dren. The paper presents: (a) the coding system which is inductively constructed and (b) the conversational moves which are privileged by the educators and what kind of interactions they produce in the group of children.

L70   Learning to memorize during preschool: a distancing training program
Florence Labrell, IUFM Orleans-Tours, France
Martine Godefroy, Ecole Henri Wallon St Pierre des Corps, France
Muriel Clement, Ecole maternelle henri Wallon St Pierre des Corps, France

The aim of this study was to elaborate a distancing training program to stimulate the semantic memory during preschool, based on previous researches (Labrell & Ubersfeld, 2004). Our model, which showed that the most cognitively demanding level of talk was particularly efficient to influence young Children's memory performances, was based on Sigel's theory of distancing (Sigel, 1993, 2002). Our experimental method included two groups (training and control group) of 10 children each which were 4 years and 6 months of age as a mean at the beginning of the study. The protocol scheduled for each group a pre-test and a post-test about a memory task about objects' names with pictures. Between the two tests, children from the training group received special distancing interventions with three sets of pictures during ten language episodes in the classroom, thanks to the teacher's verbal interventions. All the training program, which is still on progress, will last nine months but we will have our complete results next Spring.

L71   Metaphoric knowledge - a path from teachers to students
Rosa Maria Amaral, University of Porto, Portugal
Leonor Lencastre, University of Porto, Portugal

Metaphoric knowledge is central to literary-poetic texts comprehension-interpretation and empirical research seems to claim that the traditional view of figurative language understanding is no longer the most comprehensive path to approach this cognitive and linguistic competence. And which perspective do Portuguese Language teachers favour in their teaching practice? The aims of this exploratory study are: to explore teachers' conception about metaphor, to examine the implemented activities and to find if there are differences on metaphor conception and classroom strategies between two groups – one with teachers who have already finished the specific teacher-training program and have more than one year of teaching practice and the other with inexperienced teachers who are initiating the teaching training

and practice. The results of a questionnaire involving 77 teachers from 14 Portuguese schools show that, though subjects consider language as not predominately literal, metaphoric ubiquity is not viewed by 52% as a constitutive characteristic; the comparative approach is privileged by 81% of the subjects; 42% of the subjects do not consider metaphor as an underlying structure of human thought and experience; 41% have never reflected upon the metaphorical process as a high-order cognitive mental strategy involving inferential and problem solving activities; the instructional model implemented favours comprehension activities devaluating conceptual metaphors underlying novel metaphors. Inexperienced teachers seem to consider that metaphor is pervasive in daily language and conceptual metaphors used by students in daily discourse function as primes for literary metaphors. Teachers perception about the acquisition level of difficulty in mastering metaphor programmatic content contrasts with the results from semi-structured interviews previously held where teachers evaluated it as a very difficult competence specially when novel/creative metaphoric entailments are involved.

L72   Children's learning in outdoor environments
Jane Brodin, Stockholm Institute of Education, Sweden

The aim of this paper is to share some reflections concerning children's learning and social interaction in outdoor environments. Play is a natural form of movement. An outdoor play area provides opportunities for children to explore the environment at their own individual levels of development. A creative play experience enables children to test their skills, try new ideas, and seek challenges that cannot be duplicated in other environments. Tody the basic need to play outdoors is largely overlooked in society and the opportunities to learn from outdoor environments are underestimated. This presentation will focus on children's play and learning in different outdoor preschool settings. The study has been conducted with observations and interviews with children between four and five years of age. Children's perspectives are stressed. The results show that children play in areas that are not where adults expect children to play or what adults feel children could or should be able to do. Children prefer to play at hidden places where adults have no insight. Most of the children had a preference to play in the nature. They climbed in trees, they jumped on stones and scampered in water but they did not use constructive play materials. The results also show the importance of supporting childrens social competence in order to stimulate social interaction with other children and adults.