



**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 Praha 2014

September 24th, 2014, Morning (9h30-12h30)

Opening lectures from ISEL/SILE researchers

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

9h30-10h10 - 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*

After a presentation of the main models describing the principles common to the various written systems, we will describe the specific components of certain orthographies in fact those of English and French to show how they force the early learning of reading and spelling. We will thus analyze the semiographic, phonographic and morphographic' components which require, with pupils of the primary educational cycle, the discovery and the implementation of specific psycholinguistic procedures. We will consider the strategies of learning and the didactic devices in report, likely to ensure durably efficient acquisitions.

10h10-10h50 - 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

This presentation will focus on the relationships between handwriting and reading in the first years of learning. Reading and writing are correlated competencies that share common knowledge and processes, especially knowledge about the alphabetic principle. Two different ways of addressing this question about the link between handwriting and reading are considered.

The first way focuses on how the motor act of handwriting could enhance alphabet and decoding learning. The relationship between seeing a letter and handwriting it has been shown in studies in neuropsychology (Loncamp and colleagues, 2003, 2008) and in developmental and cognitive psychology. Series of studies have shown that producing a movement similar to handwriting (haptic exploration of letters) improves letter recognition, handwriting and decoding skills in prereader children (Bara and colleagues, 2004; 2007; 2009; 2011). The second way of addressing this question focuses on the role of allograph in the relationship between reading and handwriting. We hypothesize that the use of the same style in reading and handwriting, as it is the case for manuscript, should favor the acquisition of letter knowledge and reading. Three groups of children from Quebec and France, differing in the handwriting style learnt in first grade (cursive or manuscript handwriting), have been compared. The first results seem to show that the allographic form of letters has only an impact during the early stages of literacy acquisition.

10h50-11h20 - Pause

11h20-12h00 - Experimental training study on phoneme awareness and letter sound knowledge and its effects to beginning reading (30 min + 10 min for questions)

Gabriela SEIDLOVÁ MÁLKOVÁ¹ & Markéta CARAVOLAS²
¹ Charles University in Prague, Republic Czech
² Bangor University, United Kingdom

Phoneme awareness (PA) and letter knowledge (LK) are important predictors of early literacy development in alphabetic languages (Caravolas et al 2012; Ziegler and Goswami 2005). Our 7-week intervention study aimed to describe effects of intensive PA and LK training and their respective and joint impacts on early literacy development. In addition to expected benefits of training on PA and LK, we 1) predicted that children in the PA group would show greater generalization in PA across phoneme types and positions, and in turn this would contribute to faster learning of LK, and early literacy skills; 2) anticipated that the LK trained group would show more skill-specific benefits of training and lesser contributions to growth in PA and literacy. Method: 180 Czech preschool children in 12 schools aged 4,5-5,5 years were randomly assigned to one of three conditions: phoneme awareness training, letter knowledge training or an untreated group. Intervention groups received 35 daily lessons of either PA or LK. All groups were pre-tested on PA, LK, literacy measures and nonverbal IQ, retested in the middle of the training, tested right after the end of training and after a 5 month delay. Results: We calculated Ancova models with both training groups where nontreated group was a reference group. Children from PA training group show moderate effects limited to phoneme isolation task, children with LK training show moderate effects of their training both in phoneme awareness and letter knowledge. Non of both experimental groups shows significant effects of the training in the whole reading and reading accuracy task. We now analyze the data from the delayed posttest and plan to add some preliminary results at this level too.

12h00-12h30 - General discussion (30 minutes)

September 24th, 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”

13h30 - 13h50 — Apprenticeships and digital tools at kindergarten: uses and effects on literacy skills

Brigitte MARIN

Université Paris-Est Créteil & Université Paris 8, France

Literacy skills are required to succeed at school and early success with writing is a key factor in literacy development. The increase of computers at kindergarten has launched an evolution in the role of teachers and instructional methods related to computer use in the classrooms. So, to better prepare early childhood teachers for computer use, more information is needed about their current skills and classroom practices, as far as it is also needed to know their impact on the development of students literacy skills.

This explanatory study aims at exploring different ways of upgrading literacy skills in connection with computer use at kindergarten and showing their effect on learning. It surveyed 30 kindergarten teachers of the Parisian suburb who have been interviewed about their classroom practices concerning literacy and digital tools with students aged 5-6. In this study, we analyze the effect of computer use on first writing activities, as this effect is observed by teachers.

Promising results about children learning, difficulties like word segmentation, interactions and problem solving strategies are reported. The results do point out the favorable effect of this use on the apprenticeship, especially of slow learners, when this use is congruent with their learning disabilities. The study also provides proposals for the design of future research.

13h50 - 14h10 — Helping students with learning difficulties: the contribution of new technologies

Minna PUUSTINEN & Sabine ZORN

INSHEA-Suresnes, France

The case of a student facing learning difficulties can be analyzed from multiple perspectives: the difficulties themselves (e.g., what kind of difficulties the student is facing), the means or strategies the student is spontaneously using in order to solve the difficulties, the didactic and pedagogical aspects of the help provided by the teacher (or another student)... but also the helping interaction that takes place between the student and the helper. The focus of the present communication is on the last-mentioned perspective. More precisely, our aim is to discuss the forms a teacher-student helping interaction can take when the learning situation is mediated by new technologies, especially when the students have special educational needs.

14h10 - 14h30 — 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

We consider digital media and its use by teachers in the classroom. Our hypothesis is that the failure to take into account the specific characteristics of school digital literacy reinforces educational inequality. In order to validate this hypothesis, we rely on (i) different theoretical frameworks: characteristics of digital documents and digital literacy (Crinon, 2012; Dinet & Tricot, 2008; Duplâa, 2011; Rouet, 2012), characteristics of “composite” learning material (Bautier et al., 2012), construction of educational inequality (Rochex & Crinon, 2011), and (ii) a case study. We studied in four classes (including two in a compensatory education area) how teachers use a digital document to teach a part of history curriculum in 5th grade (Napoléon). Analysis of the digital document, student evaluations, and filmed sessions of classes show that, when the teacher does not take into account the specificities of digital document, when he treats it as a linear text, students encounter difficulties to build the concepts covered, regardless of the social environment. However, these difficulties are stronger for students in compensatory education areas. The use of digital documents seems to complexify the understanding and identification of learning objectives. It therefore requires a specific work from the teacher to clarify the different elements of the document and to link them in order to build the knowledge expected. It confirms that an educational resource has a meaning only if it is integrated by the teacher in the global educational process (Mayer, 2010).

14h30 - 14h50 — Digital media, how students use it in classroom?

Patricia RICHARD-PRINCIPALLI, Georges FERONE & Belinda LAVIEU-GWOZDZ
 Université Paris-Est Créteil & Université Paris 8, France

We analyzed the effects of the use of digital document on students' learning. Our hypothesis is that the use of this type of material enhances inhibitors to academic students' learning and requires a significant educational framework to be used effectively by the teacher. To demonstrate our point of view, we used two main theoretical frameworks: digital learning literacy (Crinon, 2012; Duplâa, 2011; Rouet, 2012), construction of educational inequality (Rochex & Crinon, 2011), and a case study. We analyzed the use of a digital support in four classrooms (5th grade, including two in a compensatory education area). Assessments (multiple choice questionnaire, open question) show that students are able to find information when it is explicit. However, few students are able to develop strong knowledge from scattered information. Students' productions allow identifying seven types of profiles ranging from the most relevant (reformulation, argumentation, consistency) to the least (inappropriate copy and paste). If the use of composite document in class (textbook, youth literature) requires the development of "academic literacy" skills which means to develop "the requirements of reading, reasoning and knowledge that involve familiarity with academic writings the students work with" (Bautier, 2012), we think that using digital documents requires the development of digital academic literacy skills that we are trying to define through this research.

14h50 - 15h10 — Serious games for children with reading difficulties

Virginie LECLERCQ-FAURE ¹, Caroline VIRIOT-GOELDEL ², Melissa ARNETON ¹
 & Minna PUUSTINEN ¹
¹ INSHEA-Suresnes, France
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In France, more than 15% of students entering middle school present reading difficulties. Researchers agree that an early intervention is the key to preventing learning difficulties from getting more severe with time. However, teachers regularly deplore the lack of suitable devices to support students with reading difficulties in the classroom. This multidisciplinary empirical study aims to develop reading abilities of struggling readers in elementary school with the support of new technologies. The objective of this research is to produce and evaluate in school tablet-optimized Serious Games allowing primary school students to improve their reading abilities in a fun and engaging way in the classroom. Concretely, a series of "mini games" will be produced, to specifically train cognitive skills involved in the learning of reading (phonemic awareness, grapho-phonemic and grapho-syllabic conversion, and selective attention). These applications will be orchestrated or structured in game scenarios ("Serious Games backbone"). This presentation will focus on the innovative characteristics of the digital tool we plan to produce, as well as on its implementation and evaluation process.

15h10 - 15h20 - General discussion on the *Contribution of technology to supporting reading and writing practices*

15h20 - 15h40 - Pause

15h40 - 16h00 - Approximate spelling for preschooler: a look at the classroom

Loïc PULIDO
 Université du Québec à Chicoutimi, Canada

In the last ten years, several studies showed that accompanying preschool children approximate spelling help their literacy to emerge (e.g. Morin et Montésinos-Gelet, 2007 ; Ouellette & Sénéchal, 2008). In this presentation, we will report a research which aims to have a better understanding of the origin of this advantage. Four groups composed of a teacher and three five-years-old children were observed at school while they were cooperating to try to spell a word. Their conversations were transcribed and analyzed using a framework proposed by Lacroix, Pulido & Weil-Barais (2007). Analyses show the nature of the knowledge that appears during conversation (knowledge on phonographic, knowledge on efficient strategy to spell, etc.)

They also show that two characteristics are determinant for knowledge to emerge: the choice of word and the teacher's skill.

16h00 - 16h20 — Effects of invented spelling activities on reading skills for French speaking pupils: a comparative study in the first year of primary school

Florence MAUROUX ¹ & Jacques DAVID ²

¹ Université de Toulouse 2 Le Mirail, France

² Université de Cergy-Pontoise, France

Many studies, former and recent, with psycholinguistic aims, have demonstrated the impact of invented spelling activities on the acquisition of literacy in general : since the first works of Ferreiro (1978) until the researches presented by Rieben & al. (2005), David & Morin (2008), and the syntheses published in this domain (David & Morin, 2013; Read & Treiman, 2013). However, few works were interested in the effect of such practices on pupils' reading skills, more particularly on French-speaking children (see however Senechal & al., 2012; Alves-Martins, 2012; Morin & Nootens, 2013).

Our contribution joins in this perspective of research. To this aim, we followed a group of 22 pupils mated and distributed in an experimental and a control group, from the 2nd semester of the last class of kindergarten ("Grande section" in France, 5 year-old children), to the end of first class of primary school ("Cours préparatoire", 6-7 year-old children). Over this period of 18 months, pupils of the experimental group practiced very regularly invented spelling activities on different types of written media. The control group benefited of the same literacy learnings, classically practiced in these two school levels, except from the invented spelling activities. A test of reading skills was spent at three moments of the first year of primary school: in September, January and June. The comparative analyses show that the pupils of the experimental group obtain better results in the reading tests, in September already. They also reveal a faster acquisition of the decoding process throughout the same school year.

The didactic implications appear very clearly and suggest the development of these practices of invented spelling for its effects on the acquisition of reading and, more particularly, on the acquisition of the alphabetic principle and the efficient identification of words.

16h20 - 16h40 — First written word processing in kindergarten: evaluation of the innovative educational practice of "gifted words"

Marie-Line BOSSE

Université Pierre Mendès-France-Grenoble, France

Several abilities acquired during kindergarten are primordial for learning to read, especially phonological awareness, letter name knowledge and first correspondences between letters and sounds. However, the best way to teach these abilities in kindergarten is not clearly established. The most frequent practice is to train children explicitly on phonological awareness and letter-sound knowledge, because experimental researches demonstrated that these explicit trainings had significant effects. However, these explicit trainings could not be the best way to do with young children. The aim of this study is to evaluate the introduction of an innovative educational practice (named "gifted words" practice) in kindergarten on these pre-reading abilities. The main characteristic of the "gifted words" practice is that each child receives personal written words that he first learns to recognize. Pre-reading abilities are acquired essentially implicitly, by playing with these personal words and comparing them with those of the other children. We compared performances of children at the end of kindergarten, before (control group) and after (experimental group) the introduction of the innovative practice in 18 French classrooms. The hypothesis is that the introduction of the "gifted words" practice will induce better phonological awareness and better knowledge of correspondences between letters and sounds at the end of kindergarten, than a more usual practice without "gifted words". This practice is supposed to enhance child motivation to process written words and to improve learning of pre-reading abilities. The results are not still known (data analysis in progress).

16h40 - 17h00 — Effects of two trainings, phonological and graphomotor, on the development of the writing at pupils of kindergarten

Geneviève MAROUBY^{1,2}, Nadine GAUVAIN¹, Marielle GASTELLIER-MASSIAS¹,
Patrick BINISTI¹ & Anne-Charlotte VIGNAUD¹
Université de Paris-Est Créteil¹, Université de Paris 8², France

The purpose of this experiment is to study the effects of two trainings, one based on phonological conscience, the other one on the production by writing of words and non-words, within a population of pupils in their last year at nursery school (around 5 years and 9 months old). Depending on their level of performance to 2 items of the NEPSY test (visual attention and repetition of non-words), the pupils are assigned to 4 identical groups.

The experiment takes place in three phases: 1) A pre-test bearing on the discrimination of syllables/rhymes/phonemes in words, and the writing of words and one sentence; 2) 2 types of training exercises taking place on a three week's period (training on the discrimination of noises vs phonological training on a computer about multimodality and training to graphism *versus* production in writing of words and non-words); 3) A post-test: the results of the trainings are valuated, immediately after the training, and at medium term thanks to a post-test identical to the pre-test.

This research aims at finding facilitating factors to the entrance to literacy for children in nursery school, and at setting up adapted numerical tools.

17h00 - 17h20 — Early literacy and kindergarten context of intervention: France-Brazil comparative approach

Christophe JOIGNEAUX & Maira MAMEDE
Université Paris-Est Créteil, France

In France, one of the major goals of kindergarten is the development of emergency literacy, following the idea that it occurs before reading and writing (Joigneaux, 2014). Statistic studies show however that kindergarten only partially reduces the social inequalities impact on learning performance. One of the reasons for that is the unequal efficiency of first uses of literacy by young learners, especially when confronted to individual worksheets autonomously (Joigneaux, 2009). We now intend to extend this investigation to Brazilian context, in order to identify the nature and the effects of literacy events in different institutional preschool contexts.

17h20 - 17h30 — General discussion on *Emergent literacy in kindergarten: learning and intervention*

Evening: Social event - visiting "Carolinum", reception

September 25th, 2014, Morning (9h30 - 12h30) – 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 reading and writing practices in school**

Marie-France MORIN¹ & Denis ALAMARGOT²

¹ Université de Sherbrooke - Canada

² University de Paris-Est Créteil, Université de Paris 8 - France

Educational psychology highlights the importance of creating links between research findings and classroom realities. The advancement of studies in reading and writing makes today possible an irrigation of classroom practices by research data. Accumulated knowledge about the development of graphomotor skills, the acquisition of reading/spelling or the emergence of compositional processes, represents an opportunity to improve and support the development of literacy in relation to the cognitive abilities of students.

The objective of this joint conference is to present the mental processes involved in written production, by showing how the constraints of the writer's cognitive system generates a competition between treatments, leading to variations in the quality and temporal course of reading and writing performances. We will show, through a series of empirical results, how understanding of competition between graphomotor, spelling and compositional processes, according to the grade level, could guide the design of interventions with children and enhance reading and writing practices in school.

12:00 – 13:00 *přestávka, občerstvení (coffee break)*

September 24th, 2014, Afternoon (14h-18h30)

Opened Workshop from ISEL/SILE researcher

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

14h00 - 14h20 – 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

During the school year 2013/2014, a multidisciplinary team of sixty researchers conducted a quantitative study to measure the influence of reading and writing instructional practices in first grade on the quality of students reading and writing skills. This study, funded by the French Secretary of Education, the French Institute of Education (IFE) and several research laboratories, and led by Roland Goigoux, analyzes the teaching practices of 135 first grade teachers. In November, March and May, three weeks of teaching reading and writing were observed, coded and video recorded in order to identify and quantify the tasks proposed to students. The approximately 3,000 students participating in the study were evaluated at the beginning and end of the school year, in different areas such as letter knowledge, phonological awareness, vocabulary, fluency, comprehension of oral language, reading comprehension, writing, etc. This presentation proposes an initial analysis of data collected in this survey. This includes describing the teaching of reading

in France, by characterizing the different learning opportunities that school teachers offer their students. Time-allowance to 35 different types of tasks offered to students will be calculated, as well as their evolution throughout the year. This study seeks to define different reading and writing teaching styles, characterized by the importance given to different types of tasks. Finally, this presentation will also discuss the various perspectives of analysis offered by this research, and more specifically, the analysis of the influence of the different teaching styles on student's performances, in connection with students' socio-economic characteristics.

14h20 - 14h40 – Teaching practices and performance in handwriting at the beginning of primary school in Quebec

Anne-Marie LABRECQUE¹, Érika SIMARD-DUPUIS¹, Marie-France MORIN¹ & Natalie LAVOIE²

¹ Université de Sherbrooke, Canada

² Université du Québec à Rimouski, Canada

In early grades, handwriting is an important skill involved in the learning process of text production. Controlled handwriting has indeed an impact on the development of the students' ability to write, both in terms of spelling and in the production of texts.

As far as handwriting instruction is concerned, some studies have shown that teachers often give little importance to this aspect of writing in the classroom.

Our aim is to report on the teaching practices (N=182) as well as on how the French-speaking students of the province of Quebec have performed (Grade 1: N=192 ; Grade 2: 718) at the beginning of primary school. As a first step, our contribution will provide an overview of the main teaching practices for handwriting in early grades, based on a survey which has allowed us to gather information on both teaching practices and teachers' professional knowledge. Secondly, the graphomotor skills of students at the same level (Grade 1 and Grade 2) will then be examined.

14h40 - 15h00 – Handwriting program: effects on writing abilities in Grade 1

Natalie LAVOIE¹ & Marie-France MORIN²

Université de Québec à Rimouski, Canada

Université de Sherbrooke, Canada

Learning to write requires the management of several components, namely handwriting. In this sense, studies in cognitive psychology clearly demonstrate that the development of this complex component takes times to acquire. It is with this in mind that a handwriting program was developed and tested on eight 1st grade classes of students from Québec (Canada) in 2013-2014 (Lavoie et Morin, FQRSC-MELS research project). These students were required to perform different tasks before and after the intervention (pretest and post-test): Graphomotor abilities (writing their first name, the alphabet, writing numbers) and spelling abilities (WIAT-2). This communication will present the main principles of this approach as well as certain results. Preliminary analyses seem to indicate a positive effect of this program on early literacy acquisition, and in particular legibility, writing speed and spelling. These results can be discussed in light of the quality of teaching practices that most effectively support literacy acquisition.

15h00 - 15h20 – The lexical orthographic knowledge acquisition for the reading: the role of visual simultaneous processing

Nathalie CHAVES

Université Paris-Est Créteil & Université Paris 8, France

A consensus in literature admits that the learning of the reading depends on decoding skills. However, to read quickly, effectively and effortlessly, it is also important to acquire lexical orthographic knowledge, especially in opaque languages such as French or English.

By basing us on the connectionist multi-trace memory model of reading (MTM), we postulate that simultaneous visual processing (TVSi) of all the letters of the word plays a role in this acquisition. We present here a study led with 150 children in which the possibility of using this TVSi is handled. In a reading condition, all the letters of pseudo-words are presented at once, whereas in the other condition, the presentation of the items is sequential so as to prevent the TVSi. The results confirm our hypothesis and

indicate that the pseudo-word orthographic form is better memorized when the visual processing has been performed on all the letters of the item at once. Thus, beyond the decoding skills, the TVsi seems also involved in the lexical orthographic knowledge acquisition.

15h20 - 15h30 – General discussion

15h30 - 15h50 – Eye movements during reading in children: a review

Aline FREY

Université Paris-Est Créteil & Université Paris 8, France

In the last decades, analysis of eye movements has become very fruitful to investigate cognitive processes. More specifically, in reading, many studies using eye movements recording allowed to determine what information is used or ignored by people, and how this information is encoded. However, it is only recently that eye movements have been used for studying reading acquisition and understanding how children learn to read. This talk aims at presenting a review of recent studies comparing the patterns of eye movements observed in children, to those of adult readers, to deeper understanding with the development of reading abilities. We will: (i) list the differences and similarities in eye movement behaviour between children and adult readers and (ii) propose different attempts explaining these differences in terms of eye-movement control, perceptual span and/or lexical processing.

15h50 - 16h10 – Influence of handwriting skills during spelling in primary and lower secondary grades

Virginie PONTART & Denis ALAMARGOT

Université Paris-Est Créteil & Université Paris 8, France

Competition between handwriting and spelling demands does not lead systematically to errors but can also impact the temporal course of handwriting by slowing and/or reiterating the processes (notion of cascaded spelling: Delattre et al., 2006). This study aims at identifying the impact of handwriting skills (ie. letters' knowledge and graphomotor execution) on the efficiency and temporal course of word spelling, in primary and lower secondary graders.

Eighty-four students - 44 primary graders (Mean age = 9.02 years) and 40 lower secondary graders (Mean age = 13.03 years) - were asked to perform a dictation task (assessing their word spelling) and to write out the letters of the alphabet, as well as their first names and surnames, from memory (to assess the various components of their handwriting skills).

Results revealed that graphomotor execution (as assessed by the name writing task) influenced the success and temporal course of spelling, but only in primary grades, whereas the influence of letters knowledge (as assessed by the alphabet task) could still be observed in the lower secondary grades, even if it ceased to influence the temporal course and only affected errors. We discuss in particular what these findings tell us about transcription processes of primary graders.

16h10 - 16h30 – Does handwriting on a tablet impact students' graphomotor execution? a comparison between Grades 2 and 9

Denis ALAMARGOT¹ & Marie-France MORIN²

¹Université Paris-Est Créteil & Université Paris 8, France

²Université de Sherbrooke, Canada

With technological advances, children are more and more confronted with various handwriting supports, such as paper and tablets. Because an increasing number of studies show that graphomotor skills play an important role in spelling and text production (Graham & al., 1997; Morin & al., 2012; Pontart & al., 2013), assessing the effect of a tablet screen on handwriting becomes an educational challenge. Twenty-six (26) students, in Grades 2 and 9, were asked to handwrite the letters of the alphabet and their first names and surnames under two conditions: directly on the screen of a digital tablet and on a sheet of paper positioned on this same screen. Handwriting kinetics as well as cognitive processing were recorded by the digital tablet controlled by the Eye and Pen software (Alamargot & al., 2006). Overall, results show that handwriting on a screen tablet affects handwriting kinetics. These results are discussed in the perspective of educational studies and curriculum.

16h30 - 16h40 – General discussion

16h40 – 17h00 - Socioeconomic status and spelling competency at the end of primary school: comparative study

Carole BOUDREAU & Pascale NOOTENS
Université de Sherbrooke, Canada

Numerous studies have detected lower levels of school performance among students from disadvantaged backgrounds in comparison with their peers from privileged backgrounds, particularly in reading and writing (Barone, 2003-2004; Sévigny, 2003). Limited vocabulary, a lack of literacy experience and few opportunities to gain culturally enriching experiences (Bradley and Corwyn, 2002; Brooks-Gunn, Rouse and McLanahan, 2007) may explain the difficulties students from disadvantaged backgrounds encounter in achieving higher levels of school performance, particularly in terms of reading and writing skills. According to Hoff (2003), children from disadvantaged families possess less advanced language skills than do children of the same age from more privileged backgrounds, particularly in terms of spoken discourse. This trait of disadvantaged background students suggests that certain elements of their spoken language may recur in their written productions. The submission presents the results of a comparative study of spelling competency at the end of primary school by students (n= 105) from different socio-economic backgrounds, into two different tasks: text writing and judgment of acceptability of written words (Khomsi et al., 2005). The analysis of spelling quality seeks to analyse socioeconomic backgrounds on spelling competency on learned words at school.

17h00 - 17h20 – Learning by non-school literacies: an help for struggling students in reading and writing?

Laura MINASSIAN
Université Paris 8, France

Based on New Literacy Studies (Goody, 1977; Heath, 1986; Street, 1984; 1995), this work is focused on vocational training dedicated to struggling students. These students are characterized principally by school failure and have, for many of them, repeated years. This study, done in two times, is focused, in a cognitive approach, on some relationships between educational materials of this formation, student's progress in writing and inequalities. In a first time, the notions of academic literacy (Geisler, 2013) and workplace literacy (Taylor, 2003) will show the variety of universes placed in contact with them (Bautier, Delarue-Breton, 2013). In a second time, it will examine what these types of intrications between these socio-cultural universes make on student's writing.

Methodologically, educational materials are analyzed from three types of indices: contents, the way to organize and present these contents. Students' writings are studied from the type of relationship to knowledge they build (reports lived, normative, scientific). The analysis is based on fifteen cases of students and seven educational materials.

17h20 – 17h40 – Learning materials, new literacy and inequality: what do teachers take over?

Catherine DELARUE- BRETON & Élisabeth BAUTIER
Université Paris-Est Créteil & Université Paris 8, France

The school learning materials have undergone substantial change (Bautier & al., 2012, Richard-Principalli & Fradet, 2012), in connection with the research in teaching as well as the changing status and place of writing in our society, leading to a new form of academic literacy (Viriot-Goeldel & Delarue-Breton, 2014).

Our work sought to measure the impact of the specificity of these materials on student/pupil learning, especially the most vulnerable ones (Delarue-Breton & Bautier, 2013 ; Bautier & Delarue-Breton, 2013).

We propose to define this specificity, using examples that cross disciplines (like History, Science or Literature), and show some socially situated differences in reading and in processing content. Our methodology consisted in interviewing students from 6 to 11 years old (in France cycle 2 and 3 of elementary school) who come from highly contrasting backgrounds; they were faced individually with a related learning material. This should induce the teachers to take their specificity over.

17h40–18h00 – General discussion on Reading and writing in primary school: learners and practices

18h00-18h30 – General Discussion on Workshop SILE – Conclusion