



UNIVERZITA  
KARLOVA  
V PRAZE  
Pedagogická fakulta



**Faculty of Education, Charles University in Prague**  
**Psychology Department and Primary Education Department**

*Organize a conference:*

**Initial Reading: “I read and become a reader”**  
**(The ways of linking research and practice)**

**24.9.2014 - 25.9.2014**

**PedF UK, Magdalény Rettigové 4, Praha 1**

*In collaboration with the*  
**International Symposium on Educational Literacy (ISEL)**

ESPE Académie de Créteil, Université Paris-Est Créteil (UPEC) - CHArt, Université Paris 8 (France)

Faculté d'Éducation – CREALEC, Université de Sherbrooke (Québec, Canada)

Escola Superior de Educação de Lisboa - Université Nouvelle de Lisbonne (Portugal)

The Conference on *Initial Reading: “I read and become a reader”* will be held on September 24 – 25, 2014, by the Faculty of Education of Charles University in Prague. It is intended for professionals and specialists from both universities and practice who are interested in the development of reading skills and related literacy skills. Contributions should focus on the following: initial reading literacy research in primary education, teaching reading in primary education, promotion of reading, prevention and solution of problems in the development of reading skills and interventions in the area.

## Program for the Workshop SILE/ISLE Praga 2014

September 24, 2014, Morning (9:30-12:30): Opening lectures from ISEL/SILE researchers

**“Research on emergent literacy in kindergarten & Literacy development in primary school”**

**9:30– 10:10 Orthographies and written systems: What problems for the acquisition of reading and spelling?** (30 min + 10 min for questions)  
*Jacques DAVID, Professor*  
*Université de Cergy-Pontoise, France*

**10:10– 10:50 How could handwriting and reading interact during the first years of learning?** (30 min + 10 min for questions)  
*Florence BARA*  
*Université de Bretagne Occidentale, France*

*10:50– 11:20 Pause*

**11:20– 12:00 Experimental training study on phoneme awareness and letter sound knowledge and its effects to beginning reading** (30 min + 10 min for questions)  
*Gabriela SEIDLOVÁ MÁLKOVÁ<sup>1</sup> & Markéta CARAVOLAS<sup>2</sup>*  
*<sup>1</sup> Charles University in Prague, Republic Czech, <sup>2</sup> Bangor University, United Kingdom*

**12:00– 12:30 General discussion (30 minutes)**

September 24, 2014, Afternoon (13h30-18h): Opened Workshop from ISEL/SILE researchers

**“Emergent literacy in kindergarten: learning and intervention & Contribution of technology to supporting reading and writing practices”**

**13:30– 13:50 Apprenticeships and digital tools at kindergarten: uses and effects on literacy skills**  
*Brigitte MARIN*  
*Université Paris-Est Créteil & Université Paris 8, France*

**13:50– 14:10 Helping students with learning difficulties: the contribution of new technologies**  
*Minna PUUSTINEN & Sabine ZORN*  
*INSHEA-Suresnes, France*

**14:10– 14:30 Digital media, a composite medium: characteristics and uses by teachers**  
*George FERONE, Patricia RICHARD-PRINCIPALLI, Jacques CRINON*  
*Université Paris-Est Créteil, Université Paris 8, France*

**14:30– 14:50 Digital media, how students use it in classroom?**  
*Patricia RICHARD-PRINCIPALLI, Georges FERONE, Belinda LAVIEU-GWOZDZ*  
*Université Paris-Est Créteil, Université Paris 8, France*

**14:50– 15:10 Serious games for children with reading difficulties**  
*Virginie LECLERCQ-FAURE<sup>1</sup>, Caroline VIRIOT-GOELDEL<sup>2</sup>, Melissa ARNETON<sup>1</sup> & Minna PUUSTINEN<sup>1</sup>*  
*<sup>1</sup> INSHEA-Suresnes, France, <sup>2</sup> Université Paris-Est Créteil, Université Paris 8, France*

**15:10– 15:20 General discussion on the *Contribution of technology to supporting reading and writing practices***

*15:20– 15:40 Pause*

**15:40– 16:00 Approximate spelling for preschooler: a look at the classroom**

*Loïc PULIDO*

*Université du Québec à Chicoutimi, Canada*

**16:00– 16:20 Effects of invented spelling activities on reading skills for French speaking pupils: a comparative study in the first year of primary school**

*Florence MAUROUX<sup>1</sup> & Jacques DAVID<sup>2</sup>*

*<sup>1</sup>Université de Toulouse 2 Le Mirail, France, Université de Cergy-Pontoise, France<sup>2</sup>*

**16:20–16:40 First written word processing in kindergarten: evaluation of the innovative educational practice of “gifted words”**

*Marie-Line BOSSE*

*Université Pierre Mendès-France-Grenoble, France*

**16:40– 17h00 Effects of two trainings, phonological and graphomotor, on the development of the writing at pupils of kindergarten**

*Geneviève MAROUBY<sup>1</sup>, Nadine GAUVAIN<sup>2</sup>, Marielle GASTELLIER-MASSIAS<sup>2</sup>,*

*Patrick BINISTŪ<sup>2</sup> & Anne-Charlotte VIGNAUD<sup>2</sup>*

*Université de Paris-Est Créteil<sup>1</sup>, Université de Paris 8<sup>1</sup>, France*

**17:00– 17:20 Early literacy and kindergarten context of intervention: France-Brazil comparative approach**

*Christophe JOIGNEAUX & Maira MAMEDE*

*Université Paris-Est Créteil, France*

**17:20– 17:30 General discussion on *Emergent literacy in kindergarten: learning and intervention***

***Evening: Social event - visiting “Carolinum”, reception***

September 25, 2014, Morning (9:30–12:00)

Joint session

- 9:30– 9: 40     **Zahájení konference**  
doc. PhDr. Radka Wildová, CSc. (*děkanka PedF UK v Praze*)
- 9:40– 10:25    **Proměna koncepce čtenářské gramotnosti a jejich rizik. *The transformation of the concept of literacy and their risks.***  
doc. PhDr. Radka Wildová, CSc., (*katedra primární pedagogiky PedF UK v Praze*) a  
PhDr. PaedDr. Anna Kucharská, Ph.D. (*katedra psychologie PedF UK v Praze*)
- 10:25–10:50    **Odlíšnosti vývoje počátečního čtení v jazycích s konzistentní a nekonzistentní ortografií. *Patterns of growth in Reading in Consistent and Inconsistent Orthographies.***  
Mgr. Gabriela Seidlová Málková, Ph.D.
- 10:50–11:15    **Dítě se stává čtenářem. *A child becomes a reader.***  
Doc. PhDr. Ondřej Hník, Ph.D. (*katedra české literatury PedF UK v Praze*)
- 11:15– 12:00    **Understanding how children manage written processes: one of the ways to improve writing practices in school (with a comparison of French and Canadian school system, - *SILE researchers*)**  
Marie France Morin, MF (*CREALEC, University of Sherbrooke - Canada*) & Denis Alamargot, D. (*University of Paris-Est Créteil - France*)
- 12:00– 13:00    *Coffe break*

*Open ISEL/SILE workshop*

*(Reading and writing in primary school: learners and practices)*

- 14:00–14:20    **Teaching reading and writing literacy at the first grade level : First results of a large-scale study**  
*Jacques CRINON, Caroline VIRIOT-GOELDEL & Brigitte MARIN*  
*Université Paris-Est Créteil & Université Paris 8, France*
- 14:20– 14:40    **Teaching practices and performance in handwriting at the beginning of primary school in Quebec**  
*Anne-Marie LABRECQUE, Érika SIMARD-DUPUIS, Marie-France MORIN<sup>1</sup> & Natalie LAVOIE<sup>2</sup>*  
*<sup>1</sup> CREALEC, Université de Sherbrooke, Canada<sup>2</sup>, Université du Québec à Rimouski, Canada*
- 14:40– 15:00    **Handwriting program: effects on writing abilities in grade 1**  
*Natalie LAVOIE<sup>1</sup> & Marie-France MORIN<sup>2</sup>*  
*Université de Québec à Rimouski, Canada, CREALEC, Université de Sherbrooke, Canada*
- 15:00– 15:20    **The lexical orthographic knowledge acquisition for the reading: the role of visual simultaneous processing**  
*Nathalie CHAVES*  
*Université Paris-Est Créteil, laboratoire CHArt, France*
- 15:20–15:30    *General discussion*

- 15:30–15:50 Eye movements during reading in children: a review**  
*Aline FREY*  
*Université Paris-Est Créteil, laboratoire CHArt, France*
- 15:50–16:10 Influence of handwriting skills during spelling in primary and lower secondary grades**  
*Virginie PONTART & Denis ALAMARGOT*  
*Université Paris-Est Créteil, laboratoire CHArt, France*
- 16:10–16:30 Does handwriting on a tablet impact students’ graphomotor execution? A comparison between Grades 2 and 9.**  
*Denis ALAMARGOT<sup>1</sup> & Marie-France MORIN<sup>2</sup>*  
*<sup>1</sup>Université Paris-Est Créteil, France, <sup>2</sup>CREALEC, Université de Sherbrooke, Canada*
- 16:30–16:40 General discussion*
- 16:40–17:00 Socioeconomic status and spelling competency at the end of primary school: comparative study**  
*Carole BOUDREAU*  
*Université de Sherbrooke, Canada*
- 17:00–17:20 Learning by non-school literacies: an help for struggling students in reading and writing?**  
*Laura MINASSIAN*  
*Université Paris 8, France*
- 17:20– 17:40 Learning materials, new literacy and inequality: what do teachers take over?**  
*Catherine DELARUE- BRETON*  
*Université Paris-Est Créteil, France*
- 17:40–18:00 Improving writing skills using arts in primary school in a multilingual context**  
*Ágata PEREIRA & Carolina GONÇALVES*  
*Escola Superior de Educação de Lisboa, Portugal*
- 18:00–18:10 General discussion on Reading and writing in primary school: learners and practices*
- 18:10-18:30 General Discussion on Workshop SILE – Conclusion**