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**Tallinn, Estonia**

# **4th Baltic Sea Conference on Literacy** Searching for a Common Language

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# Book of Abstracts

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Mairin Wilson	Reading Association of Ireland	Ireland
Meeli Pandis	Estonian Reading Association	Estonia



## Plenary speakers

### Janar Holm, Auditor General of Estonia



**Janar Holm** is the Auditor General of Estonia since April 2018. He has a wide experience in the field of education having worked in the area of government of the Ministry of Education and Research for 18 years as a Legal Adviser, Director of the National Examinations and Qualifications Centre, ministry's Deputy Secretary-General for General and Vocational Education, Deputy Secretary-General for Administration and ministry's Secretary-General. In 2017 Holm was appointed a Deputy Secretary-General for Employment of the Ministry of Social Affairs. Janar Holm has been a member of a variety of supervisory boards, including the Estonia National Opera, the Estonian Qualifications Authority, the Innove Foundation and the Tiger's Leap Foundation. He has also been a member of the Council of Ethics of Officials and the chairman of the supervisory boards of the Information Technology Foundation for Education and the National Archive.

### Prof. Heikki Lyytinen, UNESCO Chair on Inclusive Literacy Learning for All (2015-2022)



**Prof. Heikki Lyytinen**, the Emeritus Professor of Developmental Neuropsychology at the Dept. of Psychology, University of Jyväskylä, and UNESCO Chair on Inclusive Literacy Learning for All, will be the opening plenary presenter at the **4th Baltic Sea Conference on Literacy**.

As UNESCO Chair on Inclusive Literacy Learning for All (2015-19 and 2019-2021) he is focusing on GraphoLearn research to show that the digital learning environment distributed by GraphoGame succeeds in helping children globally to become literate, that is to overcome biological/genetic bottlenecks and compromised opportunities to receive sufficient instruction. See [heikki.lyytinen.info](http://heikki.lyytinen.info); [grapholearn.info](http://grapholearn.info)

#### **His previous work includes the following large-scale research projects:**

- Learning Disorders as a Barrier to Human Development (EU-COST A8) 1994-1998 (the founder and chair through the entirety of the action)
- Jyväskylä Longitudinal study of Dyslexia (JLD), leader and PI
- Center of Excellence "Human Development and Its Risk Factors" (Vice director) funded by the Academy of Finland 1997- (JLD as a central project of the CoE)
- Centre of Excellence (CoE) "Learning and Motivation" (Vice-leader of the Center) funded by the Academy of Finland 2006-2011 (JLD as a central project of the CoE)
- LukiMat 2007- leader of the Ministry of Education funded operation for building for Finnish children a digital support service of the acquisition of basic scholastic skills
- RESUZ –Reading Support for Zambian children (PI, Academy of Finland (2010-12))

- Predicting and supporting reading acquisition via computer games for children at risk for dyslexia (PI, Chile-Finland collaborative project, Academy of Finland) 2010-2012
- Comenius FLUENT – A Science-based tool for training fluency in literacy for teachers and learners (PI, funded by EU 2011-2013)
- CAPOLSA – the Finnish founding representative of the Centre for the Promotion of the Literacy in the Sub-Saharan Africa (in the University of Zambia; 2011-)
- GRAPHOWORLD – founder & chair of the GraphoWorld Network of Excellence supporting the development of the GraphoGame (GG) with representatives eg. from e.g. Cambridge, Harvard, Oxford, Stanford, Yale, Zurich universities (2011-), see GraphoLearn.info)
- GLIDE PI, Tekes 2012-15 for building of “entity” for the preparation of global distribution of the GG
- SAVI, collaborative research with US-experts for building support of reading comprehension, Academy of Finland & National Science Foundation (US) (2013-15)

### Anu Raud, Professor Emeritus



Professor Emeritus **Anu Raud** is one of Estonia’s leading textile artists.

Since graduating from the Estonian Art Academy Raud has been involved in researching and collecting Estonian folk art. Anu Raud worked as a professor at Estonian Art Academy and Viljandi Culture Academy for 25 years. She is a member of Estonian Academy of Science since 2016.

Anu Raud has designed several works to decorate public buildings and held numerous personal exhibitions in Estonia and abroad. Anu Raud’s “Emapuu” (Mother Tree; 1995) is located at UN’s headquarters in New York. She uses folk art as a springboard to tell stories about simple things that create continuity and serve particular pedagogical functions or embody the nationhood and basic values to be eternal.

While Anu Raud summons her audience as the inheritors of ancestral wisdom, she also lives what she preaches. She left Tallinn nearly two decades ago to settle on her grandparents’ farmstead in southern Estonia and has since developed it into a centre for studying and experiencing folk art. In the early 1990s, she turned old school building into a museum that houses her vast collection of Estonian traditional folk art and donated it to the Estonian state in 2009.

*She said:* There are three types of knowledge in this world: emotional intelligence, wisdom gained from experiences and book learning. For me the first two are more important. Not so much the book learning, rather the creativity, life experience and know-how of making/ doing something, and seeing the bigger picture.

Anud Raud has received several awards and honors including state 3rd Class Order of the White Star for preserving national art traditions in 1998 and Estonian National Lifetime Achievement Award of Culture 2018

## Invited speakers



### **Dr. Shlomo Alon**

until now, Member of the National Academy for Arabic in -2009  
Nazareth, Israel; An Executive Committee Member  
Senior Lecturer, Department of Arabic, Achva College -2018  
M.E. Studies, Israel Ministry of Education & Head of Arabic 2011-1986  
Senior Lecturer, Hebrew University, School of 2011 – 1978  
Education(Teachers Certificate for Teaching Arabic in Secondary Schools)  
Teacher of Arabic, Department of Arabic Language, University ,1985-1976  
of Tel Aviv  
Academic Education: PhD from the Hebrew University in Jerusalem.  
Dissertation: The sources of the dictionary 'Lisan  
al-Arab' by Ibn Manzur (M.A. research: The Linguistic Concepts of al-Farabi.



**Greg Brooks** is Emeritus Professor of Education, University of Sheffield, UK. In an educational research career starting in 1977 he has researched and published widely on the initial teaching of literacy (including phonics), what works for those with literacy difficulties, family literacy, adult literacy, and trends in literacy attainment over time. All his life he has been fascinated by language and languages, and their influences on each other. Greg Brooks is a member of Reading Hall of Fame.



**Dr. William G. Brozo**, Professor of Literacy in the Graduate School of Education at George Mason University in Fairfax, Virginia, USA  
He is the author of numerous articles on literacy development for children and young adults, a contributing author to Pearson Common Core Literature, and Pearson *iLit*, a digital platform program for struggling adolescent readers. He is a past member of IRA's Commission on Adolescent Literacy, the Adolescent Literacy Committee, and past chair of the PISA/PIRLS Task Force. He was a co-investigator on a Carnegie Grant team on best practice in adolescent literacy.  
As an international consultant, Dr. Brozo has provided technical support to teachers and teacher leaders from the Balkans to the Gulf. He has been a member of a EU grant team BaCuLit and an expert evaluator of ELINET, a pan-European literacy policy network, currently as a board member.  
Dr. Brozo was also a member of the working groups of the Learning Metrics Task Force sponsored by UNESCO/Brookings and an advisor to the PISA 2018 Assessment Framework expert team for Pearson International.



**Gunilla Holm** worked as professor in sociology of education at Western Michigan University 1989-2006. Holm became the Swedish professor of education (educational studies) at the bilingual University of Helsinki in 2006. In 2011, she started an early childhood teacher education program and in 2016, she started primary and secondary teacher education programs in Swedish at the University of Helsinki.

In 2013, Holm became the director of the Nordic Centre of Excellence in Education called Justice through Education (JustEd, [www.justed.org](http://www.justed.org)). Her research focused on the way school structures and processes contribute to the marginalization of students.

Holm has served on a variety of university committees and boards such as the European Educational Research Association board. She has also received the University of Helsinki award for advancing equality and the Nyström award for scientific achievement. She was awarded the University of Buffalo Graduate School of Education Alumni Award in 2019.



**Kriselle Lou Suson Jónsdóttir** is an Educational Specialist who works as a language and cultural mediator at the Language and Literacy Centre of the Department of Education in Reykjavík City. Kriselle completed a BA degree in International Studies in Education from the University of Iceland in 2013 and a master's degree in Education in 2017 at the same university. Her research and work focus mainly on diverse cultures, literacy skills and the linguistic diversity of children.



**Maria Jürimäe** is a senior expert at the Centre of Educational Innovation, Institute of Education, University of Tartu, and the member of the board of Estonian Reading Association. Her research and books are about learning to read, and phonemic awareness, the use of digital devices (digital pen) in early literacy development. Maria has led the team in MEIS project to develop the curriculum for the kindergarten with Russian instructional language, participated in ISSA project "Effective teaching for minority-language children in pre-school" as the developer of materials, trainer and observer, and in the project Avatud Algus (Open Start) as the moderator of learning networks, and one of the authors of the book, and videos to create a supportive early learning environment for the children with diverse language and cultural background.



**Dr Kęstutis Kaminskas** is the teacher at the Faculty of Philosophy, Vilnius University and Head of Division to the Committee on Education and Science at the Seimas (Parliament) of the Republic of Lithuania. He has been External evaluator of the project Mobility Framework and Standard Development for Teacher Trainees (MOST), Contributor to the National monography on education (Eurydice), National summary sheets on education systems in Europe and ongoing reforms. (Lithuania); Reporter on the International Colloquium “Mother tongue education and curriculum in a Multi-Cultural World: Case Studies and Networking for Change”; Contributor to the Working document SCHOOL AUTONOMY. Policies and measures prepared for the Conference ‘Schools facing up to new challenges’ (Eurydice); Reporter of the Investigation into the needs of Eurydice target groups; Contributor to the National Dossier on Teaching Staff (Eurydice); Contributor to the Key Data on Education in Europe 2008 (Eurydice) etc. Besides civil service and teaching in Vilnius University, he is a member of Board of the Lithuania Language Association.



**Maie Kitsing** has worked at the Estonian Ministry of Education and Research since 2001 in various positions – Head of Supervision/Supervisory Division, Head of General Education Department, and since 2006 as an adviser of external evaluation. Her responsibilities include coordination of the PISA Study in the Estonian Ministry of Education and Research, topics related with the evaluation of educational institutions. In earlier years, Maie has worked for 15 years at school (as a teacher, head master) and seven years as a school inspector. In the last decade Maie has been engaged in scientific research. Her research area is the interconnection between learning outcomes and microclimate of schools. Maie’s spare time is spent on gardening and hiking.



**Irene Käosaar**, Director of the Estonian Integration Foundation  
Irene Käosaar has been the Director of the Estonian Integration Foundation since 2017. Before this post, she worked at the Ministry of Education and Research as the head of the General Education Department and the Minorities Education Department. She is also a member of Estonian Integration Strategy Steering group and a member of Estonian Language Strategy Steering group.  
In addition, she is a laureate of the President of the Republic’s Educational Award (2004) and a chevalier of the Order of the White Star (2013).



**David Mallows**, Principal Teaching Fellow at the UCL Institute of Education in London, has over 30 years of experience in adult education as a teacher, teacher trainer, manager and researcher. He was previously Director of Research at the National Research and Development Centre for adult literacy and numeracy (NRDC) and currently represents the European Basic Skills Network in EPALE as thematic coordinator for Life Skills.



**Dr Ieva Margeviča-Grinberga** is the associated professor and leading researcher at the Faculty of Education, Psychology and Art, University of Latvia. She is the author of international publications about higher education and educational programs for decreasing social exclusion. Ieva Margeviča-Grinberga has been a visiting professor at numerous universities in Georgia, Mexico, Chile, Lithuania, Spain and Brazil. She leads research projects and is one of the founders of RIAICES (A Red Iberoamericana de Investigación sobre la Calidad de la Educación Superior). She collaborates with partners from Spain, Argentina, Brazil, Chile and Mexico on research related to teacher training, social inclusion, reading skills, intercultural communication and higher education. Her current interests are related to competency-based higher education.



**Hanna Ragnarsdóttir** is a Professor in the School of Education at the University of Iceland, where she completed a BA degree in Anthropology and History in 1984. She obtained an MSc degree in Anthropology from the London School of Economics and Political Science in 1986, and a Dr. philos in Education from the University of Oslo, Norway, in 2007. She has published widely in international and national journals and edited six books. Her research interests include immigrants and refugees in Icelandic society and schools, multicultural education, and school reform. She has led a number of Nordic and national research projects, including Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries (2013-2015) funded by NordForsk and the Icelandic Research Centre and Educational aspirations, opportunities and challenges for immigrants in university education in Iceland (2016-2018) funded by the Icelandic Research Centre.



**Jesper Sehested** has been dyslexic for 34 years. It has costed many difficulties in learning how to read and spell. In primary school, Jesper found a way to avoid some of the challenges. Trouble making and playing the class clown. It was his way of moving focus away from the dyslexia and ensuring that classmates did not discover it. In the 9th grade, when writing, there was no smiling Jesper. In his dictation he got 71 out of 92 possible errors. Failed! Today, Jesper knows that his dyslexia does not limit him when he is passionate about something and speaks openly about being dyslexic. After some errors in finding his strengths, Jesper has a Master of Science in Finance and Strategic Management from Copenhagen Business School. For the last five years, Jesper has worked full-time in his own business helping young dyslexics create new stories about their dyslexia both online and offline. In danish he has created [www.etlivsomordblind.dk](http://www.etlivsomordblind.dk) and has started to build up a similar site in a global context [www.pluslexia.com](http://www.pluslexia.com).

## Abstracts of invited speakers and parallel session speakers

### 1. Slimane Aboukacem

#### Privacy Literacy: Are our students ready for web 2.0 world?

Almost every user of online services is somehow profiled with data he/she leaves behind and is ready for targeting. Privacy literacy is about protecting one's personal data and actively seek ways to negotiate what we share with others Aims: This survey study aims at knowing students' privacy literacy level in the United States and help constructing teachable curricula and workshops about privacy. materials/methods. The current study uses a privacy scale adapted from Trepte et.al., (2015). It is divided into four parts: Knowledge about institutional practices, about data protection laws, about data protection strategies, and about technical aspects of data protection. The survey was distributed to University Students in the U.S. Results and Conclusion: Students lack knowledge about data protection laws. Many showed lack of knowledge regarding data protection strategies. The study is still ongoing, and it may call for a refinement of the instrument. The purpose of the current study is to sustain pre-service teachers' professional development and initiate curriculum suggestions to parallel technological and law advancements.

### 2. Pipsa Airto

*Co-author: Larissa Aksinovits, Municipality of Tuusula*

A story of finding a common language. Teaching, sharing and exploring multiple mother tongues in the same classroom.

In Finland the teaching of students' mother tongues is largely funded by the state. However, it is not possible to open separate language groups for less frequently requested languages with fewer speakers. A multilingual mother tongue lesson is a lesson where primary school students speaking different languages are being taught simultaneously by two teachers – a Finnish as a Second Language Teacher and a mother tongue Teacher (a Russian and Estonian teacher). Even though they do not speak the students' languages, it is possible to provide an opportunity for the students to use their own languages and enlarge their vocabulary. Their ability to switch from one language to another has improved. They are doing better with their reading and writing skills, both in Finnish and in their native languages. Our project has shown that this kind of a model is one more possibility for including the students' native languages in the learning process and provides a way for them to be included and not excluded. It is also a clear message from the school to the families that their mother tongues languages are appreciated and seen as worth preserving.

### 3. Pipsa Airto

*Co-author: Larissa Aksinovits, Municipality of Tuusula*

Collaboration in progress. Building up teamwork for integration of immigrant children in the Finnish school system

The world is becoming more mobile, constantly changing reality sets up new challenges for schooling system in Finland. The presentation is providing an overview of the current system of supporting and integrating children with an immigrant background into a Finnish school. In addition to that, it is aimed to exchange ideas, experiences. Finding a common language can be demanding, but essential. A student with an immigrant background begins his path in the Finnish school system by attending Instruction preparing for basic education for one year. After acquiring the basics of the Finnish language and the student is moved to the basic education, where he/she receives instruction of Finnish as a second language, his native language and his own religion. In spite of the support being provided, immigrant students still struggle in school. It is noticed, that it is efficient to combine the skills of a mother tongue teacher with a second language teacher in order to support our immigrant students and their families. Teachers can co-operate when they are teaching the student, working with his family or speaking for multiculturalism.

### 4. Larissa Aksinovits

*Co-author: Pipsa Airto, L2 teacher, instruction preparing for basic education teacher, Municipality of Tuusula*

Koostöö täies hoos. Üles ehitamas koolisest koostööd immigrandilaste integreerimiseks Soome koolides.

Maailm pidevalt muutub ja kool kohtab uusi väljakutseid. Ettekanne annab ülevaadet kaasaegsest tugisüsteemist immigranditaustaga laste integreerimiseks Soome koolides. Ühise keele leidmine võib olla raske, aga vältimatu. Immigranditaustaga last suunatakse eelkõige ettevalmistavasse klassi, kus laps omandab põhiteadmisi soome keelest. Selle järel hän on valmis siirduma põhiõppesse, kus saab õppida toeks soome keelt teise keelena. Vaatamata sellele, õnnestumiseks ja paremaks integreerumiseks tihti on vaja ka eripedagoogi ja oma emakeele õpetaja abi. Oma emakeele õpetaja aitab luua koostööd ja leida ühise keele kodu ja kooli vahel. Ettekande ajal esitatakse põhitdesid kaasaegsest tugisüsteemist Soomes, aga ka jäetakse ruumi ideede ja kogemuste vahetamiseks. Ettekande keeleks on eesti, arutelus võib kasutada ka vene, inglise, soome keelt.



## 5. Larissa Aksinovits

*Co-author: Pipsa Airto, L2 teacher, instruction preparing for basic education teacher, Municipality of Tuusula*

Lugu mitmekeelsest emakeele tunnist. Erinevate emakeelte jagamine, uurimine ja õpetamine samas klassiruumis.

Soomes õpilaste oma emakeele õpetamist toetatakse riigi poolt. Siiski ei ole võimalik avada oma emakeele gruppe kõikide keelte jaoks, sest vastava keele rääkijaid võib olla liiga vähe. Mitmekeelne oma emakeele tund on tund, kus erineva emakeelega lapsi õpetatakse samaaegselt kahe õpetaja poolt - soome keele teise keelena õpetaja ja oma emakeele õpetaja poolt. Vaatamata sellele, et õpetajad ise ei valda õpilaste emakeeli, siiski on võimalik arendada laste emakeelset sõnavara ning julgust kasutada keelt avalikult. Mitmekeelses tunnis arendatakse ka laste lugemisoskust. Projekti kaudu õnnestus tuua perekonnad koolile lähemaks, sest ilma vanemate abita seda poleks võimalik ellu viia. Projekti sõnum on see, et kõik kooli emakeeled on võrdselt tähtsad, kõik on säilitamist ja arendamist väärt. Esituse keeleks on eesti keel, arutelus võib kasutada ka vene, inglise, soome keelt.

## 6. Shlomo Alon

*Co-author: Greg Brooks, Emeritus Professor of Education, University of Sheffield, UK*

The Island of Malta - A model of Literacy Changes: Arabic as a European Legitimate Language

Malta, a nice charming island, with a population of about 550 thousand inhabitants, with two co-official languages: English and Maltese (Malti), the only official Semitic Language in Europe and the only one written in a Roman alphabet. Maltese is descended from Siculo-Arabic, the extinct variety of Arabic that developed in Sicily. Europe is confronting nowadays the explosion of vast immigration of millions with Arabic as a mother tongue. Time, only, will teach us what kind of realization of the European Literacy Declaration will meet the huge challenge of the new Arabic-speaking communities in Europe.

## 7. Marine Andre

*Co-authors: Patricia Schillings, ULiège; Jonathan Rappe, ULiège; Charlotte Dejaegher, ULiège*

To help teachers to provide an explicit and authentic teaching approach of reading comprehension strategies addressing pupils with different needs

Since 2017, the French program "PARLER" (Zorman, et al., 2015) was implemented in 5 Belgian schools. This compensatory program addresses kindergarten students 'diversity by offering intensive, regular and structured workgroups focused on oral comprehension skills and proposed to the most disadvantaged students twice as much as the others. The program is based on explicit reading strategy instruction (Bianco, 2015). This approach being unfamiliar to Belgian teachers, their beliefs might constitute obstacles to an effective implementation of the program. This presentation will

focus on a collaborative training intervention addressing these obstacles that shows how we trained teachers to use this teaching approach both by analyzing different reading activities and, at the same time, working with them to develop tools to implement this teaching approach. Bianco, M. (2015). *Du langage oral à la compréhension de l'écrit*. Grenoble: Presses Universitaires de Grenoble. Zorman, M., Bressoux, P., Bianco, M., Lequette, C., Pouget, G., & Pourchet, M. (2015). « PARLER »: Un dispositif pour prévenir les difficultés scolaires. *Revue Française de Pédagogie*, 193, 57–76.

## 8. Cristina Anfimov

### Read with us ... because the passing of the years

Read with us ... because the passing of the years is a project carried out within the national program Reading circles, on the proposal of ANPRO, and supports the formation of a current of opinion among students in favor of reading / writing texts of any kind and on any medium. The theme of 2019 is to promote reading through digital media. The students carried out a promotion campaign (compulsory also through media, a vlog, facebook page, poster, slogan, etc.) of a story from the anthology *Little history of a great century*, written by 20 contemporary authors and illustrated by 100 students and teachers at Lecturiada in 2018. This volume was dedicated to the 100th anniversary of the creation of Greater Romania (1918). 60 students from the 9th grade worked, divided into 12 groups, the project being an alternative assessment method during the second semester. The activities were described in a 14-page metacognitive journal. By participating in this project, the students have improved their communication and expression skills, they have learned to work in a team, to motivate their choices. They also understood the importance of correct expression on social networks.

## 9. Merilin Aruvee

### Literacy related collaboration across 6 school subjects

The aim of this research was to investigate literacy related collaboration among 6 school subjects and find out about the role of L1 Estonian in the context of disciplinary literacy. 6 teachers (L1 Estonian, L2 English, History and Civics, Natural Sciences, Music and Handicraft) were asked to keep research diary to provide information on the nature of texts, didactical purposes and methods of text instruction. Diaries were supplemented by self-reflective interviews with the teachers. In the second stage of research 12 groups of teachers were formed to give feedback to the diaries in order to make adequate generalization. Presentation demonstrates literacy related common goals and activities across those 6 subjects and discusses, what role plays L1 as a meta-subject in the development of disciplinary literacy. References: Ivanič, R. (2004). Discourses of writing and learning to write. *Language and Education*, 18, 3. 220–245. Hinton, K., & Suh, Y. (2019). Foregrounding Collaboration in Disciplinary Literacy: Implications From JAAL, 2008–2017. *Journal of Adolescent and Adult Literacy*, 59(5), 539–549.

## 10. Aliaksandr Barkovich

### Informationalization: Specifics of Information Literacy Establishing

Communicational sphere is an area of a huge amount of information that functions and is being permanently updated. The computer transfer of this information is already incomparably superior to the statistical and algorithmic abilities of humans. Contemporary communication is characterized by the accessibility of various empirical materials. The variability of approaches to speech mastering proves that there is a common generalized background of related significance. With that, it comes amid quite real *informationalization* of the current language and meta-language instrumentarium. Informationalization in the aspect of literacy means the acquisition and use of a special metalinguistic methodology providing *synthesis and recognition of communicational semantics*. Here the informational structuring of the text, based on *informatemes* dimension, is an important aim. Case study conducted shows that this method is realizable and can be considered as productive on the large-scale materials. Scientific reflection proves establishing of *informational literacy* as an inevitable format of the mass competence of communicators.

## 11. Laura Benítez Sastre

*Co-author: Estela D'Angelo Menéndez, Complutense University of Madrid (UCM)/Spanish Reading and Writing Association (AELE). UCM Research Group "Studies on communication and languages for inclusion and educational equity" (ECOLE, according to Spanish acronym)*

### Evidence on inclusive language practices

A set of scientific evidence on reading and writing practices that are inclusive for the diversity of students in compulsory schooling stage is presented. The creation, application and mediation of this practical knowledge arises from the scientific follow-up carried out, by the Research Group and the Association that the authors of this communication refer, in the context of the Ibero-American Network Write as readers. This, promotes the production of knowledge from the practices articulating, on the one hand, the training of mediators for reading and writing, and on the other, the organization of practices in the groups of children, and / or adolescents who they act as active members of the communities of readers and writers that are organized in their respective fields. That is, a practical conceptual framework is approached that provides answers for the diversity of student learning rhythms. This record of evidence began in 2009, continuing until today through the strengthening of its task of producing, using and intermediating knowledge in contexts of language practices.

## 12. Helen Berg

*Co-author: Burcu Ates, Sam Houston State University*

### Distinguishing Between Language Acquisition and Learning Disabilities

English language learners (ELLs) are disproportionately represented in special education in the U.S. One major issue in the overrepresentation of ELLs in special education is the lack of adequate teacher preparation. More than 80% of students with a learning disability (the majority of students who are served in special education) have difficulty with reading skills (Lerner & Johns, 2009). Because reading is language-based, students who are ELLs are at a much greater risk for reading failure. This session will provide teachers with classroom assessment tools that will aid in documenting whether the low performance in academics is related to a linguistic difference or if it is an indication of a reading disability that warrants further investigation. Hands-on practice will be given with three informal assessment tools for assessing ELLs in the classroom: Student Oral Language Observation Matrix (SOLOM), running records, and students' retelling of narrative and expository texts. As part of a holistic classroom assessment plan, these informal procedures can assist the classroom teacher in distinguishing reading difficulties from issues of language proficiency for ELL students.

## 13. Lisa Biancucci

*Co-authors: Päivi Koivisto, Ekspressive Arts Groups, Helsinki; Nagham Alsaifi, Kaikkien Naisten Talo*

### Nordic fairytale massage in early childhood: a local project for children and mothers seeking asylum in Finland

Fairytale massage is a pedagogical method that, despite being little known, is extremely useful in early childhood education. It combines touch and stories that, due to physiological effects on the production of oxytocin, improve relaxation and concentration. We applied this method to children (1-5 years old) and their mothers during three sessions at Kaikkien Naisten Talo, a Finnish project that provides support and legal assistance to asylum seekers and undocumented people. Every session started and ended with a fairytale massage, in which children and mothers were instructed to massage each other and sing songs. In addition, we introduced art therapy techniques and related activities. As the sessions progressed, we noticed a growing calmness and interest in the children (who are usually uneasy and detached). Other improvements were also noticed: greater concentration on the proposed tasks, cooperation with their mothers and capacity to be silent while working. Fairytale massage should be further explored in our project, as long-term practice could bring real benefits to the children and their carers.

## 14. William Bintz

### Hybrid Texts: An Innovative Genre for Integrating Reading and Writing

This oral presentation introduces hybrid text as an innovative and engaging genre that artfully integrates narrative and informational text and is a powerful tool to teach content area material across the curriculum. I situate hybrid text within Common Core State Standards for Reading and Writing. I also describe how hybrid texts integrate narrative and informational text. I identify design features and discuss potentials of hybrid text and share suggested hybrid texts across the curriculum. Finally, I share instructional strategies that can be used in the classroom.

## 15. Natalja Borisenko

### «Учим видеть»: приемы развития читательского воображения при работе с текстом

В докладе рассматривается один из важнейших видов воображения, участвующих в чтении, – воссоздающее воображение (создание мысленных образов, соответствующих словесному описанию). Способность к воссоздающему воображению есть у каждого ребенка, однако не всем она присуща в одинаковой степени, поэтому ее необходимо развивать. Изменение социокультурной ситуации в мире, тотальная визуализация, развитие цифровых технологий привели к тому, что у большинства учащихся этот вид воображения находится на очень низком уровне: до 70–90% детей не видят за читаемым текстом никаких образов либо видят неадекватные образы. Цели: убедить слушателей в необходимости развития воссоздающего воображения, представить одну из стратегий продуктивного чтения – «Включите мысленный экран», показать роль воображения в понимании и запоминании текста. Аудитория: учителя чтения, русского, эстонского, других языков, психологи. Материал: тексты, содержащие образы разных модальностей (зрительные, слуховые и др.) Методы: авторская методика «Включите воображение». Вывод: активная работа воссоздающего воображения в процессе чтения (как печатного, так и электронного) играет важную роль в его понимании и запоминании.

## 16. Valentina Bratash

### The use of sketchnoting at literature lessons: the experience in Russia

Texts of a new nature entered the literary field and actively interact with the traditional text (Crime and punishment in comics, War and peace in infographics). Such formats greatly simplify the life of a teenager. However, the fear that the illustrative compression of the text will not be followed by the desire to read and analyze the traditional text becomes actual. The report will present a proven lesson model, which includes ways to work with educational text in the format of visual notes and recommendations for the integration of such text format in literature lessons. The aim of the study was to determine the capabilities of sketchnotes as a teaching text at literature lessons. Methods: focus-group and questionnaire. Participants: 100 literary gifted students (14-17 years old). The results support previously fixed observations about the possibility of active use of sketches in literature lessons: - there is reason to believe that the educational text in the format of visual notes encourages

creative understanding of information,- the sketch is rated higher by students than traditional line text,- working with new text formats requires additional training from the teacher.

## 17. William G. Brozo

### Actionable Literacy: A 21st Century Competency for Today's Youth

In this session, Dr. Brozo provides practical ideas for teachers and teacher leaders to help their students move from literacy knowledge and skill to action. Guided by the knowledge-performance continuum model, Dr. Brozo demonstrates with examples how teachers have created learning opportunities for their students resulting in demonstrations of adaptive literacy expertise in school and work environments.

## 18. Peilan Chen

### Develop the Brain-Targeted and Issue-Driven Reading Instruction Model to Cultivate Pre-Service Teachers' Multi-literacy

There is widespread concern about reading instruction research in primary and secondary education in Taiwan. However, very few reading instruction studies have been conducted on pre-service teachers. In order to better prepare our next generation, pre-service teachers' reading instruction literacy is crucial. The purpose of this study is to develop a brain-targeted and issue-driven reading instruction model to investigate its effect on pre-service teachers' multi-literacy. The model is composed of several major reading pillars: reading strategy literacy, reading inquiry literacy, literature circle literacy, and reading design-thinking literacy. Besides, the emerging vital issues (international issues, news issues, scientific issues, immigrant residential issues) and brain-oriented teaching design principles are also applied. The researcher wants to understand its effect on pre-service teachers' multi-literacy. Participants in this study are pre-service teachers who took reading education course. Classroom observation, researcher's teaching diaries, curriculum questionnaires, and learning documents were adopted to collect data. Pre-service teacher's learning process of teaching literacy and multi-literacy were analyzed. The results indicated pre-service teachers would be aware of the importance of reading instruction and gained more confidence in their teaching and multi-literacy.

## 19. Lea Ann Christenson

### Pre-Service Early Childhood Teachers as Agents of Change: High Quality Early Literacy Lessons Integrated with STEM for ALL Students

This study sought to understand if Early Childhood teacher education programs in universities have the power to transform the practice of mentor teachers. Aims/Outcomes: Often professors in the area of early childhood are on the cutting edge of the field due to their research agendas and continual examination of the body of research. Since not all mentors can go back to university, this

study investigated the possibility that knowledge gained by university students can be passed on to mentors. Methods: Single case study using qualitative, ethnographic methods including observation and interview notes and surveys. Results: It was illuminated that university students can serve as conduits to professional development for their mentor teachers. Most of the mentors reported they never had course work on second language acquisition theory or knew how to integrate STEM with literacy lessons. Their learning was the result of the mentor teachers working with the university students while previewing, critiquing, debriefing lessons. Conclusions: Participants will gain an understanding of teacher preparation programs in the U.S.A. and of integrated STEM/literacy lessons for young children.

## 20. Carol Christy

### Oral and Written Language Interaction for Special Needs Learning

My teacher candidates in special education asked me to stop what I was doing in class and find a more effective method of supporting them. They could not follow the oral presentation and discussion or remember where it had started. The candidates were fourth-years and had had already been in multiple placements so they had seen the conditions in current classes/programs across a variety of schools. I spent the next few months following up with questionnaires and interviews to try to pinpoint the problem. Initial results indicate that regular classroom teachers in particular are not very supportive of SPED students with university instructors just as bad. If there has been an IEP that requested assistance taking notes, the teachers would do something, otherwise they seemed not uninterested in helping individuals. My candidates indicated that they persevered regardless because "I am responsible for my own learning." There is a new cohort of data to be added this year, but early indications are similar. With or without specific IEP requirements, special learners need a mixture of language modalities in order to fully comprehend either spoken or printed text.

## 21. Jeroen Clemens

### Digital literacy in the curriculum: a special role for the Language teacher?

We are talking about Digital Literacy for the last decennium. The Digital Competence Framework of the European commission, includes five key areas: (1) Information and data literacy, (2) Communication and collaboration, (3) Digital content creation, (4) Safety and (5) Problem solving. If we look at this, we see that at least 3 out of 5 area have a big overlap with areas of expertise of language teachers: we can say learning, reading, writing and communication/ collaborating, but now online. There is much research available on this relationship. I want to talk with you about the implementation of digital literacy in the curriculum, and especially about the special role of the language teacher. Should we redefine our definition of literacy, and include online literacy in this, are we the front runner in implementing digital literacy in the curriculum, or have all teachers the same responsibility? Literacy and Digital Literacy apart or together? I will use an example of how in the Netherlands we work on improving the curriculum and on implementation of digital literacy and the role of language teaching in this.

## 22. Christine Cox Eriksson

*Co-author: Gertrud Edquist, Rättviks kommun*

### Researching and supporting vocabulary development in a multilingual Swedish primary school

Primary school teachers have always faced the challenge of supporting the academic vocabulary development of pupils with widely ranging linguistic, social and cultural backgrounds. Recent immigration to Sweden has increased the need for specific knowledge of the role of vocabulary in literacy development and of methods that stimulate vocabulary growth. This presentation will give a work-in-progress report of a research project aiming to describe and explain the variation in vocabulary growth in pupils attending a multilingual primary school with many newly arrived pupils. A secondary aim is to help teachers in developing classroom approaches and vocabulary stimulating activities which support all pupils. Results from first-year tests assessing the vocabulary depth and breadth of 92 2nd and 5th graders will be presented, along with content from a workshop conducted by the researchers with the entire school staff. Preliminary analysis of tests highlights the importance of factors such as age, language background and number of years in Sweden. Results of the project, including follow-up testing during the second year, can inform the work of both teachers and researchers.

## 23. Maria de Lourdes Dionísio

*Co-author: Juliana Cunha, CIEd, University of Minho*

### The promotion and the development of adolescents' literacy. What is being done in Europe?

Over the past years, European countries have taken several reforms, aiming at promoting literacy among adolescents and improving countries' position in the PISA ranking. The 'problematic' results in the PISA substantiated the feeling of a literacy crisis in Europe spread by 'literacy sponsors', such as UNESCO, OECD and European Union. In this sense, the High Level Group of Experts on literacy (HLG, 2012), with the EU support, defined 3 key intervention policy areas for member states to address the literacy needs of all citizens: literate environment, quality of teaching and participation and inclusion. Under this analytical framework, this text seeks at characterizing 127 adolescents' literacy initiatives, programs and policy measures from Portugal, Spain, Greece, Romania and Ireland. The documents collected regarding this cases were analysed according to six categories: goals, contexts, actors, activities, and resources. The content analysis allows us to discuss the extent to which literacy policies and practices are meeting the recommendations of the HLG. Ultimately, it allows the discussion of what might be the main effects of such initiatives on the adolescents' school lives.



## 24. Marie Ernestová

### Evolving literacy standards in English: language domains, rise of the vernacular and challenges for EFL speakers

English is a lingua franca in Europe, but even though this language is well equipped to express very precise meaning, with numerous near-synonyms and subtleties of expression, many people are not using the language even close to capacity. Looser grammar is introducing ambiguities, precise words are being replaced by descriptive phrases, nouns are being converted to verbs and adjectives, clichés abound, there is more need to rely on context to support vaguer descriptions. This relatively recent liberalisation of both the spoken and the written word has developed along with the trend towards greater social and institutional informality. Concomitantly, skills that are needed for effective communication are being degraded, or even lost. Are we simply experiencing generational change as ‚youthspeak‘ becomes incorporated into the common vernacular? However, youth culture, twitterification and the rise of the vernacular does not explain how more formal English also became infected by the widespread blight of ‚business speak‘, with its ambiguous jargon embedded in strange, verbless sentences. The negative implications of these language trends have clear implications for EFL speakers.

## 25. Tatiana Galaktionova

*Co-author: Rimma Rappoport, the teacher-methodist of Russian language and literature, secondary school 92, Saint-Petersburg*

### School for reading volunteers - the actual format of youth initiatives

Educators all over the world have noted a decline in youth reading interest. Literary projects can help to solve the problem. One particular potential we see in the horizontal promotion of reading “from child to child”. Since 2018, the Russian Book Union and Herzen State Pedagogical University have been organizing a large-scale project the “School for Reading Volunteers. Educational seminar for young authors of literary projects”. The project has been implemented with the support of a grant from the President of the Russian Federation for the development of civil society. The project consists of 3 main parts: 1) Reading volunteers undergo an online training course (MOOC), 2) Reading Volunteers implement their own projects in the field. 3) The best projects are published in the annual collection 100 Readers’ Projects, which is distributed all over Russia. During the period between August 2018 and May 2019, more than 250 pupils and students were trained at the MOOC, more than 250 literary projects were launched in 84 Russian regions with a total number of 17,763 participants. The results demonstrated the effectiveness of the proposed solution and its future prospects.

## 26. Grigoriy Gavrilov

*Co authors: Marina Volkova, Head Teacher of the State Secondary School 574 (Saint-Petersburg, Russia); Yana Popkova, Deputy Head Teacher, State Secondary School 574 (Saint-Petersburg, Russia)*

### Information and library center as a means of creating new literacy

School Information and Library Center is the idea of an innovation space leading to the formation of new literacy among students as the opportunity to learn. Library space exists in real and virtual forms. The real space is a traditional reading room with cozy corners for reading, co-working spaces, computers that enable photo processing, video and audio information and work with foreign texts or interactive activities. The real space goes beyond the boundaries of the school library. Virtual space of library is an information kiosk with an electronic catalog as well as the site "KEY - club of fans reading" (<http://klyuch.club>). Virtual club members can discuss favorite books, publish works and get feedbacks, share the results of work in various forms.

## 27. Leslie Haas

*Co-author: Jill Tussey, Buena Vista University*

### Literacy and Pop Culture: Connections to Engagement

Literacy and pop culture are intrinsically linked as forms of communication, entertainment, and education. Students are motivated to engage with pop culture through a myriad of mediums for a variety of purposes. The aim of this presentation is to encourage educators to embrace literacy embedded within pop culture, as it can open the door to opportunities which allow educators to harness pop culture experiences and fandoms to motivate students to develop and improve literacy practices. These experiences can include, but are not limited to developing targeted writing traits through fanfiction, extending disciplinary vocabulary through video game play, and experiencing tangential learning opportunities through researching fandoms. Pop culture literacy experiences in academic settings has the potential to motivate and engage students in ways not typical within traditional instructional strategies and methods. This virtual lightning talk will provide examples of literacy and pop culture connections and discuss how these examples can be implemented in elementary and secondary school settings.

## 28. Peter Haase

### Neuropsychological Basics of Initial Literacy Teaching in None-Tonal Languages with Shallow Orthography + Latin Characters

"The German language has a 95% shallow orthography with 5 % exceptions. Basing on research-results of ethnology and neuropsychology has been developed + tested a teaching system for initial literacy achievement for our language, avoiding Johannes-Gutenberg-Dyslexia, postponing juvenile hypoaccommodation (a 10%-of-population-problem) to an age, when ophthalmologists can

diagnose the organic deficit and correct it by glasses. Centre points: characters with distinct differences of shapes of characters b/p/d/q and n/u supporting children with an unripe visual system, phonomimics basing on Augustin Grosselin's work (1864), red-blue colour-coding of speech-syllables against neuropsychologically based clinical deficits of the visual system counteracts deficits in permanent fixation by 0.25 diopters of change between maximum tension (red) and relief of strain (blue), clear differentiation of open and closed pronunciation of vowels. The efficiency is based on Hubel/Wiesel's Nobel-Prize 1981 and of O Keefe/Moser&Mosers/Nobel-Prize 2014 with simple transfer possibilities."

## 29. Sonja Haga-Erickson

### Dyslexia in adulthood – Digital demands and solutions.

An increasing amount of services are found on internet only. This increases the demands on literacy skills. However, for each update of operative systems and web browsers, the accessibility is improved by built-in, free of charge settings. Even though most people have access to these tools, they are scarcely used. In order to improve the services for adults with dyslexia Datero, a non-profit organisation in Ostrobothnia Finland specialised in ICT for persons with special needs, has set up a three-year (2018-2020) project: Älykkäitä välineitä - parempia tuloksia /Smarta verktyg - bättre resultat. Besides providing free of charge guidance, the goal is to make healthcare, employment and human resource professionals aware of the needs adults with dyslexia have in the increasingly digitalized study and working environments. In order to provide service, the problem must first be recognized and addressed, which seems to be a challenge outside the school setting. To learn more about where and when support for this population should be provided, an interview study was set up. The session shares preliminary results of interviews and of the work with other service providers.

## 30. Gunilla Holm

### Visual language as a common language?

Billions of photographs and videos are uploaded to social media every day by both teenagers and adults. Likewise, millions of selfies are constructed every day. Some platforms, like Instagram and YouTube, are based mainly on visual images. Visual language is today an important part of multiliteracy. Photos and other visual images are often used to communicate about who we are and what we do. We perceive visual language as a language accessible to all. We believe others will understand what we are intending to say with the images, but how well do the visual images work in our daily communication? Research indicates that photographs without any text are difficult to interpret, but that especially symbolic photographs can be useful in expressing things that are difficult to talk about only verbally. In interview studies and ethnographic research, participatory photography has been shown to provide different kinds of information and understandings than only interviews and participant observations. This presentation will focus especially on how we express our own identifications with the help of photographs. I explore how verbal and visual languages complement each other and what kinds of things are more easily expressed verbally and visually.

### 31. Vera Hutchinson

#### Communicative repertoire, writing and communicating beyond language

The proposed presentation is based on my doctoral research with multilingual adult literacy learners, and students in Higher Education. This exploratory qualitative research is framed within a social constructionist post-structuralist perspective. The concept of 'communicative repertoire' (Rymes, 2014) offers a holistic approach to diversity, looking at how individuals find common ground with each other in communicative encounters. I also use linguistic ethnography as a methodology to explore writing and writer identities. I currently teach on the Post-Compulsory PGCE English (Literacy and ESOL) at UCL Institute of Education in London and on undergraduate and postgraduate programmes.

### 32. Kriselle Lou Suson Jónsdóttir

#### Language and cultural mediators at Reykjavík Department of Education and Youth

In the City of Reykjavík, more than 10% of preschool children and compulsory school students have diverse backgrounds and this figure continues to increase every year (Reykjavík Department of Education and Youth, 2017). Due to increased linguistic and cultural diversity among the students, one of the strategies adopted by the Reykjavík Department of Education and Youth was to hire language and cultural mediators based from a special report in 2015 and the city's Multicultural Policy in 2014. The main roles of the mediators include providing lectures, counselling and assistance to teachers and staff regarding the education of multilingual students and parents. Another function of the mediators is to collaborate with the city's preschools, schools and leisure centres in order to promote multilingual children's education and encourage active participation of their parents within the school community. In this presentation, I will discuss the mediators' approaches to implement these roles and functions specifically concerning Icelandic literacy skills and language development of multilingual students. The challenges will be explored and the implications thereof.

### 33. Emmi Jäkkö

#### Book bag for every baby born in Finland - right for the bedtime story

Finland still ranks No. 1 as the most literate country in the world. Children and adolescents excel in PISA and PIRLS 2016. But attitudes towards reading are changing: motivation and enthusiasm expressed by children and adolescents is one of the lowest in the world. Also parents' attitude towards reading has recently become more negative, 16% of parents tell they don't really like reading. Based on the survey Lukukeskus made, 61% of Family health care centre nurses have noticed a negative change in speech development and verbal abilities of Finnish children and 40% tell they are worried about it. Lukukeskus has just started a national campaign in family health care centres. Book bag with 2 books and additional info material is given by the nurses for every child born 2019-2021. In total we will reach 150 000 families. What is the value of such a program, what kind of effects will that have on attitudes towards reading and will this change the reading habits in

families with small children? Do parents recognize the importance of reading aloud? First results from family health care centres and from families.

### 34. Emmi Jäkkö

#### Finnish parents think they read a lot - and don't believe they don't

Finnish parents are well aware about the importance of reading aloud to your child. And when asked, they tell they read aloud often and regularly. Reading a bedtime story to your child is a strong tradition in Finland. Still professionals like nurses, kindergarten teachers, school teachers and speech therapists have noticed a change. In Lukukeskus survey 60% of family health care centre nurses told they have notice a negative development in verbal abilities and 40% tell they are worried. Lukukeskus has started a national Book bag -program. Every child born in Finland year 2019-2021 gets 2 books and additional info materials. In total we will reach 150 000 families. But how do we make sure these books also gets read? It's one thing to change attitudes and add knowledge. But how can we change habits? Lukukeskus will survey the program closely. Families are monitored and nurses interviewed throughout the program. Our goal is to make this program part of the official family health care centre syllabus. Head of the program Emmi Jäkkö will talk about the importance of knowledge and the impacts of book gifting also from the perspective of international results from similar programs.

### 35. Aija Kalve

*Co-author: Sandra Kalnina, University of Latvia*

#### Third country nationals learning Latvian: explicit and hidden motives

The knowledge and mastery of the state language ensures the person's ability to integrate more successfully in the local community. It offers better possibilities in the labour market and pursuing further education, and gives a sense of security and emotional comfort. The acquisition of the language of another country is a complex and time-consuming process. Both the opportunities and support guaranteed by the country as well as the person's own motivation, learning skills, and personal qualities influence successful acquisition of the state language. However, there are very explicit as well as hidden motives why the person is willing to learn the Latvian language. The aim of the study is to find out and analyse motives that promote or hinder successful acquisition of the Latvian language by third country nationals. The study is based on interviews with 80 respondents, the observation and analysis of the language acquisition process in 25 Latvian language lessons, and the analysis of the attendance frequency and the results of the state language attestation examination. Keywords: state language, explicit motives, hidden motives, learning skills, third country nationals

## 36. Kestutis Kaminskas

Challenge for the state's national system: literacy as an important integration precondition of children coming back home from the emigration.

Emigrants' families, that left the country and moved to economically strong and wealthy countries after 1990, start coming back home. It is the result of consistent work of state's institutions 'and public organizations 'work. Coming back children 'mother tongue competences vary from not being able to talk (and it means not able to learn in the Lithuanian schools) to fluent Lithuanian. Such diversity brings serious challenge for the Lithuanian schools. The state started taking relevant measures to deal with integration problem. The Ministry of Education, Science and Sport initiated research in 2018. It aimed at identifying obstacles of the integration and evaluating good practise of the schools working with emigrants' families and their children. The results of this research will be shared with the participants of the conference.

## 37. Eva Kanstrup-Smith

*Co-author: Gitte Helene Thirslund, Aalborg Technical College*

What really works?

We are Reading Counselors at an upper secondary school, and we work with dyslexic students who are motivated and qualified to complete a post-compulsory education. Our students are compensated by technological aids, both in terms of reading programs and writing / spelling aid. They use the latest software and are competent IT users. After years working with these students, we became curious to investigate the connection between academic scientific theories on literacy and literacy development, and the student's actual experiences of what works. Therefore, we conducted a study to retrieve further information on how the students experience the coaching sessions and especially what they gained, on both a personal and an academic level. Its purpose is to take personal relation into consideration and to look behind theory and academic conclusions This Pecha-Kucha is to show that there might be a gap or divergence between the development the students should go through in theory and what the students experience as being helpful and meaningful.

## 38. Agnieszka Karpowicz

Book - art - action. The role of literacy in cultural, artistic and community education

In this paper I will analyze the activities focused on reading during the Festival Biennale of Art for Children, organized by Children's Art Centre in Poznań. On the one hand, literacy is one of the most important elements of those activities, activities which are aimed at supporting cultural and artistic education. On the other hand, artistic activities, e.g. theatre performances, are intended to support the acquisition of literacy competences. The aim of my presentation is to answer two questions: (1) how do literacy and visual literacy (as well as the acquisition of performative competences) intertwine with those realizations; (2) what role do the authors of festival attribute to reading books as a basis for the activities proposed during the festival. Those were mainly books with very avant-

garde graphic design (e.g. Shaun Than). According to the organizers, they are to contribute to the intercultural and intergenerational meeting, to teach openness to otherness, and cooperation. In conclusion, I will present the relationship between these ethical assumptions and the multimedia form of using books during the festival and the logo-visual form of those books.

### 39. Hülya Kartal

*Co-author: Ömür Sadioğlu, Bursa Uludag University*

#### Behiç Ak and Pat Cartoon School

In this study it is aimed to examine the book “Pat Cartoon School” of the author Behiç Ak. For this purpose, the following questions will be answered: “What do children gain from books? How many times a book can be read? How do books entertain children? How do books make children to think about? What can be learned from a book?” To find the answers to the questions we may think of this: How can we know if we do not read?The book of Behiç Ak inspires people to read. Besides it binds the illustrator, author and reader together. Also it entertains and makes children thinking, on the other side it brings the whole colors of life to the reader. The book gives an imagination of a train which travels to one station to another and in each station an adventure is happening to catch the reader. For example, you will have a look of Mr Wrench’s hardware store. Then you will see that Potato, Weird and Vıcık have a welcoming ceremony for new students in their classroom. After you will see the literature teacher Mr. Rhyme, pouring from his mouth those who wants to write can use a paper or can dig on stone, who wants to wish can draw a cartoon or write a poem, etc, as long as we express our feelings”. In this way the author shows that there can be found many solutions for every problem, and those people can share every solution with each other. The author brings children, teachers, students, ironmongers and different people together to show the reality of life with varied examples by using illustrations.

### 40. Astrid Kauber

#### Language awareness in basic education in Finland

The school as a learning community is part of a culturally transforming and diverse society where the local and the global overlap. Different identities, languages and worldviews coexist and interact. One manifestation of cultural diversity is multilingualism. Parallel use of various languages in the school’s daily life is seen as natural and languages are appreciated. A community with language awareness discusses attitudes towards languages and understands the key importance of language of learning, interaction and cooperation. Each subject has its own language, textual practices and concepts. In a language-aware school each adult is a linguistic model and a teacher of the language typical of the subject he or she teaches. Workshops will provide participants with specific strategies and tools for language awareness instruction in the classrooms. Workshop will include: short introduction of language awareness and linguistically responsive instruction, group discussion: is every teacher a language teacher?, sharing good practices.

## 41. Merja Kauppinen

*Co-author: Jan Hellgren, Finnish Education Evaluation Centre*

### Students' self-reflection of texts and text producing processes

The advanced writing skills are based on a meta-cognition concerning text production. Self-reflection belongs to these meta-skills. The objectives of self-reflection skills in writing are stated in the Finnish National Core Curriculum (2014). The national evaluation of learning outcomes of L1 (Finnish and Swedish) was implemented digitally in spring 2019 among the Finnish 9th graders. The evaluation included a two-part writing task. In the first phase, the 9th graders were asked to write an argumentative text to the internet site of their own municipal (e.g. Hyland, 2002). After that, they reflected the features of the produced text and the writing process of it (e.g. Weir, 2005). In this paper, we discuss about two themes: 1. What kind of features of the texts and the processes do the students name in their self-reflection? 2. How do they consider these features? The data consists of 20 with high- and 20 with low-scored texts. The texts were analyzed data-based according to the research questions. The tentative results show that the high-achievers in self-reflective writing pay attention to the different features than the low-achievers, f. ex. the rhetorical aspects of texts.

## 42. Maire Kebbinai

*Co-authors: Tatjana Baum-Valgma; Laura Komp*

### Õppevara tugi teises keeles õppimisel

Lõimitud aine- ja keeleõpet toetava õppekomplekti „Tere, kool!“ sihtrühmaks on kõik eesti keeles õppivad 1.-3. klassi õpilased, sealhulgas klassid, kus õpib teise kodukeele ja/või kultuuritaustaga lapsed. Õpikud: • vastavad riiklikule õppekavale • on teemakesksed ja integreeritud; • on suunatud õppimiskesksele ja aktiivõppele • hoiduvad stereotüüpidest. Õppekomplekt aitab õpilasel leida õpikute gelastega samastumise võimalusi, kujundada sallivust, harjutada seadma eesmärgi, olema aktiivne õppija ja andma hinnanguid oma tööle ning tööprotsessile. Õpetaja tööd toetavad õpikus toodud ideed ja näited õppetöö korraldamiseks, mille märksõnadeks on: turvaline õpikeskkond, ainetegede integreerimine, õpilaste huvide ja kogemuste arvestamine, positiivne enesehinnang ja iseseisvus, loovuse arendamine, tunnustav tagasiside, rühmatöö, õppe seos igapäevaeluga, uurimuslik lähenemine, nähtuste mõistmine jt. Töötoas saame koos uurida õpikuid, töövihikuid ja leida õpetajatööd toetavaid näiteid. Keeled, milles võime töötada läbi viia: Eesti keeles Maire Kebbinai, inglise keeles Laura Komp, vene keeles Tatjana Baum -Valgma.

## 43. Aksinja Kermauner

### I can read! Equal Access to Literacy and Support to Children with Reading Disabilities

Many children have obstacles in reading and need adapted text that they could adequately and equivalently increase. In our presentation, we introduced a picture book adapted to deaf children who use sign language, also written in Braille for blind children and in easy-to-read text to children with intellectual disabilities, dyslexia and immigrants' children. The book, named Spaghetti Joe, is a real



Romeo, is written in Slovene sign language, in Braille and in easy to read mode. The text for the deaf children is illustrated with gestures. Translator in sign language is recorded on video, which is accessible via QR code on the last page of the book. The vocabulary is simple and concrete. We used the picture book as a tool for early literacy in different groups of children with reading disabilities. The results showed that with this adapted book we can achieve a great success in children with reading disabilities, but it is interesting also for readers without reading disabilities. Key words: deaf children, sign language, blind children, Braille, children with intellectual disabilities, easy-to-read.

## 44. Maie Kitsing

### Summary of PISA 2018 results and main messages

Estonia participated in the PISA Test for the fifth time and the skills of our students are among the best in the world, and in the absolute top of Europe. That in all three fields – mathematics, reading and science knowledge. In the light of these top results it is equally important that the results of our students are barely dependent on the children's background. Estonia is among the few countries where both high results and students' satisfaction has been achieved. We can say that our educational policy has justified itself. The country has implemented both principles of justice and equality when dealing with education. While ensuring equality, a lot of attention has been given also to ensuring the quality of education. The development of curriculum and study materials has taken place simultaneously with teacher training. High demands on the qualification of teachers and leaders has enabled to increase the autonomy of schools, due to which the best solutions to every challenge can be found in educational institutions and it has been possible to be creative in development of education. Education is highly valued in Estonia and this shows also in the priorities of the government.

## 45. Natalja Kiseleva

### Изучение нарушений письменной речи в России

В России первые наблюдения нарушения чтения и письма были описаны невропатологом Р.А. Ткачевым (1933) и психиатром С.С. Мнухиным (1934). Авторы использовали термин врожденная алексия и аграфия и диагностировали нарушения у людей с нормальным интеллектуальным развитием. Проблему нарушения чтения и письма продолжали изучать педагоги, дефектологи и психологи. Ф.А. Рау, д.п.н.: М.Е. Хватцев, д.п.н., Р.Е. Левина, д.п.н., Л.Ф. Спирина к.п.н. описали зависимость между нарушениями устной и письменной речи. Сегодня в России нарушения чтения и письма рассматривают с позиции психолого-педагогического и клинико-педагогического подходов. К нарушениям чтения относят алексию (alexia) как невозможность овладеть чтением, дислексию (dyslexia) – частичное специфическое нарушение процесса чтения, которое проявляется в нарушении техники и/или непонимании смысла прочитанного. Среди нарушений письма выделяют аграфию (agraphia) как невозможность овладеть письмом, дисграфию (dysgraphia) как частичное специфическое нарушение процесса письма, проявляющееся в искажениях слога-звукового состава и/или графического облика слова, дизорфографию (dysorthography) как нарушение, проявляющееся в большом количестве орфографических ошибок. У части детей речевая патология сочетается с нарушениями

психофизического развития. Помощь специалистов оказывается учащимся в период всего обучения в специальной или общеобразовательной школе.

## 46. Božena Kolman Finžgar

### Motivation for Reading and Creativity - Engaging Readers

Our strategic orientation is to motivate everyone to read – for everyone to make reading not only their own need and habit but above all their own joy and pleasure, no matter where or when the occasion may arise. And this is what the Linhart library does in all sorts of ways to pre-school children, pupils and high school students ...We stress the importance of reading both to parents at lectures at schools and kindergartens as well as to pupils during our school visits. A visit of a librarian at a school or a kindergarten is of course uncommon, and that is why the pupils pay attention to us in a different way than they do to a teacher, which is especially important when dealing with older children whose reading habits are diminishing. Bibliopedagogical lessons Create a Fairy Tale has been designed for fifth-grade pupils (ages ten to eleven). According to the curriculum, the pupils have mastered reading technically and they understand what they read, but should continue reading to improve their skills and avoid reading-related problems in further schooling and life. That is what we briefly tell them in the introduction, and their reactions are very interesting – the things said seem to touch them, and they realise that it is up to them to do anything that has got to do with reading. We show them how interesting it is to read on the example of classical fairy tales they are all familiar with. We also show them two interesting word games that can be played even during school breaks or at birthday parties – 'the topsyturvy fairy tale' and 'invent a fairy tale.' Some of them, boys and girls, wrote a new fairy tale after this bibliopedagogical lessons and we can just admire their creativity! The best proof of how touched they are is their coming to the library and borrowing the fairy-tale books. The path from here on in leads to a child set to become a life-long reader.

## 47. Maria Kreza

### Methods and means of teaching literacy to very young children in preschool classes

In France, children aged three are often enrolled in preprimary education. Since 2013, new school classes were created for children aged two, particularly in places where there are many families with low socio-economic status and children with diverse cultural and linguistic backgrounds, in order to reduce the school inequalities observed in primary school. The aim of this study is to examine teachers' recent practices and perceptions about teaching literacy in preschool classes attended by children aged two, after 6 years of operation of those classes. We also examine how recent ministerial recommendations, research and technological changes of recent years have influenced teachers' practices. For this presentation we rely on data collected through questionnaires answered by 20 preschool teachers in different areas of France. Qualitative and quantitative analysis was carried out. Most teachers in our sample are in line with the model of emergent literacy, but the development of skills and knowledge related to print is not a primary goal. They use various methods (new technologies are limited), with parents' involvement too, for the development of oral and written language.

## 48. Gudmundur Kristmundsson

### Are parents an underutilized force in raising literacy?

“Beginning literacy” is a model for teaching and developing literacy in the first 2 years of schooling in Iceland. It was formed and developed by Rosa Eggertsdóttir and her team at the University of Akureyri. This well-structured approach to teaching and learning is now used in quite many schools in Iceland. In 2011-17 there was carried out a major research work on the use of the approach. One of the research questions was aiming at the connections between home and school. This presentation will provide a brief information on the outcome of following: Parent Interview (a few parents in classes 1-2), Interview of sample of teachers, Findings of researchers staying for one week in sample of classrooms, following carefully children in each classroom and their teachers, Questionnaire carried out by 2600 parents.

## 49. Nataliya Kurikalova

### Образовательные возможности картинной галереи в условиях стационара: Практическое занятие в форме квеста по развитию визуальной и читательской грамотности

Проблемы обучения детей, находящихся на длительном лечении в больницах, сравнительно недавно переместились с периферии в центр внимания российских педагогов. Создание интегрированной образовательной среды в больничных школах - задача, которую в течение последних лет успешно решает инновационный проект «УчимЗнаем – Заботливая школа». Длительное пребывание в стенах больницы, изолированность от внешнего мира, включая школу, сложное и тяжелое лечение от онкологических заболеваний, негативно воздействующее на развитие ребенка, его психоэмоциональное состояние и когнитивные функции, неизбежно ведет к академическому отставанию. Программы развития читательской и визуальной грамотности в больничных школах проекта составляют основу академической реабилитации учащихся. Для успешной реализации таких программ необходимо создание особой, обогащенной, содержательной среды, наполненной элементами (объектами, явлениями), стимулирующими развитие сенсорной и когнитивной сферы ребенка, его познавательной активности. В какой степени картинная галерея в больнице может внести свой вклад в создание такой среды? Ответ на вопрос будет получен в ходе мастера-класса в форме квеста в картинной галерее.

## 50. Triinu Kärbla

*Co-authors: Krista Uibu, University of Tartu; Mairi Männamaa, University of Tartu*

### Promoting students' vocabulary and text comprehension skills with explicit comprehension strategy teaching

Good readers use different comprehension strategies to deeply understand texts. Two hundred and fifty-seven sixth grade students from ten Estonian school were involved in the experimental study

that examined the influence of explicit comprehension strategy teaching on vocabulary and text comprehension at literal, inferential and evaluative levels. Skim reading, vocabulary building, monitoring, generating and answering questions, identifying main idea and summarization strategies were taught by Estonian language teachers during a three-month intervention period. Results indicated that students in the intervention group increased their results in every skill, whereas students in the control group increased only literal comprehension skill. Most of the significant changes were found in the results of intervention group students with good vocabulary and comprehension skills indicating that proficient readers benefited the most from explicit strategy teaching.

## 51. Maile Käsper

*Co-authors: Krista Uibu, Institute of Education, University of Tartu; Jaan Mikk, Institute of Education, University of Tartu*

### Longitudinal effects of teaching strategies on reading outcomes and reading interest in primary school

Effective teaching strategies can support students' text comprehension and reading interest, but it is unclear how the use of these strategies will affect students' reading outcomes and reading interest in the long term. Therefore, the aim of this longitudinal research was to assess the degree to which teaching strategies affect students' reading outcomes and reading interest in primary school. In the study, 220 Estonian primary school students and their 12 native language teachers from 12 schools participated. The results revealed that students' 1st-grade reading outcomes had a positive effect on their 3rd-grade vocabulary and text comprehension results. A structural equation model (SEM) showed that frequent use of teaching strategies had no longitudinal effect on students' text comprehension but did have a negative effect on their reading interest. These findings contradict previous results, suggesting the need for further studies on the effects of teaching strategies on reading interest in the primary grades. Keywords: teaching strategies; reading interest; text comprehension; native language; primary school.

## 52. Irene Käosaar

### 'The mysterious Russian school', or The story of how Estonian education grew up

When Estonia regained its independence in 1991 it inherited, to all intents and purposes, two completely different school systems. The first joint curriculum was adopted in 1996, but linguistically the systems remained divided.

One year later, the Basic School and Upper Secondary School Act was amended to state that the transition to Estonian-language studies would begin in Russian-speaking schools in 2007.

A conference was held in Narva-Jõesuu in 1998 at which discussions between experts led to a decision to implement full language immersion on a voluntary basis.

By 2014 it was clear that Estonia's education system had entered a new phase – one of students from different linguistic backgrounds studying together. A programme was

launched with the aim of describing a model, based on the example of Estonian schools, in which representatives of various languages and cultures learn as one.

The changes which have taken place in the last 20 years have been enormous, and people's attitudes have evolved beyond all recognition. We are no longer talking about whether we should teach Estonian, but how to do so more effectively – and that is some turnaround. We no longer speak of Russian schools somewhere or other that need to do something and thank goodness it doesn't affect us.

In my presentation I will describe the potential models for multilingual education in Estonia that are generating debate in society.

### 53. Anneli Laamann

#### Developing literacy skills and habits in early years

I have been an early years teacher for 26 years. For the past two years, I have been a director of a kindergarten. Nowadays, many children among the younger generation have not established reading habits and they may have reading difficulties. Reading habits are developed in childhood and most reading difficulties also begin in childhood. If a child does not have a role model at home, the kindergarten or the elementary school will be the place where the child gets the first experience with reading and books. It can be a good or a bad one, depending on how books and reading are presented to the child. In addition to beautiful, interesting and fascinating books, all classrooms should have a special place where children could explore those books – a 'Reading Nest'. I was the project manager of the Reading Nest Project in Estonia until it ended in 2012. The aim of the presentation is to provide participants with various methods that help to create a literacy rich learning environment, and to develop literacy skills and habits in early years.

### 54. Anneli Laamann

#### Lugemismängude töötuba

Olen olnud 26 aastat lasteaiaõpetaja ja aastast 2005 hakanud tundma suuremat huvi, kuidas lapsi mänguliselt lugema ja kirjutama õpetada. Minu tee viis mind kokku lasteaiaõpetaja Maarika Kuusmaniga, kes tutvustas ühel Pedagoogilise Seminari konverentsil lugemismänge, mida ta oma rühma lastele oli valmistanud. Seal edasi hakkasin ma neid ise tegema ja ideid juurde otsima, kuni oli täis terve kogumikutäis mängu. Kogumik Mängides lugema ilmus aastal 2008 ja korduvalt veel mitmel korral. Oma töötoas tutvustan ma lihtsaid häälimis- ja lugemismänge, mida iga lasteaiaõpetaja, logopeed, lapsevanem saaks omales valmistada.

## 55. Sandra Langer

*Co-authors: Ilka Koppel, University of Education Weingarten; Valentina Meuren, University of Education Weingarten*

### Digital Basic Education - State of Research and Conditions for Success

6.2 million adults with low literacy live in Germany (Grotlueschen et al., 2019). These people may be able to write and understand words or simple sentences, but neither longer sentences nor coherent texts. However, participation in society requires not only literary and mathematical basic education but also digital basic education (Couldry & Hepp, 2016, BMBF & KMK, 2016). Current research indicates that low literary and low digital competences are linked (Wolf & Koppel, 2017). This results in a considerable risk of exclusion from participation in various areas of life (work, finance, housing, sound decision making) (Buddeberg, 2019). Based on a preliminary study, the research design for the GediG project (Conditions for success in the use of digital media in basic education) was developed: With a mixed method design (interviews, questionnaires, group discussions and course observations), digital competences of people with low literacy are evaluated and success conditions for the use of digital media in basic education are investigated. We will present the first results and reflect on the extent to which the risk of partial exclusion can be countered.

## 56. Sandra Langer

### Second language acquisition – a four way model of school improvement

Newly immigrated pupils of secondary level 1 with German as L2 are usually without support in the school system. The language ability and the support of the parents are limited. In particular, the transitions between the various stages of integration, from the preparatory class through partial integration to integration into a regular class at an adequate school, represent hurdles that these young people are usually expected to overcome without support. Schools expect this process of integration either to be casual or to be designed by the class teacher. Based on a four-way model of school improvement, a systematic design of the transitions was implemented at a German middle school, involving all actors and school types (2016-2018). Instruction-improvement measures such as continuous language training involving all teachers (Leisen, 2013) were worked out. Systematic transitions between the classes (as well as cross-school) were designed as part of the school development process (Holzbrecher, 2013, Karakaşoğlu et al., 2011). Within the framework of research-based practice, measures were developed, tested, evaluated and implemented in a multi-professional learning community.

## 57. Kristina Zotina

*Co-author: Irina Arbuzova, Reading Association of Russia, Project We Teach/They Learn*

Кросс-сенс как форма портфолио читателя, находящегося на длительном лечении в больнице

Каким должен быть читательский дневник в эпоху цифровизации и сохранится ли он вообще? Очевидно, что на смену читательского дневника, в большей степени навязанного учителем, пришло современное портфолио читателя. Будет ли оно востребованным в условиях снижения потребности к чтению для удовольствия, когда книга вытесняется из досуга новыми цифровыми технологиями и гаджетами? Каким может быть портфолио читателя для тех, кто в течение длительного времени (от месяца до нескольких лет) пребывает в стенах больничного стационара и нередко на фоне психического истощения и физических страданий теряет жизненные ориентиры и не испытывает интерес к познанию и творчеству? Наш выбор остановился на мультимедийном кросс-сенсе, который широко известен как форма учебных ребусов, а нами ранее использовался как портфолио творческих работ учащихся. Портфолио читателя в форме кросс-сенса будет состоять из 9 разделов, представляющих законченные смысловые единицы, связанные друг с другом и отражающих разные уровни восприятия художественного текста и этапы становления читателя. Опыт создания портфолио читателя, находящегося на длительном лечении в стационаре больницы, будет представлен в ходе выступления.

## 58. David Mallows

### Literacy as supply and demand

In this talk I will draw on three sources of data to argue for a greater focus by policymakers and researchers on the literacy demands experienced by adults. Large-scale national and international surveys demonstrate the heterogeneity of the population of adults deemed functionally illiterate, leading us to question how such a large and varied group of adults are indeed able to function, and indeed thrive, in society. I will draw on concepts of literacy practices and the literate environment to try to understand the demands on adults' literacy and suggest that adults with poor literacy skills may be reluctant to engage in learning because they experience very low demand. Engagement in literate practices is an important mechanism through which literacy is improved and developed. If the demands on many adults' literacy are so low, their skills may decline/fail to develop, leaving a large sub-class excluded from the literate environment and relying on others for interpretation and access to information. This vicious circle of underuse and consequent loss of skills should be a major concern for policy makers.

## 59. Ieva Margevica-Grinberga

### Reading as Key to Unlock New Worlds

Reading serves as the foundation for learning the surrounding world already in early childhood. Fairy-tales and stories become our compass to orient ourselves more successfully in complicated life situations, to understand unfamiliar ideas and different points of view. Literature which represents the diversity of people and cultures helps looking at the world through different lenses strengthening the awareness of values.

Literature possesses also a healing power; not in vain bibliotherapy through the use of stories and poetry allows to gain insight into the personal challenges people are dealing with and to develop strategies to address the most concerning issues.

The aim of the study is to summarise and analyze the recollections of the first-year university students about reading literature and its impact on their future life. The research data were collected from September 2018 till October 2019, analysing the presentations of 173 first year students which mirrored their reflections about literary works that had significantly affected their further life.

The data of the study prove that literature read in the childhood and adolescence has helped them gain a better understanding of the diversity of the world, the awareness of how to solve problems as well as provided insight into how other people address and deal with challenges.

## 60. Maria Natalia Marin

[How many miles to Babylon? If your heels are nimble and your toes are light, You may get there by candle-light. Following up a teacher training program within Colombia's National Plan of Bilingualism: a case study.](#)

I am working as part of a research team in charge of building the base line for a teacher training program within Colombia's National Plan of Bilingualism. We are visiting around 400 schools scattered some of the most underprivileged parts of the country, with each researcher in charge observing classes in around 20 of said schools. This paper presents my qualitative observations of the students, the teachers and the schools I am visiting, whilst also engages with the changes I go through as I submerge myself in the research. I borrow Neil Gaiman's image in his book 'Stardust' of a traveller having to use candle-light to reach his destination to illustrate both the travels I have undertaken to reach the different schools I have been assigned to, as well as those taken by teachers and students in remote and deprived parts of my country when embarking in the adventure of English teaching and learning. The conditions in which the students take their classes are dismal, the teachers are enduring rather challenging working environments. Like in the nursery rhyme, the only way for them to reach their English-learning destination is to have nimble (minds) and light (hearts).

## 61. Monica Maria Marquez Hermosillo

[Children's words for peace reconstruction](#)

The "Day of the Words Program" is an intervention made in public schools in Mexican vulnerable areas whose goal is to allow children to experience significant ways of reading and writing by participating in Literacy Projects, facilitated by a team of professionals trained in the Letra Uno Methodology. This methodology is based on the Ideological Literacy Model Beyond the lines and Project Based Learning. After 6 years of work with more than 8000 students between the ages of 6 and 12, a mixed methodology research was conducted to objectify the results of the program. After the application of quantitative and qualitative instruments, it was found that affective, collaborative and situated mediation is the ingredient that positively builds the children's reading and writing identity, which is the starting point to promote literacy skills, and which are resignified when they affect the direct solution of community problems. This intervention program could be replicated on a



large scale to promote reading and writing for the reconstruction of peace and the social texture in vulnerable contexts. Mexico is a country hurt by violence, where the words of the children can have restorative properties.

## 62. Anne McGill-Franzen

*Co-authors: Richard L. Allington, University of Tennessee, Knoxville; Natalia Ward, East Tennessee State University*

### Low-Cost Annual Book Fair to Mitigate Summer Reading Loss in High Poverty Communities: Two-State RCT Studies in the U.S.

The results of these RCT studies will be presented. The original study, conducted in urban areas in Florida to mitigate summer reading loss, met the “near top tier” evidence standard according to the U.S. Coalition for Evidence-Based Policy. The replication study, jointly funded by the Annie E. Casey and Arnold Foundations, expanded the intervention to a different high-poverty population in rural East Tennessee by offering free self-selected books to a randomized sample of primary students each summer for three consecutive summers. After only two book fairs, the first treatment cohort, as 3rd graders, already replicated and in fact, surpassed, the effect sizes of the original study by improving performance on the state assessment by 0.15 SD on overall ELA, and for the poorest children, by 0.25 SD. Explanations for these significant results will be explored, including motivation research that privileges interesting texts, topics of personal interest, choice, and peer sharing, as well as the linguistic and cultural properties of the curated corpus of book fair books from which children chose those they wanted to keep. Cost-benefit implications for policy will be discussed.

## 63. Jaanika Monroc

### Lugemise võlu maksimaalne ärakasutamine

Me oleme kõik sündinud lugejateks ja me saame lugejateks, kui me kohtume sageli raamatute ja raamatute lugejatega, kes võtavad lugemiseks aega. Dominique Rateau  
Pildiraamatute lugemine üksikutele väikestele lastele või rühmale näib lihtne ja iseenesestmõistetav, kuid see on tegelikult kompleksne hariduslik tegevus. Tal on mitmeid ülesandeid, reegleid, eeldusi ja rituaale, mida on arendatud aastakümnete pikkuse kogemuse põhjal teooriaks, lähtudes keele arendamise olulisusest juba varases eas. Vastupidiselt tavapärasele ettekujutlusele sisenevad lapsed kirjakeele maailma tükk aega enne esimest klassi, kus nad formaalselt hakkavad õppima lugemist ja kirjutamist. Investeeringud varase lapsega lugemisprogrammidesse on aga üldiselt üsna piiratud. Nelja riigi lugemisühingu koostöös on valmimas koolitusprogramm, mis keskendub ekspertide ettevalmistamisele, kes oskaksid juhendada, kuidas lugeda koos lastega, et varased lugemiskogemused moodustaksid erilise, röömu pakuva suhte lapse ja täiskasvanu vahel.

## 64. Grüüne Ott

Is it possible to cope with today's changed learning space without 100 languages?

In my presentation, I will focus on Tallinn Endla Kindergarten practice, where we have discovered that working with multicultural children and families is key to empowering employees. If we can design the right working environment for the glue of the team and sincerely look for solutions, the teacher would be happy, less burdened, happy, recognized, then empowered, able to create a responsible learning space for the child....

Based on our own experience, CHILDREN'S GARDEN has given us a new meaning for the child, the family, and the team member that feels like it is MY / OUR HOUSE and being different is normal.

We are counted on, we have the VOICE, and it is HEARD no matter what language we speak! Together we have found the best solutions to situations without anyone facing or having to take on the role of being good or bad.

What happens to the CHILD language and culture space when families decide to change their country of residence. What happens to a typical pure language and culture learning space when a child with a multicultural background speaks to a language that we do not understand and who does not understand our language? So who does it matter, why is the activity adjusted, and why?

I share Endla's kindergarten experience, where educators have been able to build bridges and be involved in family stories through the success of a child's day.

We have cared about the team - where I hear the children say in the classroom they say to their companions and the adults working in kindergarten, I had a cool day, you are the best / prettiest / kindest and so on. I have noticed that families / colleagues also know and experience this, through our classroom children - there are notices on the walls of the kindergarten where everyone has their own story of an adult in our house - a wonderful community with 100 languages for self-expression and which is good and for which we are grateful.

Today's Endla Kindergarten Classroom, where we and our children are preparing for professions that we have no idea today, and for a life that will last 100+ years, I am convinced that none of us working in this classroom today will want to be the memorial where kindergarten was great place " BUT..."

## 65. Anneli Paulus

*Co-author: Marika Padrik, Associate Professor of Speech Therapy, PhD (Pedagogy), University of Tartu*

[Bilingual Students with Special Educational Needs – a Challenge for the Teachers](#)

The aim of the study was to investigate problems in identifying, assessing and teaching bilingual students with special needs. Semi-structured individual interviews were carried out with 10 teachers and speech therapists/special education teachers from four schools with different language (Estonian, Estonian/Russian). The results showed that a variety of problems were identified among bilingual students, but the lack of knowledge about special needs made it difficult to understand and formulate their nature. There was a lack of ability among teachers to distinguish between lack of

language skills and developmental language impairment. Also, there were difficulties in identifying specific learning difficulties. The teachers pointed out students' uneven language proficiency levels when they begin their studies. Insufficient communication with parents and inadequate information from kindergarten were identified as further obstacles to noticing problems. The study also identified training needs and pointed out the lack of simplified teaching materials.

## 66. Ulla-Britt Persson

### Could reading of fiction work as a tool for promoting mutual understanding?

Does 'a common language' (in the literal sense) guarantee that we understand each other?

Sweden today is multi-lingual and multi-cultural. In compulsory schools across the country 25 % of the pupils are of non-Swedish origin and have a mother tongue other than Swedish. The distribution is uneven, and implications for teaching are obvious. All children living in Sweden are entitled to education, regardless of background. So how do teachers cope with the situation? Could reading of fiction, followed by discussions or 'booktalk' be helpful?

In this round table discussion, I would like to explore some questions:

- How do we prepare teachers for a complex language situation in the schools?
- Young people with immigrant background enter teacher education, in some cases with insufficient language skills. How can we find a balance between acceptance of variations in language use and society's requirements of correct language?
- Is reading of literary texts with following discussions one tool to consider in fostering empathy and mutual understanding among pupils?
- Could reading of literary texts followed by discussions be a helpful tool also among adults, for instance in teacher education?

## 67. Oona Piipponen

### Developing a pedagogy of encountering during an intercultural story exchange

Intercultural learning is often approached through exchange projects with foreign classrooms, but many projects struggle to meet their goals because they are based on a fixed definition of culture. The aim of this research is to describe the changes in classroom culture that occur when there is a shift in thinking towards a dynamic cultural understanding, underpinned by a participatory approach. This intercultural exchange project used the Storycrafting method to connect classrooms in Scotland, Finland and an international school in Western Europe. Data were collected ethnographically in the teacher-researcher's classroom during three cycles of research between 2015-2017. The participating children were aged 9-12 years. Following the first cycle of research, the methods were evaluated and changes made to promote a more participatory approach. The changes in the method impacted the classroom culture. The children took more ownership of the process and created a reciprocal narrative culture between the exchange participants. The pedagogy of encountering was based on creating a democratic platform of participation during the Storycrafting sessions.

## 68. Petra Potočnik

### Development of Slovenian National Network for Literacy and Reading Culture, Chapter Two

On International Literacy Day 2018, the first National Month of Reading Together 2018 NMRT) commenced as a joint initiative of 9 organisations. NMRT was complemented with a public awareness campaign Reading Together” (led by Slovenian Reading Badge Society). The visual identity of the campaign has been based on the illustrations of awarded Slovenian illustrators (8), all on the topic of joint reading. An online registration for the events related to reading was enabled: the listed reading events were very diverse, ranging from symposia to various public reading events. The results of final evaluation have shown great results. More than 250 partners and supporters and more than 700 events were organised with more than 100,000 attendees. In 2019, we have strengthened the emerging network, the website where the events are advertised are highly functional and regularly updated (throughout the year, not just during the campaign!). Last year’s team of ambassadors has been joined by another award-winning artist, and the posters and postcards (100,000! of them) with her depictions of people reading together flooded Slovenia. At a celebratory event NMRT 2019 has joined EURead network.

## 69. Yana Popkova

*Co-author: Marina Volkova, Head Teacher of the State Secondary School 574 (Saint-Petersburg, Russia); Grigoriy Gavrilov, Teacher of Russian Literature and Language, State Secondary School 574 (Saint-Petersburg, Russia)*

### Information and library center as a means of creating new literacy

School Information and Library Center is the idea of an innovation space leading to the formation of new literacy among students as the opportunity to learn. Library space exists in real and virtual forms. The real space is a traditional reading room with cozy corners for reading, co-working spaces, computers that enable photo processing, video and audio information and work with foreign texts or interactive activities. The real space goes beyond the boundaries of the school library. Virtual space of library is an information kiosk with an electronic catalog as well as the site "KEY - club of fans reading” (<http://klyuch.club>). Virtual club members can discuss favorite books, publish works and get feedbacks, share the results of work in various forms.

## 70. Helin Puksand

### E-assessment of mother tongue in Estonia

The development and spread of technology has been very rapid over the last decades. Almost everyone has some kind of digital equipment: 98% of young people (16–24 years old) have computers and 99% use Internet every day (Statistics Estonia, 2018). However, writing is one of the most important skills what is needed in today's society. Although students prefer to write using a computer, a lot of paper and pencil are used at school. Estonian Ministry of Education and Research

wanted to change this situation and started to develop e-assessment in the field of language. The aim of development is to encourage schools to make more use of digital tools. In the October of 2019, pupils' mother tongue proficiency is tested using e-assessment. Fourth, seventh and ninth grade students will participate in the e-testing. The purpose of e-testing is to find out how students are doing their mother tongue e-tasks. This presentation focuses on the results of the e-tests and which tasks are the best for e-assessment.

## 71. Hanna Ragnarsdóttir and Kriselle Lou Suson Jónsdóttir

### Building Empowering Multilingual Learning Communities in Icelandic Preschools

Findings of research in Iceland have revealed the marginalization of immigrant children and their parents in schools (Ragnarsdóttir, 2012). However, there are positive indications that some preschools in Iceland are developing successful practices to sustain active participation of immigrant children and collaboration with their parents (Ragnarsdóttir & Kulbrandstad, 2018). The main aim of the paper is to explore how the staff and parents in preschools in Iceland experience inclusion, multilingualism and social justice in their preschools and what educational practices seem to be instrumental for the children's participation. The paper introduces findings from case studies in preschools in Iceland. Theoretical and conceptual framework includes writings on culturally responsive pedagogy (Gay, 2000) and critical multicultural education (May & Sleeter, 2010) as well as multilingualism and communication (Chumak-Horbatsch, 2012; Cummins, 2004). Findings indicate that the preschools have succeeded in forming collaborative, multilingual and inclusive learning spaces with parents and children, focusing on active bilingualism. However, some challenges and issues need to be resolved.

## 72. Marta Rakoczy

### Education through Reading 2019 - multimodal literacy and children's autopoiesis

The presentation will be devoted to the program of the Polish Ministry of National Education Education through Reading 2019. This program attempts to promote literacy by defining it as a crucial form of child's moral development and it tries to neutralize the neoliberal educational tendencies associated with the ideology of an individual commercial and professional success. In my presentation I will try to answer the question: why does this model causes significant difficulties today? Through the methodology of multi-sited anthropology (George Marcus), critical literacy studies and new childhood studies, I present the following two theses in the paper: (a) the withdrawal of the conception of child's moral development as something linear and the recognition of a child's experience as a creative, non-linear process of "microhistorical autopoiesis" (Christina Toren) would allow to revise such programs and open them to diverse social and political children's experiences, (b) the application of Janusz Korczak's pedagogical methods would allow to introduce new forms of pedagogical working with literature and to use books as the tools of children's non-fictional storytelling, which builds a moral experience not detached from a child's real social and cultural experience.

## 73. Elspeth Randelin

*Co-author: Anna Eklund, Skolbibliotekarie, Övernäs skola, Mariehamns Stad, Åland*

### Beware of the hazards!

In Finland children start school at the age of 7. We want all our students to grow and become competent, independent and committed readers before they leave our school system 12 years later. In most cases it is a journey involving cooperate effort between parents, teachers, municipal libraries and occasionally school librarians. The success of the reader's journey along the "reading road" is, we believe, largely dependent on this cooperation - the way in which it is given and the timing of help and advice offered. There are critical points along this road where we have noticed that we lose our students. They lose their love of reading and it becomes something they have to do. Our observations have identified three such critical points between pre-school and upper secondary. This presentation outlines the measures we are taking and the ideas we have tested to create an environment which helps us to combat these challenges and how we work to ensure that a deep love of reading along with the skills to be able to read and understand what is being read, is maintained throughout the whole journey and beyond. Conclusion: The work is ongoing and the project now a process.

## 74. Kateryn Rannu

*Co-authors: Katrin Poom-Valickis (Professor, Tallinn University, School of Education); Aleksandra Ljalikova (Associate Professor, Tallinn University, School of Humanities)*

### Why should students study in Estonian?

According to PISA (2015), Estonian schools rank as 4th in the OECD countries. Still, one of the major concerns of Estonian education is for schools situated in regions where Russian-Speaking communities are more present. Although Content-and language integrated learning has been implemented more or less thoroughly across russian-language schools, studies have shown that not all teachers acknowledge the positive effects of teaching through a second language of the student. The aim of this PechaKucha presentation is to reveal the findings from a quantitative study conducted in 12 Estonian Russian language Schools using stratified random sampling method. The sample consisted of 312 participants. The questionnaire is part of a mixed methods research design using sequential transformative strategy. The findings show that teachers differentiate in 4 groups of Estonian CLIL-related attitude direction. The findings will be a basis for a development of differentiated workshops for teachers who teach in Russian Language schools and the attitude direction scale will be adapted and developed to learn about attitudes towards CLIL in foreign languages learnt in schools in Estonia.

## 75. Monica Reichenberg

### Pupils with intellectual disabilities exposure to literature and textbooks: a configurational analysis using Bourdieu's forms of capital

Literature matter for children and young people's reading experiences. However, little is known about the content of literature aimed at young people with intellectual disabilities (ID). The present study seeks to understand what forms of capital literature foster to children/youths with ID.

**Aim:** The aim of the study is to understand the configuration between types of intellectual disability with types of different forms of capital.

**Data:** The collection of texts for the analysis will be strategically chosen. Specifically, the text will be targeting youths with intellectual disabilities.

**Methods:** The study takes a grounded theory approach informed by Bourdieu's forms of capital as guiding concepts. The plan for the analysis is to code for different types of intellectual disability and forms of capital( social, cultural, economic, and symbolic).

**Expected findings:** Based on previous research the study expects to find that forms of capital intersects with the type of intellectual disability. These findings will have clear implications as to how educators and parents can work with these texts as part of the early reading experience.

## 76. Elena Romanicheva

### Как научить читать новостной текст: приемы и алгоритмы

В эпоху постправды, эпоху «выдуманных» новостей и одновременно необъяснимого массового доверия «странным» источникам, необходимо формировать и постоянно развивать у людей любого возраста навыки чтения новостного текста. Это можно сделать, оттолкнувшись от текста поэмы Н.В. Гоголя «Мертвые души» и показав на конкретном примере как рождается «новость». Выстраивание схемы «рождения новости» будет предшествовать анализу оригинального (взятого из любого источника) новостного текста. Новостью – это оперативное сообщение о событии как о факте, только что произошедшем или происходящем на наших глазах. Таким образом, концепты новостного текста – это «событие» и «факт». Новостной текст представляет информацию «по убыванию» важности. Графически это можно изобразить как перевернутую пирамиду. Разработанный и апробированный алгоритм чтения (будет продемонстрирован конкретный пример работы с оригинальным новостным текстом) предполагает, что, используя разные стратегии чтения (например, «двугорбый верблюд») и одновременно распределяя информацию по ярусам пирамиды, в любом возрасте можно овладеть навыком чтения новостного текста и научиться оценивать его на достоверность.

## 77. Elena Rudik

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Образовательный проект- конкурс «PRO-движение книги»: опыт реализации.  
Возможности и перспективы.

"Проект-конкурс «PRO-движение книги» инициирован и разработан региональным отделением Русской ассоциации чтения в г.Новороссийске Краснодарского края ЧОУ СОШ «Личность» в 2018 году как дистанционно-очный проект. Взаимодействие участников конкурса, кураторов и организаторов осуществляется через блог <https://prodvigenieknigi18-19.blogspot.com/p/2018-2019.html> и через сайт [www.web-kvest.ru](http://www.web-kvest.ru) Цель проекта-конкурса: продвижения и развития чтения в детской среде , • развитие творческого потенциала детей, • формирование читательской культуры детей и способности критического отношения к информации, полученной в процессе чтения художественной и познавательной литературы. На конкурс выдвигаются печатные издания детской литературы отечественных и зарубежных авторов, выпущенные детскими издательствами на русском языке преимущественно в текущем и предшествующих 2-х календарных года. В конкурсе участвуют книги художественной (проза и поэзия) и познавательной литературы. • Книги на конкурс заказываются до даты начала реализации проекта в текущем году. Список книг формируется оргкомитетом конкурса-проекта с учетом возраста целевой читательской аудитории и рекомендациями ведущих специалистов в области детского и юношеского чтения. Участниками конкурса могут стать • дошкольники • учащиеся 1-11 классов Главный тур активный складывается из двух этапов: стартовый основной и продвигающий расширенный. В рамках главного тура участники проявляют свою творческую активность. • Дополнительный тур конкурса (пассивный для участников конкурса) дает возможность жюри конкурса выбрать лучшие персональные творческие работы. Этапы главного тура октябрь-апрель 1. Этап СТАРТОВЫЙ (ОСНОВНОЙ) • чтение книг учащимися • работа с оценочными листами по продвижению книг (написание отзыва или создание постерной презентации в гугл-форме. • начало ведения блока личного продвижения в конкурсе, участие в стартовых конкурсах «Голос книги», «Застывшая история» или «Письмо герою » 2. Этап ПРОДВИГАЮЩИЙ (РАСШИРЕННЫЙ) • чтение книг учащимися • продолжение работы с оценочными листами по продвижению книг • ведение блока личного продвижения в конкурсе • участие в остальных конкурсах (оставшихся обязательных и необязательных конкурсах и мероприятиях) по личному желанию в продвижения книги • В 2018-2019 гг. в проект-конкурс включились школы международного проекта «Школа, где процветает грамотность». • Результат участия в проекте-конкурсе- создание мотивационной читательской среды, положительная динамика количества включенных в читательскую деятельность, поддержка читательского интереса в подростковом возрасте через чтение и обсуждение книг-новинок. • Перспективы реализации- расширение партнерских связей, увеличение количества участников, систематизация конкурсных требований для 6-11 классов, создание единой онлайн-площадки для всех участников. •"



## 78. Johanna Saario

### Digital landscape for disciplinary literacy learning in preparatory education for upper secondary school

In Finland, the number of multilingual students is fairly low in the upper secondary schools. To enhance more equal access to education, preparatory education was launched in 2013. The main goal is to prepare students for language and communication demands of upper secondary education, especially for the disciplinary literacy practices. Preparatory education also seeks to strengthen digital competences of the students. These competences are prerequisite for studies in the upper secondary school as well as for participation in the information society. In this case study, I focus on the role of digital resources in the learning of disciplinary literacy in history and social studies in one classroom. Based on video-recorded classroom data and interviews, I aim to describe the digital landscape of the learning environment, as well as how learning of disciplinary literacy is intertwined with and affected by the digital resources. The results show that the digital landscape is layered, comprising digital devices, environments and materials that are used for various purposes. However, the potential of digital resources seems underutilized. Some pedagogical solutions are discussed.

## 79. Cristina Sărăcuț

### Learning the Alphabet through Stories and Riddles

Learning the alphabet is an important achievement for young children. My presentation will focus on the benefits of using story when teaching the letters of alphabet in Romanian language. I base my study on two literary examples: The Drawing of the Alive Alphabet [Desenul alfabetului viu] (text: Barbu Brezianu, images Nicolae Tonitza, introduction: Tudor Arghezi) and the riddle-poem The Alphabet [Alfabetul] written by Tudor Arghezi. My intention is to investigate how the connections between letters and words and sounds are created. I will mainly investigate the way the writers and the illustrators create stories and riddles that underline the similitude between the shape of the letters of the alphabet and objects from the real world. My conclusions will highlight the fact that riddles and animal stories based on the principle of similitude of shape create the perfect environment for learning the alphabet of Romanian language.

## 80. Patricia Schillings

*Co-author: Marine André, ULiege*

### Reading with very young children: how to train ECEC professionals?

Schedule on January 18th In order to reduce the literacy gap among children from diverse socio-economic and cultural backgrounds, the European Erasmus + project “3MR – making the most of the magic of reading” aims to increase the early literacy skills of children by preparing professionals involved in early childhood education and parents to engage in reading aloud with children and in book-sharing practices, when possible in their own language. Based on theoretical foundation rooted both in French (Bonnafé, 2001) and English scientific literature (Anderson, Anderson, Friedrich & Kim,

2010) a training curriculum was developed in order to train a total sample of 110 professionals involved in ECEC and volunteers in Estonia, Belgium, Romania and Italy. The presentation will focus on the main training axes of the curriculum including how to collaborate with parents to develop the practice of reading aloud at home. Anderson, J., Anderson, A., Friedrich, N., & Kim, J. E. (2010). Taking stock of family literacy: Some contemporary perspectives. *Journal of Early Childhood Literacy*, 10(1), 33-53. Bonnafé, M. (2001). *Les livres, c'est bon pour les bébés*. Calmann-Lévy.

## 81. Jesper Sehested

*Children spend less time on reading. But what about those, who never get started?*

Danish research shows that young people spend less time on reading in their daily life. I was one of those, who pulled down the average reading time when I was young. I'm dyslexic and in elementary school books were something I stayed as far away from as possible. The books I was able to read were childish and not stimulating for my age. Additionally it didn't improve the fact that I felt different when the books were really booklets while my friends were reading exciting and thick hardcover books. So it wasn't a straight road into the world of books for me. Instead I found entertainment elsewhere. The screens became my source of entertainment and enlightenment. Fortunately, something happened that made me able to see my difficulties from a new point of view and gave me the courage to open the world of books and the written language. Today I've taken it a step further and become an author. My goal is to get young dyslexics to feel comfortable in a world of letters, even if they are teasing. So how can we do that?

## 82. Ann-Sofie Selin

*Assessment results digitalised, effects for teaching*

Documentation is at the base of assessment and planning of teaching. Since the research of the Umeå-group with Lundberg and others, and the Simple View of Reading by Hoover and Gough, assessments of phonological awareness (grade 1, 7 years old), word decoding (grades 1-6, 7-12 years old), and comprehension (grades 2-6, 8-12 years old), have been documented for all pupils. Leading by knowledge, the Turku/Åbo strategy, looks for ways to combine research based teaching with collected data for best practices. To make better use of the uniqueness of the database of calculations, and to enhance analyses, the results are digitalised. At the same time points of measure are increased and cause and effect is counted in. The purpose is to provide the leadership and teachers with both cross-sectional and longitudinal information on the individual pupil, classes and age groups and the whole school both horizontal and longitudinal. The aim is to make room for deeper analyses and individual planning as needed, and to better the education and professional development for all. The presentation describes the process and plans for next steps.

## 83. Ujjala Shroff

### Sharing small moments

Are you an elementary teacher who is looking for ways to make their students love writing? In this engaging workshop, 'Small Moments', entice your students to write from their heart and present their work in a variety of ways.

**Learning objective:** To use provide students tools to write a story

**Goal:** The goal of the workshop is to make writing interesting for language learners. This workshop is based on the Writer's Workshop model where an author writes about an important moment in their life.

**Materials:** Checklist, paper, pens, a white board and whiteboard marker

**Introduction:** Narrate a small moment. Create a mind map on the white board giving examples.

**Method:** Pick one small moment from the mind map and narrate the story using figurative language and with details. Use a checklist for the task.

For practice, participants write their small moment story. Various presentation choices such as storyboard, digital recording, writing, a comic strip is given.

**Conclusion:** Share stories and discuss further teaching points. Participants will make connections to plan to use this strategy in the classroom.

## 84. Ilva Skulte

### Reading for Reflection: How Reading in Multiple Media is Changing Environment of Identity Development in Latvian Schools

Today there are several aspects we can observe reading as changing. Because of multiple media where written code is used for communication we read more than before, but also in a faster, fractured way - a lot of shorter texts, texts that disappear, have no sense right after communicated. After the cultural revolutions of visual image, digital coding, internet and big data - what is the way we can support reading as a base for the development of a reflexive person in the sense of John Dewey and Margaret Archer. The purpose of the presentation is to describe the situation around the development of reflexivity in school curricula in Latvia, in the context of changing media environment. The methods used for data gathering were semi-structured interviews (with teachers and experts) and survey (with 1st year university students). Main results lead to the main conclusion that even if the need to develop critical reading/thinking is generally accepted and widely introduced, not all teachers manage to involve reflexivity in their curricula because of rather dogmatic approach to program requirements and time limiting structure of lessons as well as social diversity among pupils.

## 85. Anna Stavicka

*Co-authors: Indra Odiņa, University of Latvia; Olga Skvorcova, University of Latvia*

### Fostering Global Awareness: the Case of International Students Enrolled in Latvian Higher Education Programmes

The issues related to higher education internationalization have become one of the most important trends in research and practice, which is reiterated in the missions, visions and strategies in higher education institutions worldwide. One of the key questions underlying the attempts to build the truly internationalized universities is “what for”. At the same time, this is also one of the most challenging questions to formulate the answer to. It is generally agreed upon the idea that internationalization should primarily aim at equipping students to successfully function in the global world. However, it is apparent that this goal is very ambitious given the ongoing transformations of the environment at all levels. The article explores the challenges related to the formation of global awareness based on the case of international students enrolled in higher education programmes in Latvia and the prospective international students in Latvian higher education institutions. The survey was conducted applying interviews, focus-group discussion and narrative analysis as the data collection methods. Given that over the last few decades some specific target groups have become increasingly visible in the Latvian learning space, the findings introduced in the article can be applied for the development of quality preparatory education programmes for the specific target groups aimed at promoting one of the key objectives of the internationalization process – fostering global awareness. The research is conducted in the framework of the project Multilingual and Multicultural University: Preparation Platform for Prospective International Students (No. 1.1.1.2/VIAA/1/16/019) co-funded by ERDF. Keywords: internationalization, integration, culture, values, multilingual and multicultural university.

## 86. Ilze Stikāne

### Playful Latvian poetry for children as facilitator of literacy skills

The present paper discusses the way how the language play (puns, conundrums, nonsense, reciting verses, “tongue-twisters”, poems-dough-rebus poems, limericks, acrostics, anagrams etc.) encountered in the recent Latvian poetry encourages the process of the world cognition by the reader. Language play occurs in every poet’s work, but there are several in whose verse it is revealed particularly abundantly – Jānis Baltvilks, Inese Zandere, Pēters Brūveris, Māra Cielēna, Viks, Aivars Neibarts a. o. Playful poetry as an especially elaborate art of word is a great tool of enchanting the reader by ‘the magic of the word’ and revealing both physical, emotional as well as linguistic world for them. Seemingly meaningless, these poems are meant to be playful and generate pleasure, facilitate world cognition and develop literacy skills. Poetry, being designed specifically for the art form of the word, is an excellent tool for the reader to discover the endless possibilities of the world to be depicted by the languages.

## 87. Christina Sturm

### Book Pirates: The challenges and possibilities of non-profit bilingual picture books

'Can a cat and a fish kiss if they are so different?' A poetic question raised during a creative writing seminar with secondary school students held in Hong Kong led to a story which was later illustrated by a group of same aged students in Sri Lanka. A story written by young people for young people travelled 3.900 kilometres and is just one of many bilingual picture books that contribute to the project 1001 Languages, initiated by the German NPO book pirates (Bücherpiraten e.V.) On [www.bilingual-picturebooks.org](http://www.bilingual-picturebooks.org) children, families, schools, kindergartens and reading promoters can download picture books in any possible language combination for free. The project aims to produce and multiply high-quality books in minority languages free from economic constraints. It creates a space for a multitude of children's voices and stories in the global discourse of literature for young people. Through international contributions in the past years, 1001 Languages has become a network of individuals and organisations involved in multilingual and transcultural literature. Questions and future challenges remain and can only be tackled by the exchange with experts, users and practitioners.

## 88. Sari Sulkunen

### Teacher navigating the change: content-area teacher's new role as a literacy teacher

Language and literacy have always been an essential part of learning and education, both as means and objects of learning. Particularly the new technologies have changed the literacy requirements and introduced new literacy practices. There is growing awareness that education should address these new demands. In the Finnish context, this has resulted in introducing the notions of language-aware teaching and disciplinary literacies in the curricula. Every teacher is now a teacher of disciplinary language and literacy. In this paper, I focus on a teacher's understanding of the changing role of literacy. More specifically, based on a history teacher's interview data, I examine how the teacher navigates in the changing landscape of education and what kinds of relations and tensions he perceives at his work. Data was analysed with content analysis. The results show that processing the change is a dynamic and on-going process with various kinds of interactions. These form an assemblage of relations among multiple actors and elements across societal and educational levels.

## 89. Ilze Sumane

*Co-author: Liga Aboltina, University of Latvia*

### Acquisition of diverse reading strategies as the foundation of learning skills

The ability to read and perceive the text is one of the first skills needed at school. Based on the observations in practice, primary school learners have mastered well reading technically, i.e., they are able to read clearly, what has been written, follow the sentence endings and read in the appropriate intonation. However, the objective of the school is not to teach learners to read technically but to read with understanding so that what has been read is comprehended and further applied in learning. Reading is not only letters and joining them together; it is the creation of interest

about what has been read and thinking in another quality. The acquisition of diverse reading strategies in the teaching/learning process in primary school is a way, how to facilitate learners' interest and the development of their thinking as well as learners' skill of self-guided learning.

The presentation is based on the study, which analyses the common experience of the teachers' team of one school in attaining a joint aim – to promote the learners' text literacy (reading) so that the pupil develops as an efficient reader identified by the different criteria.

## 90. Minna Suni

*Co-author: Taina Tammelin-Laine, University of Jyväskylä, Finland*

### EU-Speak3: Supporting low-literate adult migrants

This poster gives an overview of an Erasmus+ project called EU-Speak3. In this project a set of online modules presenting the starting points and innovative pedagogical approaches for literacy education among low-literate or non-literate adult migrants was created. Teachers and volunteers working with such literacy learners were the main target group of the project. The research-based modules were an outcome of intensive international collaboration, and they were made available in five languages in parallel (English, Finnish, German, Spanish and Turkish). The core contents and typical participant profiles of the online modules will be briefly presented. The module created by the authors focused on the social context of second language and literacy development, and some examples of this material will be given to illustrate the general idea of the modules. The modules will be made available online again – now without mentoring. The core contents have also been published in an e-book format in all five languages in 2018 (<https://research.ncl.ac.uk/eu-speak/eu-speakbooks/>), and an edited book will be published in early 2020 (eds. Young-Scholten & Peyton, *Multilingual Matters*).

## 91. Ann-Katrin Swärd

### Intervention to support learning in preschool

Preschool is childrens first school, the school before the 'real school'. What children learn in preschool have great significance on how they can succeed later in school. It is not only about to be in an inclusive environment where all children have the same value and teacher treat them in an ethical way. It is also about teachers believes that every child can learn. Preschool teacher should be aware about self-efficacy, his or her own as well as childrens. How can teacher support childrens elf-efficacy, special when children are in need of extra support? How can they also be aware about their own self-efficacy? It takes longer time for some children to learn while others learn very quickly. In relation to big groups and lack of adults it is important that preschool teacher can plan for teaching both on group- and individual level. Everything teacher plan for and work with has to do with what and how children will learn different things to be skilled for the start of their lifelong learning. One important skill to have is reading and writing. How teacher in preschool work to prepare children for reading and writing is very important. Reading and writing is close related to language and social development. Many children/pupils need support within speech and language development and later on reading and writing. To be able to read have impact on all subjects for future studies. The starting point to develop these skills is in preschool. Preschool teacher need to have competence

about these subjects, and also be aware about actual research. In this presentation some factors that are important for preventing failure will be discussed. Ann-Katrin Swärd, PhD in Special/Inclusive education with a focus in literacy, Ass.prof/senior lecturer, Gothenburg University, Sweden.

## 92. Anastassia Zabrodskaia

*Co-authors: Sviatlana Karpava, University of Cyprus, Department of English studies; Natalia Ringblom, Stockholm University, Dalarna University, Sweden*

### Home Literacy Environment of Russian-speaking Families in Cyprus, Estonia and Sweden

Home literacy environment (HLE) includes various oral and written interaction experiences of children and parents in the family setting (Aram & Levin 2002). We investigate the HLE of Russian-speaking families in Cyprus, Estonia and Sweden (sixty families in each country). The data were collected via written questionnaires, oral semi-structured interviews and observations, with a focus on parental literacy habits and activities, and writing and reading beliefs concerning minority and majority languages (Burgess et al. 2002, Weigel et al. 2005). Both parents and children were asked/observed regarding literacy opportunities, instruction quality, cooperation and social-emotional quality (Leseman & de Jong 1998), the literacy activities of parents and older siblings, and joint literacy activities involving the child (van Steensel 2006, Manolitsis et al. 2013, Manolitsis & Sarri 2019). The results revealed that parents in minority and immigrant contexts realize the importance of early child literacy experiences in the home and try to enhance these experiences both in Russian and in the target language of the country via (in)direct teaching and meaning-focused shared activities.

## 93. Eufimia Tafa

*Co-author: Evagelia Skaraki, University of Crete*

### Using tablets to enhance phonemic awareness in kindergarten children

The purpose of this study was the implementation of an intervention program to examine whether tablets enhance kindergarten children's phonemic awareness. Seventy-four (74) kindergarten children (40 boys and 34 girls) aged 4 to 6 years from 4 public kindergarten classrooms participated in the study from which 38 children formed the experimental group while 36 children formed the control one. During the intervention program children in the experimental group were trained through tablets in initial phoneme identification, in initial phoneme deletion and in phoneme segmentation while the control group trained in the same tasks without tablets. Results showed statistically significant differences in favor of the experimental group. In particular, following the intervention program, children in the experimental group showed significantly higher scores on phoneme segmentation and initial phoneme deletion than children in the control group while there were no statistically significant differences on initial phoneme identification. It seems that tablets can positively support young children's development of phoneme awareness.

## 94. Catharina Tjernberg

*Co-author: Karin Forsling, Karlstad University*

### Möten mellan lärare i varierande Literacypraktiker

I föreliggande forskningsprojekt deltar lärare från fyra skolor med olika literacy-profiler. Projektets syfte är att studera hur lärare som arbetar i varierande literacypraktiker i de tidiga skolåren förstår och talar om den kunskap de har om framgångsfaktorer i skriv- och läslärande för att förebygga, identifiera och undanröja hinder. I projektet stimuleras en diskussion och ett kunskapsutbyte mellan de verksamma lärarna i de fyra skolorna.

I presentationen redovisas erfarenheterna från projektets första del där fokusgruppsamtal har genomförts med de deltagande lärarna. Projektet utgår från designorienterad teori som ger förståelse för lärande i relation till sammanhang och de förutsättningar som skapas för lärande. Intentionerna för och på vilka sätt lärmiljöer och lärsituationer designas och iscensätts, får betydelse för elevers lärande och meningsskapande.

Projektet är, så vitt vi vet, unikt i sitt slag och vi noterar lärarnas utveckling av teori- och metodkunskaper gällande framgångsfaktorer i skriv- och läslärande. Projektet förväntas vidare utveckla praxisnära forsknings- och lärandemiljö, samt tillfällen till samverkan med olika professioner.

## 95. Sirje Torim

### Literacy Instruction in a multicultural classroom

In our current world families move from one country to another more often than ever. Many teachers who have been used to teaching in homogeneous groups of learners now face the challenge of supporting students from diverse multicultural and linguistic backgrounds. The age-old practices are no longer as effective as they were in the past. Teachers today need to be equipped with new tools and strategies to embrace the fact changing world and thereby meet the emerging needs of a multicultural classroom. How to make the literacy learning challenging for the native speakers and at the same time meet the needs of students who might not speak the language yet? A Primary School teacher from International School of Estonia and a member of the Estonian Reading Association and Reading Nest mentor since 2009 will share her experience on how to include multicultural students into literacy learning and what kind of support is needed from the school and family to make it happen. In this workshop participants will learn how to differentiate literacy instruction in class, gain the knowledge of good practices and tools. There will be opportunities to work in small groups and share ideas.



## 96. Silviya Tretjakova

### Reading Promotion in Latvia as an Integration Project for National Minority Schools and Latvian Diaspora Centres.

Latvian pupils have average results in terms of their reading skills but lack motivation to read. In 2016, Latvian pupils ranked themselves as poor readers, which placed them in 4th from last place (PIRLS). Since 2001, when the reading promotion program “Children’s Jury” that consolidates government and municipality financial support for reading promotion- was developed and implemented for the first time, the improvement of children literacy and development of children’s literature in Latvia have been substantial. Education in minority languages is the precondition to preserve the cultural identity of minorities in Latvia and to ensure the society’s integration. In academic year 2017/2018, the state funding was allotted to 104 education institutions that implement minority education programmes in Russian, Polish, Ukrainian, Byelorussian, Jewish, Lithuanian, Estonian and bilingually. Learners of the minority schools read books in Latvian. The same happens in the 57 Latvian diaspora centres from 26 countries (2018/2019). Books that have been bought for the program is a way to improve the quality of library collections. Otherwise good books not always reach the readers.

## 97. Katarzyna Tunkiel

### Literacy practices with bilingual children in Polish homes in Norway

Poles are by far the largest national minority in Norway, while children under the age of five constitute the most numerous group within the Polish child population in this country. However, our knowledge about home literacy environment in Polish migrant families living in Norway is limited. In this PechaKucha, I will present an ongoing research project that aims at understanding home literacy practices, notably related to book reading with bilingual 3-4 year old children raised by Polish parents in Norway. Data is to be collected by means of qualitative interviews with parents, supplemented by recordings of shared reading sessions. In my presentation, the focus will be on key background information for the project, such as reading statistics for Poland and Norway, and cultural expectations towards reading with small children in the two countries. The question of collaboration between minority families and kindergartens in this particular cultural context will also be introduced as one of the vital problems this research attempts to address.

## 98. Riikka Tuohimetsä

### How to make it easier to read?

Easy-to-read (EtR) is a form of language in which the language has been adapted so that it is easier to read and understand in terms of content, vocabulary and structure. In the presentation I will describe an adaptation of standard-language literature and school books into EtR Finnish. I will discuss the simplifying process at different linguistic levels and illustrate the process by several practical examples from books for children and teens, including textbooks in natural sciences. The importance of graphic layout and illustration of easy-to-read publications will also be discussed in the session.

## 99. Jill Tussey

*Co-author: Haas, Leslie, Buena Vista University*

### Supporting Writers with Mentor Texts

“Writing well does not begin with teaching students how to write, it begins with teaching why they should write.” - Kelly Gallagher The importance of writing cannot be contested, but it is an area of academic challenge for many learners of all ages. In order to help support a positive experience in this literacy area, pre-service and practicing educators need to have supports in place to help writers. Mentor texts can act as a valuable support system. By embedding mentor texts, students have a structured guide to help ease some of the challenges associated with the writing process. During the virtual lightning video, participants will be able to learn how mentor texts support students as well as how to select and implement these quality supports within the classroom setting. A collection of mentor texts will be shared with ways each resource can be utilized within the classroom setting. Samples from elementary and middle school students will be shared to show how mentor texts can support the writing process.

## 100. Lehte Tuuling

Loodus - keskkond, sisu ja vahend lapse kõne arendamiseks, sõnavara rikastamiseks ja teise/võõrkeele õppimiseks

Toetudes Johannes Käisi põhimõtetele võib väita, et õppimine looduses loob suurepäraseid võimalusi inimese igakülgeks arenguks. Tegutsemine ehedas keskkonnas aitab kujundada maailmavaadet ja kasvatada iseloomu. Õuekeskkond ei ole kunagi neutraalne – ta paneb tegutsejad proovile ja annab õppijatele tagasisidet nende tegelike võimete, õppimise ja arengu kohta. Seega mõjutab ta adekvaatse enesehinnangu kujunemist. Õuekeskkond ei ole täidetud mitte ainult „asjadega” vaid ka tähendustega. Loodus kui keskkond pakub palju ruumi ja võimalusi iseseisvaks ning rühmatööks. Oluline on emotsionaalne turvatunne, rõõmupakkuv ja lähedane suhe kaaslastega. Erinevad maastikutüübid loovad hulganisti võimalusi erinevate teemade käsitlemiseks. Aastaajalised muutused ümbritsevas keskkonnas loovad uusi ja põnevaid materjale millega tegutseda ja mida uurida. Lapsi huvitab miks see või teine asi on selline nagu ta on. Alati saadab neid tegevusi kõne. Tegutsedes laieneb laste sõnavara - ükskõik kas siis oma emakeeles või mõnes teises keeles. Õues toimivas õpitoas teeme tutvust loomariigiga ja arendame vastavat sõnavara ning väljendusoskust.

## 101. Annette Ukkola

Entering first grade: pupils' literacy skills in Finland

The context of this study was a national assessment of learning outcomes of first-graders. It was the first phase of a longitudinal assessment of learning outcomes in basic education. The aim of the assessment is to get information about changes in students' competence curves focusing in mother

tongue and literature and mathematics (National Core Curriculum, 2014) during the years of basic education. The target group of the assessment was the children who started their first grade in fall 2018 (N=7770). Along with the national sample we collected small data on writing skills from 508 pupils. This paper seeks to address the following questions: How is the pupils' starting level in literacy skills at the beginning of the first grade? Are there differences between boys and girls? The skill differences between individual pupils were great but differences between genders were small. About 60 % of the pupils could read either words or sentences. About the same percentage of the pupils in the writing sample could write at least words. Although the students have very varied skills when they start grade 1, they start their schooling with just as equal starting points around Finland.

## 102. Thora S. Ulfssdottir

*Co-authors: Döfn Rafnsdóttir, Centre for Language and Literacy in Reykjavik City; Sigrún J. Baldursdóttir, Centre for Language and Literacy in Reykjavik City*

### The evolution of the pioneer project Centre for Language and Literacy in Reykjavik City school system

In the year 2016, Reykjavik City Department of Education and Youth, established a support centre called Centre for Language and Literacy. The Centre focuses on supporting teachers and staff from preschools, compulsory schools and leisure centres, who are working with children aged 1 to 16. The aim of the Language and Literacy Centre is to support teachers and staff with counselling, professional development programs, continuing education and guidance. Initially, teachers and staff requested consultation and training in working with bilingual children and children with communication disorders. In 2019 the focus is the same. Additionally, the emphasis is on assisting schools in establishing language and literacy plans, providing various kinds of professional development opportunities to enhance vocabulary knowledge, manage reading instruction in first and second grade, supporting reading teachers in primary schools and supporting focused language stimulation in preschools. A Comparison of demand for services, that the Centre provided in the years 2017 and 2019, show that the request for services from the Centre has increased about 20%.

## 103. Anne Uusen

*Co-author: Jane Pugi, Randvere kool*

### Õpilaste käsitsi ja arvutiga kirjutatud tekstide võrdlus

Eesti elukestva õppe strateegia 2010 on seadnud eesmärgiks Eesti haridussüsteemi ülemineku e-hindamise kasutamisele. Põhikooli ja gümnaasiumi riiklikesse õppekavadesse on seetõttu alates 2014. aastast lisatud ühe üldpädevusena ka digipädevus, mida toetab tõsiasi, et Eesti Statistikaameti andmeil oli 2012. aastal lastega peredes arvuteid ning internetiühendus keskmiselt 95% peredest. Arvutiga kirjutamine on saanud igapäevaelu loomulikuks osaks. Ameerikas läbi viidud uurimustes on selgunud, et arvuti kasutamine võib õppijate kirjutatud tekstide kvaliteeti parandada. 2014. aastal võrdles Jane Pugi oma magistritöös 5. klasside õpilaste käsitsi (N=43) ja arvutiga (N=30) kirjutatud tekstide mitmeid näitajaid: teksti pikkus, hinne, sõnavaranäitajad, lausestus. Selgus, et arvutiga kirjutatud tekstid olid pikemad, ekspertide antud hinded kõrgemad ja

lauset arv suurem. Tulemused olid madalamad sõnavara rikkuse ja tiheduse osas. 2017. a viidi läbi gümnaasiumis e-kirjandi katsetöö (N=82), millest selgus, et arvutiga kirjutatud tekstide hinded olid kõikides aspektides madalamad käsitsi kirjutatust. Ettekandes esitletakse eelpool nimetatud uuringute tulemusi, põhjendusi ja tehakse järeldusi.

## 104. Petter Wallenius

*Co-authors: Pamela Lindebeäck, Grundskolan Norsen, Helsinki, Finland; Margareta Öhman-Rintamäki, Grundskolan Norsen, Helsinki, Finland*

### The Reading School

Five years ago two secondary schools were merged in Helsinki. The Reading School is the theme of the new school 'Grundskolan Norsen'. The school library was planned to be the heart of the school. Simultaneously we started a three year project called "Swedish is Popular". The project leaders are Pamela Lindebeck, teacher in Swedish and literature and Petter Wallenius, history and social studies. Margareta Öhman-Rintamäki was employed as a pedagogical reading consultant and a librarian. In the project we wanted to focus on multiliteracy and interest in reading and writing among students. We were concerned about the weakening reading comprehension and wanted to stop the trend in our new school. Today, five years after the new school was founded, the whole school from grade 1 to the 9 are working with reading weeks, reading strategies, literature festival, an open school library, teacher training, and so forth. Our presentation will show how we became a celebrated reading school in Helsinki.

## 105. Renate Valtin

*Co-authors: Greg Brooks (em.), University of Sheffield; Tiziana Mascia, University of Bozen; Ilva Skulte, Riga Stradins University, Latvia; Inira Tomaševič, VšĮ Šiuolaikinių didaktikų centras, Lithuania*

### The initial teaching of literacy across Europe

No comparative studies exist about the initial phases of reading and writing instruction in the first weeks and months of school when children are taught the alphabetic code. Especially little is known about the initial phases of reading instruction in the first weeks and months of school: - Do children start with letters, words, or texts? - How are grapheme-phoneme and phoneme-grapheme correspondences taught (if at all)? - Is the first vocabulary controlled for orthographic regularities (in languages with deep orthographies) so that the words are decodable? - Are there differences in the teaching of languages with deep and shallow orthographies? - How are the first pages of reading primers (reading scheme books/basal readers) organized? - What is the relationship between the teaching of reading and of writing? This symposium will be part of FELA's ongoing continent-wide investigation into the similarities and differences in teaching children the first steps into reading, spelling and writing. The following languages have already been covered: Estonian, Finnish, Swedish in Sweden and Finland, English in England and Ireland, Czech, German in Germany, French in Belgium, Hebrew and Arabic in Israel, Norwegian, Portuguese and Slovak.

## 106. Lindsey Wardle

### What influences reading attainment in North East England?

This presentation will introduce a new study which is focused on reading attainment in North East England. This innovative region includes large cities such as Newcastle, coastal towns such as Hartlepool and rural areas including Northumberland. Reading affects access to all areas of the curriculum and social factors such as employability beyond school. Pupils in North East are among the highest attaining in national tests at age 11, but it is the lowest attaining region nationally at age 16. What affects reading attainment in this particular region which makes this pattern of performance different to the rest of England in national assessments? I will firstly introduce my rationale for undertaking this study. Then, I will discuss the methodology involved, which will include use of the PISA and PIRLS international assessments. Finally, I will discuss possible factors influencing the region's reading attainment, including long term social disadvantage.

## 107. Ene Varik-Maasik

*Co-authors: Veronika Vahi, Tallinn University; Triin Tubala, Tallinn University*

### Assessment of Reading Comprehension of 16-19 Year-old Students in Estonian Schools

This paper focused on creating test for assessing of reading comprehension of 16-19 Year-old students in Estonian schools. The problem is based on fact that in Estonia there are few suitable tests and study materials aimed measurement and improving literacy in this age. In order to solve the problem, a study was designed and carried out by two master students, Veronika Vahi and Triin Tubala, relying on the PhD thesis of Ene Varik-Maasik (2015) on literacy skills of young adults. The 372 respondents in the cluster sample were students of eight gymnasiums and four vocational schools in Estonia. As research methods, a questionnaire and a reading test were used, the latter of which was compiled based on expected learning outcomes of basic school leavers. To map reading difficulties, the acquisition of reading skills of the respondents was studied. In addition, the occurrence of difficulties in reading, retrospectively in basic school and at present was investigated by using self-reported responses. The 11 tasks in the reading test measured several sub-skills involved in reading comprehension.

## 108. Liina Velner

### 3 MR Making the Most of the Magic of Reading Erasmus+ Project

Belgium, Romania, Italy and Estonia are working together under three years of period with a 3MR project, which started in September 2018. Our goal is to increase children's early literacy skills development by preparing professionals involved in early childhood education and parents to engage in reading aloud to children and in books sharing practices in order to reduce the literacy gap among children from diverse socio-economic and cultural backgrounds. Objectives of 3MR project: 1. Develop a training programme for early childhood professionals to master reading picture books

aloud for children 2. Test the training programme on a variety of ECEC professionals, 3. Equip ECEC professionals and parents with freely accessible appropriate toolkits to provide guidance for how to read aloud for young children and infants, 4. Raise awareness of ECEC professionals, teacher trainers, librarians, educational decision-makers and others of the importance of reading aloud for children and infants in order to give them a good start in literacy skills development. By January 2020 we have come to the testing phase.

## 109. Bernarda Volavšek Kurasch

*Co-author: Maria Gabriela Pörtsch, Primary School teacher and University College teacher in retirement*

### Seven Stories

In southern Carinthia, there is an indigenous Slovene speaking minority, but Slovene is hardly being used in public. Reading and writing skills can be acquired in 59 bilingual primary schools where Slovene is allowed to take up to 50 % of teaching time. However, the real percentage is often much lower, which leads to poor results in Slovene.

Two experts from University College of Teacher Education invited students in their last study year to participate in the Seven Stories project. Their aim was to monitor the students through their first teaching years, giving participants more agency than usual. They encouraged students to collaborate within their team; to develop teaching materials on their own and test them in practice; to give feedback and to prepare new materials for the Commission of Experts to allow into public schools. At the end of the project, the young teachers had expanded their teaching experience and developed their self-esteem; they gained experience as authors and teacher-trainers. They even published seven textbooks with exercises for language-learning, seven songs, a dictionary and a CD. Since September 2019 the new materials have been used by approx. 1200 pupils.

## 110. Tatjana Vucajnk

### If fairytales fly

For the purpose of teaching Slovene as the first, second and foreign language, we have created a multi-modal bilingual reading didactic material which promotes reading of literary texts, family reading, language learning and learning of Slovene culture. The didactic set contains a bilingual Slovene-German reading book with various multimodal literary texts, a monolingual material for learning with Bee-Bot robots in heterogeneous language-literary classes, a bilingual teacher's guide for the reading book and the robot's training guide for the Bee-Bot. The folk tales are presented in three ways: as a "classical" story without illustrations, as a comic and as a multimodal text. The multimodal stories have been created for illiterate learners as well as the second or foreign language learners to learn words and common communicative phrases and to read. The learning materials are supposed to be combined with the Bee-bot robot as an additional element of motivation for learners at the beginner level. Presenting literary text in a different format will activate various cognitive functions.

## 111. Esra Yalcintas

### Evaluation of Book Cafes as a Reading Environment

The reading environments offered to the individual have a special importance in acquiring the love and culture of reading. The reflection to the field of education of the developments in the world of communication and technology has differentiated the reading environments in time. The book cafes which one of these reading environments where both adults and children can find many books, can sit and drink, read their books silently without buying, creating a common reading environment, readers come together, allow sharing about the works day by day it is becoming more and more preferred. In particular, children's attitudes towards reading in an environment where they feel comfortable and playful will also be positively affected. In this respect, the aim of the study is to find out how often children benefit from book cafes, their views on these reading environments (services provided in book cafes, etc.) and which books they prefer to read most in book cafes. For this purpose, the analysis of the data obtained from three book cafes in Nilüfer district of Bursa and one book cafe in Osmangazi district continues.

## 112. Zafar Yasin

*Co-author: Zulfiqar Ali Shah, Vice President, Sindh Balochistan Reading Council, Pakistan. An Affiliate of International Literacy Association, USA*

### New Insights for Literacy Environments and Classroom Libraries

Literacy rate in Balochistan province is 41% out of which only 40% can read simple text in Urdu. Students read only selected portions of grade level textbooks to prepare for examinations. Education managers, school heads and teachers rarely buy books for their own reading. Most schools in the province lack library facilities. Sindh Balochistan Reading Council designed a contextual model for promotion of reading culture in schools. This design helps schools in establishing classroom based libraries, provide teachers professional support, reconsider school timetable etc. Six public secondary schools were targeted. Qualitative research design included interview, observation and document analysis were employed. This paper presents insights that were helpful in promoting literacy environment. Higher student participation in classroom, student practice of borrowing books, experience sharing, use of new vocabulary and improved classroom behavior were among the initial positive impacts of intervention. Most stakeholders supported, only a few highlighted issues in completing course work. Authors share practicable solutions for enduring reading culture in Public school system.