Vasiliki Adampa & Thorkild Hanghøj & Dimitrios Koutsogiannis ()
PLAYING WITH GENDER IDENTITIES THROUGH GAMES AND LITERACY PRACTICES – IMPLICATIONS FOR LANGUAGE TEACHING

Paper session ARLE 2019  Wednesday, 15:45-17:15  Room T15  Chair: Gonçalves, Matilde

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Juli-Anna Aerila & Merja Kauppinen (Finland)
STORIES MAKE READERS (STORE) –PROJECT FROM THE PERSPECTIVE OF THE STORE-STUDENTS

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Ana Albuquerque & Margarida Alves Martins (Portugal)
SOCIAL INTERACTIONS IN EARLY LITERACY PROGRAMMES: A RESEARCH WITH PORTUGUESE PRESCHOOLERS

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Alisa Amir & Hilla Atkin (Israel)
DOMAINS OF INTEREST AND ICT IMPLEMENTATION IN A QUESTIONNAIRE ON WRITING

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Luis Araujo (Portugal)
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Olga Arias-Gundín & Mª Pilar Palomo & Raquel Fidalgo (Spain)
USE OF WRITING STRATEGIES BY UNDERGRADUATE STUDENTS IN THE PERFORMANCE OF HYBRID TASKS

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Carina Ascherl ()
INVESTIGATING TEACHERS' FUTURE DIGITAL LITERACIES IN L1 TEACHING – AN INTERDISCIPLINARY AND INTERNATIONAL DELPHI STUDY

Abstract

Elżbieta Awramiuk & Jana Vlčková ()
SOUND FORM SIGNALIZATION IN L1 POLISH AND CZECH TEXTBOOKS: MEANS, AIMS AND FUNCTIONS

Abstract

Abderrazzaq Bazar & Yamina El Kirat El Allame (Morocco)
THE IMPACT OF MOTHER TONGUE ON THE LEARNING OF ENGLISH: THE CASE OF MOROCCAN LEARNERS

Abstract

Mounia Benjelloun & Yamina El Kirat El Allame ()
THE ROLE OF STORY TELLING IN THE DEVELOPMENT OF THE CHILD’S LEXICAL RICHNESS: CASE STUDY

Abstract

Anica Betz & Lena Bocek & Joerg Jost & Michael Krelle (Germany)
HOW DO STUDENTS DEAL WITH SOURCES IN WRITING-FROM-SOURCES-TASKS? AN INSIGHT INTO STUDENTS’ TEXTS AND TASK-SOLVING-PROCESSES

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Dr. Tuva Bjørkvold (Norway)
SPONTANEOUS COLLABORATIVE WRITING AMONG STUDENTS AS RESEARCHERS

Abstract

Witold Bobinski (Poland)
DO WE TEACH READING IN THE WAY WE READ BOOKS? "HUMAN” SIDE OF THE REDISCOVERY OF TEACHING

Abstract

Gustav Borsgård (Sweden)
FOSTERING DEMOCRACY THROUGH LITERATURE EDUCATION

Abstract

Bouchra BOUKLATA & Yamina El Kirat El Allame (Morocco)
TEXTUAL FEATURES OF THE ACADEMIC LANGUAGE OF MOROCCAN MONOLINGUAL CHILDREN’S REGISTER AT HOME AND AT SCHOOL
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Yassine Boussagui & Yamina El Kirat El Allame (Morocco)
LANGUAGE POLICY AND LANGUAGE REVITALIZATION OR DEVITALISATION: THE CASE OF AMAZIGH IN MOROCCO

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MAUREEN BOYD & Emma Janicki-Gechoff & John Gordon & Tina Høegh (United States)
DIALOGIC PEDAGOGY: LITERATURE BASED PEDAGOGY AND PURPOSEFUL TEACHER PRACTICES

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Abstract

Esther Breuer (Germany)
EXECUTION PROCESSES IN L1 AND FL WRITING

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Scott Bulfin & Nikolaj Elf & Dimitrios Koutsogiannis (Australia)
INVITED SIG TECHNOLOGY AND LITERACY EDUCATION (SIG TALE) SYMPOSIUM: AGENCY, TECHNOLOGY AND TEACHING L1

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Adriana Bus & Lisa van der Sande (Netherlands (the))
LONG-TERM EFFECTS OF BOOKSTART

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Mark-Oliver Carl (Germany)
RESEARCH ON POETRY READING IN SECONDARY EDUCATION - COGNITIVE MODELS, NEW STUDIES AND THEIR METHODOLOGICAL CHALLENGES

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Marília Carvalho Batista & Ana Isabel Mata (Portugal)
ORALITY IN THE INITIAL TRAINING OF BRAZILIAN PORTUGUESE LANGUAGE TEACHERS: A CASE STUDY

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Daniel Cassany & Boris Vazquez-Calvo (Spain)
YOUNG PEOPLE’S VERNACULAR LITERACY PRACTICES ONLINE: IDENTITIES AND LANGUAGE LEARNING

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Jordi Casteleyn & André Mottart (Belgium)
L1 LITERATURE EDUCATION: QUINTESSENTIAL OR PERHAPS INCONVENIENT FOR FUTURE ENGINEERS?

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Abstract

Jordi Casteleyn (Belgium)
WHAT CAN L1 CLASSES LEARN FROM PROFESSIONAL SPEAKING COURSES?

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Sungmin CHANG (Korea (The Republic Of))
ANALYSIS OF STRUCTURAL RELATIONSHIP BETWEEN MULTIPLE DOCUMENT COMPREHENSION, ARGUMENTATIVE WRITING, SELF-REGULATORY PROCESSES, AND DEEP UNDERSTANDING

Abstract

Wai Ming Cheung & Yanli Huang & Hiu Mei Chan & Qing Zhang (Hong Kong)
THE EFFECT OF GUIDED FANTASY ON THE CREATIVE WRITING ABILITY OF LINGUISTICALLY DIVERSE STUDENTS

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Mette Vedsgaard Christensen & Kristine Kabel (Denmark)
GRAMMAR TEACHING PRACTICES IN DANISH L1 CLASSES

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Abstract

Eva Dam Christensen (Denmark)
EXPLORATORY AND CRITICAL DIALOGUES AS LEARNING AND REFLECTION TOOLS

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Valentina Christodoulou & Elena Ioannidou (Cyprus)
NEW DIGITAL PRACTICES AND EMERGING LITERACY FORMS: AN INVESTIGATION OF YOUNG PEOPLE’S LANGUAGE USE IN SOCIAL MEDIA

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Rosalie Hiuyan Chung & Julie Cohen (United States)
ANALYZING THE MECHANISMS THAT INFLUENCE THE RELATIONSHIP BETWEEN TEACHERS AND COACHES

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Anthony Coppola & Glais Sales Cordeiro (Switzerland)
YOUNG NEWCOMER STUDENTS’ CAPACITIES TO UNDERSTAND AND RECOUNT A TALE IN FRENCH, LANGUAGE OF INSTRUCTION, THROUGH A “MINIMAL CIRCUIT OF ACTIVITIES”

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Marianne Cormier & Nicole Lirette-Pitre & Nicole Ferguson (Canada)
AN EXPLORATION OF THE INTERPLAY OF CHILDREN'S LITERATURE AND THE LEARNING CYCLE INSTRUCTIONAL MODEL ON STUDENTS’ UNDERSTANDING IN SCIENCE, LANGUAGE ABILITIES AND READING COMPREHENSION.

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Abstract

Rosária Rodrigues Correia & Luis Araujo & Célia Folgado & Carla Sofia Sobrinho Lourenço Sampaio & Susana Franco (Portugal)
ASSESSING ORAL LANGUAGE SKILLS AT PRIMARY SCHOOL ENTRY

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Paulo Costa & Angela C. P. Balca (Portugal)
(RE)BUILDING TRADITIONAL NARRATIVES: WRITING EXERCISES FROM WINDOWS AND MIRRORS

Abstract

Ana Luísa Costa & Ana CSCS Mota (Portugal)
WHAT DO WE PUT? A COMMA?

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João Costa (Portugal)
GLOBAL CHALLENGES FOR EDUCATION. CAN LINGUISTS HELP?

Keynote Thursday, 09:30-10:30 | Room Auditorium 1 | Chair: Batalha, Joana

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Antónia Coutinho & Matilde Gonçalves & Noémia Jorge (Portugal)
TEXT GENRES, DISCURSIVE TYPES AND POSSIBLE DEVELOPMENTAL EFFECTS

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Hans Das & Barend P. van Heusden & Theo Witte & Gillis J. Dorleijn (Netherlands (the))
STUDENTS’ ATTITUDE TOWARDS POETRY, THE WAY(S) IN WHICH THEY READ POETRY AND STAGES OF POETRY READING

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Charlotte Dejaegher & Marine ANDRE & Patricia Schillings & Jonathan Rappe ()
TEACHING COMPREHENSION’S STRATEGIES IN AN EXPLICIT AND AUTHENTIC WAY IN THE EARLIEST LEARNINGS: EFFECTS OF BELIEFS ON TEACHERS’ PRACTICES

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Jeroen Dera (Netherlands (the))
LITERATURE EDUCATION AS NORMATIVE PRACTICE: THE CASE OF THE NETHERLANDS

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Fleur Diamond & Graham B. Parr & Lorna Smith & Nikki Aharonian & Scott Bulfin & simon wrigley (Australia)
L1 EDUCATORS WRITING TOGETHER IN HYBRID PROFESSIONAL LEARNING COMMUNITIES: INTERNATIONAL PERSPECTIVES

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Fleur Diamond & Scott Bulfin & Graham B. Parr & Ceridwen Owen & Kelli McGraw (Australia)
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Brenton Doecke & Philip Mead (Australia)
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Yamina El Kirat El Allame (Morocco)
OPTIMAL MEASURES FOR THE MAINTENANCE AND/OR REVIVAL OF THE AMAZIGH LANGUAGE IN MOROCCO

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Yamina El Kirat El Allame & Othmane Zakaria (Morocco)
FOREIGN LEARNERS OF MSA AND THE CHALLENGES OF THE MOROCCAN DIGLOSSIC CONTEXT

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Nikolaj Elf & Jimmy H.M. van Rijt & Marloes Schrijvers (Denmark)
REFLECTING ON THE FUTURE IDENTITY OF L1 - EDUCATIONAL STUDIES IN LANGUAGE AND LITERATURE
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Ilana Elkad-Lehman (Israel)

TEACHING LITERATURE IN A HERITAGE LANGUAGE: THE CASE OF LITERATURE INSTRUCTION IN HEBREW FOR IMMIGRANT CHILDREN

Per-Olof Erixon & Stanislav Štěpáník & Bill Green (Sweden)

'RETHINKING L1 EDUCATION IN THE GLOBAL ERA'

Magdalena Flores & Rut Sánchez-Rivero & Anabela Malpique (Netherlands (the))

WRITING INSTRUCTION IN IBERO-AMERICA: NATIONAL SURVEY STUDIES IN SPANISH AND PORTUGUESE

Magdalena Flores & Daphne van Weijen & Gert Rijlaarsdam (Netherlands (the))

TEACHERS’ BELIEFS ABOUT WRITING INSTRUCTION IN PUBLIC SECONDARY SCHOOLS IN CHILE: AN ONLINE NATIONAL SURVEY

Xavier Fontich (Spain)

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Carolin Führer (Germany)

APPROACHES TO THE RECEPTION OF GRAPHIC NOVELS AS MULTIMODAL LITERATURE – A CASE FOR NEW WRITING TASKS IN SECONDARY SCHOOLS

Erika Gillblad & Ann-Christin Randahl & Christina Olin-Scheller (Sweden)

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Anna-Lena Godhe & Annette Mars & Ann-Mari Edström (Sweden)

VISUALIZING THE INVISIBLE – ASSESSING QUALITIES IN MULTIMODAL MEANING-MAKING IN LANGUAGE EDUCATION
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Matilde Gonçalves & Antónia Coutinho & Noémia Jorge (Portugal)
GATHERING SCIENTIFIC COMMUNITY AND LAY PEOPLE: SCIENTIFIC LITERACY PROMOTION PROJECT

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Alejo Ezequiel González López Ledesma ()
DIGITAL MEDIA IN LANGUAGE AND LITERATURE TEACHING PRACTICES: AN ETHNOGRAPHIC AND HISTORIC APPROACH TO ADDRESS CHANGE AT SCHOOL

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andy goodwyn (United Kingdom (The))
CONTESTING THE TERRITORY: HOW MOTHER TONGUE ENGLISH TEACHERS IN ENGLAND AND AUSTRALIA ARE REMAINING RESILIENT AND CREATIVE IN CONSTRAINING TIMES.

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andy goodwyn (United Kingdom (The))
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John Gordon (United Kingdom (The))
UNDERSTANDING NARRATIVE VOICE THROUGH CLASSROOM LITERATURE DISCUSSION

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Aslaug Fodstad Gourvennec & Heidi Höglund & Maritha Johansson & Kristine Kabel & Margrethe Sonneland (Norway)
LITERATURE IN THE NORDIC CURRICULA: A STUDY OF THE CONCEPT OF LITERATURE AND LEGITIMIZATION FOR LITERARY EDUCATION IN THE CURRICULA FOR LOWER SECONDARY EDUCATION

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Aslaug Fodstad Gourvennec (Norway)
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Marta Gràcia & Maria-Josep Jarque & Sonia Jarque & Carles Riba (Spain)
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**Anna Guzy (Poland)**
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**Ida Gyde & Peter Fregerslev (Denmark)**
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**Ida Gyde (Denmark)**
TITLE: L1 TEACHERS BELIEFS OF GRAMMAR TEACHING IN LOWER SECONDARY SCHOOLS COMPARED WITH REASONS FROM L2 AND L3 TEACHERS

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**Manar Halwani (Sweden)**
MOTIVATION AND ENGAGEMENT TO LEARN SWEDISH AS A SECOND LANGUAGE BY IMMIGRANT ADULT PROFESSIONALS

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**Thorkild Hanghøj (Denmark)**
STUDENT POSITIONING TOWARD WRITING JOURNALISM ABOUT GAMES AND GAME CULTURE

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**Jens Jørgen Hansen (Denmark)**
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**Irit Haskel-Shaham (Israel)**
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**Sigal Hason (Israel)**
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**Elias Heikkonen (Finland)**
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Ria Heilä-Ylikallio & Mindy Svenlin & Heidi Höglund & Sofia Jusslin & Anders Westerlund & Dag Skarstein & Anna Nordenstam (Finland)
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Ayoe Quist Henkel & Birgitte Stougaard Pedersen & Sarah Mygind (Denmark)
CHILDREN’S MULTISENSORY READING

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Lia Hermida & Marta Gràcia (United States)
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Jeanette Hoffmann (Germany)
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Lieke Holdinga & Tanja Janssen & Gert Rijlaardsdam ()
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Elena Ioannidou & Elisavet Kiourt (Cyprus)
"WRITE, MATE! SPELLING DOES NOT COUNT": DEVELOPING A SOCIAL LITERACY PROGRAM FOR L1 IN THE PRISON SCHOOL IN CYPRUS

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Julie Marie Isager (Denmark)
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Anna Janus-Sitarz (Poland)
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Maritha Johansson & Anna Nordenstam (Sweden)
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Sofia Jusslin & Heidi Höglund (Finland)
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Kristine Kabel & Jesper Bremholm & Thorkild Hanghøj (Denmark)
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Sotiria Kalasaridou (Greece)
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Elisavet Kiourti (Cyprus)
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Christiane Kirmse (Germany)
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Ann Sylvi Larsen (Norway)
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**Anna Lyngfelt (Sweden)**

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Isabel Sebastião (Portugal)
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Stina Thunberg & Caroline Graeske (Sweden)
BOYS AND GIRL-ISH AVATARS - PERFORMING GENDER IN LANGUAGE EDUCATION

Paper session ARLE 2019

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Maria Juddy Torres Villamil & Xavier Fontich (Colombia)
RELATIONSHIP BETWEEN WRITTEN GENRES AND ACADEMIC IDENTITY: ARGUMENTATIVE WRITING LEARNING IN HIGHER EDUCATION STUDENTS IN COLOMBIA

Paper session ARLE 2019

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Solveig Troelsen (Denmark)
HANDLING AMBIGUITY UNDER PRESSURE: WRITING PROMPT AND STUDENT RESPONSES AT THE DANISH FINAL EXAM IN WRITTEN COMPOSITION

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Andrea Trueba & Ruth Villalon (Spain)
ANALYSIS OF THE WRITTEN PRODUCTS OF SIXTH GRADE STUDENTS: SUMMARY AND SYNTHESIS

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Stavroula Tsiplakou (Cyprus)
CRITICAL LITERACY DESPITE DIGLOSSIA: DATA FROM CYPRIOT SCHOOLS

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Anne Uusen & Jane Pugi (Estonia)
THE COMPARISON OF TEXTS WRITTEN BY 5TH GRADERS ON COMPUTER AND BY HAND

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Jimmy H.M. van Rijt & Peter-Arno JM Coppen (Netherlands (the))
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Filomena B. Viegas & Laura Rodrigues Pinheiro Guimarães & Luís Ramos (Portugal)
THE INTERDISCIPLINARY GLOSSARY IN THE DEVELOPMENT OF LEXICAL COMPETENCE

Caroline Viriot-Goeldel & TOTEREAU Corinne & Jacques Crinon (France)
TEACHING SPELLING WITH TWITTER?

Karolina Wawer (Poland)
TEACHING THE “CHALLENGING TEXTS” BY MEANS OF PLAY AND CREATIVE WRITING. FROM AVANT-GARDE LITERATURE TO DIGITAL VERSE

Astrid Wijnands & Peter-Arno JM Coppen (Netherlands (the))
A NEW GRAMMAR PEDAGOGY FOR THE DEVELOPMENT OF COGNITIVE AND REFLECTIVE THINKING IN SECONDARY EDUCATION

Anna Wileczek & Agnieszka Szplit (Poland)
LINGUISTIC PROBLEMS IN BILINGUAL EDUCATION AND TEACHERS’ INDIVIDUAL STRATEGIES USED TO SOLVE THEM (RESEARCH IN POLISH SCHOOLS)

Anna Wileczek & Agnieszka Szplit (Poland)
EDUCATIONAL APPLICATIONS USED FOR DEVELOPING LANGUAGE COMPETENCE IN THE MOTHER TONGUE AND THE ENGLISH LANGUAGE IN POLAND

Angela Wiseman & Kevin Oliver ()
PROMOTING L1 AND INTERDISCIPLINARY CONNECTIONS THROUGH LOCATIVE NARRATIVE APPROACHES
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Angela Wiseman ()
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Robert P Yagelski & Winnie-Karen Giera & Astrid Neumann (United States)
ON THE BOARDERS BETWEEN – WRITTEN WITH ORAL COMMUNICATION

Abstract

Robert P Yagelski (United States)
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Abstract

Sooyeon Yang & Byeonggon Min ()
THE EFFECT OF DISCUSSION PARTICIPANTS’ GENRE PERCEPTION AND EXPECTATION ON THE DISCUSSION PROCESS-FOCUSING ON SMALL-GROUP DISCUSSION AMONG KOREAN MIDDLE SCHOOL THIRD GRADERS-

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Minae Yu & Ko Eun Hong & Bon Gwan Koo (Korea (The Republic Of))
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Abstract

Chang Yuan & Jessica L. Eagle & Lili Wang ()
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Haoran Zheng & Anne T Keary & Sharryn Clarke & Julie Faulkner (Australia)
‘HOW DO NORMAL PEOPLE SPEAK?’: LANGUAGE AND ANXIETY IN INTERNATIONAL PRE-SERVICE TEACHERS’ PROFESSIONAL EXPERIENCE

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keyi ZHOU & Rainbow Rung CHAN & Wai Ming Cheung & Eva Lindgren (Hong Kong)
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Abstract

**Junling Zhu ()**
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Abstract