from low social background from 1st grade (Abstr. 24)

SOLER Janet (GBR)

'The Cost of illiteracy': The recent history of Reading Recovery in England (Abstr. 24)

SESSION 5.09**Vésale 23****MULTILINGUAL AND MULTICULTURAL LITERACY****PAPERS**
3 x 30'Chair: **SKOGLUND Målfrid (NOR)****DANZAK Robin, WILKINSON Louise (USA)**

Graphic stories: Scaffolding literacy for English language learners (Abstr. 129)

CRAWFORD Alan (USA)

Second language acquisition: The base for reading in L2 (Abstr. 130)

TIKHOMIROVA Nina (RUS)

How to engage students in reading in a foreign language (Abstr. 226)

SESSION 5.10**Vésale 25****PAPERS**
3 x 30'Chair: **RISKO Victoria (USA)****EXPOSITO Sara (USA)****WRITING DEVELOPMENT**

Speaking story: immigrant youth write about their lives (Abstr. 142)

BASTOS Glória (PRT)**LIBRARIES AND LITERACY**

Information literacy practices in Portuguese school libraries: collaboration or parallel worlds? (Abstr. 193)

STRAHINIČ Marta (SVN)

Roma people, invited to the library (Abstr. 193)

Winner of the 2011
International Reading
Association Award for
Innovative Reading
Promotion in Europe

SESSION 5.11**Pentagone 07****WRITING DEVELOPMENT****PAPERS**
3 x 30'Chair: **KALNIŅA Sandra (LVA)****HSIEH Ivy Haoyin, WANG Yi-Chien (TWN)**

Peer editing activity in college EFL English writing classes (Abstr. 143)

PEREIRA Maria Cristina (BRA)

The acquisition of writing by deaf children (Abstr. 144)

USHAKOVA Svetlana (RUS)

What makes a successful writer in a foreign language? The results of the writing project in EFL at high school (Abstr. 142)

SESSION 5.12**Pentagone 10****PAPERS**
3 X 30'Chair: **CUMMINS Carrice (USA)****MIDRAJ Jessica, MIDRAJ Sadiq (ARE)****ASSESSMENT**

Assessing the bilingual reading proficiency (Abstr.159)

KONTOVOURKI Stavroula (CYP)

Literacy assessment in a critical, genre-based literacy curriculum: the case of language arts curricula in Cyprus (Abstr.161)

CARVALHO José António (PRT)**FREE**

Students' difficulties when facing new literacy practices at post graduate levels (Abstr.273)

9:00 – 10:30 **Parallel sessions - Sessions parallèles**

SESSION 6.01

Van Gogh

EARLY INTERVENTION PROGRAMMES

SYMPOSIUM

Chairs: TAFE Eufimia (GRC), VALTIN Renate (DEU)

FELA

90'

Kindergarten literacy in Europe (1) (Abstr. 28)

BJÖRKLUND Elisabeth (SWE)

Play, language, literacy and learning in Swedish pre-school

PEREIRA Íris Susana Pires (PRT)

The current Portuguese official framework for pre-school literacy education

SZINGER Veronika (HUN)

Hungarian kindergarten literacy education in the light of documents

SESSION 6.02

Gutenberg

ÉCOLE, TERREAU DE LITTÉRACIE

SYMPOSIUM

Présidence: LAFONTAINE Lizanne (CAN)

Discutante: PHARAND Joanne (CAN)

(Suite)

Redéfinir les pratiques de classes en littératie francophone (2) (Abstr. 228)

Redefining Francophone literacy

MOREAU André (CAN)

Observer et réguler pour rehausser la compétence à lire chez les lecteurs novices

Observing and monitoring to improve reading achievement in novice readers

ÉMERY-BRUNEAU Judith (CAN)

Construction et transformation de pratiques langagières par la lecture littéraire

Construction and transformation of linguistic practices through literary reading

PRUD'HOMME Luc, SAMSON Ghislain, LACELLE Nathalie (CAN)

Une responsabilité transversale au secondaire : soutenir le développement de l'apprenti-lecteur

Cross-curricular responsibilities in high-school : supporting student-reader development

PHARAND Joanne (CAN)

Littératie et compétence émotionnelle : un langage à décoder

Literacy and emotional competence : A coded language

SESSION 6.03

Marie Curie

READING TEACHERS AND TEACHING STRATEGIES

SYMPOSIUM

Chair: GALAKTIONOVA Tatiana (RUS)

90'

The pedagogy of reading : a cross-curricular and multicultural approach (Abstr. 213)

Introduction

MISHKINA Liliya (RUS)

A strategy 'Reader's portfolio' at the Computer Studies lessons

SAVVINA Svetlana (RUS)

Integrative approach to the admission of reading in primary classes

KOZLOVA Irina (RUS)

Cross-curriculum program as a way of familiarizing pupils with reading

SESSION 6.04**SYMPOSIUM**
90'**Pliesnier**

Chair: **ANDERSON Jim (CAN)**
Discussant: **SHAPIRO Jon (CAN)**

Family literacy: Working with immigrant and refugee families (Abstr. 44)

ANDERSON Jim, MORRISON Fiona, FRIEDRICH Nicola (CAN)

Supporting children's bilingual and biliteracy development in a family literacy program with immigrant and refugee families

WIELER Petra (DEU)

Bilingual literacy-activities of migrant minority children in the family

NICKEL Sven (DEU)

Family literacy and adult basic education with very low literate parents – Insights from a Berlin programme

FAMILY LITERACY

SESSION 6.05**ROUND TABLES**

45'

Pascal

Chair: **FOO Sue (USA)**

Preparing pre-service and in-service teachers to teach in an increasingly diverse classroom (Abstr. 133)

FOO Sue (USA)

Understanding how teachers' attitudes impact diversity in the classroom

MAYOR Sunita (USA)

Understanding the impact of diversity on curriculum and instructional issues

45'

Chair: **BAUER Eurydice (USA)**

Understanding the experiences of students with immigration background in school: what they can teach us (Abstr. 134)

MULTILINGUAL AND MULTICULTURAL LITERACY

SESSION 6.06**PAPERS**
2 x 30'**Türing**

Chair: **KURIKALOVA Nataliya (RUS)**

VOROPAYEV Alexander (RUS)

Пропаганда чтения и культура книги в цифровой век (Abstr. 59)

Reading promotion and book culture in the digital age

CHUDINOVA Vera (RUS)

Поведение и чтение подростков и юношества в интернете (Abstr. 61)

Behavior and reading of teenagers on the internet

BELOKOLENKO Maria (RUS)

Система свободного доступа к материалам для чтения в российских библиотеках (на примере Москвы) (Abstr. 194)

System of free access to reading materials in the libraries of Moscow (Russia)

SCHOOLS WHERE LITERACY THRIVES

LIBRARIES AND LITERACY

SESSION 6.07**PAPERS**
3 x 30'**Conseil**

Chair: **SARMAVUORI Katri (FIN)**

SAMPSON Mary Beth, LINEK Wayne M. (USA)

Thinking maps: The impact on reading comprehension of elementary school students and the perceptions of principals and teachers (Abstr. 201)

YOUNG Janelle, WALSH Maureen, EMMITT Marie (AUS)

Comfort, Compliments and Challenges: An overview and findings from a review of reading and reading support (Abstr. 201)

THOMPSON Mal (NZL)

The importance of building literacy strategies in reading science text (Abstr. 202)

READING TEACHERS AND TEACHING STRATEGIES

SESSION 6.08**SYMPOSIUM**

90'

Vésale 20

Présidence : DUMORTIER Jean-Louis

Compétences de communication et métadiscours (Abstr. 178)

Communication skills and metadiscourse

DUMORTIER Jean-Louis, DISPY Micheline, VAN BEVEREN Julien (BEL)**SESSION 6.09****PAPERS**

3 x 30'

Vésale 23

Chair : ELLIS Susan (GBR)

GRIFFITH Priscilla (USA)*Evaluating professional development that works: The role of coaching (Abstr. 185)***FALK-ROSS Francine (USA)***Coaching teachers to use language-into-literacy strategies for multilingual students (Abstr. 111)***MORAN Mary C. (USA)***Differentiated literacy coaching: Scaffolding for student & teacher success (Abstr. 188)*

PROFESSIONAL DEVELOPMENT

ORAL LANGUAGE AND LITERACY

PROFESSIONAL DEVELOPMENT

SESSION 6.10**PAPERS**

3 x 30'

Vésale 25

Chair : BAĪDAK Nathalie (BEL)

BEACH John (USA)*The functions of literacy: Theocratic, aristocratic, and democratic perspectives (Abstr. 67)***BÖCK Margit (AUT)***The 'Information Habitus' and the development of a literate identity (Abstr. 68)***TUCKER Janice (USA), COLES Linda (CAN)***Literacy policy manifested through children's lived experiences (Abstr. 68)*

LITERACY AND DEMOCRACY

SESSION 6.11**WORKSHOPS**

2 x 45'

Pentagone 07

Chair : ERNESTOVÁ Marie (CZE)

ROSLER Brenda (USA)*Meeting the diverse needs of learners with process drama (Abstr. 121)***KNELL Susan (USA), ROGACHEVA Elena (RUS)***Connecting proverbs and sayings to culture and literacy (Abstr. 122)*

ORAL LANGUAGE AND LITERACY

SESSION 6.12**PAPERS**

3 x 30'

Pentagone 10

Chair : HANNUS-SUKSI Lena (FIN)

OLIVEIRA Mónica (PRT)*Adult education in Portugal: guidelines, methodologies and practices in language teaching (Abstr. 252)***PHILIPP Maik, STURM Afra (CHE)***A glance at the blind angle - insights from a Swiss research project on adult literacy (Abstr. 252)***IVARSSON Lena (SWE)***Dyslectic trainee teachers' views of their educational trajectory and their future vocational role (Abstr. 253)*

ADULT LITERACY

**SESSION 6.13
POSTERS**Collective
presentation : 30'

Free discussions : 60'

Forum

Chair : RACKWITZ Rüdiger-Philipp (DEU)

LYNCH Sharon, SWICEGOOD Philip (USA)

READING DIFFICULTIES AND DISABILITIES

*Evaluation of reading in students with significant disabilities (Abstr. 79)***KERN Maja (CHE)**

READING DIFFICULTIES AND DISABILITIES

*Needs of parents for assistance to help their dyslexic children (Abstr. 80)***WEISS Stacy (USA)**

READING DIFFICULTIES AND DISABILITIES

*Investigating factors related to struggling readers progress in a rural U.S. school's early reading intervention program (Abstr. 80)***LUKANENOK Kadi (EST)**

READING DIFFICULTIES AND DISABILITIES

*The differences in clock drawing test performance between children with age appropriate development and children with special needs (Abstr. 81)***RACKWITZ Rüdiger-Philipp (DEU)**

WRITING DEVELOPMENT

*Spelling of non-words by students at primary school, at university and in courses for illiterates – a comparative study (Abstr. 144)*10:30 – 11:00 **Coffee break – Pause café**11:00 – 12:30 **Parallel sessions – Sessions parallèles****SESSION 7.01****SYMPOSIUM**FELA
(Cont'd)
90'**Van Gogh**

EARLY INTERVENTION PROGRAMMES

Chairs : TAF A Eufimia (GRC), VALTIN Renate (DEU)

Kindergarten literacy in Europe (2) (Abstr. 28)**DOMBEY Henrietta (GBR)***Learning letters at an early age in England***TAF A Eufimia, MANOLITSIS George (GRC)***Kindergarten literacy in Greece: Teachers' views and practices***VALTIN Renate (DEU)***German kindergarten and the question of phonological awareness***SESSION 7.02****SYMPOSIUM**90'
(Suite)**Gutenberg**

ÉCOLE, TERREAU DE LITTÉRACIE

Présidence : LAFONTAINE Lizanne (CAN)

Discutante : PHARAND Joanne (CAN)

Redéfinir les pratiques de classes en littératie francophone (3) (Abstr. 228)*Redefining Francophone literacy***DUPONT Pascal, GRANDATY Michel (FRA)***Délégation d'outils langagiers à l'école primaire**Learning support: delegation of language tools in the elementary school***CAVANAGH Martine (CAN)***Effets d'une séquence didactique sur la capacité d'élèves franco-canadiens de 12 ans vivant en milieu minoritaire à rédiger un texte explicatif à structure comparative**The effects of a teaching sequence on the ability of 12-year-old Franco-Canadian linguistic minority students to write comparative expository texts***PLESSIS-BÉLAIR Ginette (CAN)***Améliorer sa langue parlée: d'abord une question de littératie**Improve your spoken language: a matter of literacy*

SESSION 7.03**SYMPOSIUM
(Cont'd)**

90'

Marie Curie

Chair: GALAKTIONOVA Tatiana (RUS)

The pedagogy of reading: a cross-curricular and multicultural approach (2) (Abstr. 213)**FILIPPOVA Elena (RUS)***The pedagogical possibilities of verbal technologies in the school library***VASILYEVA Nadezda (RUS)***Communication culture as a factor in children familiarization with reading***KASHKAROV Andrei (RUS)***Children's personal interests as a factor in familiarisation with reading***SHAYDULINA Ljubov (RUS)***Audio-resources as the method of forming teenage readers' interests*

READING TEACHERS AND TEACHING STRATEGIES

SESSION 7.04**SYMPOSIUM
FELA**

90'

Pliesnier

Chair: SHIEL Gerry (IRL)

Policy and literacy in three European countries: Current and future directions (Abstr. 265)**WILLOUGHBY Karen (IRL)***A draft plan to improve literacy: recent developments in Ireland's curriculum and assessment policy for literacy***ELLIS Susan (GBR)***Implementing the curriculum: how education staff in Scotland are professionalized to attend to policy and pedagogy***DACHKOVA Lydia (BGR)***The new law for pre-school and school education in Bulgaria: implications for literacy***SHIEL Gerry (IRL)***Implications of the EU Report, Teaching Reading in Europe, contexts, policies and practices, for literacy policy in Europe*

LITERACY AND EUROPEAN POLICIES

SESSION 7.05**PAPERS**

> 13:00

4 x 30'

Pascal

Chair: BÖCK Margit (AUT)

BODÉ Sylvie, BEFFORT Antoinette (LUX)*Die thematische Grafikwerkstatt im Kindergarten: Auf unterschiedlichen Wegen in das spontane Schreiben (Abstr. 37)**Thematic graphic corner in kindergarten: the multiplicity of pathways for spontaneous writing***HUB Claudia, GROER Verena (DEU)***Scriptorium – eine Lese- und Schreibwerkstatt für Kinder (Abstr. 243)**Scriptorium – a reading and writing workshop for children***PIASECKI Peter (DEU)***Das Dortmunder Kommunikationstraining (DoKoTrain) (Abstr. 258)**The Dortmund Kommunikation training (DoKoTrain)***KUHLEY Horst Paul, GESSNER Elisabeth (DEU)***Projekt VERSA: Verständliche Sachtexte für Schüler gestalten (Abstr. 263)**Project VERSA: Creating topical texts for students in easy language*

EARLY INTERVENTION PROGRAMMES

SCHOOLS WHERE LITERACY THRIVES

ADULT LITERACY

LITERACY AND EUROPEAN POLICIES

SESSION 7.06
SYMPOSIUM

90'

Türing

Chair: GERBER Hannah (USA)

Gaming and literacy: New classrooms and new times (Abstr. 55)

GERBER Hannah (USA)*Video games and writing life: The connection between adolescents' gaming experiences and their writing***LEE YunJoon (USA)***World of Warcraft as space for English language learning opportunities*

TECHNOLOGY AND LITERACY

SESSION 7.07
WORKSHOPS

2 x 45'

Conseil

Chair: DILLINGHAM Brett (USA)

DILLINGHAM Brett, STANLEY Nile (USA)*Culturally responsive performance literacy through storytelling (Abstr. 120)*

ORAL LANGUAGE AND LITERACY

SESSION 7.08
PAPERS

3 x 30'

Vésale 20

Chair: OVCHINNIKOVA Elena (RUS)

KURIKALOVA Nataliya (RUS)*Students' research activity in linguistics In secondary schools (Abstr.225)***GROMOVA Irina, KRASTINA Tatiana (RUS)***Literacy as a right, duty and hobby (Abstr. 226)***ERNESTOVÁ Marie (CZE)***Which word? A beginner's guide to false friends, synonyms and other confusable words in the English language (Abstr. 272)*

SCHOOLS WHERE LITERACY THRIVES

SESSION 7.09
PAPERS

3 x 30'

Vésale 23

Chair: PERSSON Ulla-Britt (SWE)

COSCARELLI Carla Viana (BRA)*Developing literacy abilities using digital games (Abstr. 51)***VĂCĂREȚU Ariana-Stanca (ROM)***Reading and writing with e-learning platform to improve students' achievements in mathematics (Abstr. 48)***BUZATO Marcelo El Khouri (BRA)***Literacy actor-networks: comparative case studies from Brazil (Abstr. 49)*

TECHNOLOGY AND LITERACY

SESSION 7.10
PAPERS

3 x 30'

Vésale 25

Chair: LUKANENOK Kadi (EST)

SODOGÉ Anke, KERN Maja (CHE)*The ICF-CY as a framework to classify dyslexia: Advantages and risks (Abstr. 76)***WANG Xiao-lei (USA)***Effects of teachers' gestures on reading comprehension and narration of children with learning difficulties (Abstr. 77)***SHULEKINA Julia (RUS)***Speech comprehension of children with speech impairments (Abstr. 77)*

READING DIFFICULTIES AND DISABILITIES

SESSION 7.11 Pentagone 07

FREE

PAPERS
3 x 30'Chair: **BROOKS Greg (GBR)****CARVALHO José António, DIONÍSIO Maria de Lourdes (PRT)***Reading and writing practices across curriculum in Portuguese schools: a survey with teachers and students (Abstr. 271)***ANDERSON Ann, ANDERSON Jim, SHAPIRO Jon (USA)***Parents mediating print and mathematical literacy with their four-year-old children while playing a board game: A multi-literacies perspective (Abstr. 270)***LOUARI Marina (GRC)***Inclusion literature and bibliotherapy (Abstr. 271)***SESSION 7.12 Pentagone 10**

LIBRARIES AND LITERACY

PAPERS
3 x 30'Chair: **STRAHINIČ Marta (SVN)****BALÇA Ângela (PRT), MARTOS Aitana (ESP)***What future teachers think about school libraries: conceptions and perspectives (Abstr. 191)***URANKAR Tjaša, JAMNIK Tilka (SVN)***Growing up with a book (Abstr. 191)***PAULA Flávia Ferreira De (BRA)***Diversity in Brazilian children's literature (Abstr. 192)***SESSION 7.13 Forum****POSTERS**
AFFICHESPrésentation
collective : 5 x 5'
Échanges
individuels : 60'Présidence : **VANESSE Marianne (BEL)****ZEDER Elisabeth (CHE)**

ENTRÉE DANS L'ÉCRIT

*Entrée dans l'écrit à l'école enfantine du canton de Fribourg (Abstr. 35)**Early literacy in preschool classrooms in the Canton of Fribourg, Switzerland***SOUSSI Anne, LURIN Jacqueline (CHE)**

DIFFICULTÉS EN LECTURE/ÉCRITURE

*Compétences en littératie et capacités langagières chez des adolescents à risque (International literacy project): quels liens? (Abstr. 88)**Literacy skills and linguistic aptitudes of at-risk adolescents (International literacy project): what are the connections?***SÁNCHEZ Claudia, MAKDISSI Hélène, BOISCLAIR Andrée (CAN), VENEZIANO Edy (FRA)**

LANGAGE ORAL ET LITTÉRATIE

*La genèse des explications en situation de lecture mère-enfant (Abstr. 125)**The genesis of explanation in mother-child reading***GAGNON Renée (CAN)**

ENSEIGNEMENT DE L'ÉCRITURE

*Le contenu sémantique des textes de comparaison et problème-solution des élèves de 8-9 ans (Abstr. 153)**Semantic content in comparison and problem-solving texts written by 8-9 year olds***MAJAJI Sara, BESSE Jean-Marie (FRA)**

ÉVALUATION

*Difficultés à l'écrit: les représentations des enseignants face aux compétences des élèves (Abstr. 163)**Difficulties in reading and writing: the perceptions of teachers meet their pupils' skills*12:30 – 14:00 **Lunch**

14:00 – 15:30 **Parallel sessions - Sessions parallèles****SESSION 8.01****Van Gogh**

DIFFICULTÉS EN LECTURE/ÉCRITURE

SYMPOSIUM

Présidence : SIROIS Pauline (CAN)

90'

L'apprentissage de la lecture et de l'écriture chez l'enfant sourd : un défi à relever (1) (Abstr. 98)
(Literacy learning in deaf children : a challenge)

LEYBAERT Jacqueline (BEL)

Comment lisent les adultes sourds ? La stratégie des mots-clés

How do deaf adults read ? The key word strategy

BOISCLAIR Andrée (CAN)

Les méprises d'ordre syntaxique dans l'écriture de textes narratifs chez l'enfant sourd

Errors of syntax in narrative texts written by deaf children

BOUTON Sophie (FRA)

Apprendre à lire avec un implant cochléaire : traitements orthographique et phonologique des mots écrits

Sublexical and lexical processing in reading : data from French-children using cochlear implants

SESSION 8.02**Gutenberg**

ÉCOLE, TERREAU DE LITTÉRACIE

SYMPOSIUM

Présidence : LAFONTAINE Lizanne (CAN)

Discutante : PHARAND Joanne (CAN)

90'

(Suite)

Redéfinir les pratiques de classes en littératie francophone (4) (Abstr. 228)

Redefining Francophone literacy

NOLIN Raymond (CAN)

Portrait de la situation de l'enseignement et de l'évaluation de l'oral au primaire

A look at what is taught and evaluated in oral language at primary level in Quebec

DUMAIS Christian (CAN)

La littératie et l'oral : Pour une progression des objets d'enseignement/apprentissage de l'oral

Literacy and oral language : a progression of teaching and learning objects of oral language

LAFONTAINE Lizanne (CAN)

L'oral réflexif dans les cercles littéraires entre pairs : quelles caractéristiques cognitives, interactionnelles et discursives ?

Reflexive oral communication in peer reading groups : cognitive, interactional, and discursive characteristics

SESSION 8.03**Marie Curie**

ENTRÉE DANS L'ÉCRIT

SYMPOSIUM

Présidence : FIJALKOW Jacques (FRA)

90'

L'enseignement de la lecture-écriture en 1^{ère} année d'école élémentaire, au Québec et en France, hier et aujourd'hui (Abstr. 36)

Teaching of reading and writing in first grade of elementary school, in Quebec and France, yesterday and today

RAGANO Serge (FRA)

Comment enseigne-t-on à lire-écrire en France aujourd'hui ?

MORIN Marie-France (CAN)

Comment enseigne-t-on à lire-écrire au Québec aujourd'hui ?

PASA Laurence (FRA)

Enseigne-t-on à lire écrire de la même façon en France et au Québec aujourd'hui ?

FIJALKOW Eliane (FRA)

Enseigne-t-on à lire écrire de la même façon en France il y a vingt ans et aujourd'hui ?

SESSION 8.04**SYMPOSIUM**

90'

PliesnierChair: **SÁ Cristina Manuela (PRT)**

Teaching reading comprehension in Portugal: conceptions, instruments, practices and teacher training (Abstr. 210)

MESQUITA Luciana (PRT)*The role of reflection and collaboration in the improvement of teaching reading strategies***SÁ Cristina Manuela (PRT)***In-service teachers' conceptions and practices on reading comprehension***MARTINS Maria Da Esperança (PRT)***The role of mother tongue textbooks in the promotion of reading comprehension*

READING TEACHERS AND TEACHING STRATEGIES

SESSION 8.05**PAPERS**

3 x 30'

PascalChair: **PUKSAND Helin (EST)****MCVICKER Claudia (USA)***The importance of young children's universal responses to literature: spontaneous responses of birth to 5-year-olds underpin the development of reading comprehension (Abstr. 40)***PARR Michelann (CAN)***Family-school literacy practices: Building complementary and reciprocal partnerships (Abstr. 40)***KOLMAN FINŽGAR Božena, KOS Silva (SVN)***Who has made a new shirt for Videk? (Abstr. 41)*

FAMILY LITERACY

SESSION 8.06**WORKSHOP**

45'

TüringChair: **BROOKS Greg (GBR)****LASHAWAY-BOKINA Nancy, CONLEY-SOWELS Christine (USA)***Changing the headlines (Abstr. 177)***PAPER**

30'

LEAL Susana Mira (PRT)*Changes in Portuguese language teaching in secondary education from the teachers' standpoint (Abstr. 273)*

TEACHER EDUCATION

SESSION 8.07**ROUND TABLE**

60'

ConseilChair: **KALNIŅA Sandra (LVA)****MAYOROVA Julia (RUS)**

Нарушения чтения «про себя» как один из показателей дислексии у школьников (Abstr. 104)

Disorders of silent reading as one of the indicators of dyslexia in schoolchildren

KARPOVA Natalya (RUS)

Библиотерапия в семейной групповой логопсихотерапии (Abstr. 105)

Bibliotherapy in family group speech and language therapy

PAPER

30'

OVCHINNIKOVA Elena (RUS)

Курс чтения и письма для практики перевода (Abstr. 185)

Reading and writing course for translation practice

READING DIFFICULTIES AND DISABILITIES

PROFESSIONAL DEVELOPMENT

SESSION 8.08**SYMPOSIUM**

90'

Vésale 20Chair: **KURVERS Jeanne (NLD)**

Early encounters with children's canonical texts from different cultures (Abstr. 134)

WIELER Petra (DEU)*The strengthening potentials of (bilingual) fictional stories for the literacy acquisition of migrant minority children*

MULTILINGUAL AND MULTICULTURAL LITERACY

MOOREN Piet (NLD)*Mercy and heroes in Biblical, Qu'ranic and picture-book stories for children***KURVERS Jeanne (NLD)***« Restoring the moon ». Humour and language play in trickster tales from different cultures***SESSION 8.09****Vésale 23****TECHNOLOGY AND LITERACY****PAPERS**
3 x 30'Chair: **VĂCĂREȚU Ariana-Stanca (ROM)****HEINEKE Sally, WILLIAMS Joan (USA)***Comparing the quality of student discussions between online and face-to-face formats (Abstr. 48)***COSCARELLI Carla Viana (BRA)***Using digital games to promote literacy (Abstr. 52)***CARON Annabelle, DEBEURME Godelieve (CAN)***Online linguistic learnings: French language at the initial training stage (Abstr. 53)***SESSION 8.10****Vésale 25****READING DIFFICULTIES AND DISABILITIES****PAPERS**
3 x 30'Chair: **SKOGLUND Målfrid (NOR)****HO Fuk-Chuen (HKG)***Reading patterns of students with learning disabilities in Chinese: A Rasch analysis (Abstr. 76)***NIEMINEN Lea (FIN)***DIALUKI – Diagnosing reading and writing abilities in a second or foreign language (Abstr. 78)***MINGUELA Marta (ESP)***When literacy goes beyond what's literal: difficulties associated with metacognition in reading comprehension (Abstr. 78)***SESSION 8.11****Pentagone 07****FREE****PAPERS**
3 x 30'Chair: **UUSEN Anne (EST)****DIAS Maíra, GOMES Maria De Fátima (BRA)***Contrasting the social practices of reading of adults and children in literacy classrooms (Abstr. 269)***PHILIPP Maik (CHE)***Effects of reading motivation on reading comprehension between grades 5 and 6 (Abstr. 268)***POPOVA Ekaterina (RUS)***Motivation for reading (Abstr. 269)***SESSION 8.12****Pentagone 10****ADULT LITERACY****PAPERS**
3 x 30'Chair: **MCLAUGHLIN Maureen (USA)****BARNETT Jennifer Ann (CAN)***The adult learner: from a narrative perspective (Abstr. 253)***VARIK Ene (EST)***Literacy skills and reading strategies of young adults from different social background (Abstr. 254)***DIONÍSIO Maria de Lourdes, SILVA Cristina (PRT)***Adult literacy biographies: trajectories for changing lives (Abstr. 255)*

SESSION 8.13 Forum

READING TEACHERS

POSTERS

Collective presentation : 30'

Free discussions : 60'

Chair : **GARCIA Margie (USA)****GARCIA Margie, SAMPSON Mary Beth, LINEK Wayne (USA)***Comprehension instruction for elementary and English language learners : A content analysis of professional literacy texts (Abstr. 173)***MARTOS Aitana (ESP), BALÇA Ângela (PRT)***Reading Universities Network (Abstr. 174)***MILBY Tammy M., RHODES Joan A. (USA)***The well travelled literacy educator : Using study abroad experiences to strengthen diversity practices in the classroom (Abstr. 174)***QUINN Kathleen (USA)***Teachers' voices : hot topics and how to apply them in your classroom (Abstr. 207)***HUANG Chi-Jen (TWN)***A study on the development of innovative reading program for 4th graders in Taiwan (Abstr. 207)***JELENKO Tanja (SVN)***Diverse, marked, lonesome and eccentric – the strategies of reading text refer to the theme of diversity among people (Abstr. 206)*15:30 – 16:00 **Coffee break / Pause café**16:00 - 17:30 **Parallel sessions - Sessions parallèles****SESSION 9.01 Van Gogh**

DIFFICULTÉS EN LECTURE/ÉCRITURE

SYMPOSIUMPrésidence : **VANLINT Alice (CAN)**90'
(Suite)**L'apprentissage de la lecture et de l'écriture chez l'enfant sourd : un défi à relever (2) (Abstr. 98)**
(Literacy learning in deaf children : a challenge)**DORÉ Nathalie (CAN), MAKDISSI Hélène (CAN)***Dictée à l'adulte : écriture conjointe avec des élèves sourds au préscolaire**The adult as scribe : shared writing with deaf pre-school children***MORIN Émélie, BOISCLAIR Andrée (CAN)***La compréhension des relations sémantiques chez l'enfant sourd, dans la lecture et la résolution de problèmes écrits**Construction of semantic relations in deaf children in the context of reading and solving written problems***SIROIS Pauline, VANLINT Alice (CAN)***Soutien développemental et développement de l'écrit chez l'enfant sourd**Developmental support and the development of writing in deaf children***BARON Marie-Pierre (CAN)***Développement du discours oral chez l'enfant sourd : morphosyntaxe et structuration causale du récit**Oral discourse development in deaf children : Morphosyntax and causal structure of narrative***SESSION 9.02 Gutenberg**

ÉCOLE, TERREAU DE LITTÉRACIE

SYMPOSIUMPrésidence : **LAFONTAINE Lizanne (CAN)**

90'

Discutante : **PHARAND Joanne (CAN)**

(Suite)

Redéfinir les pratiques de classes en littérature francophone (5) (Abstr. 228)
Redefining Francophone literacy**FASEL-LAUZON Virginie (CHE)***Analyser la compétence d'interaction dans des discussions de lecture en classe*

Analyzing interactional competence in classroom discussions of texts

LACELLE Nathalie (CAN)

État de la question de la littératie médiatique multimodale en contexte francophone

The state of multimodal media literacy in the North American context

KAZADI Corneille (CAN)

Le langage mathématique : socle de la numératie

Mathematical language : numeracy base

**SESSION 9.03
ROUND TABLE**

60'

Marie Curie

Chair: **FREIRE Regina Maria (BRA)**

Literacy and speech therapy (Abstr. 145)

FREIRE Regina Maria (BRA)

Risks indicators for reading and writing problems : a preliminary proposal

The children's first writings : from scribbles to letters

WRITING DEVELOPMENT

SESSION 9.04

PAPERS
2 X 30'

Pliesnier

Chair: **OLIVEIRA Mónica (PRT)**

LUCIO Elizabeth Orofino (BRA)

O Programa Pró-letramento e a formação continuada de professores no contexto brasileiro (Abstr. 180)

MOYA Cristóbal (CHL)

La democratización de la lectura de libros en Chile : un mapa del espacio cultural (Abstr. 73)

TEACHER EDUCATION AND LITERACY

LITERACY AND DEMOCRACY

SESSION 9.05

PAPERS
3 X 30'

Pascal

Chair: **DOMBEY Henrietta (GBR)**

GRESSNICH Eva (DEU)

Reference introduction in picturebooks and the child's acquisition of discourse competence : On the interfaces between linguistic and literary literacy (Abstr. 42)

MATA Lourdes (PRT)

Family literacy practices and emergent literacy (Abstr. 42)

RACKWITZ Rüdiger-Philipp (DEU)

Phonological awareness : « necessary » prerequisite for the successful acquisition of literacy ? (Abstr. 110)

SESSION 9.06

WORKSHOPS
2 X 45'

Türing

Chair: **CLEMENS Jeroen (NLD)**

WELLMAN Debra, SANDMANN Alexa, FORDHAM Nancy (USA)

Technology as a teaching tool (Abstr. 56)

FLEENER Charlene, RHODES Joan A., RICHARDSON Judy, ROBNOLT Valerie (USA)

Multimodal learning in the digital age : moving beyond the traditional textbook and transmission models (Abstr. 57)

TECHNOLOGY AND LITERACY

SESSION 9.07 Conseil

EARLY INTERVENTION PROGRAMMES

PAPERS
3 X 30'

Chair : Tafa Eufimia (GRC)

NEWLIN-HAUS Esther, BEWICK Cindy (USA)*Closing the achievement gap : Key preschool literacy skills children need before kindergarten (Abstr. 25)***MANOLITSIS George (GRC)***Morphological awareness instruction in kindergarten and children's early literacy development (Abstr. 25)***ROTHOU M. Kyriakoula (GRC)***Component skills of beginning readers in Greek : Morphological awareness, phonological awareness and vocabulary skills (Abstr. 112)***SESSION 9.08 Vésale 20**

TEACHER EDUCATION

PAPERS
3 X 30'

Chair : IVARSSON Lena (SWE)

ŠAMO Renata (HRV)*The same but still different (Linear and non-linear routes through the text) (Abstr. 199)***SOUZA Renata (BRA), BALÇA Ângela (PRT)***A traditional folk tale : developing reading strategies in Brazil and Portugal (Abstr. 194)***KLEINBUB Iris (DEU)***What is a «good reading lesson»? - Investigating teaching strategies by video studies (Abstr. 200)***SESSION 9.09 Vésale 23**

TECHNOLOGY AND LITERACY

PAPERS
3 X 30'

Chair : TERWAGNE Serge (BEL)

WALSH Maureen, SIMPSON Alyson (AUS)*Teaching reading in a digital age (Abstr. 50)***LARSON Lotta (USA)***Turning the page in the digital age : using e-book readers to meet the diverse needs of learners (Abstr. 51)***VALERIE Lynda (USA)***Utilizing visual graphics to motivate and improve student writing (Abstr. 50)***SESSION 9.10 Vésale 25**

TEACHER EDUCATION

WORKSHOPS
2 X 45'

Chair : UUSEN Anne (EST)

BEACH Sara Ann, GEARY Allison, HUNTLEY Charlene (USA)*Supporting Teacher Development for Critical Reflection (Abstr. 177)***HAAS Leslie, LINEK Wayne M., MANNING Carrie (USA)***Metacognition and social constructivism in the United States : Teachers' perceptions, beliefs, and attitudes about English language learners (Abstr. 175)***SESSION 9.11 Pentagone 7**

LITTÉRATIE ADULTE

EXPOSÉS
3 X 30'

Présidence : FIJALKOW (Eliane)

MESSÉGUÉ Anne, MAJAJI Sara, BESSE Jean-Marie (FRA)*Illettrisme, formation et ruralité : quel accompagnement pour les publics en situation d'illettrisme vivant en milieu rural ? (Abstr. 256)**Adult literacy in rural areas : what kind of support is there ?*

PANNUZZO Nelly, BESSE Jean-Marie (FRA)

Le processus d'autonomisation des personnes en difficulté sur l'écrit : une articulation de la psychologie du développement et de la psychologie sociale (Abstr. 86)

Developing autonomy in individuals experiencing difficulty with written language : a conjunction of developmental and social psychology

GODENIR Anne (BEL)

Bien plus que lire et écrire : une enquête sur l'impact du processus d'alphabétisation sur la vie d'apprenants adultes en formation (Abstr. 257)

More than reading and writing : literacy process impacts on adult learners' life

SESSION 9.12
ROUND TABLES
2 x 45'

Pentagone 10

Chair : **WILLIAMS Joan (USA)**

The diversity of dyslexia (Abstr. 82)

WILLIAMS Joan, SINCLAIR Kimberly, BROCK Jennifer (USA)

Chair : **GARBE Christine (DEU)**

The conceptual framework for in-service teacher training of the Comenius-Project «BaCuLit» (Abstr. 189)

READING DIFFICULTIES AND DISABILITIES

PROFESSIONAL DEVELOPMENT

WEDNESDAY, AUGUST 3 – MERCREDI 3 AOUT

9:00 – 10:30

Parallel sessions - Sessions parallèles

SESSION 10.01
SYMPOSIUM

Van Gogh

Chair : **MAKDISSI Hélène (CAN)**

90'

From spoken to written texts (1) (Abstr. 114)

BERMAN Ruth (ISR)

Developing narrative abilities : Preschool to middle childhood and beyond

VAN KLEECK Anne (USA)

Distinguishing social and academic talk registers in the oral language skills of nonmainstream culture preschoolers : An important research direction

VENEZIANO Edy, HUDELLOT Christian (FRA)

Improvements in children's narratives : Adjustments to the listener's knowledge

ORAL LANGUAGE AND LITERACY

SESSION 10.02
SYMPOSIUM

Gütenberg

Chair : **D'ANGELO MENÉNDEZ Estela (ESP)**

Discussant : **CUESTA RUIZ Carmen (ESP)**

90'

Diversidad del alumnado, ¿Una cuestión colectiva o un problema individual ? (Abstr. 155)
(Student diversity : a collective issue or an individual problem ?)

D'ANGELO MENÉNDEZ Estela (ESP)

Prácticas sociales de lectura y escritura en contextos de diversidad

Social practices of reading and writing in contexts of diversity

SOBRINO CALLEJO Maria Rosa, BENÍTEZ SASTRE Laura (ESP)

Escribir como lectores : un programa desde, para y por la diversidad

Write as readers : a program from, for and to culturally diverse classes

HERRERA TOBARUELA Ana, TOBARUELA PÉREZ Ana (ESP)

Un proyecto de investigación en el aula : diferentes situaciones de aprendizaje

A research project in the classroom for different learning situations

MULTILINGUAL AND MULTICULTURAL LITERACY

ACOSTA TEJERA Teresa (ESP)

Lectura y escritura en proyectos educativos de centros: una oportunidad para atender a una diversidad

Reading and writing project of educational centres: one opportunity to take account of diversity

SESSION 10.03**WORKSHOPS**
2 x 45'**Marie Curie**

Chair: **PERSSON Ulla-Britt (SWE)**

MILLET Carol, MACMULLIN Keith (USA)

Expanding the power of literacy teams (Abstr. 227)

MULLAN Pamela (USA)

What is the fantastic potential of a society that participates in sustained reading? (Abstr. 255)

SCHOOLS WHERE LITERACY THRIVES

ADULT LITERACY

SESSION 10.04**SYMPOSIUM**
90'**Pliesnier**

Chair: **STRONG Mary (USA)**

Preparing literacy leaders to use LEA with second language learners (Abstr. 176)

BEAN Rita (USA)

Preparing coaches as literacy leaders

SCHEFFEL Tara-Lynn (CAN)

Individual paths to literacy engagement: three narratives

RICHARDSON Judy (USA)

What is the lasting impact of «reading to learn» in developing countries?

TEACHER EDUCATION

SESSION 10.05**SYMPOSIUM**
90'**Pascal**

Chair: **COLES Linda (CAN)**

Listening to children's voices: Children as participants in research (Abstr. 279)

COLES Linda (CAN)

«The books we like are not in that box»: Children unveil their lived experiences with literacy in an elementary school

STREELASKY Jodi (CAN)

Aboriginal children as communicators of knowledge

MCTAVISH Marianne (CAN)

«I'll do it my own way...» Children's remix of information literacy (IL) practices across school and out-of-school contexts

FREE

SESSION 10.06**ATELIERS**
2 x 45'**Türing**

Présidence: **COLLARD Isabelle (BEL)**

DELEUZE Graziella (BEL)

Pratiquer une lecture littéraire dès le primaire (Abstr. 242)

Literary reading at primary school

DERYDT Christel, DUMONT Marie (BEL)

Développer des compétences en littératie à partir d'un outil original: le kamishibai (Abstr. 123)

Developing literacy skills through a unique tool: the kamishibai

ÉCOLE, TERREAU DE LITTÉRACIE

LANGAGE ORAL ET LITTÉRACIE

SESSION 10.07**Conseil**

MULTILINGUAL AND MULTICULTURAL LITERACY

PAPERS
3 x 30'

Chairs : VALTIN Renate (DEU)

HANUŠ Barbara (SVN)*Improving reading skills of immigrant pupils (Abstr. 130)***MORGADE Marta (ESP)***The literacy habits of Spanish deaf adolescents (Abstr. 131)***ZECKER Liliana (USA)***Curricular routines that support the emergent literacy development of young multilingual writers (Abstr. 132)***SESSION 10.08****Vésale 20**

WRITING DEVELOPMENT

WORKSHOPS
2 x 45'

Chair : SCHILLINGS Patricia (BEL)

FARKAS Ferne (USA)*Self-regulated writing strategies for students with learning disabilities (Abstr. 147)***OSTER Lori (USA)***Repackaging the writing process to honor authentic assessment and student diversity in the classroom (Abstr. 146)***SESSION 10.09****Vésale 23**

MULTILINGUAL AND MULTICULTURAL LITERACY

PAPERS
3 x 30'

Chair : WILDOVA Radka (CZE)

MADY Callie (CAN)*Teaching for transfer in primary core French : Insights from theory and practice (Abstr. 128)***KANSY Helga (DEU)***More reflections on writing my own bilingual story : Life in a heightened form (Abstr. 128)*

KALVE Aija, STIKĀNE Ilze, KALNIŅA Sandra (LVA)

*Teaching/learning materials in literature- facilitators of the dialogue of cultures and promoters of reading in Grades 7, 8 and 9 (Abstr. 131)***SESSION 10.10****Vésale 25**

TEACHER EDUCATION

PAPERS
3 X 30'

Chair : BAÏDAK Nathalie (BEL)

DONAHUE Lisa (USA)*A teacher education program that connects theory to practice with impressive effects on student achievement (Abstr. 169)***RANK Astrid (DEU)***Situated teacher training in literacy (Abstr. 170)***YOUNG Sharon (NZL)***Enhancing academic literacy of teacher education students : Development and evaluation of a programme focused literacy strategy (Abstr. 171)***SESSION 10.11****Pentagone 07**

MULTILINGUAL AND MULTICULTURAL LITERACY

WORKSHOPS
2 X 45'

Chair : SCHMIDT Catarina (SWE)

BORBA Mary (USA)*Successful strategies for second language learners (Abstr. 136)***BRASHEARS Kathy (USA)***Fostering an appreciation of culture : Appalachian children's literature and writings in a global, multi-cultural world (Abstr. 137)*

SESSION 10.12 **Pentagone 10**

READING TEACHERS AND TEACHING STRATEGIES

ROUND TABLES
45'Chair : **JOBE Dana (USA)****What about us ? Improving reading instruction for minority boys in the primary grades and understanding contributing factors that affect their reading achievement (Abstr. 208)**45' Chair : **JONSON Kathleen (USA)****JONSON Kathleen, ROSEBROCK Kathy (USA)***Teaching Strategies for Improving Reading Comprehension (Abstr. 208)***SESSION 10.13** **Forum****POSTERS**Collective
presentation : 30'Chair : **DIONISIO Maria de Lourdes (PRT)**

Free discussions : 60'

DIONISIO Maria de Lourdes (PRT)

LITERACY AND EUROPEAN POLICIES

*The Comenius project LIFT 2: Literature framework for teachers in secondary education (Abstr. 262)***SEMENIĆ-PREMEC Davorka, BUČEVIĆ SANVINCENTI Loris (HRV)**

LIBRARIES AND LITERACY

*The reading hour just for me (Abstr. 194)***VALERIE Lynda (USA)**

FAMILY LITERACY

*Climbing Fry's Mountain : A family literacy initiative (Abstr. 43)***GERBER Hannah, COX Donna (USA)**

TECHNOLOGY AND LITERACY

*Social networks, role play, and preservice teacher literacy education : A digital literacy for digital times (Abstr. 53)***ERIKSSON Stig, JOHANSSON Maria, HAAKE Ragnar (SWE)**

ASSESSMENT

*The New SweSAT – The verbal section (Abstr. 161)*10:30 – 11:00 **Coffee break / Pause café**11:00 – 12:30 **Parallel sessions - Sessions parallèles****SESSION 11.01** **Van Gogh**

LANGAGE ORAL ET LITTÉRACIE

SYMPOSIUMPrésidence : **VENEZIANO Edy (FRA)**(Suite) **Des premiers discours oraux aux discours écrits (2) (Abstr. 117)**
90' (From spoken to written texts)**HUDELOT Christian, VENEZIANO Edy (FRA)***Le rôle d'une procédure d'intervention dialogique sur l'apprentissage et l'évaluation des compétences narratives chez l'enfant francophone de 5 à 8 ans**The role of a dialogical intervention procedure on the learning and evaluation of narrative in 5-to-8 years old French-speaking children***BOISCLAIR Andrée (CAN)***L'émergence des structures syntaxiques complexes dans l'écriture de texte narratif chez l'enfant sourd**The emergence of complex syntactic structures in the narrative writing of deaf children***SIROIS Pauline, BOISCLAIR Andrée, VANLINT Alice (CAN)***Le soutien en écriture en première année du primaire dans une perspective développementale**Writing support in grade 1 from a developmental perspective***VENEZIANO Edy (FRA), MAKDISSI Hélène, BARON Marie-Pierre, BOISCLAIR Andrée, HUDELOT Christian, SIROIS Pauline (FRA / CAN)***Récits oraux, interventions dialogiques et leur lien avec les compétences en lecture et écriture chez l'enfant français de 5 à 8 ans**The relation between oral narratives, dialogical intervention and reading and writing skills : A study of 5-to-8 years old French-speaking children*

SESSION 11.02 **Gutenberg**

READING TEACHERS AND TEACHING STRATEGIES

SYMPOSIUMChair : **MATHIS Janelle (USA)**

90'

« Notable » children's and adolescent literature : critical resources for literacy instruction in diverse classrooms (Abstr. 212)

MATHIS Janelle (USA)*Notable Books for a Global Society: Critically Engaging Readers***HAHN Mary Lee (USA)***Notable Children's Books in the Language Arts: Highlights of the 2010-2011 Award List***ALBRIGHT Lettie (USA)***Providing access for all learners: using NCBLA books to teach about and through literacy***SESSION 11.03** **Marie Curie**

DIFFICULTÉS EN LECTURE/ÉCRITURE

SYMPOSIUMPrésidence : **OUELLET Chantal (CAN)**

90'

Des pratiques pédagogiques favorables à des élèves en difficulté de lecture ou d'écriture à différents cycles du primaire et au secondaire : résultats de recherches menées auprès d'enseignants et d'élèves québécois (Abstr. 94)

(Pedagogical practices for students with reading or writing difficulties at different levels of primary and secondary school : research findings from teachers and pupils in Québec)

OUELLET Chantal (CAN)*Améliorer la compréhension en lecture au secondaire par l'appropriation de pratiques issues de l'approche Reading Apprenticeship : une recherche-action auprès d'enseignants et d'élèves montréalais**Improving high school reading comprehension through practices from the Reading Apprenticeship Framework : an action research project with teachers and students from Montréal***TURCOTTE Catherine (CAN)***Mieux vaut lire tard que lire jamais : accompagner élèves et enseignants en dernière année du primaire**Better read late than never to read : Supporting teachers and students in 6 grade***DUBÉ France (CAN)***Différenciation et enseignement explicite de la lecture au 2^e cycle du primaire**Differentiation and explicit teaching of reading in the second cycle of primary school***PRÉVOST Nathalie, CLOUTIER Émilie (CAN)***Étude de pratiques d'entrée dans l'écrit en maternelle au Québec**Emergent literacy teaching practices in Quebec's kindergarten***SESSION 11.04** **Pliesnier**

TEACHER EDUCATION

SYMPOSIUMChair : **STRONG Mary (USA)**

90'

Preparing literacy leaders to use diverse literature genres with diverse students (Abstr. 175)

LEAVELL Judy, GRIFFITH Priscilla (USA)*Using hispanic american and native american children's literature to represent diverse, under-represented groups***CAMPBELL Terry (CAN)***Digital storytelling in a rural classroom : successfully engaging everyone***PURDY Jill (USA)***Addressing Diversity In The Adolescent Classroom Through Multicultural Literature Activities*

SESSION 11.05 Pascal

SCHOOLS WHERE LITERACY THRIVES

PAPERS
3 x 30'Chair: **IVARSSON Lena (SWE)****JUSKA-BACHER Britta (CHE)***Reading and diversity in the period of enrolment – A Swiss model of mixed-grade groups (Abstr. 223)***MONFORT Mary (USA)***Are reading coaches really effective? (Abstr. 224)***MONFORT Mary (USA)***How a reading program transformed a failing school and brought pride to a community (Abstr. 224)***SESSION 11.06 Tübing**

TEACHER EDUCATION

PAPERS
3 X 30'Chair: **DEMEUSE Marc (BEL)****SEGHEDIN Elena (ROM)***Developing a commitment to the teaching profession using critical thinking (Abstr. 171)***HILL K. Dara (USA)***Reading against Reading Counts and paced curriculum: Teacher candidates' use of culturally relevant texts in an urban practicum (Abstr. 172)***WEBER Catherine M. (USA)***Digital narrative as a methodological tool: surfacing teachers' tacit conceptions of literacy (Abstr. 173)***SESSION 11.07 Conseil**

LITERACY AND EUROPEAN POLICIES

ROUND TABLE

90'

Chairs: **PANDIS Meeli (EST), SHIEL Gerry (IRL)****Reading literacy in Europe: The evolving roles of IDEC and FELA (Abstr. 264)****PANDIS Meeli (EST), SHIEL Gerry (IRL)***Co-operation and linkages***DOMBEY Henrietta (GBR)***FELA activities and projects***BROOKS Greg (GBR), VALTIN Renate (DEU), DIONISIO Maria de Lourdes, CARVALHO José António (PTR)***A European perspective***SELIN Ann-Sofie (FIN)***Perspectives of former IDEC chairs***SESSION 11.08 Vésale 20**

READING TEACHERS AND TEACHING STRATEGIES

PAPERS
3 X 30'Chair: **SCHMIDT Catarina (SWE)****MARTINS Cátia Regina Braga, CASTILHO Mara Lúcia (BRA)***College literacy: teaching reading and writing strategies for freshman students (Abstr. 202)***DUGGAL Nitu (GBR)***Effectiveness of approaches to teaching reading comprehension (Abstr. 203)***APOSTOLOU Zoe (GRC)***Greek curricula for teaching language in kindergarten and Grade 1: New perspective, new role for teachers (Abstr. 204)*

SESSION 11.09 Vésale 23

FREE

ROUND TABLEChair : **ALTWERGER Bess (USA)**

60'

Implications of constructivist reading theory for our understanding of human consciousness (Abstr.280)

STRAUSS Steven (USA)Respondent : **GOODMAN Kenneth (USA)****PAPER****STRAUSS Steven (USA)**

30'

The Medicalization of Dyslexia (Abstr. 79)

READING DIFFICULTIES AND DISABILITIES

SESSION 11.10 Vésale 25**PAPERS**

3 X 30'

Chair : **GALAKTIONOVA Tatiana (RUS)****SEMEANOVA Elena, GRIGORYEVA Ekaterina (RUS)**

На путях к «Школе, где процветает грамотность» (Abstr. 249)

*On the way to school where literacy thrives***ERMOLENKO Valentina (RUS)**

Функциональная грамотность как основа безопасности жизнедеятельности (Abstr. 259)

*Functional literacy as the basis for security in the activities of life***BORISOVA Oxana (RUS)**

Издательская программа Русской Ассоциации Чтения (Abstr. 283)

The publication program of the Reading Association of Russia

SCHOOLS WHERE LITERACY THRIVES

ADULT LITERACY

SESSION 11.11 Pentagone 07

READING TEACHERS AND TEACHING STRATEGIES

PAPERS

3 x 30'

Chair : **JELENKO Tanja (SVN)****SCHNEIDER Barbara Kane (USA)***Reading to learn: Comprehension strategies in the primary grades (Abstr. 205)***GLEESON Martin, BOWE Treasa (IRL)***Building bridges of understanding: a whole school approach to children's comprehension development (Abstr. 205)***HEYNE Nora (DEU)***Reading strategies at primary school and their importance to the acquisition of reading competence (Abstr. 204)***SESSION 11.12 Pentagone 10**

ORAL LANGUAGE AND LITERACY

WORKSHOPS

2 X 45'

Chair : **WILLOUGHBY Karen (IRL)****WEISENBERG Anne (USA)***Language Experience Approach - a fun way to link language and literacy (Abstr. 121)***COX Donna (USA)***Listening strategies: The forgotten key to early reading success (Abstr. 122)*

12:30 – 14: 00

Lunch

14:00 – 15:30 Plenary session - Session plénière 3

Clôture officielle en présence de Monsieur le Ministre d'État Elio Di Rupo, Bourgmestre de la Ville de Mons, ou de son représentant.

Closing session, in presence of Mister the Minister of State Elio Di Rupo, Mayor of the City of Mons, or his representative.

SESSION 12 Van Gogh**KEYNOTE ADDRESS**

Chair : SHIEL Gerry (IRL), Chair of the Federation of the European Associations of Literacy (FELA)

BAÏDAK Nathalie (BEL) , EACEA Eurydice

Teaching literacy in schools in Europe : Comparative analysis of education policies (Abstr. 21)

CLOSE OF THE 17th EUROPEAN CONFERENCE ON READING
CLÔTURE DE LA 17^e CONFÉRENCE EUROPÉENNE SUR LA LECTURE

INVITATION TO THE 18th EUROPEAN CONFERENCE ON READING
INVITATION À LA 18^e CONFÉRENCE EUROPÉENNE SUR LA LECTURE