

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section VI: Instructional methods in early literacy teaching

Chairs: Patricia Schillings, University of Liège & Renate Valtin, Humboldt University, Germany

Tuesday, July 24, at 11.30–13.00 **Location:** Seminar Building / Room S 23

LITERACY CHANGES LIVES.

Instructional methods in early literacy teaching

Time: Tuesday, July 23, at 11.00–13.30

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The early foundation phase of reading and writing development is a crucial stage in pupils literacy acquisition. Success or failure in the initial stages have a heavy impact on pupil's motivation to learn and on their self concepts as readers - both determinants of later literacy achievement. Since learning to read and write is a cumulative process the early stages are essential for building a solid ground for further learning. In the initial stages children have to grasp the alphabetic code and gain cognitive clarity about the function and the features of written language . In this section different methods of initial literacy teaching methods are presented and will be discussed

Programme:

Time	Presenter / Country	Title
11.30 – 11.45	Jenni Ruotsalainen, Finland	Code-focused and meaning-focused activities and their associations on first graders’ reading fluency and reading comprehension in Estonia and Finland
11.45 – 12.00	Marina Sotiropoulou – Zormpala, Greece	Our class's dictionary
12.00 – 12.15	Hellen Vretudaki, Greece Athina Doulia, Greece	The Effects of the Self-Regulated Strategy Development on Greek students’ writing process.
12.15-12.30	Rose Ong'oa, Kenya	Boosting Literacy through the learning approach
12.30 – 12.45	Stefanie Sachse, Germany	Literacy Instruction for Nonspeaking Children with Severe Disabilities. Overcoming Limiting Beliefs
12.45 – 13.00	All presenters and the audience	Discussion and exchange

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Dr. Patricia Schillings works as associates Professor in the Education and Training Department of the University of Liège (Belgium) where she teaches literacy and teacher training. Her researches projects cover teachers’ professional development in the area of emergent literacy, reading comprehension processes, and disciplinary literacy. She has been involved in national and international reading literacy assessments (PIRLS 2011, 2016) and in the development of digital reading items the OECD’s Programme for International Student Assessment (PISA 2018). She is currently in charge of a longitudinal study which aims at studying the effect of an early literacy French compensatory literacy program.

Renate Valtin, Prof. Dr., Humboldt University, Germany (emerita) is author/co-author of 300+ publications on reading, spelling, dyslexia, social and cognitive development and served in many literacy related committees, e.g.: Reading Expert Group of PIRLS 2006 and German team of PIRLS 2001, 2006, 2011 and 2016, High Level Group on Literacy, established by the EU-commission (2011-12), chairperson of IDEC (International development of Europe Committee of the International Reading Association). In the ELINET project she was leader of the team preschool and primary school children. Awards: First recipient of the Institute of Reading Research Fellowship of IRA (1974), Reading Hall of Fame (2000), William S. Gray Citation of Merit of the International Reading Association (2005).