



International Congress: Reading and Writing in a Global Society

June 12, 13 and 14, 2019

The International Congress: Reading and Writing in a Global Society arose due to a need to meet the new demands of society with respect to education: to have an impact in the training of teachers, researchers and future professionals whose performance in the classroom provides the opportunity for familiarization with and a thorough comprehension of texts and, at the same time, which will allow them to produce texts which facilitate access and transmission of profound and diverse knowledge.

This will be the fourth iteration of a meeting which has previously taken place in Barranquilla, Colombia and Ibarra, Ecuador, but which is now expanding to new cities and countries with the intention of promoting academic networking and cooperation between more reading-writing faculty and research teams in Latin American universities; to promote information and experience sharing and to facilitate mobility within the network for academic exchanges, visiting lecturers, and the enrichment of postgraduate education.

The invitation is extended to organizations or companies that wish to exhibit their services or products through a business fair. The congress will be a fertile environment to organize working groups orientated around specific interests for the creation of projects or lines of research that will include all the different levels of the education system.

The International Congress: Reading and Writing in a Global Society (CILESG) is biannual with a rotating host which is defined in advance at each iteration of the conference.

This congress seeks to benefit:

- Researchers in the areas of Education, Reading and Writing with updates and information about cutting-edge research.
- Postgraduate and Undergraduate students in Linguistics and Education who will learn first hand about current issues in the areas of reading and writing.
- Active teachers who will be able extend their training and look for ways to encourage more efficient learning in their students.
- Professors in other areas who are motivated by the importance of reading and writing and its cross-curricular nature.

The congress is organized into keynote conferences with expert speakers, presentations from participants and five debate forums and workshops focused on the following central themes: a) Reading and writing at all educational levels; b) Academic reading and writing in higher

education; c) Reading and writing for community growth; d) The teaching of reading and writing in foreign languages: Spanish, English, French and e) Spanish as a heritage language.

Keynote Speakers

Kim Potowski, University of Illinois at Chicago

A Professor of Hispanic linguistics in the Department of Hispanic and Italian Studies at the University of Illinois at Chicago, she is the author of numerous publications and text books on the teaching of Spanish as a heritage languages. She is the founding director of the Language in Context Research Group.

Estela Moyano, Universidad Nacional de General Sarmiento

A Research Professor at Universidad Nacional de General Sarmiento and a Researcher at Universidad de Flores, her work focuses on the implementation, development and evaluation of reading and writing programs for Spanish as a native language in educational, academic and professional contexts.

Violeta Molina Natera, Pontificia Universidad Javeriana

A Research Professor in the Department of Communication and Language at the Pontificia Universidad Javeriana Cali (Colombia), she is the creator and director of the Javeriano Writing Center. She is a member of the research group Processes and Means of Communication, line of research "Language Studies". She is the founder and ex-president of the Latin American Network of Writing Centers and Programs (RLCPE).

Dalina Flores Hilerio, Universidad Autónoma de Nuevo León

A cultural advocate, researcher and university professor, she is the author of two academic books that explore games and literature and between the oral and the literary. Her lines of research are Mexican literature, narrative and the teaching of children's and young people's literature.

Blanca Yaneth González Pinzón, Interdisciplinary Research Group in Education and Human Processes (GRIEPH)

With an undergraduate degree in Philology and Languages, and a specialization in Classics, she has researched the processes of development and evaluation of Reading and Writing Skills at all levels of the education system. She was an instructor of teachers at the Universidad Pedagógica Nacional.

Adela de Castro, Universidad de Norte

Associate Professor in the Spanish Department at the Universidad del Norte (Colombia), she is the author of text book, educational materials and academic articles on organizational communication, writing and reading comprehension.

Call for Papers

We invite participation from all academics and independent researchers interested in any of the areas related to the congress.

The papers sent for consideration to the 4th. International Congress: Reading and Writing in a Global Society (CILESG 2019) will be examined by an international Advisory Committee from the different fields of study, whose members will evaluate the relevance of the article to be presented in the congress and its publication in full in *Reading and Writing for the Development and Restoration of the Social Fabric*, in a digital magazine with ISSN.

Prospective participants should send a summary or abstract of 300 words, through the following link http://bit.ly/cilesg_resumenes. The deadline for sending the summaries is Wednesday April 3th. Once accepted, you will need to send the complete paper by the established deadline.

Key Topics:

- *Reading and writing inside and outside the school context*
What specific functions do reading and writing fulfill socially and culturally in the world? How do they develop and fully perform in different settings or contexts? Who contributes and in which ways to the development of each of them?
What progress has been made in a decade of reading and writing discussions within the disciplines and across the curriculum in the university environment? How can academic disciplines and elementary and secondary education contribute to a smoother transition to higher education?
- *Reading and writing for the restitution of the social fabric*
What have the countries in conflict done in order to heal social wounds through reading and writing?
- *Lifelong reading and writing*
How do communicative ecosystems affect the evolutionary development of reading and writing?
- *Bilingualism, reading and writing.*
What is transferred from L1 to L2 in the strengthening of reading and writing processes during the acquisition of new languages?
- *Mass evaluations of reading and writing within the educational system.*
What are the contributions of research to the efficacy and results in massive evaluations? In what way are mass evaluation results a determinant of public educational policies within our countries?

Proposal Format

Proposals can be related to ICT mediation, cross-disciplinary curriculum, teaching strategies or teacher training.

The proposals can be of the following types:

- a. Research reports
- b. Curricular and extracurricular experiences
- c. Institutional proposals

Complete Texts

Complete texts should be sent in the format established by the Congress Organizers. The presentations must be original and no have been published in any other medium (printed journals, web pages, blogs, etc.).

The complete text of the presentation may be up to 15 pages long (including bibliography) in font Arial 12, 1.5 spaced, letter; 3-5 key words should be included.

The complete text should include the following sections:

Research reports	Curricular and extracurricular experiences	Institutional proposals
Title (20 words maximum) Key words (3 to 5) Abstract Introduction Materials and Methods Results and Discussion Conclusion Bibliography	Title (20 words maximum) Key words (3 to 5) Abstract Introduction Theoretical Framework Description of the Experience Conclusions and Recommendations Bibliography	Title (20 words maximum) Key words (3 to 5) Abstract Introduction Theoretical or Referential Framework Implementation Results and Conclusions Bibliography

Payment and Investment Method

Procedure for the registration fee

- Enter the virtual store (<https://catalogodeservicios.itesm.mx/>).
- Register as a user. You will require a valid email account and a password.
- Log in.
- Choose Institution (Tecnológico de Monterrey) and Campus (Campus Monterrey).
- Write in the search field CONGRESO INT DE LECTURA-ESC. Press the search button.
- Indicate the amount to be paid with VAT included.
- Add the service to the shopping cart.
- Press the button Make payment and continue with the flow of options until you obtain the receipt.

The payment options are:

- Debit or credit card (if it says Valid Worldwide on the back of the card, payments from abroad can be made).
- Electronic banking (choose this option if the method of payment is an electronic transfer).
- A deposit slip from a Mexican bank (details for a deposit).

Investment

- By March 15, 2019: \$1,500. MXN
- From March 16 to May 15, 2019: \$1, 800. MXN
- After May 15, 2019: \$2, 100. MXN

Deadlines

It is necessary to consider the following recommendations and deadlines:

- Notification of abstract acceptance: from Friday, April 12 to Friday, April 26, 2019
- Full paper submission with or without modifications, suggested by peer review, for digital publishing with ISSN: Friday, May 10, 2019
- Payment of registration fee to be included in the official program: Friday, May 17, 2019

Note: Papers will not be published if they are sent late or one of the authors (in case multiple authors attend the congress) has not completed the registration and the payment by May 17, 2019.

Duration of the presentations

The presentation should last 30 minutes: 20 minutes for an oral presentation and 10 minutes for questions. Visual aids (Power Point, Keynote, Prezi, etc.) can be used to support the presentation. The talks can be oral presentations during the congress or videoconferences. In case an oral presentation is not possible, the organizing committee will authorize a videoconference or another assigned speaker for the presentation. Nevertheless, it is required that one of the authors be duly registered in the congress.

The speaker should send the visual presentation in an attached document to cilesg.2019@gmail.com no later than June 2. Otherwise, it should be placed in a pen drive and given to the support team at least an hour before the talk is programmed to avoid technical inconveniences. All papers must have a title no longer than 20 words.

Agenda

Important dates:

- Abstract submission deadline: April 3, 2019
- Notification of abstract acceptance: after from Friday, April 12 to Friday, April 26, 2019
- Full paper submission: May 10, 2019

- Deadline for registration to be included in official program: Friday, May 17, 2019
- Congress registration: from September 24, 2018 to June 12, 2019
- Congress dates: June 12, 13 and 14, 2019

Hotel Information

Here we present several options for hotel accommodation, close to Campus Monterrey, where you will find different amenities during your stay.

Committees

Steering Committee

Edith Bautista, Associate Director, Languages Department, Tecnológico de Monterrey
Adela de Castro, Associate Professor, Spanish Department, Language Institute, UniNorte
Daniel Díaz, Humanities, Pontificia Universidad Católica de Ecuador

Logistics Committee at Tecnológico de Monterrey

Robertha Leal Isida, Director, National Writing Center
Helga Valdraf, Professor, Languages Department
Petra Kosikova, Professor, Languages Department
Yazmín Carrizales, Professor, Languages Department

Advisory Committee

Blanca González, Interdisciplinary Research Group in Education and Human Processes (GRIEPH), Colombia
Angélica Sepúlveda, Researcher at Laboratório de Educação, Brasil
Montserrat Castelló, Researcher at Universitat Ramon Llull, Spain

Webmaster

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