

Literacy Association of Ireland
Cumann Litearthachta na hÉireann



Writing a Proposal for the LAI Annual Conference: Tips for First-Time Presenters

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CALL FOR PAPERS GAIM AR PHÁIPÉIR



LITERACY ASSOCIATION OF IRELAND
CUMANN LITEARTHACHTA NA HÉIREANN

Annual Conference

Many Languages, Many Literacies:
Leading Language and Literacy Forward

6 - 7 November 2026
Mary Immaculate College, Limerick

Keynote Speaker



Professor Teresa Cremin

CALL FOR PAPERS GAIM AR PHÁIPÉIR



LITERACY ASSOCIATION OF IRELAND
CUMANN LITEARTHACHTA NA HÉIREANN

Comhdháil Bhliantúil 2026

Go Leor Teangacha, Go Leor Litearthachtaí: Ag Treorú na
Teanga agus na Litearthachta chun Cinn.

6 & 7 Samhain 2026
Coláiste Mhuire Gan Smál, Luimneach

Aoichainteoir na Comhdhála:



An tOllamh Teresa Cremin

English

Gaeilge



Outline

- 1: Why present?
- 2: Options for presenting - various formats
- 3: Advice for writing a proposal
- 4: Guidance on presenting



I: Why Present?



Why present?

- Share your practice/research with an interested audience
- Contribute to discussion and broaden perspectives
- Continue the conversation with like-minded individuals
- Seek feedback/ideas on proposed research
- Push yourself out of your comfort zone
- Work in progress is welcome!
- **Feel the literacy buzz!!!**



2: Options for presenting



Paper Presentation

- Paper presentations will generally last for roughly 20 minutes; managed by a chair
- Two to three paper sessions will be scheduled in one session.
- Draw on a project and / or initiative that has been implemented in your setting.
- Reference literature / research



Symposium

- A symposium consists of two to four papers on a related theme or topic.
- Symposium participants generally appoint their own chairperson from among the presenters.



Workshop

- Workshops will generally last 45 minutes.
- Workshops should involve the active participation of conference delegates, with questions and discussion interspersed throughout.
- Ideal for trying out a pedagogy / methodology with some discussion

Suggested Sections

1. Introduction
2. Research / Policy / Theory background
3. Activity 1 + Discussion
4. Activity 2 + Discussion
5. *etc.*



TeachMeet

- A nano (2 minute) or micro (5 minute) presentation on an aspect of your literacy pedagogy.
- These presentations should be **practical** in focus; save research for papers or other formats.
- One main/big idea
- Randomised order





Early-Career Presentation

- Paper presentations will generally last for roughly 10 minutes; managed by a chair
- Collegial environment
- Focus on current research/ research plans implemented in your setting.



NEW

Practice-based session

- Paper presentations will generally last for roughly 20 minutes; managed by a chair
- Two to four paper sessions will be scheduled in one session.
- Time will be allocated for questions/discussion.
- **You don't need to submit an actual written paper/article.**



Posters

- A designated time and space will be made available for poster presenters to share their work with delegates.
- All poster sizes will apply.
- Some helpful guidance:
<https://www.brightcarbon.com/blog/effective-academic-posters-powerpoint/>

Suggested Sections

1. Introduction
2. Key Literature
3. Methodology
4. Findings
5. Recommendations/
Conclusions
6. References



[Punchy Title]

QR code

Authors

Heading
[Insert text here]

Heading
[Insert text here]

[Summarise your **main finding** here in a **clear** and **concise** sentence]

[Figure placeholder]

[Insert figure heading here]

[insert text here]

Heading
[Insert text here]

Heading
[Insert text here]

Institution Logo

References
[insert references here]

Acknowledgments
[insert acknowledgments here]

Your photo here

Dr. BrightCarbon
ABC, DeFG, HIJK

[insert email address]

[insert twitter username]



Suggested structures for abstracts

Conceptual

1. Introduction
2. Analysis of key theories/policies/research
3. Argument / Considerations
4. Implications / Conclusion

Empirical

1. Introduction
2. Literature
3. Methodology
4. Findings
5. Discussion

Practice-focus

1. Introduction
2. Supporting Literature/Research
3. Descriptions/ Examples of Practice
4. Reflections / Impact
5. Recommendations



3: Advice for Writing a Proposal



Sample Abstracts

Have a look at abstracts from last year's programme!

literacyireland.com/_files/ugd/c01f3f_8d801783604740df963ae458d0627dbd.pdf

VI 201025

1975  2025

Literacy Association of Ireland
Cumann Litearthachta na hÉireann

Conference Programme
Clár na Comhdhála

50 Years of
Literacy Learning
*Celebrating the Past,
Inspiring the Future*

50 Bliain d'Fhoghlaim
na Litearthachta
*An t-am atá thart a cheiliúradh
agus an t-am atá le teacht a
spreagadh*



#LAICon25



Let's look at the proposal form



Key components of an abstract

Intro /Context/ Flag the key focus of the paper

Converging lines of evidence, theory, practice and policy suggest that curriculum integration offers rich potential for children’s literacy learning. In Ireland, the *Primary Curriculum Framework* (NCCA, 2023) signals a move towards a more integrated curriculum structure. Internationally, research on content-literacy integration has documented multiple benefits for disciplinary learning, reading/writing development and motivation (Hwang et al., 2021; Guthrie et al., 2004). This paper will present important findings and insights from a systematic review of the literature on curriculum integration carried out to support the NCCA’s ongoing redevelopment of the primary curriculum. Overall findings from 211 studies indicate that curriculum integration can be conceptualised and carried in many different ways. The sub-set of studies that specifically examined literacy ($n=55$) illustrate different approaches for its integration, including project-based learning (Duke et al., 2021) and disciplinary literacy (Wright & Gotwals, 2017). The studies also highlight potential tensions and barriers for enactment, including teacher knowledge and the availability of appropriate professional learning and instructional resources. Drawing on these findings, this paper will highlight practical and policy considerations for the teaching of literacy in the context of the newly redeveloped primary school curriculum and the *Primary Language Curriculum* (NCCA, 2019).



Key components of an abstract

Literature / What we already know

Converging lines of evidence, theory, practice and policy suggest that curriculum integration offers rich potential for children's literacy learning. **In Ireland, the *Primary Curriculum Framework (NCCA, 2023)* signals a move towards a more integrated curriculum structure. Internationally, research on content-literacy integration has documented multiple benefits for disciplinary learning, reading/writing development and motivation (Hwang et al., 2021; Guthrie et al., 2004).** This paper will present important findings and insights from a systematic review of the literature on curriculum integration carried out to support the NCCA's ongoing redevelopment of the primary curriculum. Overall findings from 211 studies indicate that curriculum integration can be conceptualised and carried in many different ways. The sub-set of studies that specifically examined literacy ($n=55$) illustrate different approaches for its integration, including project-based learning (Duke et al., 2021) and disciplinary literacy (Wright & Gotwals, 2017). The studies also highlight potential tensions and barriers for enactment, including teacher knowledge and the availability of appropriate professional learning and instructional resources. Drawing on these findings, this paper will highlight practical and policy considerations for the teaching of literacy in the context of the newly redeveloped primary school curriculum and the *Primary Language Curriculum (NCCA, 2019)*.



Key components of an abstract

Identify what this paper will do / Methods

Converging lines of evidence, theory, practice and policy suggest that curriculum integration offers rich potential for children's literacy learning. In Ireland, the *Primary Curriculum Framework* (NCCA, 2023) signals a move towards a more integrated curriculum structure. Internationally, research on content-literacy integration has documented multiple benefits for disciplinary learning, reading/writing development and motivation (Hwang et al., 2021; Guthrie et al., 2004). **This paper will present important findings and insights from a systematic review of the literature on curriculum integration carried out to support the NCCA's ongoing redevelopment of the primary curriculum.** Overall findings from 211 studies indicate that curriculum integration can be conceptualised and carried in many different ways. The sub-set of studies that specifically examined literacy ($n=55$) illustrate different approaches for its integration, including project-based learning (Duke et al., 2021) and disciplinary literacy (Wright & Gotwals, 2017). The studies also highlight potential tensions and barriers for enactment, including teacher knowledge and the availability of appropriate professional learning and instructional resources. Drawing on these findings, this paper will highlight practical and policy considerations for the teaching of literacy in the context of the newly redeveloped primary school curriculum and the *Primary Language Curriculum* (NCCA, 2019).



Key components of an abstract

Key findings

Converging lines of evidence, theory, practice and policy suggest that curriculum integration offers rich potential for children's literacy learning. In Ireland, the *Primary Curriculum Framework* (NCCA, 2023) signals a move towards a more integrated curriculum structure. Internationally, research on content-literacy integration has documented multiple benefits for disciplinary learning, reading/writing development and motivation (Hwang et al., 2021; Guthrie et al., 2004). This paper will present important findings and insights from a systematic review of the literature on curriculum integration carried out to support the NCCA's ongoing redevelopment of the primary curriculum. **Overall findings from 211 studies indicate that curriculum integration can be conceptualised and carried in many different ways. The sub-set of studies that specifically examined literacy (n=55) illustrate different approaches for its integration, including project-based learning (Duke et al., 2021) and disciplinary literacy (Wright & Gotwals, 2017). The studies also highlight potential tensions and barriers for enactment, including teacher knowledge and the availability of appropriate professional learning and instructional resources.** Drawing on these findings, this paper will highlight practical and policy considerations for the teaching of literacy in the context of the newly redeveloped primary school curriculum and the *Primary Language Curriculum* (NCCA, 2019).



Key components of an abstract

Implications / Key Takeaways

Converging lines of evidence, theory, practice and policy suggest that curriculum integration offers rich potential for children's literacy learning. In Ireland, the *Primary Curriculum Framework* (NCCA, 2023) signals a move towards a more integrated curriculum structure. Internationally, research on content-literacy integration has documented multiple benefits for disciplinary learning, reading/writing development and motivation (Hwang et al., 2021; Guthrie et al., 2004). This paper will present important findings and insights from a systematic review of the literature on curriculum integration carried out to support the NCCA's ongoing redevelopment of the primary curriculum. Overall findings from 211 studies indicate that curriculum integration can be conceptualised and carried in many different ways. The sub-set of studies that specifically examined literacy ($n=55$) illustrate different approaches for its integration, including project-based learning (Duke et al., 2021) and disciplinary literacy (Wright & Gotwals, 2017). The studies also highlight potential tensions and barriers for enactment, including teacher knowledge and the availability of appropriate professional learning and instructional resources. **Drawing on these findings, this paper will highlight practical and policy considerations for the teaching of literacy in the context of the newly redeveloped primary school curriculum and the *Primary Language Curriculum* (NCCA, 2019).**



Review Criteria

All proposals will be reviewed by a sub-committee of the LAI Executive Committee. The following criteria will guide this review:

- Relevance to the conference theme and/or LAI's mission
- Conceptual / Theoretical / Empirical Soundness (as relevant to the proposal format)
 - proposals should make explicit reference to supporting theory/research/policy
- Clarity of the Proposal

Note that LAI does not support the use of conference sessions to promote the commercial interests of presenters (or other individuals/groups/companies). Presenters are expected to follow regular norms of academic integrity, i.e. work must be properly cited and acknowledged.



4: Guidance on Presenting



Guidance on presenting

- **Posters**
 - Allocated time - stand by your poster!
 - Have a one minute explanation/pitch of your research or practice
 - After this, it is just a discussion with the nice people who come along!
- **Papers/Sessions/Symposia/Workshops/TeachMeet**
 - Friendly and welcoming atmosphere at LAI conference
 - Practise out loud and time yourself; consider practising for a critical friend first if you'd like some feedback
 - Be up front if this is your first presentation
 - Don't be afraid of questions; if you genuinely can't answer one, ask the presenter to get back to you by email (it is *very* unlikely this will happen)
 - Use images (with permission)



Rough Timelines

- Submit by May 8th 2026
- Receive update on your proposal by early July or before then
- Register in September to confirm your input
- Draft timetable by late October



**Go raibh míle maith agaibh!
Ceisteanna?**

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