S Y M P O S I U M S

EARLY YEARS AND ELEMENTARY TEACHERS' EXPERIENCES AND PERCEPTIONS OF DIGITAL LITERACIES: INSIGHTS FROM A CROSS-COUNTRY INTERVIEW INQUIRY

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This symposium shares insights from a cross-country interview inquiry that explores the ways in which early years and primary teachers experience digital literacy in their personal and professional lives. The interest in teachers' experience and conceptions of digital literacy stems from findings in two lines of research: first, the acknowledgment that (early years') teachers are reluctant to integrate technology in their literacy curricula and teaching (e.g., Marsh et al., 2017; see also, Lui, 2016, Thorpe et al., 2015), and, second, the connection of teachers' digital literacies and biographies to their professional practice (e.g., Burnett, 2011; Graham, 2008). In both cases, researchers have argued that a change in teaching practices to promote digital literacy in early years and primary settings, would necessitate not only the expansion of teachers' skills but also a consideration of their digital experiences across different domains of their lives and, ultimately, a shift in their professional identities.

Building upon these positions, this symposium brings together a group of researchers from different European countries who have been exploring teachers' experiences and perceptions of digital literacy within and beyond school. This inquiry was initiated as part of the COST Action IS140 "The digital literacy and multimodal practices of young children" (DigiLitEY - http://digilitey.eu/) and in relation to its focus on exploring digital literacy practices in early years schooling (see, objectives of Working Group 2). From a methodological perspective, the inquiry is based on qualitative research methods, with individual, semi-structured interviews being utilized as the primary method for data collection. A protocol was collaboratively developed and translated into respective national languages to facilitate discussion with approximately 70 teacher-participants from 7 countries (in alphabetical order: Cyprus, England, Greece, Poland, Portugal, Romania, and Slovakia). Thematic analysis consisted of multiple readings of interview transcripts and coding of analytical memos translated in English to allow cross-country comparison.

The consortium shares insights from this analysis in regards to three interrelated themes: teachers' digital literacy practices in their everyday, out-of-school lives; their uses of digital technologies in their teaching and for professional purposes, including teachers' understandings of the term "using technology in their teaching"; and, the connection of those to their general sense of professional purpose and roles. Key points are made, including the abundance of technologies in teachers' personal lives in contrast to their reluctance to engage their students in digital literacy practices in the classroom; the affects and emotions connected to such disconnections; and, the

resourcefulness of teachers in digitizing children's literacy learning in varied contexts. The consortium discusses both the contingency of teachers' experiences with/of digital literacy, and the similarities across local contexts especially as those are framed by discourses of appropriateness and risk relating to (early years) schooling, children, and teacher role. The symposium thus contributes to debates on the disconnection between in-and-out-of school literacies and the potential integration of digital technologies in early and primary schooling, by considering teacher experience and identity in its divergence and convergence.

EXPLORING MULTILITERACIES AND THEIR IMPACT ON EDUCATION: PRACTICAL APPROACHES, CHALLENGES, AND RECOMMENDATIONS

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The aim of this symposium is to approach the issue of multiliteracies, as they pertain to four different forms of literacies and discuss case studies and examples from several European projects, which examine these four forms of literacies from various perspectives. The work presented and discussed examines the impact of visual literacy, digital literacy, science literacy, and climate literacy through multiple lenses, with an emphasis on the intersection of these four forms of literacies with technology and 21st century skills. We believe that 21st century skills are fundamental in preparing students as well as adult learners to enter a highly competitive and uncertain world; they are competencies needed in order to become citizens, workers, and lifelong learners. How can we thus leverage the affordances of these multiliteracies in the current state of education?

The scope of the symposium is to discuss visual and video literacy, digital literacy through creative creation of digital comics, science literacy through interactive online tools, and climate literacy through interactive online resources. Each form of the aforementioned literacies will be discussed in the framework of a specific European project, thus presenting the work that has been completed in the project, its outcomes, available resources for educators, practical approaches in the integration of these resources in teaching and learning, as well as challenges that have been observed. The aim is to inform educators, learners, trainers, librarians, academics, and researchers of the affordances of these literacies as they have been examined in the context of these projects and present practical applications that suit the reality of the current state of education in the EU.

These European projects are:

- Visual/video literacies (ViLi project): https://viliproject.eu/
- Empowering Literacy in Adolescents through Creative Engagement with Comics (COMMIX): http://www.commix-project.eu/
- Climate Literacy - a New Horizontal Theme in Adult and Vocational Education: http://www.climate-literacy.eu/
- Making Learning Science Fun (SciFun): http://www.scifun.eu/

W O R K S H O P S

TEACHING 'BASIC' LITERACY TO MIGRANT ADULT LEARNERS - HOW CAN THIS CPD COURSE BE ADAPTED TO DIFFERENT CONTEXTS?

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There are a significant number of migrants from around the world whose education has been interrupted by war, poverty and migration and who come to ESOL (English) classes in the UK with minimal literacy proficiency in any language. This situation can be a particular barrier for those with little previous access to education in their first language, or awareness of the literacy skills involved in learning to read and write.

In response to this, several years ago Learning Unlimited (formerly LLU+ London South Bank University) developed a 'Teaching Basic Literacy to ESOL Learners' (TBLEL) course, a CPD course for ESOL teachers who were struggling to teach these kinds of learners. Most ESOL/EFL teacher-training courses do not include 'basic literacy' in their programmes so there was a clear need for this kind of in-service training. The course has changed and developed over the years to reflect changing literacy practices and the influences of technology.

In the TBLEL course, teachers are introduced to strategies and techniques related to reading, writing, materials and assessment. Moreover, the course combines both an explicit ideological stance with sound practical guidelines and experiential activities. It is based on a socially situated approach to literacy and draws on the work of Gee (2011) and Kern (2000), focusing instruction on what is meaningful for learners.

In 2006, a book was published to support the course: *'A teachers' guide - teaching basic literacy to ESOL learners'* by Spiegel and Sunderland. This provides support for participants both during and after the course delivery. Feedback from participants has been overwhelmingly positive:

'The course has been invaluable for my teaching. I am much more confident in teaching emergent literacy and also teaching handwriting across the levels. I feel much more confident in my teaching ability and I feel my students are benefitting.'
(participant, 2014-15 course)

This workshop provides an opportunity for participants to share, discuss and develop ideas around 'basic' literacy skills in other languages and cultures with peers. You will be invited to try out some of the TBLEL course activities, view one of the videos and discuss the course content. Participants will also consider how the course (or parts of it) could be adapted to their own range of differing contexts and give feedback on areas for development.

USING MIXED METHODS RESEARCH TO INVESTIGATE LITERACY ISSUES

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Mixed-methods research (MMR), where a range of quantitative and qualitative methods are combined in the collecting, analysing and presenting of research data, is increasingly gaining prominence and utility in social science and educational research. This development acts as a counterpoint to the dominant polarisation, until relatively recently, of adopting an 'either/or' perspective (i.e. either quantitative or qualitative) in research methodology. Some research analysts for example, Johnson & Onwuegbuzie (2004), regard MMR as a "third research paradigm" or even as a "third methodological movement" (Teddlie & Tashakkori, 2003). What is clear is that the appeal of MMR is growing and proving valuable for a wide range of researchers in a variety of academic disciplines including applied linguistics more braodly and literacy research more specifically.

While the development and use of MMR in social and educational research has been growing considerably, it has been subject to a substantial amount of misinterpretation and unsystematic use partly as a result of its own recent process of development and partly because researchers are sometimes not clear as why, when, and how the two methodologies might be mixed. Drawing on the presenter's publications on MMR (Riazi, 2017; Riazi, 2016; and Riazi & Canldin, 2014), this workshop will discuss with the participants some of the major steps in designing and implementing MMR as relates to different issues in the field of literacy and langauge education.In particular, the following topics will be discussed:

- Identifying the purpose and research questions
- Specifying data collection and analysis procedures, and
- Determining inferences made from the data and analysis

The workshop will end with some recommendations for using MMR more systematically when investigating issues related to literacy.

CLASSROOM TECHNIQUES FOR PROMOTING A CULTURE OF READING

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Engaging students into reading has always been a challenge especially in the TESOL context. One way to address this challenge is through teacher/student and student/student interaction. The proposed workshop will show how the use of games, ice-breakers and other collaborative techniques in TESOL classes will not only engage the students in reading, but also it will foster motivation, a student-centered environment, and better classroom management.

The plan for the workshop is to start with a group brainstorming activity with participants to identify some key principles to promote a culture of readings in the classroom like encouraging active learning, giving prompt feedback, communicating high expectations and emphasizing time on task. After that some possible classroom activities that are in line with these principles will be shared with the participants. Some of the activities include interactive ice-breakers, games, group tasks and other teaching ideas to teach the reading skill. Sharing these activities will not be abstract; Implementing the activities will be demonstrated to the participants who will be invited to take part as students. Finally, the workshop will be summarized and ideas adapt the content to the different contexts of the participants will be discussed.

ORAL PRESENTATIONS

CATALAN TEENAGE YOUTUBERS AT A CROSSROADS OF LANGUAGE IDENTITY AND FAN ACTIVITIES

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This qualitative study seeks to uncover language practices and online identity building of young people in Catalonia –NW Spain, with Catalan and Spanish as natural coexisting languages– while conducting fan practices online. This is an underexplored field in Literacy Studies, particularly concerning lesser-spoken languages like Catalan. From a hybrid/virtual ethnographic perspective, we combine techniques to document users' online activity (field diaries, screenshots, analysis of videos on YouTube) and users' insights and perceptions (face-to-face semi-structured interviews). We access three informants (pseudonyms; Jova, Sema and Semar), young male teenagers (13-15) born and living in Catalonia, who agree to participate in the research with consent forms signed by their parents. Our corpus of data is composed of 6 interviews (2 per informant, 1 before the online exploration, 1 afterwards) with over 300 minutes of audio, 185 screenshots of online activity with 5733 words in our online activity diary, and 89 videos on YouTube with 1608 minutes. Through the lenses of content analysis, we extract recurrent topics, together with divergences worth noting in the informants. Gaming prompts all three informants to open YouTube profiles and use it more actively, but each shows different paths in their identity building as gamers through YouTube. This is evidenced by their multimodal production: (1) the construction of an online persona or avatar, (2) the language they use, (3) the topics in their videos; and consumption: (4) the channels they are subscribed to. As an example, regarding the language they use, while Jova states he consciously chooses Catalan to reinforce his identity online, Sema implicitly shows this advocacy for Catalan promotion by subscribing to Catalan-speaking YouTube gaming channels. Both demonstrate competence in video editing and production. However, Semar speaks in Spanish, and receives some money for some videos, although he is more rudimentary in video editing skills. The analysis of the four thematic categories proposed lets us elicit language positioning and identity building in relation to young people's online practices, and inform possible curricular guidelines on how to capitalize on the informal learning happening out of the school, covering online and language identity construction through multimodal consumption and production, video editing, content curation, networking and intercultural communication, among others.

WHY ENTREPRENEURIAL STORYTELLING MATTERS

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The next society, anticipated by Dirk Baecker (2007) in 2007 focusses on the ubiquitous happening of communicative networking, by which value creation and social structure are either developed or can fail. Consequently the foundation and management of organizations are genuinely communicative tasks. Corresponding practice routines such as *leadership, management* and *counseling* are stabilized by communicative competences (Fairhurst, 2007; Cooren, 2015; Rüegg-Stürm & Grand, 2015; Stücheli-Herlach, 2015), also the creation of organizations as a routine of *entrepreneurship* (Gartner, 2004/2007/2010; Hjorth & Steyaert, 2004; Stayaert, 2004/2007; Lounsbury & Glynn, 2001). Likewise, the management of cultural organizations, projects and businesses in the creative industries is affected by this (Klein, 2009/2011; Hausmann, 2012/2017; Konrad, 2006/2010/2013; Müller et al., 2011; Lange et al., 2009).

Two case studies show the process of organization foundation under above-described conditions. Routed in the field of *organizational communication* (Schoeneborn, 2013; Cooren, 2015; McPhee & Zaug, 2009; Zerfass, 2010; Jakobs, 2008; Bruhn, 2008) and *organizational linguistics* (Stahl & Menz, 2014; Müller, 2008; Habscheid, 2003) the research is based on a *strategy-as-practice* approach (Whittington, 2006; Fenton & Langley, 2011; Schatzki, 2001), studying narrative *praxis, practices* and *practitioners* of entrepreneurial storytelling in *organizations.* The research design combines grounded theory with narrative- and discourse analysis. The grounded theory model reconstructs entrepreneurial storytelling as a reciprocal process of "entrepreneurializing". Story-making and story-telling about a curatorial, innovative, entrepreneurial, strategic, collaborative and knowledge-driven design process in turn generate entrepreneurial narration, entrepreneurial design, entrepreneurial networks and organization specific discourse. The research suggests this interplay as the basis for the entrepreneurial story and value creation that shape the narrative identity of projects and businesses.

The research has implications for the academic field of entrepreneurial storytelling and significant applications for professional entrepreneurial communicators, since the results may be transferred to developing new tools and formats for teaching, coaching and consulting.

COMPARTMENTALIZING LITERACY: THE IMPLICIT RELATIONSHIP AMONG THE DISCOURSES OF WRITING IN GREEK PRIMARY EDUCATION

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My presentation focuses on how the organization of literacy activities is described in the programs of study (open curricula that also include innovative cross-thematic actions) in Greek primary education. Specifically, I refer to those literacy practices that concern the production of relatively long written texts and the constitution of what Bakhtin (1986) called "secondary" genres (genres with thematic, compositional, and stylistic complexities). Using Ivanič's (2004) thematic analysis of how literacy activities are mediated by discourses of writing, I identify in these programs three different discourses: (1) a Creativity Discourse (a view of literacy as a capacity for using individual writing skills), which appears in the activity of the Flexible Zone (a kind of project work), (2) a Genre Discourse (a view of literacy as a set of genres and text types), which appears in the subject of language, and (3) a Sociopolitical Discourse (a view of literacy as a set of sociopolitical and sociocultural practices), which appears in complementary instructions concerning language teaching from the perspective of critical literacy. Then I show that the occurrence of these three discourses not only creates a compartmentalized view of writing (literacy activities are described as autonomous entities in different parts of the programs of study) but also constructs at the epistemological level an implicit relationship about how each discourse is compatible with the other two. Finally, I argue that an important prerequisite for introducing a discourse or discourses of writing in Greek primary education is a reflexive stance on how literacy is epistemologically framed in different fields (e.g., systemic functional linguistics, literacy studies, and sociopolitical approaches to literacy).

THE RHIZOMATIC LITERACY PRACTICES OF HIGH SCHOOLERS IN THE UNITED ARAB EMIRATES

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This study tried to trace the myriad of literacy practices of high school students at home and school spheres in the United Arab Emirates by using the philosophies of Deleuze and Guattari (1987) as a backdrop against the studies' exponents. The study used a convergent concurrent mixed method. In the quantitative data base, the participants (n=531) responded to a survey about their literacy practices; whereas the qualitative data base featured in-depth interviews conducted with 9 participants. Findings revealed that the UAE high school students' inside-school literacy practices were uniformed in nature, where students felt that in order to do well they had to adhere to rules and guidelines set by the textbook and/or the teachers. Furthermore, the findings showcased the complexity of students' literacy practices, particularly outside-school literacies, rendering them to fall under the overarching concept of the rhizome as well as the New London Group's (1996) definition of Multiliteracies. The findings also revealed that wherever permissible students inject their outside-school literacy practices against the cracks in the walls of inside-school literacy practices. The students also indicated that they predominantly discussed their literacy practices with their friends and same-aged peers, however; they revealed they did not hold discussions with their teachers. In conclusion, the study helped shed light on the complexity and intricacy of adolescents' literacy practices and the way that one forms of literacy fed into another. Finally, adolescents had information about a wide variety of topics, and it would behoove teachers to bring students' knowledge and experiences into the class and bridge what they learn in school with what they learn in the world.

WRITING AND USE OF DIGITAL MEDIA IN A NORWEGIAN 5th GRADE CLASSROOM -WHAT HAS HAPPENED IN TWELVE YEARS (2005 -2017)?

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12 years ago, I investigated how use of digital media affected the students' writing in and out of school. To find out I observed, interviewed and collected student texts in a 5th grade classroom in a primary school in the center of Oslo. This qualitative material was used to chart the class of students' writing and use of digital media in and out of school.

12 year have change society, school and the digital technology which surrounds us, so how do my findings back then comply with the present situation? In what ways have writing practices in and out of school changed over these years? At present, do teachers and students experience writing in and out of school very different from 12 years ago?

In search of answers to these questions I now conduct a new study in a 5th grade classroom in the same primary school where I did my research 12 years ago. Anew I have done observations, interviews and collected student texts to find out more about a class of students' use of digital media in and out of school, and how this use relate to their writing.

I'm am now in the process of comparing the material collected in 2005 with the material collected in 2017.

My preliminary findings indicate that digital technology in this timespan has developed in ways which offer students more possibilities and rationale to write out of school. However, their actual writing appears to be farther apart from school based writing today than 12 years ago. Although writing is still a functional part of digital communication out of school, new ways to communicate are constantly developed and this seems to put pressure on the written mode.

I would like to discuss the pedagogical implications of this.

COLLABORATION, CONSTRUCTION, REFLECTION (CCR) APPROACH FOR TEACHER PROFESSIONAL DEVELOPMENT OF MULTILINGUAL EARLY LEARNERS: MULTILITERACIES IN POST-SOVIET KAZAKHSTAN

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In the old Soviet system, English language and literacy teaching at the primary school level is heavily textbook focused and allows for very little creativity or critical thinking (Zhetpisbayeva, Shelestova and Abildina, 2016). Yet, the government is aiming for 21st century trilingual language and literacy learning to occur at the Primary school age. This study illustrates the pedagogical struggle post-Soviet in-service teachers face in comprehending a new perspective to multilingual language and literacy learning (Aitkens, 2011). This study aims at creating an in-class observation framework which centers on application and adaption to the real classroom needs rather than specific theories. Therefore, the conceptual framework incorporates a three-stage approach based on collaboration, construction, and rationale (CCR) underpinned utilizing Cummin's (2009) principles of Transformative Multiliteracies Pedagogy (Boivin, 2017). The research questions posed in this study were: 1) How do early language learner teachers understand literacy and more specifically multiliteracies? 2) Does practical application within classrooms that utilizes TMP multiliteracies better facilitate acceptance of the new approach? The data collection tools included pre- and post- semi-structured questionnaires, classroom observations, and digital reflective journals from the teachers. The grades of the classes were one through six. There were 7 primary English teachers per grade and 8 MA student (pre-service). In-service teachers and pre-service MA students were interviewed before each session and then a week after the session. The special CCR lessons occurred every other week over a 3-month period. The multiliteracies utilized blending of cultural practices and globalized multiliteracies from Russian and Kazakh traditional stories that were translated into English. Findings revealed that early language learner teachers better accept multiliteracies approach when they can experience first-hand how it is socio-culturally constructed. Practical application increases the professional development for in-service primary teachers to embrace new concepts.

DECOLONIZING TRADITIONALLY BRITISH CURRICULUM TO EMPOWER INDIGENOUS AND IMMIGRANT STUDENTS IN BRITISH COLUMBIA, CANADA

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This presentation will first give an overview of the history of education in British Columbia, Canada; then outline traditional and current educational models and provincial curricula, to finally examine the use of schooling and literacy to (traditionally) dehumanize and (now) empower, indigenous and immigrant students.

A fundamental part of the education system in British Columbia, and across Canada, was the 'residential school'; run by the government in conjunction with Christian organizations, these schools were mandatory for all indigenous children and sought to remove the indigenous cultures, languages, belief systems and ways of life from several generations of indigenous peoples. This cultural genocide continues to have impact on the social and cultural identity of people in indigenous communities. The last school closed in 1996; healing has recently begun.

The new British Columbia curriculum mandates that all teachers, at all grade levels, incorporate into their courses indigenous knowledge and ways of knowing. A largely celebrated outcome after years of debate as to the place of indigenous content in the mainstream classroom, it has received minimal public funding, and relies on teachers and individual school districts to sustain. Furthermore, many European-descent teachers agree with the model, but fear accidentally committing cultural appropriation due to a lack of resources an access to indigenous guests.

All English/French and foreign language classes now include both printed/oral literature by indigenous authors. Many schools offer classes in the traditional regional indigenous language/culture, a battle against time as the last native/fluent speakers pass away.

Through introducing the work of teachers and linguistic experts in urban and rural locations, this presentation of largely qualitative research aims to spark discussion around the values and limitations of this potentially empowering curriculum model, particularly for indigenous and immigrant students of cultures other than once dominant British heritage.

PRESENTING A MULTICULTURAL TEXTBOOK EVALUATION CHECKLIST

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Nowadays, the multicultural classroom is more than a venue where students from different ethnic backgrounds co-exist. It is a place where teachers accommodate and respect students' *diversity*, originating not only from their different cultural and religious backgrounds but also from their varied socioeconomic statuses (Garibaldi, 1992). It should be thus treated as a context in which the roles of teachers and learners are re-negotiated, with teachers becoming *culture mediators* and students becoming *culture learners*. Consequently, teaching in such an environment presupposes that learners are recognized as *bilingual/multilingual* entities whose exposure to conceptual and experiential learning will eventually lead them to multicultural competence (Crozet & Liddicoat, 1999).

Bearing in mind Hutchinson and Torres' claim (1994: 315) that a textbook is '*an almost universal element of teaching'*, one can easily comprehend its significance for the multicultural classroom. Cunnisgworth's definition (1995) views the textbook as a multifaceted product, simultaneously functioning as a source of information, a collection of materials, a syllabus with predetermined aims, a supportive tool for inexperienced teachers and a compilation of tasks. Nevertheless, textbooks are not only a mere collection of texts accompanied by pictures. They reflect their authors' ideological stance and they represent specific cultures and societies (Aliakbari, 2004).

Obviously, ethnic diversity should be an indispensable feature of contemporary textbooks, especially in multicultural teaching environments. According to Triyoga (2010), textbooks must incorporate pictures depicting ethnic variety. They should also include personalities and habits not necessarily conforming to Western civilization. Textbooks deprived of this multi-dimensional approach to race and ethnicity can be accused of *epistemological racism* (Kubota, 2002), since they impose the superiority of 'whiteness', arising from Western imperialism (Willinsky, 1998).

Clearly, teachers need to apply a systematic textbook evaluation (TE) process to move beyond impressionistic viewpoints (Ellis, 1997) about their textbooks. It is thus essential to remember that '*evaluation is an intrinsic part of teaching and learning'* (Rea-Dickins & Germaine, 1992: 4) and use it systematically to gather information about the instruction of learning items (Tok, 2010).

The purpose of the present study is to present a TE checklist that can aid teachers determine whether their textbooks are multiculturally oriented. It is based on criteria from Cunningsworth's (1995), Hatoss's (2004) and Byram's (1997) checklists and is a quantitative instrument, using Likert-scale grids to assure objective evaluation. It comprises seven parts, covering different multicultural features. Firstly, Part I analyzes the general features of the textbook (layout, topics, general overview), whereas Part II examines its linguistic content (socially and culturally appropriate language). Part III scrutinizes social issues of different cultural backgrounds. Furthermore, Part IV inspects gender issues such as gender equality and gender representation. Part V investigates social matters stressing socioeconomic and ethnic equality, social-environmental problems and social responsibility. Additionally, Part VI and VII focus on the way diversity is represented in the illustration and the listening extracts.

ANXIETY EFFECT ON PRODUCTIVE AND PERCEPTIVE SKILLS TEACHING IN EFL CLASSROOMS IN CYPRUS

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Anxiety can have either facilitative (MacIntyre et al., 1997; Park and French, 2013; Dolean, 2015) or detrimental effects (Ganschow and Sparks, 1996; Liu and Jackson, 2008; Tanielian, 2014) on the process of foreign language learning. Numerous researchers have tried to evaluate the students' levels of anxiety caused by the four language skills (Pilkonis, 1977; Zhao et al., 2013; Valizadeh and Alavinia, 2013). Previous research has showed that teachers may experience anxiety along with their students (Parsons, 1978; Kokkinos, 2007). In a world where the English language is considered to be crucial to one's personal and professional development it is vital to conduct studies that will help add to the knowledge of how to significantly reduce the presence of anxiety in the foreign language classroom.

This study investigated anxiety experienced by both teachers and students in EFL classes in Cyprus. Both quantitative and qualitative research methods were used for data collection and analysis. The participants, 51 teachers and 72 students, had to provide answers to the Foreign Language Anxiety Scale by Horwitz et al. (1986) and the Teaching Anxiety Scale by Parsons (1973). In addition, interviews were conducted with some of the teachers. The focus of the study was to distinguish any difference in anxiety levels experienced by Cypriot students inside and outside the classroom regarding speaking, reading, writing and listening skills.
It was found that for both students and teachers experience anxiety in the English language classroom in Cyprus. The results show that the older group of students were anxious about the idea of communication with native English speakers outside the classroom setting. Productive skills such as speaking and reading cause most anxiety; younger teachers are more anxious than the older ones. The participants suggested effective teaching activities and techniques in order to alleviate anxiety in the English language classroom.

EFL VOCABULARY TEACHING AND ASSESSMENT: EVIDENCE FROM CYPRUS

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The EFL vocabulary teaching and assessment have been recently studied by many researchers (e.g., Thornbury, 2002; Cárcamo et al., 2016). The present study attempts to identify issues that can influence the vocabulary learning by investigating the views and attitudes of both EFL students and teachers in Cyprus. It could be very challenging for the teachers to decide about teaching methods and assessment practices regarding lexicon acquisition that can meet the needs of their students in the most efficient way.

This research was conducted at private and public universities and English private institutes in Cyprus. The data of this study was collected by conducting interviews with 4 EFL teachers and 4 EFL students accordingly. The questionnaires were completed by 80 EFL students and 40 EFL teachers. The students that participated in the study were university students that had to state their opinions about the effectiveness of the teaching and assessment methods of their teachers based on their own past vocabulary learning experiences as EFL learners. This study is based on qualitative and quantitative analysis. Similar questions were included in the interviews and questionnaires related to the factors that influence vocabulary learning.

The results of the study showed that there is a difference between teachers' and students' views and beliefs. Generally, most of the students criticized the traditional approaches that were used by their teachers in the past since they did not find them effective for their L2 English lexicon development. The results also revealed that the students had the need to be provided with more assistance throughout their vocabulary learning process. Nevertheless, although some of the teachers claimed for the usefulness of the traditional de-contextualized methods, all of the teachers acknowledged that new methods have emerged in recent years that might be more effective for the students than the traditional ones.

"ORALIZED" LITERACY PRACTICES IN ARABIC LANGUAGE EDUCATION

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The aim of this paper is to examine the influence of Arabic literacy practices on the acquisition of English literacy skills by Arab students with specific reference to textual organization. It has been observed that Arab students' written texts exhibit rhetorical organizations that are dissimilar to academic English rhetorical style. Researchers working within the Contrastive Rhetoric Hypothesis have reported that Arabic-speaking students transfer their native language's rhetorical organization into their second language's (English) texts (Johnstone, 1987; Ostler, 1978; Mohamed, 1993, 1999; Mohamed Sayidina, 2010). It has even been suggested that Arabic-speaking students produce texts that justify classifying the Arab culture as an oral culture vis-a-vis literate cultures (e.g., English), according to Walter Ong's (1982,1992) classification. The proposed study claims that these transferred Arabic textual features are directly related to how literacy is approached in Arab schools. In addition, this study argues that the cultural patterns in the Arab world influence the school system which places greater emphasis on teaching the classical variety of the Arabic language that students do not speak as their native language, and which is mainly learned through memorization and drilling due to the Diglossic situation of Arabic (Ferguson, 1959). The data for this study come from English as a Second Language papers produced by undergraduate Arab students. It is hoped that the analysis would yield findings that represent the literacy practices in the Arabic speaking world. Using these findings, and applying Ong's dichotomy, it would be possible to argue that the literacy practices in Arab schools follow a model related to oral traditions, and that the Arabic educational system emphasizes a type of "textuality" that does not encourage critical, analytical, and inquisitive modes of thinking that are valued by modern educational institutions.

LANGUAGE AND LITERACY: WHAT TO LEARN FROM CRISES?

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 I am interested to discuss types of perlocutionary effect that news on crises entail. A crisis is understood as any critical event referring to a drastic change that makes a significant impact on the routine. News on crises become an inseparable part of our lives, so it represents an interesting research object relevant for linguistics, psychology, sociology. Being a linguistic I have mainly focused on how a crisis is constructed in the news.

Firstly, research outcomes of Critical Discourse Analysis of the front-page news on Andreas Breivik sequential attack coverage, school shootings in Belgium and Germany, in nation-wide French, British, Russian media showed that respective events are communicated as interchangeable, meaning a reader sees them as usual, predictable events. There was only emotional feedback on them. Examples are to be provided.

Secondly, my teaching experience (working with Romance philology majors; local NGOs focused on social activism, ecology) helped me to develop ways of identifying perlocutionary effect yielded by the news on crises.

So far I have focused on developing critical thinking skills via practicing reading, writing, critical perception of videos (social advertising, presidential speeches, social experiments, documentary series videos).

For example, 1) meticulous comparative linguistic analysis of election speeches by M. Le Pen and E. Macron revealed that there are no differences in communicating such concepts as "France", "The French", similar "Future", while both candidates stood up against an "Adversary"; thus the choice of an incumbent seemed questionable, 2) contrastive analysis of videos on social experiments and social advertising showed that social experiments proved to be more pragmatically charged as they clearly show a behavior pattern that students tend to either accept or refuse. Examples are to be provided.

TRANSLANGUAGING AND LITERACY PRACTICES IN AN EDUCATIONAL CONTEXT IN CYPRUS

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This study is a classroom linguistic ethnography with a Year 4 class of 18 students, aged 9 years, in a village primary school in South Eastern Cyprus. Cyprus' academic context involves two linguistic varieties that is Cypriot Dialect, (CD) and Standard Modern Greek, (SMG). The research methods included a year of participant observation, in-depth interviews with the parents and fieldnotes.

The "classroom microsystem" is investigated based on theoretical foundations which support translanguaging practices and flexible pedagogies for achieving learning development. This study offers a typical representation of the Greek-Cypriot classroom where children use both of their linguistic varieties to acquire knowledge. It aims to indicate how the different linguistic varieties of home and school are accommodated in pedagogy and schooling as well as to influence the wider context of education in Cyprus by informing pedagogy with conceptualisations favouring the creation of CD friendly environments for the beneficial development of SMG.

The study analysed translanguaging and literacy practices in classroom talk to focus on students' collective efforts when negotiating meanings of texts, helping them to jointly construct knowledge (García, 2009; Creese & Blackledge, 2010). Findings showed that translanguaging and the use of literacy practices enabled students to relate the curriculum content to their personal experiences and used them as a resource for discussing the meanings of the text and to provide constructive and critical opinions in the discussions in the classroom.

The research presents how the pedagogic use of personal funds of knowledge through the use of CD enabled i) meaningful access to the curriculum based content written in SMG, ii) maximised students' participation and iii) enabled them to contribute to the pedagogic task by co-constructing each other's views and opinions.

THE FAILURE TO ROOT OUT ILLITERACY IN SUB-SHARAN AFRICA AND ITS CONSEQUENCES FOR NATION-BUILDING

Anders Breidlid, Oslo[1]

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In my presentation I examine the literacy situation in sub-Saharan Africa among indigenous youth and adults above 15 years of age. Such an examination necessitates first a discussion of various definitions of literacy, and I distinguish between conventional/ basic literacy and functional and critical literacy. The issue of the schools' secondary discourses – permeated by a Western hegemonic epistemology- is discussed in order to at least partially explain the weak learning outcomes and low literacy rates in the region. The paper then explores the literacy situation in Zambia, Uganda and South Africa, concluding that whatever definition one employs the literacy situation is dismal, if not catastrophic. An analysis of the strategies used by various international stakeholders like UNESCO to reach the Millennium Development Goals and Sustainable Development Goals for Education shows that the international NGOs address learning outcomes related to literacy skills in very traditional, non-innovative ways.

The presentation concludes by suggesting a radical reorientation of literacy teaching in order to overcome the functional literacy deficit in sub- Saharan African countries, and underlines the close link between low literacy rates and mal-functioning nation states.

DIGITAL LITERACY AND DIGITAL INCLUSION: THE ENTELIS ROADMAP

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The digital transformation of society is a global process that involves all countries and all sectors. In order to make meaningful use of opportunities offered by technology, all persons with disabilities and older adults that wish so should be supported for digital literacy. This means not only for the knowledge and skill to use ICT but also in the choice of appropriate technologies and empowerment to self-manage their ICT-AT (Assistive technology based Information and Communication) use. This paper aims to present the ENTELIS (www.entelis.net) Digital Inclusion Roadmap, which is a concept and policy paper on the empowerment of people with disabilities of all ages, for digital literacy and digital inclusion. The roadmap presents a framework for inter-sectorial collaboration to reach the aim of digital literacy and digital inclusion for all people with disabilities.

The ENTELIS Digital Inclusion Roadmap defines high level goals for the sectors of policy, education, social sector and technology. It suggests the cyclical process between assessment, consolidation and development and innovation, as a strategy to consolidate higher levels of inclusive functioning as permanent outcomes.

In Policy, the goal is for digital incusing to be mainstreamed in all policy frameworks and programmes, and hence Educational institutes to be fully prepared to support all learners to develop digital skills, digital literacy and meet their ICT needs. In the ENTELIS roadmap the Social sector should is aligned with digital society and supports citizens with AT needs for digital literacy and inclusion, and Technology with respect to products and services is designed or made accessible for all.

Applying the cyclical process to the goals for bridging the digital divide, the roadmap identifies various implications relevant to digital literacy and digital inclusion with respect to products, provisions, professionals and policy that will be further discussed during the presentation.

READING LITERARY TEXTS IN SLOVENIAN

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The paper seeks to address the introduction of Slovenian as a second and foreign language to students of Slovenistics at foreign universities in linguistically heterogeneous groups which also include speakers of Slovenian as a first language. On that ground, heterogeneity in learning groups promotes individualisation and differentiation. Original Slovenian literary works are read by students of all levels of proficiency, including basic users. The concept of introducing reading original literary texts in Slovenian to basic users has shown that, on a receptive level, students very quickly gain a global understanding of the text and its meaning, but experience challenges in written production and literariness.

The paper seeks to present the ability to summarize a literary text as the lowest form of understanding of a literary text by students of Slovenian who attended so-called linguistic lessons. One of the groups of attendees included students with a diverse range of first languages, languages of instruction and where they obtained their high-school degrees. Students were thus classified into four groups. Unexpectedly to such a high extent, results showed that students from both the Slovenian and Bilingual group achieved the same high level of results. It is also significant to note that part of the BKS (an acronym for a group of students from Croatia, Serbia and Bosnia), group achieved extremely low results. Two distinctly different sub-groups of the German group need to be mentioned: the first one achieving a global level of understanding of literary texts, whereas the second one failing to understand the text in question. Reading original literary texts for basic users is of vital importance. The selection of the text, its appropriate linguistic level and literary value also plays a significant role.

ENGLISH LANGUAGE AS 'LINGUA FRANCA' IN MODERN SCIENTIFIC DISCOURSE: HOMOGENIZATION OR HYBRIDIZATION?

Galina Kedrova[1]

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In the 21st century English has been promoted to the role of a universal language - the lingua franca - in global scientific discourse. Several factors, political, economic, cultural, etc., support the position of the English language as main form of information exchange in the modern world. Science is an integral part of the social and cultural life of society, therefore study of internationally accepted norms of scientific communication and national standards in the field, as well as emerging new trends according to globalization requirements, are of undisputable importance. Although in each country there are unique features of the interaction of national language with global English, most theoretical and experimental works distinguish two key trends in the field: the tendency to linguistic homogenization and the tendency to language hybridization, when local language revises and adopts English-language models, thou preserving its linguistic identity. Both of these tendencies are generally revised in the analysis of modern globalization processes under the term of 'glocalization'. We've investigated various languages' corpora databases of scientific publications to trace active tendencies in the area of scientific discourse. The results attest that in global scientific discourse, as in other spheres of modern information exchange, both trends coexist in accordance with the idea of globalization. On the one hand, there is strong tendency for linguistic homogenization on the basis of English as a lingua franca, on the other – clear tendency to linguistic hybridization, that enables preservation of historically established local scientific communication traditions and basic literacy norms. The question of how the balance between these trends can change in the near future remains open. We expect that Web 2.0 services, namely most popular academic social networks, might significantly affect literacy norms in scientific discourse providing effective test bed for working out new literacy models of global communication in sciences.

DEVELOPING COMPETENCES, SKILLS AND VALUES VIA FOREIGN LANGUAGE LEARNING: EXAMPLES OF TEACHING PRACTICES IN EFL AT SECONDARY SCHOOL LEVEL

Chrysanthi Nicodemou-Pasiardi[1]

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The teaching of modern languages in Cyprus is based on the CEFR and a main objective is to promote methods of modern language teaching which "strengthen independence of thought, judgement and action, combined with social skills and responsibility (CoE, p.4). In light of the principle that language is communication and culture, task-based and project based learning is necessary. What is more, plurilingual approaches i.e. inter-disciplinary facilitate language learning in a meaningful way for the learners.

This presentation draws examples of teaching practices in EFL in a Public Upper-Secondary school, most of which can be adapted to Primary and Tertiary level of Education.The work aimed at developing values and key competences such as foreign language learning, literacy as well as horizontal skills such as learning to learn, social and civic responsibility, initiative, cultural awareness and creativity. Prior to the work, a survey entitled *"Language awareness and learning"* administered at Kykkos B´ Lyceum in October 2016, indicated that the majority of students believe that it is important to learn foreign languages and there is a connection between language learning, social skills and cultural awareness. The examples that this presentation focuses on illustrate how EU and/or other programmes and events which promote competences, skills and values can be integrated in the daily school lessons in a way that it is interesting and fun for the learners. Specifically, the examples comprise the integration of the European Parliament Ambassador School programme (EPAS) in the EFL class, the use of mini sagas (short stories), participation in the EU Day of Languages events with a series of creative activities and workshop-type lessons.

NATURE AND OUTCOMES OF SEMANTIC CHANGE AS A FUNDAMENTAL PROCESS OF LINGUISTIC EVOLUTION

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Language is used to convey meaning. Semantics, i.e. the study of meaning in language, is one of the most difficult topics of all as the works of many linguists illustrate. The vocabulary grows either by absorbing new words or by giving a new, additional meaning to the existing words. The original meaning can be replaced completely or partly. However, most often, the new and the old meanings coexist side by side, so that the word becomes polysemic. These new expressions are one of the most complicated areas of English language teaching and translating especially for non-native speakers working outside an English speaking environment. Words may look and sound very similar but have different meanings, or else they may look and sound different and yet appear to be almost synonymous in meaning. There have been many shifts in word meanings, particularly with the 20th century rise and dominance of market forces and their ´hard-sell´ advertising strategies, as well as the considerable influence of the mass media and associated ´extreme journalism´, in which grabbing the attention of the public has resulted in overuse of superlatives of expression and the sidelining of many words of intermediate strength.

The change of meaning can be approached either from the aspect of *logics* or from the aspect of *motivation*.

Within *logics* the following processes are mentioned: widening, narrowing, branching, and transfer.

From the aspect of motivation the paper addresses change in the denotation, change in the language system, change in the interpretation of the meaning and the need for more or less expressivity.

Appropriate examples illustrate both gradual change over centuries and also abrupt change within lifetimes. Whether we regard semantic changes as corruptions, refinements or innovations, knowledge of these processes is sometimes as important as word order to our contextual understanding.

THE PROMOTION OF LITERACY IN EUROPE: POLICY INITIATIVES AND IMPLICATIONS AT PORTUGUESE SCHOOL LEVEL

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According to the Lisbon Strategy and to the 'Europe 2020' strategy, European Union addresses challenges in education and training systems upon the belief that literacy is a crucial indicator of socioeconomic and political participation and development. In the last decades, the goals of those agendas are reinforced by results PIRLS, PISA and PIAAC results, and gave origin in Europe to the development of several educational reforms where literacy receives greater and greater attention.

In Portugal, since 2000, we assist to the implementation of several initiatives, among which the National Reading Plan (2006), which target either directly or indirectly the promotion of literacy among school population and the improvement of the position of Portugal in the ranking of international literacy assessments.
In this paper, whose ultimate goal is to identify and discuss "understandings of literacy", we firstly describe 114 literacy policy initiatives recently developed in Portugal, Spain, Greece, Romania, and Ireland. In a second moment, we focus the Portuguese National Reading Plan in order to discuss the way this plan is being received and recontextualized at curriculum and school levels.

The comparative analysis of the initiatives according their assumptions and causes; goals; contexts; actors; main activities; and focus allowed not only the identification of similarities and differences, but also the literacy approaches that underpin their conceptual basis.

Regarding the Portuguese Reading Plan, the analysis of the curriculum, a metaanalysis of research about this initiative, and interviews with teachers and librarians made possible the identification of some indicators of its impact on curriculum and school, and of the meanings that literacy is being given in these contexts. We will conclude if the dominant school discourse on literacy, traditionally oriented by technical 'skill-focused' and autonomous approaches is or is not being challenged by sociocultural perspectives that consider, among others, contextualized practices and diversity.

DEVELOPING MULTILITERACIES PROFESSIONAL DEVELOPMENT PRACTICE: SUPPORTING MULTILITERACIES-BASED TEACHING AND LEARNING IN CYPRIOT PRIMARY SCHOOLS

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The proposed paper intends to present the potential of the design, implementation and evaluation of a professional development (PD) programme to enhance the literacy repertoires of in-service primary teachers in Cyprus. The proposed research draws on the findings from the development of the Museum Multiliteracies Practice (MMP) framework, developed during my doctoral studies.

The MMP framework derives from the creative overlap of multiliteracies pedagogy of the New London Group, the Learning by Design Model adapted from Cope and Kalantzis, and Gee's affinity spaces theory. The MMP framework specifically addresses culturally and linguistically diverse students' needs.

A design-based research (DBR) methodology was utilised to undertake the research using mixed methods, while it unfolded in three phases: the preliminary phase, the prototyping phase and the assessment phase. Based on the findings from my doctoral research, in order for teachers to adopt the MMP framework, they should be deeply engaged in effective professional development activities to enhance their literacy practices.

Therefore, the intention of the proposed postdoctoral research project is to offer opportunities for sustainable professional development for educators. In particular, the aim is to adapt the MMP framework through a transformative model of professional development using design-based research, consisting of the following components: a) a workshop, including activities such as theory exploration, demonstration, and practice, and feedback; b) curriculum materials designed to help the teachers implement curriculum or innovation in the classroom; c) school follow up coaching with organisation of school-based coaching activities in the form of technical and peer coaching. Finally, it is important to ensure a supportive school environment, which is imperative for successful implementation of the PD programme.

The evaluation in the proposed study is based on Guskey's (2000) five levels of evaluating teachers' PD, which has been extensively used both in the UK and across the USA.

DISABILITY THROUGH MULTIMODALITY: EXPLORING STUDENTS' CONSTRUCTIONS OF DISABILITY THROUGH DIFFERENT MEANS IN ONLINE-OFFLINE ENVIRONMENTS

Nayia Stylianidou , Katerina Mavrou[1]

[1]European University Cyprus

This study aimed to explore how adolescent students construct disability through online and offline multimodal interactions. Studies have underlined that the ways in which people construct disability emerges from social interactions, situated in specific socio-cultural contexts. However, the majority of these studies has focused on teachers' and pre-service teachers' constructions of disability. Hence, there seems to be a gap in the literature with regards to students' constructions of disability especially in contemporary settings. It could be argued that how students construct disability influences the establishment of inclusive schools. To this end, this study drew on the perspective of Disability Studies and Disability Studies in Education which view disability as a social construction. It was suggested that in order to explore students' constructions of disability, disability models and students' socio-cultural context, particularly their interpretations of multimodal means that utilise in online and offline environments should be taken into consideration. In this respect, the methodology of this study adopted a qualitative research approach and utilized focus groups, online and offline semi-structured interviews and participant observation on a closed Facebook group. Eighteen students 14-17 years old participated in the study. Data analysis was based on Fairclough's CDA model which was enhanced with analytic elements from visual semiotics' field for analyzing participants' interpretations of the multimodal means produced and used in the online/offline environment. The results of the study indicate that students construct disability mostly through medical and charity models. Simultaneously however, the affordances provided by the different means used within different communicational environments help students to deconstruct dominant constructions; which in turn can lead to reconstructing. In the spirit of reconstruction, students' suggestions within the different communicational environments such as the environment of school and mass-media environment and the different means for raising awareness about disability were also present based on the findings.

REFLECTIVE TEACHING IN MULTILINGUAL CLASSROOMS:PROMOTING LANGUAGE LEARNING THROUGH PRACTICES RESPONSIVE TO STUGENTS' NEEDS

Efstathia Pantazi

In this paper, I argue that teaching practices which successfully promote bilingual literacy are intimately bound up with a stance in which teachers are focussed on how their practice can most effectively meet the needs of their students – a stance which is *reflective*. Since classrooms in modern multicultural societies are typified by their diverse, heterogeneous nature, there are clear advantages in facilitating reflection so that pedagogy is 'grounded' in teachers' own experiences and knowledge within this setting.

The paper draws on research with teachers working in Greek community schools in London, where the students are mostly 2nd or 3rd generation Greek Cypriots – a community which at the turn of the millennium was the 12th largest language group amongst London school children. This research was a qualitative study, using in-depth analysis of interview data. Triangulation was achieved by comparing interviewees' comments with my own experience as a participating teacher, together with data from observation and from policy documents.

The research reveals the processes of reflection, and in turn the ways in which it leads to improved practices to language teaching, tailored to the specific needs and interests of the students. As the teachers come to understand more about their students, "local knowledge" is built up about their motivation and learning style. Significant changes in practice often stem from "critical incidents" – disjuncture in which initial assumptions are modified through powerful experiences. Teachers' classroom practices evolve, as do their views on student development. Experimenting with different approaches to language and literacy, they move away from approaches employing abstract grammar and vocabulary exercises, towards more collaborative and contextualised activities, encouraging genuine communication, personalising the lessons and 'scaffolding' tasks – drawing on students' own 'funds of knowledge' (from their daily life) to make them more motivating.

LITERACY AND TEXT COMPETENCE IN RELIGIOUS EDUCATION (RE)

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According to J. P. Gee (2003), "literacy" is basically "mastery of a secondary discourse", making such mastery one of the main objectives for the school. In RE quite a few students are crossing cultural and epistemological borders whenever moving between home and school. The possible disconnection between the epistemology at home and at school may alienate many students in the classroom, limiting understanding and learning.

Through a qualitative study in Norway, I have explored whether students in grade 10 build competence of interpretation and meta-consciousness in RE. Through analysis and observation I found that issues like similarities, tensions, and contradictions in texts, were practically absent in textbooks and teaching. Therefore, few students managed to see various perspectives in the texts and interpret conflicting texts based on different discourses. Students mastering this challenge were mainly – but not only - coming from homes with an awareness of various discourses and a certain familiarity with the "school discourse". I found clear correlation between students' discourse awareness in relation to texts and symbols on the one hand, and parents' level of education, access to literature, and familiarity with religious stories on the other.

The paper discusses how literacy building in RE may utilize the potential of students lacking experience of the secondary discourses of the school but having a cultural capital different from the one normally valued in school, as well as the importance of teachers having competence on various worldviews and on the diversity of religion and the complexity of religious texts.

HOW CAN DRAMA DEVELOP LITERACY SKILLS?

Eleni Lagou

The present paper is an effort to show the way drama and theatre in education enable students to develop their literacy skills. For the purpose of the study, literacy is defined here as the ability to listen, critically read any kind of text, linguistic and non-linguistic, visual and non-visual, speak and creatively write. Taking into consideration Freire's (1970) assertion that education does not merely mean the transference of knowledge, this paper is a suggestion of embedding drama techniques and theatre practices into the educational process for students to develop language, extend their knowledge in literature and develop their literacy skills.

The importance of literacy is determined by the need to understand literature. The value of literature in our society is defined in Michael Rosen's (2009) words who suggests that "the human race has invented the many forms of fiction and non-fiction (including all the electronic, digital and filmic forms) as ways of investigating the natural world and human society, and our sense of how, as individuals, we fit into these".

This paper is based on a qualitative case study on the way drama enables 10-year-old-students to develop their reading skills and oracy through Shakespeare's play 'Macbeth'. The collection of data occurred through observation, interviews and questionnaires.

Drama workshops conducted in favor of the research showed that students, who had various experiences within a drama context, at the end of the study got familiar with manipulating a difficult literary text, and hence, language. Through drama students experimented with interpreting and decoding meanings from a given literary text, and then producing new meanings, expressing feelings, thoughts and reflections on what they read. Furthermore, the dramatic context established a safe environment in which they were offered opportunities to unleash themselves, discuss and interact to each other and fearlessly share their thoughts and feelings.

TEACHER-RESEARCHERS' DISCOURSE AS EVIDENCE FOR THEIR PROFESSIONAL DEVELOPMENT TOWARDS A DEMOCRATIC SCHOOL

Eleni Katsarou[1], **Anna Sfakianaki**[1]

[1]University of Crete

The basic aim of the presentation is to show how aspects of teachers' discourse changed through their participation in a collaborative action research project focused on Critical Pedagogy, which served as a professional development setting for them. We claim that teacher-researchers' professional development towards the vision of a democratic school (and society) that emerged because of their focus on the principles of Critical Pedagogy, is clearly reflected on their discourse about students, their practices and their role in school. So in the presentation three issues are discussed: the action research project that the teachers conducted (what really happened at school), how this affected their discourse (the changes that occurred) and how the changes in their discourse are connected with the process of their professional development.

More specifically, in the first part we present the collaborative action research that took place, how three teachers of an urban junior hi-school in a city of Crete (under the facilitation and co-operation of a professor at the university) combined their efforts and formed a group (a small community) in order to bring change in their school and make their classes more democratic following the principles of Critical Pedagogy. For this purpose they used texts on current and controversial issues, mainly multimodal but also "off-normative" like video, pictures, movies, songs. During each teaching intervention they collected data from themselves and from their students, data that formed the basis for the reflection phase that followed (according to the action research circle).

In the second part of the presentation, we focus on the shift of the teacher-researchers' discourse, from a discourse that could be generally labeled as "learner-centered" to a more "democratic" discourse that emphasized inclusion for all students, promotion of their interests, dynamic differentiation from the official curriculum with the focus on critical social issues that engage students to continuous dialogue and debate in the classroom. Finally, in the third part, these changes are discussed as evidence for teachers' professional development in the prospect of democratization of education, as teachers get empowered to engage students in revealing unequal power relations within and outside school.

TEACHING ENGLISH FOR SPECIFIC PURPOSES: DEVELOPING ESP PRACTITIONERS' LITERACY

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As various socioeconomic developments and advances in technology and education are taking place, the demand for English for Specific Purposes (ESP) courses is increasing. Especially after the Bologna Process (European Commission, 2017), which among other things aims at preparing students for the multidimensional demands of the marketplace, ESP started to receive ample attention by research (Fortanet-Gómez & Räisänen, 2008). Amongst the major characteristics of ESP are needs analysis, integration of motivation and content and exposure to authentic situations of language use. Due to the nature of ESP, the role of the ESP practitioner is a multifaceted one (Dudley-Evans & St. John, 1998). Despite this fact however, literature through the years shows that issues pertaining to ESP teacher education and literacy have not obtained the necessary interest by research, and most ESP practitioners in Higher and Vocational Education worldwide are in need for training in teaching ESP (Master 1997; Bell, 2002; Bojović, 2006; Zavasnik, 2007; Savas, 2009; Basturkmen, 2010; Adnan 2011; Bracaj, 2014; Abedeen, 2015).

This action research study was inspired by this intense need for the development of ESP practitioners' literacy in teaching ESP. The study proposes an intervention as a solution to this problem of insufficient ESP teacher training: an online ESP teacher training course with the name ReTTESP Online (Reflective Teacher Training in English for Specific Purposes Online). The paper focuses on how the course was designed, the theories on which it is based and the practices which it encompasses, and it reports on aspects of the experience drawn from the pilot implementation of the course. The data presented was obtained through the facilitator's/ researcher's field notes, the trainees' reflective diaries and focus groups discussions. The results yield important insights for the future implementation of the course and any future endeavour in the field of ESP teacher training.

DISCLOSING NATURE THROUGH READING:
AN ANALYSIS OF PICTUREBOOKS DEPICTING DEEP SEA

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The revisitation of nature, with all its characteristics, spaces and elements, constitutes a well-known and classic *topos* of children's literature. However, the role of nature is often limited to the one of scenario in many children's narratives, being depicted from an anthropocentric perspective, in idealised way, as an undifferentiated or pleasant construction for humans. These narratives fail to promote ecoliteracy (Orr, 1992), particularly since the relation between humans and non-humans is depicted in a shallow way.

More recently, new narratives have altered the way nature is configured. They create the idea of environment which is increasingly a "bio relative environment", recognising complexity and interaction as part of the issue. They try to disclose the hidden elements of nature, and the web of mutual dependencies and reactions that make up the natural world.
Analysing a coherent corpus of children's picturebooks depicting maritime scenarios, this study aims to identify the main strategies used to promote ecoliteracy, and it aims to show how these verbal and visual narratives configure the environment (namely, the sea) as more than an undifferentiated space inhabited by living beings, this being the most elementary concept of environment.

From a theoretical perspective, the approach is twofold: a) it is built on a linguistic background, especially in the field of Discourse Analysis, resorting to the principles of linguistic constructivism (Halliday 2001) to identify frames and the interpretative repertoire (Fillmore 1975; Potter & Wetherell 1987; McKenzie 2005, Lakoff, 2010) of texts; b) it combines the former with a literary and semiotic point of view, establishing text-picture relationships and dynamics according to the postmodern theories related with picturebooks analysis (Nikolajeva, 2005; Nikolajeva & Scott, 2006; Sipe & Pantaleo 2008; Beckett, 2012; Kümmerling-Meibauer, 2014).

DOING MEDIA LITERACY IN PRIMARY SCHOOL: STORYBOARD READING AND WRITING AS AN INSTANCE OF MULTIMODAL LITERACY

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In recent decades, the notion of literacy has been broadened beyond print language to include different media but also different skills and processes. Developments in the field of literacy (B. Street, London Group, G. Kress) talk of multiple 'literacies', multiliteracy and multimodal literacy. These highlight the different and specific social contexts within which literacy practices are being enacted but also the different platforms of delivery.

Thus it has become a commonplace that an enhanced conception of literacy involves media literacy, the ability for students to read and write in the new media. Mastering the necessary skills and competencies forms a major part of this expanded definition of literacy.

Based on the above theoretical framework of literacy, this presentation reports on a project that considered the development of moving image media language among primary school students. In this, students had to devise and produce a short film. Part of the activity involved the development of a storyboard. The presentation looks at this activity as a literacy practice to consider a number of issues pertinent to the development of media literacy:

-What specific literacy skills are required (and also developed) for students to be able to 'read' and 'write' a particular type of a multimodal text such as a storyboard?

-How is moving image language and metalanguage acquired through the activity of storyboarding?

-Given that a social model of literacy learning posits that literacy development do not operate in the abstract but is a response to particular social environments, in what ways is media literacy connected to the identity of the students?

Storyboards are analysed applying elements from multimodal theory and social semiotics, as proposed by G. Kress, since we are interested to know how the particular social interests of students link with their actual productions.

The presentation discusses finally the conclusions and consequences for media literacy development.

RAISING LANGUAGE EDUCATORS' AWARENESS: FROM COMFORT TO ALTERNATIVE ZONES

George Androulakis[1], Roula Kitsiou[1], Sofia Tsioli[1],

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In the present paper we discuss the need for rethinking aspects of language education developing a specialized training programme at a postgraduate level, "Language Education for Refugees and Migrants" (LRM), an initiative of the Hellenic Open University. It is obvious that "language teachers and educators are locked in their comfort zones of standard language ideological thinking that they embrace during their training and have consistently been reinforced further by their professional practice in spaces that are shaped by the idea of a standard universe" (Ndhlovu, 2017,154). Greek educational system and more generally Greek society is a deeply monolingual context despite the international current research and the urge of educational linguists, sociolinguists, critical educators for turning into more inclusive and linguistically fair approaches and practices. This tendency appears to be of greater concern in the current sociopolitical context of Greece which consists a context of transit for many refugee and migrant groups.

In order to respond to the new needs and expectations of their students who are part of linguistically and culturally superdiverse classrooms, language educators must get outside the box of the monolingual mindset (Clyne, 2008) of language teaching that dominates the educational system and language policies. Language teachers are principal actors of language education in this new reality and need specialized training, in order to escape their comfort zones and be led to critical alternatives. Developing LRM, we have tried to provide language educators with critical analytic tools, critical pedagogy principles, critical language teaching methodologies which can be translated into adopting multilingual and multicultural practices for delivering target-languages, as well as human rights awareness and involvement in the field, opportunities to come in contact with refugees and migrants in specific guided contexts. This paper presents examples of interactive activities designed to raise language educators' multilingual, multicultural and human rights awareness towards linguistic justice (Piller, 2016), and discusses reactions of students to such activities.

CREATION OF EDUCATIONAL ENVIRONMENT FOR CHILDREN UNDERGOING LONG-TERM TREATMENT IN HOSPITALS (RESULTS AND PERSPECTIVES)

Nataliya Kurikalova, Irina Arbuzova, Ksenia Arbuzova, Ivan Doluev, Elena Kuznetsova

Project "We Teach/They Learn" At Hospital School (Moscow),
Reading Association of Russia

The innovative platform "Creation and implementation of educational environment for schoolchildren who undergo long-term treatment in hospitals" has been launched in Russia The Project has set the task to create a completely new type of full-fledged school in hospitals ("hospital school for long-stay patients") as an innovative model in its structure, organization, administration and methodology.

As soon as children are diagnosed with serious diseases (oncological, immunological) they stop schooling. Interrupted schooling and reduced contact with social network of peers caused by long absence from school result in decline in academic achievements and unstable emotional status. Academic gap between in-patients and their healthy peers is often 1-3 years. To make matters worse some surgical treatment and medicines and their side effects impair children's cognitive functions (abilities to think, concentrate, memorize, word knowledge, etc.), eyesight and hearing.

Integrated educational environment for children with disabilities is being formed as a means for the realization of unlimited possibilities for individual personal development and full medical and social rehabilitation of in-patients with due support of their families. Specific conditions of learning process are reflected in adapted educational study-plans (curriculum) which include individual learning plans based on treatment schemes, medical recommendations and individual rehabilitation programmes. In this context the role of distance learning technologies which compensate limited forms of personal "teacher-pupil' classroom interaction has grown dramatically. One of the most effective of them is "Mobile Electronic School".

To achieve positive educational outcomes and improve literacy skills reading and writing modules for pupils are being integrated into classroom activities across school curriculum and into extra curriculum activities.

As traditional scaffolding practices are difficult to apply in hospital school Project team has been searching for more suitable forms and methods of engaging in-patients into reading and helping them to become more effective readers and learners.

The first results of the Project will be presented at the session.

OUR INNER NOTE-TAKER:
EXPLORING READERS' SEARCH FOR INFORMATION IN LENGTHY PRE-READ TEXTS

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Do our brains "map" a text, or take notes, while we're reading it? What guides us when we return to the text to search for information? Do efficient readers search for information more effectively than weak readers?

The purpose of this study is to explore what people do when they search for information in a long text that they've already read. This activity is performed by most readers on a regular basis, for work, studies, and leisure. And yet it has hardly been explored in the existing body of research on reading and memory.

Adult male and female participants were given a long narrative non-fiction text (approximately 3,000 words) to read. A few days later, they were given reading comprehension style questions. While the readers were answering the questions, they were engaged in a Think Aloud protocol, explaining how they were going about looking for the information needed to answer the questions. Thematic Analysis was then used to evaluate their answers and explore themes that would reveal effective search strategies. As themes began to emerge from the Think Aloud responses, new insights from the participants led to different, more refined and sharply focused questions being asked, and the creation of new thematic categories.

Although the study is exploratory, and in its final stages, preliminary findings and analysis have begun to reveal some interesting themes and insights. There are promising indications that efficient readers employ more effective search and memory strategies - both conscious and unconscious - to look for information in texts, than their weaker counterparts.

The intention is to formulate practicable suggestions and strategies for both weak readers and educators to utilize.