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***Bridging sociocultural, philosophical, pedagogical and technological***  
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**Abstracts**

## **«Play, Creativity and Digital Literacy in Young Children's Tablet Use»,**

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In this presentation, I will draw on a recently completed ESRC-funded research project to consider the nature of young children's engagement with tablets in the digital age. The project explored how far the use of tablet apps promoted pre-schoolers' play and creativity. In the first part of the presentation, I will share the findings from the project that indicated how children aged from 0-5 are using tablet apps in the home, focusing in particular on children's play and creative thinking. The second part of the presentation will move on to consider ways in which kindergartens and schools can use tablets to develop children's digital literacy skills, focusing on key principles of use that emerged from the research project. Throughout the presentation, issues relating to parental engagement in children's digital literacy learning will be considered.

Jackie Marsh is Professor of Education at the University of Sheffield. She has conducted research projects that have explored children's access to new technologies and their emergent digital literacy skills, knowledge and understanding. She has also examined the way in which parents/carers and other family members support this engagement with media and technologies. Jackie has conducted a number of research projects that have explored how creative and innovative teachers have responded to the challenges of the new media age. She is an editor of the 'Journal of Early Childhood Literacy' and Chair of the newly established COST Action IS1410 'The Digital and Multimodal Literacy Practices of Young Children' (DigiLitEY).

# **“What Kind of Literacy do we Need in the 21<sup>st</sup> Century? From Digital Literacy Towards Media and Information Literacy”**,

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## **Background**

Media and information literacy is a key competency in the 21st-century knowledge societies. It is much more than just knowing to use the digital technology. The media and information literate person knows how to learn, how to organize knowledge, and how to find, select, evaluate, organize and use information.

In Hungary information literacy is not manifest in public education and higher education programs. Education policymakers are focusing on the problems of digital literacy and don't take into consideration, that it is necessary to have much broader information competencies to survive in the 21st century. Students come to higher education with drawbacks, especially regarding the key competencies (thinking, text comprehension and analysis, information management, etc.). They also have difficulties with learning and self-evaluation. The reason is that they don't have enough opportunities in secondary education to acquire basic information literacy skills.

## **Aims and methods of the research:**

A nationwide survey was carried out in 2014 about information competencies of university students. We wanted to know how students get information for their studies, what their main resources are, their information seeking methods, how they select and evaluate information. We got 2599 answers; our survey is not representative but significant.

The questionnaire consisted of 64 questions. The main questions asked about information seeking habits of the students included: where they get the most important information from, how they select, how much time and money they spend on information gathering, what they use the internet resources for etc. We also asked about their habits

of using the library. We wanted to know how they decide if a resource is reliable or not, what type of information resources they trust and why. One of the most interesting questions was about the main difficulties faced by students when conducting a research project.

## **Results**

The results of this survey, compared with other surveys about students' information gathering methods, show that students face most difficulties when analyzing and evaluating information, and selecting the relevant ones. Higher education institutions try to force students towards deep and reliable research methods. As a result, students have to deal with a number of information seeking assignments. However, unfortunately, Hungarian students are not well trained in gathering and selecting relevant information. In other words, their information literacy skills are limited.

## **Conclusion**

The National Educational Library and Museum are the information centre of education science, public education and the history of education. Our users are mainly researchers, teachers, and students. During a European Union-sponsored project, the library developed a special website, called Reading Portal. The main goals of the portal are to help students to attain information competencies and improve intelligible reading. We would like to support the work of school librarians with 30 pilot programs for reading and information literacy development, and a collection of national and international good practices.

# VALIDATING THE GREEK LANGUAGE TEST “MILAS ELLINIKA I” IN THE CYPRIOT CONTEXT

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The synthesis of the student population in Cyprus has changed recently (Economidou, 2003), while the percentage of students with Greek as an Additional Language (GAL) in public primary schools during 2014-2015 has reached 14,7% (Ministry of Education and Culture, n.d.). Since education in Cyprus is monolingual, any problems in the acquisition and use of the Greek language can turn into significant barriers in these students' school progress.

To facilitate the integration of GAL students into the educational system and the wider social environment in Cyprus, the Ministry of Education and Culture (MoEC) adopts several measures, including Greek language remedial classes. However, the absence of Greek language diagnostic tests poses difficulties in the identification of GAL students' proficiency levels and the subsequent provision of individualized and focused support.

The current study presents and discusses the results of a validation study of the diagnostic test “Milas Ellinika I”, developed in Greece, by the Aristotle University of Thessaloniki. The validation study aimed to collect evidence on the appropriateness of the use of this particular test in the Cypriot educational context. The test “Milas Ellinika I” is addressed to children aged 7-11 and consist of two parts, which assess the first three levels of the Common European Framework of Reference for Languages (CEFR) i.e. A1, A2 and B1.

The validation study, which was conducted during 2014-2015, involved 382 students attending 17 primary schools from all Cyprus districts. Participants received Greek language remedial classes at the time. In the context of this study, validity evidence was collected in relation to four key elements of Weir's (2005) validation theoretical framework, namely scoring-validity, criterion-validity, context-validity and consequential-validity. Content-validity was also explored. For this purpose, several data collection tools for students and teachers were developed and administered to this population. Data was analyzed using both quantitative (frequencies, chi-square-tests, Rasch models) and qualitative techniques (content analysis).

Results suggest that both parts of the test are appropriate for use in Cyprus schools. In addition, the validation study highlights ways in which the test needs to be adapted to the particular context.

## **“Literacy as a Response to Socio-economic Challenges: Financial Literacy for Young Adult through Educational Technology”**

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The escalating numbers of low-income, unemployed young adults (18-35) constitute not only a current problem for the European Union, but a challenge to be dealt with in the years to come. This group of EU citizens is one of the largest disadvantaged groups in the European society, constituting almost the 35 % (over 40% for some EU countries) of the total young adults in Europe. According to the Organization for Economic Cooperation and Development (OECD) (2010) economists, low-income jobs and unemployment tend to leave a “wage scar”, whereby someone who is unemployed when he should be at the start of his career can suffer from lower than average wages for decades afterwards. Now, recent research from the OECD shows that youth unemployment coupled with low-income revenue also undermine pension saving and place millions of young people across Europe at risk of having an inadequate income when they are older. Improving financial literacy skills of such disadvantaged group in the EU society can have significant benefits for everyone, since good financial literacy skills help individuals make the most of their opportunities based on their available resources, meeting, thus, their goals, while securing their financial wellbeing, and contributing to the economic health of society. Literacies in this context, when supported and promoted by educational technology, become the long expected response to the rotting social welfare system. Moreover, it diminishes collective solidarity within the communities of the European states, where, among others, both welfare and solidarity are gradually bypassed by a great number of EU citizens.

In our proposed presentation, there will be an effort to highlight the social potentials and importance of multiple literacies development (particularly financial and digital literacy) among the youth. The presentation will draw its references and argumentation from the

implementation of the European Erasmus + project “Developing Financial Literacy for EU Citizens Utilizing Online Learning and Digital Literacy” (eFinLit). The eFinLit maintains transformative potential, facilitating engagement of the youth with the wider community both at the local and the EU level in an innovative manner. Some of the most successful means for building literacies, skills and understanding of financial management issues at personal level directly relate to the growth of the abilities of EU citizens to practice real-life problem solving and to engage in cooperative, project-based learning and simulations of real-world conditions. Thus, eFinLit aspires to integrate the potential of digitally-mediated social environments into the fostering of innovative learning communities for the EU Citizens. In this way, it tries to capitalize its affordances, contributing to the direct and indirect development of multiple literacies of young EU citizens while supporting their reintegration into the EU society.

## LANGUAGE ASSESSMENT LITERACY: THE NEW 'KID' ON THE BLOCK

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Numerous references to 'new' literacies have been added to the discourse of various academic and public domains in recent years. Among them lies the term "language assessment literacy" (LAL) used in the field of language testing and assessment to refer to the skills, knowledge, methods and techniques needed by various stakeholders to carry out effective language assessments (e.g. Hasselgreen, et al. 2004; Inbar-Lourie, 2008; 2013; Fulcher, 2012; Taylor, 2009; 2013). In this paper, I firstly define and discuss the notion of LAL and its related issues with a particular focus on language teachers and their professional development in this area. In the second part of the paper, I consider current LAL levels of pre- and in-service foreign language teachers (FLT) based on research findings conducted in three European countries. Both quantitative and qualitative data was collected in a mixed method approach via questionnaires (n=589) distributed to FLT in Cyprus, Greece and Germany and interviews (n=63) with teachers from the same local contexts. The data was analysed using descriptive and inferential statistics (frequency distributions, correlation analyses, regression analysis) and qualitative content analysis (following Mayring 2010).

Despite the small differences across countries, the results show that only certain elements of teachers' LAL expertise are developed such as testing micro-linguistic aspects (grammar/vocabulary) and language skills (e.g. reading and writing). LAL aspects such as compiling and designing non-traditional assessment methods (e.g. self-/peer-assessment or portfolio assessment), grading and placing students onto courses as well as establishing quality criteria for assessments (e.g. validity, reliability or using statistics) are not. To compensate for insufficient training, teachers reported that they learn about LAL on the job or use teaching materials for their assessment purposes. Teachers overall expressed a need to receive training across the range of LAL features identified in the study with varying priorities depending on their local educational contexts. The results of the study offer insights into teacher cognition of their LAL needs and outline pressing challenges that exist for fostering LAL among FLT. Finally, the



presentation proposes various approaches to the professional development of FLT's and directions for future research in LAL.

## **“Language Use and Literacy Practices in Bilingual Adolescent Girls in Cyprus”**

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The present paper investigates the interaction of linguistic usage and literacy practices of four bilingual adolescents in Cyprus. Over the past few decades, Cyprus has suffered great social changes due to the phenomena of immigration, globalization and the economic crisis. The urban centres being populated traditionally by monolingual inhabitants belonging to the same nationality are faced with the dynamic presence of multilingualism and linguistic varieties within a mixture of identities that coexist and interact. The present educational system has taken some steps towards identifying and integrating students whose first language is other than Greek in teaching in the public sector but all policies are moving towards an international model. The dominant and target language for all students following the educational system and attend classes in the public sector is the commonly spoken Modern Greek language.

Within this context, we are concentrating on four case studies aiming to examine the bilingual identities of four girls living in Cyprus and the practices of literacy exercised with particular emphasis on extracurricular activities. The aim here is to explore fields where the linguistic usage that takes place is more authentic and less guided. Thereby, we explore the interconnection of language use, language values and literacy practices in an effort to show the links achieved between language, literacy practice and bilingual/multilingual identities.

The methodology adopted is the case study research (Simons, 2009) with semi-structured interviews, participatory observations of the girls for a period of two months and reasoned analysis of digital practices, particularly those associated with the use of social media (like facebook or twitter activities). The analysis of the data revealed that the relationship between bilingualism and literacy, as well as identity, are directly linked to the linguistic choices made by the participants and the narrations of the participating parties showed that such factors as family, social networking and socio-economic background played an important role in the formation of their literate and linguistic identities.

## **“Exploring Pedagogical Approaches to Learning Greek as an Additional Language: Case Study in a Greek Diaspora School”**

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The purpose of this small-scale study is to explore pedagogy and cross - curricular approaches to language learning. In particular, the project evaluates the effects of employing drama for the teaching of Greek vocabulary to a group of early years English children, attending one of the Greek schools of Diaspora in London. Previous research indicates the positive effects that drama can have in the learning of new vocabulary (Clipson-Boyles, 2012), as drama aims to ensure that all children reach their full potential and successfully conquer new vocabulary. For this study, drama activities were created that allowed learners to create meaning through active engagement. The researchers worked with eight children to look at how well one set of words is learnt, using traditional, non-drama methods, and then by comparing results when adding the drama methods with a different set of words. Data collection lasted from February until the end of June 2015, on Saturdays of every week. Research methods included interviews, which ensured that children’s voices are heard and documented, while they were also used as pre- and post-tests, and observations, where children’s participation and engagement with activities were noted. All relevant ethical issues were addressed, as the researchers gained permission from the headteacher, parents and children to implement the project. Informed consent, anonymity and confidentiality were ensured. The initial analysis of data (February and March 2015) indicate a higher probability for children to learn new vocabulary and be able to transfer that knowledge when the drama is used as a teaching method. Overall, the study draws attention to the benefits of drama in language teaching and the need for teachers to be familiar and comfortable with using effectively innovative techniques to ensure children’s participation and success.

## **“New Generation Teaching Tools to Improve Literacy”**

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Communication in the mother tongue - especially reading comprehension and writing skills as the essential components of literacy - is given high priority in the Hungarian National Core Curriculum (2012), the framework curricula (2013) and textbooks (2014). The results of international and national assessments (PISA, PIRLS, TIMMS, National Testing, Matura examinations) prove that the improvement of literacy skills requires an urgent call to action, and they also provided evidence that all subject areas are to be accounted for it. These demands launched our educational research and development - supported by the Social Renewal Operational Programme - to improve literacy skills.

The aims of our R&D projects are to develop new generation textbooks with learning tools in the environment of new technologies, to set up the National Education Portal to assist teachers and students with new learning tools; as well as to determine and describe learning standards in literacy and numeracy to support better learning outcomes.

A research team with wide expertise, knowledge and experience had been set up to achieve the aims determined by Hungarian content regulation and improve literacy in all subject areas. The team aimed at the new generation textbook improvements and also the learning standard developments. They drew on the most important international models, as well as research and input from numerous sources. They also assessed the

existing textbooks and designed content to fit current education trends and needs better while another group of experts developed learning standards in literacy and numeracy. The developments are unique. Besides improving and widening content-based literacy skills in various subject areas, the textbooks for the age groups of 6-10, 10-14 and 14-18, also convey effective and efficient learning strategies and techniques. They also present activity-oriented education combined with digital learning tools and media implementations. On the other hand, the learning standard developments intend to provide formative and summative assessment tools for teachers to use and also give ideas for improving soft skills such as attitude, autonomy, ethics, etc.

The concept and the structure of the new generation textbooks have been developed, and their implementation is almost complete. The newly developed textbooks have currently been used by more than 10 000 students every academic year. They are experimental because textbook users - teachers and students - continuously give feedback on their experiences, the suggestions from which the team will incorporate in the textbooks. Parallel to the textbook project, the concept and descriptions of the learning standards in numeracy and literacy have been completed, presented and disputed with the educators. Their concepts have also been tried out on a small scale sample.

The setting up of the Hungarian Educational Portal is in progress.

Although there is a lot of progress, the feedback on the latest educational innovations in the field of literacy are warmly welcomed by the participating factors in Hungarian education, and they also seem to be effective and efficient in achieving better learning outcomes.

## **“Worthwhile Knowledge and Teacher Role in Literacy Teaching: Examining Paradoxes During Curriculum Change in the Republic of Cyprus”**

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This presentation discusses different conceptualizations of worthwhile knowledge and teacher role in literacy teaching during educational policy change in the Republic of Cyprus. In particular, it traces the ways in which school knowledge in literacy teaching and teachers' role therein were construed in official discourse and by elementary school teachers at two crucial periods of the recent history of educational change: when a critical literacy curriculum and pedagogy were introduced and gradually implemented (2010-2013) and then redefined (2013-2015).

The presentation draws partly on data from a broader research project that utilizes semi-structured interviews to examine teachers' professionalism and positioning during the review (2009-2010), introduction (2010-2011) and the gradual implementation of new curricula (2011-2014) in Greek-Cypriot public schools (see e.g., Philippou, Kontovourki, & Theodorou, 2013). This presentation combines data from 174 teacher interviews with the analysis of official policy texts that framed the teaching of literacy in elementary education during the period 2011-2015. Interviews were analyzed thematically with the purpose of identifying the different meanings that teachers attributed to (critical) literacy. This was also viewed in relation to the ways they perceived their role in the classroom and to official demands, especially when considering how those official demands were materialized in pedagogical practice. Discourse analysis of official policy texts aimed to problematize commonplace assumptions regarding language, literacy, teaching, and teachers by focusing attention to how problems, worthwhile knowledge, and teachers' subjectivities were constructed.

The analysis also included comparison and contrasting of conceptualizations of worthwhile knowledge and teachers' roles not only between the two periods of interest (2010-2013 and 2013-2015) but also between official discourse and teachers' perception thereof and reported pedagogical practice.

In this presentation, this multileveled analysis revealed some "paradoxes," which we discuss to highlight the complexity of policy enactment. Those paradoxes include: (a) The construction in official discourse of critical literacy pedagogy as a framework for freeing worthwhile knowledge from strictly defined subject matter, and yet experienced by teachers as a pedagogical truth that was distant from real-classroom life and expertise (2010-2013); (b) the sense of loss by teachers of their autonomy in the classroom, because of the official demands for implementing a critical literacy curriculum in a particular way despite proclamations for empowering teachers and students (2010-2013); (c) the re-affirmation of the school textbook as a source of worthwhile knowledge and the provision of choice for employing different methods of instruction (adhering to critical literacy or not), which was perceived by teachers as freeing them from official and pedagogical demands and yet might have limited them in the ways they conceptualized language, literacy, and literacy teaching (2013-2015). The discussion of these paradoxes foregrounds the ways in which different pedagogies may eventually work as tools for subjecting and subjectivizing teachers in unpredictable ways, especially when changes in the method are not framed by changes in institutional practices and structures. It also highlights the ways in which pedagogies work as ideological texts themselves and thus argues for the need to problematize and interrogate any pedagogy despite how empowering it promises to be.

## **“Dynamics of Developing Vocational Literacy in Mozambique”**

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The study presented in this paper aims to provide a historical analysis of the situation with vocational literacy in Mozambique. In particular, the role of Non-formal vocational education (NFVE) and forces that shape it in the context of Mozambique are problematized. The analysis is done through the theoretical lens of the Cultural-Historical Activity Theory (CHAT). Employing the CHAT approach, the study analyses the historical development of NFVE in Mozambique, as well as currently dominating trends and perspectives. This includes both the understanding of the structure of non-formal vocational education activities and the development of the motivational sphere associated with these activities. Methodologically the study was done through a document analysis of printed and e-resources produced by the main stakeholders and a case study conducted in the surroundings of Mozambique's capital Maputo. At the structural level, the findings show a strong dependence of NFVE sector on the technical and financial support provided by international organisations. This support is vital, but we could also witness some donors' abuse of their power position when providing unrequested and even nonfunctional equipment. Poor coordination of different actors in the field was also observed. Lack of adequate equipment and practice opportunities lead to domination of theoretical or rudimentary forms of vocational knowledge provided in the courses resulting in the learners' and the educators' dissatisfaction. Initial high study motivation often fades out during the course due to inadequate practical component and difficulties of getting internships in the established companies. However, dropouts are not high as the course diploma/certificate is the major expected outcome of NFVE activity by many participants. During the forty years past since independence driving political and economic forces that steer vocational and general literacy provision have changed dramatically in the country. Recently, great variety of vocational courses have been provided by private companies but they function only in Maputo and the big cities. The analysis shows that clear gender segregation is still



occurring following traditional cultural patterns of vocational occupation. In conclusion, development of vocational literacy is driven by but not synchronic to current developments within national and local socio-economic contexts. Vocational literacy has proven impact on employment and self-employment but also on generic life-skills development. However, in many cases participants have higher expectations about program outcomes than those they get.

## **“Changing the Ways: Promoting Reading For Pleasure of EFL Students at University”**

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Extensive individual reading of fiction has long been a requirement at Russian linguistics Universities. However, despite the availability of the growing amount of research on effective reading promotion teacher-centered methods of instruction still prevailing in Russian universities hardly make individual reading a sustainable reading promotion experience.

Another concern is that outside the program many of the students limit themselves to reading on the Internet browsing from one website to another without much concentration, mostly skimming and scanning. There is a growing amount of relatively successful students that don't read for pleasure at all preferring to watch movies and listen to music both in Russian and English.

The study is aimed at the development of a love for reading fiction in students majoring in English and Education. Freshmen and sophomores participated in a specially designed “Pleasure Reading Program”. We investigated how learning-centered approach and active teaching/learning strategies used for designing and implementing a framework for extensive reading for pleasure may contribute to the enhancement of positive reading habits and attitudes, motivate and equip students for further reading for pleasure in a foreign language.

The study suggests that creating a reading-friendly environment rich in round-fiction activities enhances student autonomy and step-by-step fosters students developing into self-motivated lifelong readers.

The activities involving teachers, librarians and junior students included reading conferences, writing a dual-entry diary, vocabulary sharing sessions, book promotion

presentations, reflective practices, open questions discussions, short-story projects, reading recommendations for peers, etc.

The experimental students demonstrated evident improvement in their attitude to reading fiction for interest, enjoyment and learning. In their Students Portfolios, they reflected on becoming more regular independent readers as well as academic, social and personal growth.

## **“Talking About Literature and Science on Friday Afternoons: A Book Club Experience for Young People”**

Pau Custodio, Isabel, Márquez Bargalló, Conxita, Marbà-Tallada, Anna

Preparing students to be scientifically literate is the main purpose of science education. All students should be able to make informed decisions and take proper actions affecting their own welfare and the welfare of society and environment. This means that scientific literacy should be promoted both in its fundamental and derived sense as literacy it is constitutive of science itself. In our case, we are analysing how it can be promoted by using narratives. Several research works have stressed the use of narratives in science education, considering that they can make science meaningful and accessible to the public. In particular, we focus on how novels with science-related content should promote some aspects of scientific literacy among secondary school students. In this communication a book club experience with teenagers is presented. The aim of the research is to analyse the opportunities and the difficulties of a science reading club to promote some aspects of the scientific literacy. With this purpose two scientific book clubs, where all the novels had science-related content, were organised during the 2014-15 school year. The book clubs took place at two public libraries located in two districts of a low socioeconomic status of a large city in Spain. The participants were all between 10 and 14 years old, most of them having an immigrant status. The authors of this communication selected the novels and the first author lead the book club sessions. These took place once a month. During the sessions some activities to promote the comprehension and the analysis of the text were implemented. Before reading, the activities were focused on activating prior knowledge about the scientific topic of the novel. Then the participants took the novel home and read it on their own. In the next meeting the activities were focused on promoting discussions, about both literary and scientific topics of the novel. In order to be able to analyse the opportunities and the difficulties, all the book club sessions were audiotaped and then analysed in depth. As a result it can be shown that this kind of books clubs are an

opportunity to promote discussions about scientific topics, allowing young people to relate science to their personal life and to society. It is also a way to promote communicative practices among teenagers with an immigrant status. In contrast it can be shown that novel selection is a difficulty, as good literary quality and a scientific topic should go together and it is not an easy task. In conclusion, it seems that the success of the activity is due to the accurate book selection and the methodology employed. This allows peer-regulation and a deeper analysis of the scientific aspects of the novel.

## **“Perceptions of Children’s Literature and Implications for New Literacy, Childhood and Literary Studies”**

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This contribution explores translators’ perceptions of children’s literature (ChL) as revealed in a children’s literature translation process research (ChLTPR), in the course of which ChL translators expose their principles, strategies and attitudes towards translating literature for children and young adults, in a think-aloud study-based context. Data from think-aloud protocols (TAPS), pre- and post-experiment questionnaires, and the researcher’s diary bring into surface beginners, competent and expert translators’ principles, strategies and attitudes while verbalising their thoughts as they translate ChL in the context of a think-aloud protocols (TAPs) experiment.

This achievement, allows a better understanding of the ‘hows’ and ‘whys’ of the complex process of children’s literature translation (ChLT), and, what is more, acknowledges the role translators play as critical agents in children’s everyday life in in-school and out-of-school (literacy) practices. Following an introduction to the main terminology and literature, where the significance of this innovative study is highlighted, the methodology applied is explored, and the main outcomes are presented and discussed. Implications for new literacy, childhood and literary studies are tackled, and future research pathways are highlighted.

## **“Workshop: Literacy as Basic Human Right? Developing a European Framework of Good Practice in Literacy Policies - a major goal of ELINET”**

Christine Garbe (ELINET Coordinator) and EufimiaTafa (One of the Coordinators of Good-Practice Reviews)

The „European Literacy Policy Network ELINET“ was established in February 2014 and received a 3 million Euro grant from the European Commission to complete an ambitious two-year work programme. Coordinated by the University of Cologne, ELINET is a conglomeration of 78 literacy policy organisations from 28 European countries including literacy networks, education ministries, national agencies, international organisations (like UNESCO), foundations, NGOs, universities, research centres, teacher training institutions and volunteer organisations. ELINET aims to analyse and consult on literacy policies at a regional, national, and trans-national level, raising awareness of literacy issues and coordinating campaigns. The ultimate goal is to reduce the number of children, young people and adults with low literacy skills in Europe. At the European Literacy Platform [www.eli-net.eu](http://www.eli-net.eu) you will find information about the network, literacy reports and policy recommendations for all ELINET member countries, tools and guidance for fundraising and awareness raising, and a collection of good practices for enhancing literacy in all age groups ("from cradle to grave").

The project’s design combines a top-down approach (research-based standards, reports, and material) with a flexible bottom-up approach (analysing good practice examples, supporting existing activities and encouraging new ones). Two major outcomes (which will be presented at the final conference in January 2016 in Amsterdam) will be a “Declaration of Literacy Rights”, based on a „European Framework for Good Practice in raising literacy levels“ (EFGP\_Lit) and a sample of corresponding examples of good practice. In this workshop, the ELINET coordinator (Christine Garbe) and one of the coordinators of good-practice reviews (Eufimia Tafa) will share both drafts (Declaration of Literacy Rights, Framework of Good Practice), the

underlying concept and some related examples of good practice. The participants of the workshop will be invited to give their feedback and input about further examples and the drafted criteria of good practice in the different literacy policy areas.