

WEDNESDAY, 15 JUNE 2022

09:00-10:30

University House – Amphitheater B108

PLENARY SESSION - OPENING OF THE CONFERENCE

Welcome from Dr. Nikolaj Elf, Chair of the International Association for Research in L1 Education

Welcome and Official Opening of the Conference by Dr. Tasos Christofides, Rector of the University of Cyprus

Keynote Presentation by Dr. Kevin Leander, Vanderbilt University  
"Moving Beyond a Social Semiotic Framing of the Body in L1 Research and Practice"

10:30 - 11:00: Coffee Break

11:00 - 12:30: PARALLEL SESSIONS 1 - Common Teaching Facilities (CTF) 02

Room 111	Room 112	Room 113	Room 114	Room 115	Room 116
<b>Criticality in L1 Education</b> Session Chair: Vibeke Christensen	<b>SYMPOSIUM</b> Teaching Literature in times of Crisis: Literary Linking Methods in Australian Secondary Schools Session Chair: Sarah E. Truman	<b>Multilingualism, Linguistic Diversity and Schooling</b> Session Chair: Sviatlana Karpava	<b>Tools for Language Teachers and Literacy Assessment</b> Session Chair: Spyros Armostis	<b>Literacy as oral, written and embodied</b> Session Chair: Sofia Jusslin	<b>Beyond Words: Picturebooks, Digital Books and L1 Futures (ROUNDTABLE SESSION - VIRTUAL)</b> Session Chair: Irene Pieper
Christensen - Exploratory and Critical Dialogues as Learning and Reflection Tools	Chairs: A. Horton, L. McLean Davies & S.E. Truman Discussant: Sarah E. Truman Truman - Climate Fiction as transdisciplinary praxis in Secondary Schools McLean Davies - Linking Literature and consent education: literate practices in crisis times Horton (V) - Contagion, confinement & transmutation: Responding to a post-pandemic world with literary linking	Hoffmann (V) - Polyphonic picture books in multilingual education environments of South Tyrol Karpava - Home Language and Literacy Development: Family Language Policy, Affective and Emotional Domain of Multilingual Families in Cyprus Bouklata & El Kiral El Allame (V) - Research-based Evidence for "Darija" as a Language of Pre-school Education	Min, Chung, Baik, Yang & Eum - Exploring the Concept and Educational Significance of 'Literacy' Choi, Park, Chang, Kim & Heo - What is Literacy?: Development and Validation of the Literacy Assessment Scale Jo & Park (V) - Analysis of Korean Middle School Students' Misconceptions on 'Parts-of-Speech' based on Item Response Theory	Gràcia, Adam-Alcocer, Castillo Mardones, Duarte Rivas & Villalobos - A digital tool for the professional development of secondary education teachers: EVALOE-SSD-SEC Kuzmicova, Supa & Nekola (V) - Children's embodied story experiences: a multimodal online Q study Jusslin - Embodied learning in language learning and teaching practices: A systematic literature review	Jongstra - How to implement the (multifunctional) use of wordless picture books in early childhood education? Böhme - Inclusive Reading Instruction in German Elementary School: Student's Preferences for Digital or Analog Children's Books Pieper, Domenech, Maak & Lehndorf - Languages – literatures – literacies as a challenge for teacher-students: What should teacher education aim at with regard to key concepts of the subject L1?

12:30 - 14:00: PARALLEL SESSIONS 2 - Common Teaching Facilities (CTF) 02+A15

Room 111	Room 112	Room 113	Room 114	Room 115	Room 116
<b>Film and Media in Literacy Learning</b> Session Chair: Valentina Christodoulou	<b>SYMPOSIUM</b> Teaching and learning grammar across countries, today: common challenges, specific features Chairs: Xavier Fontich & Ana Luisa Costa Discussant: Ana Luisa Costa	<b>SYMPOSIUM</b> Quality L1 Teaching: What is it, and how could we investigate it? Chair: Nikolaj Elf Discussant: Scott Bulfin	<b>Digital Practices and L2 learning</b> Session Chair: Irit Haskel-Shaham	<b>Literacy Learning in Early Years Classrooms</b> Session Chair: Jesper Bremholm	
Gordon (V) - Using archive film in L1 learning: principles, practices and potential Hansen - School or film school? Danish student teachers' film teaching interventions considering the paradigms of multiliteracy and experiential learning Richard, Lacelle & Acerra (V) - Making room for curiosity: Adolescent creativity & multimodal digital literacy in the art class	Crespi & Liop (V) - The notions of tense and aspect in Secondary Education textbooks in Catalan: analysis and proposals Joulli & Elalouf (V) - Conceptualization of the notion of subject, comparative study in cycle 4 (13-14 years of age) Gutiérrez & Pérez - The subject of non-finite and impersonal verbs in Spanish: characterization, evidential values and guidelines for teaching Štěpánek & Hurytová (V) - Subjective Theories about Teaching Grammar in Czech Lower-Secondary School	Tengberg, Magnusson & Blikstad-Balas - L1 Across the Nordic Countries: What and how are students reading, and what does this tell us about quality L1 teaching? Olin-Scheller & Nilsberth (V) - Literature teaching via social media: The quality of dissemination and use of digital lesson planning at lower secondary school Elf & Hansen - Transformations in Quality Literature Education+A13n: A Nordic comparative study on inquiry-oriented literature teaching	Haskel-Shaham & Hijazi - Coping with L2 on Corona days Wileczek & Jagun - Digital applications in institutional education in the field of teaching Polish (L1) and English (L2) Christodoulakis & Kiourti (V) - Serious video game of L1 as literacy and vocabulary acquisition environment for greek as second/foreign language: The case of "Einstow"	Araujo, Esteves, Brito, Correia, & Leite (V) - The New Words in Portuguese Translated Picturebooks Bremholm & Kabel - Young students' early writing development in a primary school context Wennäs Brante, Godhe & Jönsson (V) - Digital activities in L1-teaching in year K-3 – how do they support literacy development?	

14:00 - 15:00: Lunch Break

15:00-16:00

Common Teaching Facilities (CTF) 02 - Amphitheater B205

ARLE Members Meeting/General Assembly

16:00 - 17:30: PARALLEL SESSIONS 3 - Common Teaching Facilities (CTF) 02

Room 111	Room 112	Room 113	Room 114	Room 115	Room 116
<b>Identities and Representations Across Texts and Modalities</b> Session Chair: Elena Ioannidou	<b>SYMPOSIUM</b> Literary Aesthetic Response of Pupils, Teacher Students and Teachers – Theoretical Frameworks and Empirical Studies Chair: Mark-Oliver Carl Discussant: Sven Strasen (V)	<b>Teaching with Literature in Higher Education</b> Session Chair: Sigal Hason	<b>Teachers' Professionalism &amp; Digitization</b> Session Chair: Stavroula Kontovourki	<b>Dialogue and Conversation as Resources for Learning</b> Session Chair: Helen Lehndorf	<b>Strategies and Practices in Literacy Classrooms</b> Session Chair: Tina Høegh
Muse (V) - Identity, Metaphor, and Conflict: Exploring Student Portfolios and Subversive Pedagogy Naujok (V) - Memorizing Susi and Gertrud Cohn: A Stolperstein, a graphic novel and an exhibition in literature and teacher education Reshef (V) - On the impact of modern technology and digital spaces on the narrative memory of trauma in Nava Semel's book "And the Rat Laughed"	Breukink, van der Knaap & van den Bergh - Deeper reading of prose and poetry: An observational learning intervention for higher general and pre-university students based on EMME Carl, Joergens, Schutze & Rosebrock - Three Types of Poetic Effects Derived from Literary Foregroundings by Teacher Students Sigurdsson & Levine (V) - How teachers make meaning of poetry in private and professional spaces	Hason & Segev - Practices To Encourage Reading among Pre-Service Teachers from The Bedouin Dispersion in The Negev: Challenges and Opportunities Maak, Schmidt & Schüler - German (L1) pre-service teachers' knowledge about readability in literary texts Hesse (V) - Teaching Quality in the Literature Classrooms of Pre-Service Teacher Students	Angelova - L1 Teacher Education and her/ his Digital Competence – Challenges and Decisions before Pandemic and during it in Bulgaria Traga Philippakos & MacArthur (V) - COVID-19 and the Teaching Profession: Instructional Practices and Challenges Bulfin & Diamond - Teaching L1 by remote: Platforming L1 teachers' knowledge and practice	Ben-Menachem & Elkad-Lehman - Teachers Encounter Jewish Texts: Learning and Teaching Texts from Jewish Sources in Public Elementary Schools in Israel Bač-Šrednicka & Miekina - Discourse analysis: Selected episodes in mentor-mentees L1 interactions Lehndorf - Literary Dialogue with readers less experienced with academic discourse practices – A design-based research experiment	Isler, Hefti & Maier - Promoting kindergarten students' oral text abilities through improved interactional support by their teachers in everyday communication Illum Skov & Høegh - A listening landscape in the making Gourvenec, Solheim, Uppstad & MCTigue - Shared responsibility in co-taught literacy classes is related to reading development

17:30 - 18:00: *Coffee Break*

**18:00 - 19:30: PARALLEL SESSIONS 4 - Common Teaching Facilities (CTF) 02**

Room 111	Room 112	Room 113	Room 114	Room 115	Room 116
<b>Theater and Drama as Means for Social Action</b>	<b>SYMPOSIUM</b> Professional Development for Dialogic Education	<b>SYMPOSIUM</b> Multimodality in L1 Literature Education	<b>Teachers' Skills and Literacies in the Digital Era</b>	<b>Feedback and Responses</b>	<b>Writing mechanics and Practices of Students with Disabilities (POSTER SESSION - VIRTUAL)</b>
<b>Session Chair: Marilena Paraskeva</b>	<b>Chairs: M. Gràcia, A. Skaftun &amp; T. Høegh</b> <b>Discussant: Inga Harren</b>	<b>Chair: Marco Magrius</b> <b>Discussant: Sotiria Kalasaridou</b>	<b>Session Chair: Anthi Papadopoulou</b>	<b>Session Chair: Theoni Neokleous</b>	<b>Session Chair: Jordi Casteleyn</b>
<b>Giera</b> - Promoting reading skills through scenic play. A theater project with seventh graders to the topic bullying	<b>Gràcia &amp; Nieva</b> - EVALOE-SSD: a digital tool for teacher's development to improve students' oral competence	<b>Åkerholm &amp; Höglund</b> - Picturebook(s) in secondary literary education: students negotiating undecidabilities	<b>Graeske (V)</b> - New Skills for the Swedish Subject? Swedish Teachers' Perceptions of Digital Learning Resources for Upper Secondary School	<b>Choi-Natvik</b> - Examples of how teachers respond when students are reading complex academic texts in upper elementary school	<b>Klimovič &amp; Jarušinská</b> - Understanding the meaning of Slovak words with etymological spelling by pupils relative to the frequency of such words in Slovak language as rudiments for teaching Slovak orthography
<b>Lenters &amp; Mosher (V)</b> - Behind before they even begin? Addressing deficit discourses through play	<b>Skaftun</b> - Partners in practice	<b>Elkad-Lehman &amp; Poyas</b> - Reading modes of a graphic novel activated by teachers of varied ages and backgrounds	<b>Vatne &amp; Nygard</b> - Mapping teachers' understandings of digital literacy tools as part of L1 writing instruction	<b>Christensen</b> - Students' independent request for feedback during productive work	<b>Arias-Gundin, López &amp; López</b> - How do Students with Learning Disabilities Revise?
<b>Gordon (V)</b> - L1 learning and climate change: An L1 drama and writing project to coincide with COP26	<b>Høegh</b> - Dialogic Rhythms in Digitally Rich Classrooms	<b>Pietsch</b> - Into the Multiverse – pupils commenting on audio-visual simultaneity	<b>Ascherl (V)</b> - Exploring Desirable Futures for L1 Education and Teachers' Literacies in a Digital Age – a Germa-Australian Delphi Study		<b>Dostal, Wolbers &amp; Holcomb</b> - Teacher Reports of Secondary Writing Instruction with Deaf Students

**19:30: WELCOME RECEPTION**

**Tent Adjacent to University House**

**THURSDAY, 16 JUNE 2022**

**09:00 - 10:30: PARALLEL SESSIONS 5 - Common Teaching Facilities (CTF) 02**

Room 111	Room 112	Room 113	Room 114	Room 115	Room 116
<b>(Re)Thinking Grammar Teaching</b>	<b>SYMPOSIUM</b> Reading for pleasure – flexible, dynamic and safe places at school	<b>L1 and the Teaching Profession</b>	<b>Digital Writing Practices</b>	<b>Dialogic Practices Focusing on Text</b>	<b>Homes, Families &amp; Schools</b>
<b>Session Chair: Debra Myhill</b>	<b>Chairs: J.A. Aerila &amp; M. Kauppinen</b> <b>Discussant: Sotiria Kalasaridou</b>	<b>Session Chair: Joana Batalha</b>	<b>Session Chair: Helin Puksand</b>	<b>Session Chair: Inga Harren</b>	<b>Session Chair: Theoni Neokleous</b>
<b>Banga &amp; van Rijt</b> - Are linguistic manipulations more difficult to process for student teachers than rules of thumb? Evidence from an empirical study	<b>Kauppinen &amp; Aerila</b> - Reading memories as mental reading environments of teachers	<b>Costa, Sebastião, Cardoso, Batalha &amp; Rodrigues</b> - Transformations in teacher education: diversity in Portuguese L1 language teaching	<b>Puksand &amp; Uusen</b> - Does a more ample computer experience ensure better results in text creation?	<b>Jensen, Skaftun, Wagner &amp; Sonneland</b> - The problem of the text in Year six	<b>Keary (V)</b> - Play and Language Learning: An Australian Intergenerational Family Study
<b>Myhill</b> - Thinking Grammatically: The Relationship between Students' Conceptual Understanding of Grammar and Teachers' Taught Input	<b>Niinistö, Aerila &amp; Kauppinen</b> - Enriching reading culture between generations	<b>Goodwyn</b> - The resilience and principles of experienced L1 teachers from England, Australia and the USA	<b>Major</b> - Challenges and Possible Solutions in Teaching Creative Writing in an Online Format	<b>Barbeiro &amp; Barbeiro (V)</b> - Teachers' appraisal of students' proposals during joint rewriting	<b>Neokleous &amp; Kontovourki</b> - Digital literacies and differential childhoods in parents' and teachers' talk: An analysis of "appropriate" practices for young children
<b>Valentim (V)</b> - Teaching grammar: from epilinguistic activity to metalinguistic activity	<b>Aerila &amp; Kauppinen</b> - Reading Nests as spaces in pleasure for reading	<b>Diamond &amp; Bulfin</b> - Care of the profession: L1 English practice histories and alternatives to compliance professionalism	<b>Gregoire &amp; Acerra</b> - Digital writing and (auto)correction. A Quebecois research and development project		<b>Kolstrup &amp; Lundqvist</b> - Creating synergies between home and school literacies in Danish L1 primary school classrooms

10:30 - 11:00: *Coffee Break*

**11:00 - 12:30: PARALLEL SESSIONS 6 - Common Teaching Facilities (CTF) 02**

Room 111	Room 112	Room 113	Room 114	Room 115	Room 116
<b>L1 as School Subject</b>	<b>SYMPOSIUM</b> Rethinking Literature and its uses: texts and knowledge in 21st century L1 contexts	<b>SYMPOSIUM</b> Understanding language through explicit grammar teaching	<b>Digital Applications</b>	<b>Literary Conversations in L1 Classrooms</b>	<b>Inclusive Practices in Language Education</b>
<b>Session Chair: Camilla Thurén</b>	<b>Chair: Christine Olin-Sheller</b> <b>Discussant: Sarah E. Truman</b>	<b>Chairs: Mette Vedsgaard Christensen</b> <b>Discussant: Debra A. Myhill</b>	<b>Session Chair: Anna-Lena Godhe</b>	<b>Session Chair: Spyros Armostis</b>	<b>Session Chair: Jordi Casteleyn</b>
<b>Ronveaux, Capt &amp; Schneuwly</b> - On differences of teaching reading comprehension of a literary text in primary and secondary classes. The "disciplining" effect of the school discipline L1	<b>Olin-Sheller (V)</b> - Digital platforms and literary instruction	<b>van Rijt</b> - Linguistic metaconcepts can improve grammatical understanding in L1 education Evidence from a Dutch quasi-experimental study	<b>Lau (V)</b> - Using Flipped classroom to enhance students' classical Chinese reading comprehension and motivation	<b>Nah (V)</b> - "This House Believes That...": Examining the Single-minded Investment of Student Responses in Classroom Debates of Poems with Ethical Invitations	<b>Casteleyn</b> - Effective language programs for students who need extra language assistance: A systematic meta-review
<b>Sella</b> - "We used to laugh during the lesson; it was not entirely studying as it is now": Students' conceptualizations of literacy lesson during the transition from primary to secondary school.	<b>Goodwyn</b> - Restoring English: literary response, affect and understanding in secondary classrooms in England	<b>Wijnands &amp; Coppen</b> - How to stimulate reflective development in grammar education	<b>Ślószarz</b> - Digital contexts of literary education in Polish textbooks and e-textbook	<b>Mayer &amp; Mempel</b> - Using literary conversations to design challenging learning environments for all elementary students	<b>Lopez &amp; Arias-Gundin (V)</b> - Revising skills in ADHD upper-primary students
<b>Thurén &amp; Thavenius</b> - L1 Swedish - Paradigm and beyond	<b>Elliot (V)</b> - The "Thick White Line" in Teachers' Understanding of Literary Texts in England	<b>Christensen</b> - Collaborative and flexible problem-solving in grammar teaching: New ways forward in grammar pedagogy?	<b>Hüser, Rehberg, Krelle &amp; Daemmer - LeOn</b> - an application for reading training in a digital environment	<b>Tengberg</b> - Inquiry dialogue to promote comprehension and interpretation: Effects of an intervention to improve the quality of teacher-led discussions about complex literary texts	<b>Batalha, Lobo, Estrela &amp; Braganca</b> - Early reading and writing: effects of a preventive intervention program

**12:30 - 14:00: PARALLEL SESSIONS 7 - Common Teaching Facilities (CTF) 02**

Room 111	Room 112	Room 113	Room 114	Room 115	Room 116
<b>Shifts and Constants in L1 Disciplinarity</b>	<b>SYMPOSIUM</b> Literature education in the classroom: beliefs, assessment, and intervention	<b>SYMPOSIUM</b> Enhancing writing in early childhood education and in the first years of school	<b>Texts, skills and interactions (POSTER SESSION - VIRTUAL)</b>	<b>Literary Conversations</b>	<b>Engaging with Stories during the Pandemic</b>
<b>Session Chair: Elena Ioannidou</b>	<b>Chair: Xavier Fontich</b> <i>Discussant: Yael Poyas</i>	<b>Chairs: J. Bremholm, N. Stellakis &amp; C. Schmidt</b> <i>Discussant: Stavroula Kontovourki</i>	<b>Session Chair: Marta Gràcia</b>	<b>Session Chair: A. F. Gourvennec</b>	<b>Session Chair: Fryni Kakoyianni-Doa</b>
<b>Aruvee</b> - Looking for a common ground in literacy teaching	<b>Fabregat, Fontich &amp; González</b> - Literature education at secondary school; approaching teachers' beliefs in Spain	<b>Schmidt (V)</b> - Text Production: The Integration of Several Opportunities for Meaning Making	<b>Arias-Gundín, López, Arrimada &amp; Álvarez-Fernández</b> - Study of the direct and indirect effects on the textual quality of the synthesis texts	<b>Gourvennec &amp; Sonneland</b> - Mapping the research on literary conversations in Scandinavia	<b>Mor &amp; Aram</b> - Interactive read-alouds with first and second graders during routine and distance learning: Teachers' perspectives on why, how, and how often
<b>Dannecker &amp; Giera</b> - Rethinking L1 Education in Future Classrooms with regard to a Pedagogy of Inclusion	<b>Rättäy (V)</b> - Focusing on sustainable assessment in literature education in Finland	<b>Stellakis</b> - Children's composition of written texts during literacy events in role play contexts in kindergarten	<b>Castillo Mardones, Gràcia &amp; Villalobos</b> - Results provided by EVALOE for primary education teachers in the Chilean context	<b>Magirus, Scherf &amp; Steinmetz</b> - Support in Dialogic Teaching – a Framework for High Quality Conversations in the Literature Classroom	<b>Wawer</b> - Creative writing in Polish national curriculum and in schools' practices (in the shadow of a pandemic)
<b>Johansson</b> - The establishment of the multidisciplinary field of didactics of the mother tongue school subject	<b>Aliagas-Marin &amp; Corroero (V)</b> - Making sense of digital fiction in secondary education: a participatory-collaborative project with novel teachers in Spain	<b>Krogstad Svanes &amp; Bjørkvold</b> - Writing as a tool for expressing critical thinking by young students	<b>Villalobos, Gràcia &amp; Castillo Mardones</b> - How are interactions constructed on digital platforms? classes by videoconferencing in 4th grade primary school	<b>Rasmussen</b> - Is this Talk Exploratory? Joint Interpretation in Peer Conversations in Danish Literature Classrooms	<b>De-Malach</b> - Teaching during Covid-19: Literary representations

**14:00 - 15:00: Lunch Break**

15:00-16:00

University House - Amphitheater B108

Keynote Presentation by Dr. Ianthi M. Tsimpli, University of Cambridge

"Linguistic diversity and multilingualism in the classroom: Literacy and cognition in underprivileged primary school children in India"

**16:00 - 17:30: PARALLEL SESSIONS 8 - Common Teaching Facilities (CTF) 02**

Room 111	Room 112	Room 113	Room 114	Room 115	Room 116
<b>Exploring Writing in Academic Settings</b>	<b>SYMPOSIUM</b> Beyond mastery: Intensities, Intimacies and inhuman Literacies	<b>Higher Education Practices</b>	<b>Learning/teaching Literature Online</b>	<b>Teaching Grammar</b>	<b>Writing Practices</b>
<b>Session Chair: Ana Luísa Costa</b>	<b>Chairs: Shannon, McLean Davies &amp; Pahl</b> <i>Discussant: L. McLean Davies</i>	<b>Session Chair: Lena Manderstedt</b>	<b>Session Chair: Yael Segev</b>	<b>Session Chair: Debra Myhill</b>	<b>Session Chair: Marielena Paraskeva</b>
<b>Costa</b> - Empowering variation in academic writing	<b>Ambreen, Badwan &amp; Hackett (V)</b> - Hopeful, vulnerable literacies: Disrupting monolingualism and empowering children	<b>Manderstedt, Nilsson, Viklund &amp; Palo</b> - Win-win through triadic supervision and collaboration: structures for L1 degree projects	<b>Segev &amp; Levin</b> - SEL Practices as Advancing Online Literature Teaching and Learning	<b>Marjokorpi (V)</b> - The relationship between knowledge about language and writing skills in secondary education: A cross-sectional perspective	<b>Cardoso, Graca, Coimbra &amp; Pereira (V)</b> - Collaborative writing to transform and improve the narrative quality of primary school students: challenges and opportunities
<b>Efthimiou &amp; Ioannidou</b> - Ruptures in Essay Writing in Year 12 Greek Literacy/Language Lesson	<b>Shannon</b> - 'Intensive interactions': Neuroqueering 'literacy' in the special education classroom	<b>Segev Miller</b> - The effect of explicit instruction on college EFL majors' strategic knowledge and self-efficacy	<b>Acerra, Brehm &amp; Lacelle (V)</b> - Writing digital fictional texts in the French literature class: An exploratory action-research project to foster digital and literary competencies	<b>Ferreira, Estrela, Valente Rodrigues, Silva &amp; Sebastião (V)</b> - Revisiting and reinventing grammar teaching practices and beliefs	<b>Concha &amp; Espinosa (V)</b> - Experiences of free writing in the classroom from the perspective of children and youth
	<b>Hall (V)</b> - Sensory and temporal perspectives on shared family reading practices	<b>Arrimada, Álvarez-Fernández, López &amp; Arias-Gundín (V)</b> - What predicts the quality of university students' synthesis texts?	<b>Lee, Ko &amp; Song</b> - A Study on the Use of Digital Annotations in Literature Classes	<b>Strandberg</b> - "It's all about making the students see the Matrix" – Teachers' reflections on teaching grammar in context in an educational design research project	<b>Traga Philippakos &amp; MacArthur (V)</b> - Examination of a Professional Development Model on Writing Instruction in Grades K to 2: First Cycle of Design-Based Research

**CONFERENCE DINNER (Optional)**

FRIDAY, 17 JUNE 2022

08:00 - 09:00: SIG Business Meetings - Common Teaching Facilities (CTF) 02

Room 111	Room 112	Room 113	Room 114	Room 115	Room 116
SIG Research on Literature Education	SIG Educational Linguistics	SIG Literacies: Reading, Writing, & Oracies	SIG Dialogic Teaching and Learning	SIG Technology and Literacy Education	SIG Teacher Education
<b>Coordinators:</b> Heidi Høglund Irene Pieper	<b>Coordinators:</b> Ana Luisa Costa Xavier Fontich	<b>Coordinators:</b> Jesper Bremholm Byeonggon Min	<b>Coordinators:</b> Tina Høegh Marta Gràcia Atle Skaftun	<b>Coordinators:</b> Dimitrios Koutsogiannis Scott Bulfin	<b>Coordinators:</b> Yael Poyas

09:00 - 10:30: PARALLEL SESSIONS 9 - Common Teaching Facilities (CTF) 02

Room 111	Room 112	Room 113	Room 114	Room 115	Room 116
The Power of Textbooks	<b>SYMPOSIUM</b> Fostering creativity in children in the era of change (virtual)	Teaching Poetry	Readers in Secondary Education	Spelling and Vocabulary in L1 and L2 Classrooms	Composition Practices Across Grade Levels
<b>Session Chair:</b> Bernard Schneuwly	<b>Chair:</b> Tikky S. P. To-Chan <b>Discussant:</b> Cathy Hung	<b>Session Chair:</b> Heidi Høglund	<b>Session Chair:</b> Maritha Johansson	<b>Session Chair:</b> Sviatlana Karpava	<b>Session Chair:</b> Anthi Papadopoulou
<b>Mäkikalli</b> - L1 textbooks, literary theory and reading in Finnish upper secondary school	<b>Chair:</b> Tikky S. P. To-Chan <b>Discussant:</b> Cathy Hung	<b>Ghiță &amp; Samihaian (V)</b> - Unfreezing Inertia: Promoting transaction in teaching poetry	<b>Johansson &amp; Nordenstam</b> - Developing as a reader - International Baccalaureate Students' Reader Biographies	<b>Castelo (V)</b> - Misspellings in Portuguese typically developing writers: a pilot-study	<b>Klimovič &amp; Čuchtová</b> - Moving from content-centred instruction to learner-centred approach in teaching writing composition: a challenge for Slovak primary schools
<b>Schneuwly</b> - Do we form the same relationship to language French and German speaking Switzerland? Explorations in primary school reading books during a century	<b>Leung</b> - Creative Digital Art for Young Children: A Case Study in Hong Kong	<b>Høglund &amp; Jussling</b> - Poetry on the Wall: Inviting, Seizing, Intensifying, and Transforming Literary Engagements	<b>Kalasaridou</b> - Teaching the Bildungsroman in Secondary Education: Conceptual framework, teaching practices and learners' responses	<b>Klasen, Ugen, Dording, Fayol &amp; Weth (V)</b> - Learning trajectories in French L2 plural acquisition according to spelling proficiency levels in primary school	<b>Liu, Wang &amp; Li (V)</b> - Understanding recommended intertextual practices in Chinese composition guidebooks in postcolonial Hong Kong
<b>Zhu (V)</b> - Gains and Losses: The Cultural Representations in Chinese Language Textbooks in the United States	<b>Lin</b> - Applying Interactive Read Aloud in Teaching Chinese as L2	<b>Pieper</b> - Poetic metaphor and classroom interaction: How does educational dialogue support students' interpreting metaphor?	<b>Nordenstam &amp; Olin-Sheller (V)</b> - Literature in transformation. Easy readers in Swedish L1 secondary classrooms	<b>Zhou (V)</b> - Language teachers' misconceptions in vocabulary instruction	<b>Markoglou</b> - Enhancing creativity in L1 Education: An empirical study

10:30 - 11:00: Coffee Break

11:00 - 12:30: PARALLEL SESSIONS 10 - Common Teaching Facilities (CTF) 02

Room 111	Room 112	Room 113	Room 114	Room 115	Room 116
L1 and Sustainable Futures	<b>SYMPOSIUM</b> Writing in compulsory schooling and university: different contexts, common challenges	<b>SYMPOSIUM</b> Working with Literature in Nordic Secondary Education	Digital Literacies in Schools	Word formation and writing conventions	Challenges in Writing
<b>Session Chair:</b> Nikolaj Elf	<b>Chair:</b> Xavier Fontich <b>Discussant:</b> Anabella Poggio	<b>Chairs:</b> A. F. Gourvenec & M. Johansson <b>Discussants:</b> J. Gordon & A. K. Skyggebjerg	<b>Session Chair:</b> Anna-Lena Godhe	<b>Session Chair:</b> Spyros Armostis	<b>Session Chair:</b> Theoni Neokleous
<b>Wessbo</b> - Stories and Storytelling for Sustainable development	<b>Masats, García-Parejo, Jaraíz, Soto &amp; Sánchez-Morillas (V)</b> - Writing competence and teacher education in Spain: analysis of subject programs in Teacher Education Degrees	<b>Johansson</b> - Literary socialisation through education. A comparative study of Swedish and French Upper Secondary School Students' Reception of a Narrative Text and the Paradox of Literature Education	<b>Lorentzen, Falkegaard Slot &amp; Møller</b> - Technological Empowerment in L1: A contribution to a theoretical framework	<b>Liptakova</b> - Word-formation knowledge of Slovak first graders and its role in teaching reading comprehension	<b>Anson</b> - Instructional Attitudes Toward Student Text Recycling: Results of an International Survey
<b>Elf &amp; Steffensen</b> - The role of L1-education in teaching green transition in lower secondary school – methodological considerations and preliminary finding from a mixed-methods study	<b>Corcelles, Ribosa, Oller &amp; Duran (V)</b> - Reading and writing in pairs: A peer tutoring program for writing in compulsory education	<b>Sonneland &amp; Skaftun</b> - Cool kids' carnival: Double-voiced discourse in student conversations about literature	<b>Godhe</b> - Digital competence in practice	<b>Rautenberg &amp; Hueckmann</b> - Which language internal factors complicate the correct use of sentence internal capitalization in German?	<b>Li, Chen, GE &amp; Wang (V)</b> - Rethinking 'imitation' as a writing pedagogy: Insights from L1 Chinese composition books
<b>Brahe-Orlandi</b> - Transformative learning in L1-Education	<b>Torres Villamil &amp; Fontich</b> - Argumentative writing and academic identity: teachers' and first-year students' beliefs in a Colombian University	<b>Kabel</b> - Distinct Ways of Writing and Knowing in the Danish L1 Literature Classroom	<b>Kontovourki &amp; Poyiadji</b> - Digital literacy meets school(ing): Examining potentials for transformations in language arts primary classrooms	<b>Mangelschots, Ugen &amp; Weth (V)</b> - Difficulty patterns of high- and low-achieving pupils in German noun capitalization	<b>Böhnert (V)</b> - Shifts to written conversations and interactions: How do doubtful cases influence writer's communication in a written medium?
	<b>Tena, Fabregat, Jaraíz &amp; Fontich</b> - Writing competence and critical reasoning in Teacher Education Degrees in Spain: some insights into Subject Programs and student beliefs in 5 public universities	<b>Høglund &amp; Rørbech</b> - Performative Spaces: Negotiations in the Literature Classroom			

12:30-14:00: Plenary Session  
University House - Amphitheater B108

Keynote Presentation by Dr. Dimitrios Koutsogiannis, Aristotle University of Thessaloniki  
"Digital technologies in literacy education: from critique to complexity"

Closing of the Conference - Closing remarks by Dr. Stavroula Kontovourki, University of Cyprus

14:00 - 15:30: FAREWELL RECEPTION  
University House