ARLE 2019
Abstracts for 'Conference participation ARLE 2019'

Vasiliki Adampa Thorkild Hanghøj Dimitrios Koutsogiannis	Playing with gender identities through games and literacy practices – Implications for language teaching
Juli-Anna Aerila Merja Kauppinen	Stories make Readers (StoRe) –project from the perspective of the StoRe-students
Ana Albuquerque Margarida Alves Martins	Social interactions in early literacy programmes: a research with Portuguese preschoolers
Alisa Amir Hilla Atkin	Domains of interest and ICT implementation in a questionnaire on writing
Luis Araujo	Early Parental Reading and Reading for Enjoyment: What Matters Most for Boys and Girls?
Olga Arias-Gundín Mª Pilar Palomo Raquel Fidalgo	Use of writing strategies by undergraduate students in the performance of hybrid tasks
Carina Ascherl	Investigating Teachers' Future Digital Literacies in L1 Teaching – An Interdisciplinary and International Delphi Study
Elżbieta Awramiuk Jana Vlčková	SOUND FORM SIGNALIZATION IN L1 POLISH AND CZECH TEXTBOOKS: MEANS, AIMS AND FUNCTIONS
Abderrazzaq Bazar Yamina El Kirat El Allame	The Impact of Mother Tongue on the Learning of English: The Case of Moroccan Learners
Mounia Benjelloun Yamina El Kirat El Allame	The Role of Story Telling in the Development of the Child's Lexical Richness: Case Study
Anica Betz Lena Bocek Joerg Jost Michael Krelle	How do Students Deal with Sources in Writing-from-Sources-Tasks? An Insight into Students' Texts and Task-Solving-Processes
Dr. Tuva Bjørkvold	Spontaneous collaborative writing among students as researchers
Witold Bobinski	DO WE TEACH READING IN THE WAY WE READ BOOKS? "HUMAN" SIDE OF THE REDISCOVERY OF TEACHING
Gustav Borsgård	Fostering democracy through literature education
Bouchra BOUKLATA Yamina El Kirat El Allame	Textual Features of the Academic Language of Moroccan Monolingual Children's Register at Home and at School
Yassine Boussagui Yamina El Kirat El Allame	Language policy and Language Revitalization or Devitalisation: The case of Amazigh in Morocco
MAUREEN BOYD Emma Janicki-Gechoff John Gordon Tina Høegh	Dialogic Pedagogy: Literature based pedagogy and purposeful teacher practices
Esther Breuer	Execution Processes in L1 and FL writing
Scott Bulfin Nikolaj Elf Dimitrios Koutsogiannis	Invited SIG Technology and Literacy Education (SIG TALE) Symposium: Agency, Technology and Teaching L1
Adriana Bus Lisa van der Sande	Long-term effects of BookStart
Mark-Oliver Carl	Research on Poetry Reading in Secondary Education - Cognitive Models, New Studies and their Methodological Challenges

Rasmus Fink Lorentzen	Digital literacy and CODE (Code, Collaboration & Design)
Anna Ślósarz	Multimedia thematic modules (MTM) as literature teaching method
Maria Luna Ruth Villalon Isabel Martínez-Álvarez María del Mar Mateos Elena Martín	How undergraduates use an online written guide scaffold when they need to write an argumentation?
Anna Lyngfelt	Desire manifested by young students' multimodal text production
Marco Magirius Sören Ohlhus Daniel A. Scherf	METHODOLOGICAL APPROACHES TO THE LITERATURE CLASSROOM
Marco Magirius	Mixed Methods in L1-Educational Research exemplified by a Study on Beliefs of L1-Teacher Training Students on Interpreting
Petra Magnusson	Understanding L1 teachers' talk about digitalization and multimodality
Camilla G Magnusson	One teacher's reading comprehension instruction in an effective language arts classroom, and students' metacognitive awareness of own reading processes
Inger Maibom GRETE DOLMER	Scaffolded Grammar Teaching of Writing and Student Group Work
Aino Mäkikalli	Potentiality of literary theory in contemporary literature education
Anabela Malpique Deborah Pino-Pasternak	Writing and reading performance in Year 1 Australian classrooms: The role of handwriting automaticity and writing instruction
Rocío Martínez Diego Morales	Why is it necessary to create educational resources for Deaf children, families, and schools with the constant involvement of the local Deaf community?
Ana S. Martins	Text complexity and word learning
Antoneli Matos Belli Sinder	Canonical Brazilian literature texts in Portuguese language classes
Johannes Mayer	Book reading as a shared multimodal activity
Larissa McLean Davies Wayne Sawyer Lyn Yates Brenton Doecke Philip Mead	What are we developing?: Priorities and challenges for teaching literature in secondary subject English in Australia
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Michal Meishar Idit Porat Miri Miller	Characteristics of Literary Discourse by Co-Teaching in Elementary School
Alejandra Menti María Paula Dutari Sebastián Carignano Celia R. Rosemberg	The Teaching of Words and Information Juxtaposition. An Analysis of Kindergarten and First Grade Classes
Margaret Kristin Merga	Supporting literacy and literature learning: The role of librarians in schools
Per Arne Michelsen	Dialogic aspects in speeches
Louise Molbæk	Situation Based (authentic) Writing
Miriam Morek Anke A. Herder Debra A Myhill	Teachers' and students' metatalk about written text production and negotiation of concepts of writing
Natascha Naujok	Participation in Storytelling Settings – Multimodal Approaches in Multilingual Education
Bernadeta Niesporek-Szamburska	Literary metaphor awareness by children aged 7 and 9

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Maria Luna & Ruth Villalon & Isabel Martínez-Álvarez & María del Mar Mateos & Elena Martín (Spain)
HOW UNDERGRADUATES USE AN ONLINE WRITTEN GUIDE SCAFFOLD WHEN THEY NEED TO WRITE AN ARGUMENTATION?

| Paper session ARLE 2019 | Thursday, 14:00-15:30 | Room T9 | Chair: Costa, Ana Luísa |

Writing an argumentation from contradictory texts is a complex task with strong potential for fostering learning and reflection (Andrews, 2010). Although research has shown that even students at higher education struggle with this type of tasks, they are often proposed with scarce guidance (Mateos et al. 2018). Moreover, open universities and the availability of virtual campuses at traditional or on-site universities are increasing and some authors have used technologies to implement virtual scaffolds (Nussbaum, 2012). This paper presents results from a study consisting in testing an intervention aimed to improve undergraduates' argumentative writing in a virtual environment supported by Moodle. Specifically, we focused here on students' representation of the task (Mateos et al. 2008) and students' use of a written guide.
The participants were 34 undergraduates enrolled in a subject called Psychology of Learning in an online University. In the context of an activity, the participants wrote a preliminary synthesis from two texts which presented conflicting information about a topic; afterwards, the students followed a virtual environment where they answered several questions which guided them through the reading of two new texts and the writing of a second synthesis. The environment provided them also with instructional videos and a graphic mediator. Before and after the intervention, their declared argumentative strategies and their perceptions of self-efficacy in argumentative writing were measured. Finally, they provided an assessment of the aids received and a reflection on their learning process.
The results show that the students improved the degree of integration in their final synthesis and, after the intervention, there were positive changes in their declared argumentative strategy and in their perception of competence. There was also analysed how the students' used the written guide, specifically, how they answered to different questions of the guide. The most interesting results focus on how these answers were related to the structure and degree of integration of the final syntheses. This study illustrates, among other aspects, how these students represented the task and how the technology has been used and could be improved to implement a successful intervention on argumentative writing in a distance higher education environment.

Keywords: academic writing, instructional design in writing, intervention study, educational technology, writing and reading

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Anna Lyngfelt (Sweden)
DESIRE MANIFESTED BY YOUNG STUDENTS' MULTIMODAL TEXT PRODUCTION