

SIG Writing 2008 Program

PROGRAM OVERVIEW

WEDNESDAY		THURSDAY		FRIDAY	
8.00-9.30	Registration with coffee	8.30-9.00	Late registration	9.00-10.00	Paper sessions
9.30-10.15	Opening <i>in Hörsalen/ Auditorium</i>	9.00-10.30	Paper sessions	10.00-10.30	Coffee <i>in Entrance Hall</i>
10.30-12.30	Paper sessions	10.30-11.00	Coffee <i>in Entrance Hall</i>	10.30-12.00	Keynote Debra Myhill, in Hörsalen/ Auditorium
		11.00-12.30	Paper sessions		
12.30-13.30	LUNCH <i>in Entrance Hall</i>	12.30-13.30	LUNCH <i>in Entrance Hall</i>	12.00-13.00	LUNCH <i>in Entrance Hall</i>
13.30-15.50	Symposia & Paper session	13.30-15.30	Symposia & Paper sessions	13.00-15.00	Symposium & Paper sessions
15.30-16.30	Poster session with coffee, <i>Entrance Hall</i>	15.30-16.30	Poster session with coffee, <i>Entrance Hall</i>	15.00-15.30	Coffee <i>in Entrance Hall</i>
16.30-18.00	Paper sessions	16.30-17.30	Paper sessions	15.30-16.30	Paper sessions
19.00	<i>Reception, Botanic Gardens</i>	17.30-18.30	EARLI SIG Writing Business meeting <i>in Hörsalen/ Auditorium</i>	16.30-17.00	Closing
		19.30	Dinner, <i>at Grand Hotel, Lund</i>		

TUESDAY, JUNE 10

Registration, 16.00-20.00

Informal reception 18.00-20.00, *at Centre for Languages and Literature*

WEDNESDAY, JUNE 11				
8.00-9.30	Registration with coffee			
9.30-10.15	Opening, in Hörsalen/ Auditorium			
10.30-12.30	HÖRSALEN/AUDITORIUM Chair: Luuk van Waes	LECTURE ROOM H435 Chair: Lorna Bourke	LECTURE ROOM H140 Chair: Gisela Håkansson	LECTURE ROOM H239A Chair: Eva Lindgren
10.30	Marion Tillema-Kortman, Huub van den Bergh, Gert Rijlaarsdam & Ted Sanders Intentional adaptation as a key feature of skilled writing	Lucile Chanquoy & Isabelle Negro Lexical and grammatical text revision in 5th graders: Does a self-questioning guide improve revision?	Reyhan Salataci Academic Writing in Turkish and English: Implications of a Qualitative Study	Antonia Chandrasegaran Chandrasegaran The effect of a socio-cognitive approach to teaching writing on stance support moves and topicality in students' expository essays
11.00	Caroline Beauvais, Thierry Olive & Jean-Michel Passerault Relationship between text quality and on-line management of the writing processes	Vincent Connelly & Julie Dockrell A developmental study of the language used for writing in 8 and 10 year olds. ↑↑↓↓EXCHANGED↑↑↓↓	Sepideh Rahimpour Contrastive Rhetoric of English and Persian: Metadiscourse in Applied Linguistics Research Articles	Pascale Lefrançois Teaching revision at university level : a realistic challenge?
11.30	Rui Alexandre Alves, Marta Branco, Teresa Limpo & São Luís Castro Priming effects on writing fluency	↑↑↓↓EXCHANGED↑↑↓↓ Julie Dockrell & Vincent Connelly The role of vocabulary in the production of written text: development and delay	Avishan Mahzari A Contrastive Study of the Introduction Section Genre of English and Persian Medical Research Articles	Anne Toorenaar & Gert Rijlaarsdam Fostering a writing community
12.00	Thierry Olive & Annie Piolat Taking notes and then composing a text from a linear or structured source text		Anitha Pillai Understanding the Expectations, Conventions and Requirements of Novice Academic Writing Tasks	Elke van Steendam, Gert Rijlaarsdam & Lies Sercu Modelling: An effective instructional strategy in collaborative revision and its transfer effect to writing
12.30-13.30	Lunch break & Late Registration			

13.30-15.30	HÖRSALEN/AUDITORIUM SYMPOSIUM	LECTURE ROOM H435 SYMPOSIUM	LECTURE ROOM H140 SYMPOSIUM	LECTURE ROOM H239A Chair: Kristyan Spelman Miller
	<p>Jean-Noël Foulin & Lucile Chanquoy The development of writing-related skills and writing abilities in pre-readers – PART 1</p> <p>Discussants: Monik Favart David Galbraith</p>	<p>Mark Torrance & Åsa Wengelin Diverse analyses of keystroke and eye-movement data from the production of a single argumentative text</p> <p>Discussant: Denis Alamargot</p>	<p>Isabelle Carignan & Marie-Christine Beaudry Different aspects of writing and teaching in education and research</p> <p>Discussants: Gert Rijlaarsdam Pascale Lefrançois</p>	<p>PAPER SESSION</p>
13.30	<p>Margarida Alves Martins, Miguel Mata Pereira & Cristina Silva How can writing activities with pre-school children promote the understanding of the alphabetic principle</p>	<p>Mark Torrance Does rhetorical structure predict fixation location?</p>	<p>Isabelle Carignan Comprehension of argumentative text and writing of students in grade -9</p>	<p>Patrick Bonin Attentional strategic control over nonlexical and lexical processing in written spelling to dictation</p>
14.00	<p>Montserrat Bigas Word segmentation: a developmental study on six-year-old children's written texts</p> <p>Blandine Bouchière & Jean-Noël Foulin</p>	<p>Marie Stevenson Rhetorical and linguistic determinants of voice</p> <p>Eva Lindgren Revision: When, where and why?</p>	<p>Marie-Christine Beaudry Contributions of writing on the understanding and interpretation of literary text</p> <p>Yolande Brenas</p>	<p>Monik Favart & Thierry Olive Impact of handwriting automatization on the cognitive effort of text composition in 3rd, 5th- and 7th- graders.</p>
14.30	<p>Intervention in literacy skills improve invented spelling skills in prereaders</p> <p>Lorna Bourke & Anne-Marie Adams Cognitive constraints and the early years learning goals in writing</p>	<p>Åsa Wengelin Reading in one place while typing in another</p> <p>Luuk van Waes & Mariëlle Leijten</p>	<p>How reader-writer in the high school are overcoming the fear of writing-reading, especially a literary text</p> <p>Debra Myhill</p>	
15.00	<p>Pagona Goudroumanidou & Athanasios Aidinis Phases of writing development in Greek preschool children</p>	<p>The interpretation of pause-clusters in writing processes</p>	<p>From talk to text: investigating the talk/writing interface</p>	

15.30-16.30	<p>Poster session A, in Entrance Hall (For content, see separate sheet below.) With coffee Late registration</p>			
16.30-18.00	HÖRSALEN/AUDITORIUM Chair: Åsa Nordqvist Palviainen	LECTURE ROOM H435 Chair: Lorna Bourke	LECTURE ROOM H140 Chair: Frøydis Hertzberg	LECTURE ROOM H239A Chair: Magnus Gustafsson
16.30	Lucie Beauvais, Monik Favart & Jean-Michel Passerault Evolution of the linearization process in the composition of three textual structures from grades 5 to 9.	Denis Alamargot, Eric Lambert & Claire Thebault Text composition by deaf and hearing middle-school students: the role of working memory	Charles Bazerman What does historical research have to do with contemporary teaching of writing?	MOVED MOVED MOVED to WED 17.00 H140 Montserrat Castello, Anna Inesta & Loles Gonzalez Approaching socially shared regulation of writing: The impact of peers' suggestions in doctoral students' writing
17.00	Alina Galvão Spinillo & Kátia Melo The production of written stories and metatextual awareness: an intervention study with elementary school children	David Galbraith, Jenny Hallam, Thierry Olive & Nathalie Le Bigot The role of visual and spatial components of working memory in planning	Carole Sedgwick Writing in Context: a comparative study of academic literacy practices REPLACED BY: Montserrat Castello, Anna Inesta & Loles Gonzalez Approaching socially shared regulation of writing: The impact of peers' suggestions in doctoral students' writing	George Braine Promoting Academic Writing at a Hong Kong University
17.30	Kátia Melo & Alina Spinillo Developing the use of cohesive devices by developing the narrative structure: an analysis of children's written stories	Christian Weinzierl, Joachim Grabowski & Markus Schmitt Working memory when copying texts: Strategies of university students and 4th-graders	Ann-Marie Eriksson & Åsa Mäkitalo Ways with text and talk in Environmental Engineering: Writing and learning in academic context	
19.00	<p>Reception, at Botanic Gardens, Lund</p>			

FRIDAY, JUNE 13				
9.00-10.00	HÖRSALEN/AUDITORIUM Chair: Sven Strömqvist	LECTURE ROOM H435 Chair: Ron Oostdam	LECTURE ROOM H140 Chair:	
9.00	Isabelle Negro & Lucile Chanquoy The role of morphophonological information for gender agreement in written French: From novice to experts writers	Sylvana Sofkova Hashemi Writing in new media a threat to the standard written language?	Mary Rosner A Shift in Teaching Academic Writing: Joseph Harris' Rewriting: How to do things with texts	
9.30	José Brandão Carvalho Note-taking at the University in Portugal - an analysis of students' practices and products	Monica Gavota, Mireille Betrancourt, Daniel Schneider & Urs Richle Computer supported collaborative writing (CSCWr) in vocational education	Wendy Smeets Task representation: its impact on postgraduate students' approach to text production- a qualitative study	
10.00-10.30	<i>Coffee, in Entrance Hall</i>			
10.30-12.00	<p style="text-align: center;">KEYNOTE Debra Myhill Trajectories of Linguistic Development: a Model of Mastery in Older Writers In Hörsalen/Auditorium</p>			
12.00-13.00	<i>Lunch, in Entrance Hall</i>			

13.00-15.00	HÖRSALEN/AUDITORIUM SYMPOSIUM	LECTURE ROOM H435 Chair: Amos van Gelderen	LECTURE ROOM H140 Chair:	LECTURE ROOM H239A Chair: Hans Strand
	<p>Mya Poe Border-Crossing in Writing and Research: Context as a Resource in Cross-Cultural Writing Research</p> <p>Discussants: Tiane Donahue Claire Woods</p>	PAPER SESSION	PAPER SESSION	PAPER SESSION
13.00	<p>Chris Anson International Survey Research: Problems and Prospects</p> <p>Claire Woods & Paul Skrebels Rhetorical Dexterity - the challenge of teaching students in a digital world</p>	<p>Sven Strömqvist, Kenneth Holmqvist, Victoria Johansson & Richard Andersson The flow of writing and the flow of reading in 300 university students of English as a foreign language</p>	<p>Andreas Langlotz, Guillaume Schiltz, Dina Zwimpfer & Doris Häfliger Learning to manage the writing process collaboratively – an empirical analysis of communication strategies in a CSCL environment</p>	<p>Alice Henderson Raising Awareness of 2Ps in 2 of the Rs: plagiarism & positioning in L2 reading & writing</p>
13.30	<p>Mary Scott & Rob Oliver Writing in transition: Student reflections on writing</p> <p>Mohana Rajakumar</p>	<p>Nathalie Le Bigot Jean-Michel Passerault Thierry Olive Is the written trace necessary for remembering words location in writing?</p>	<p>Kathy Harrington, Savita Bakhshi & Peter O'Neill Developing students' academic writing through collaborative peer mentoring</p>	<p>Jane Mattisson High- and low-context cultures and their implications for academic writing</p>
14.00	<p>Identity, Values, and Education in English in Qatar</p>	<p>Sylvana Sofkova Hashemi The role of linguistic aids in text revision of school children</p>	<p>Miika Marttunen & Leena Laurinen Participant profiles during collaborative essay writing among university students</p>	<p>Francois Pichette, Linda De Serres & Marc Lafontaine Investigating the effectiveness of writing for second language acquisition</p>
14.30		<p>Martine Braaksma Gert Rijlaarsdam Learning and writing processes during inquiry learning and hypertext and linear writing</p>	<p>Penny Niven Billy Meyer Action Research into alternative modes for providing useable formative feedback to ESL students in South Africa</p>	<p>Barbara Arfé, Lucia Colombo & Tiziana Bronte Influence of phonology and working memory in the spelling performance of deaf and hearing children</p>

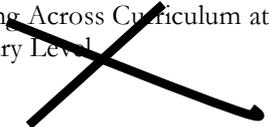
15.00-15.30	<i>Coffee, in Entrance Hall</i>		
15.30-16.30	HÖRSALEN/AUDITORIUM Chair: Mariëlle Leijten	LECTURE ROOM H435 Chair: Gert Rijlaarsdam	LECTURE ROOM H140 Chair:
15.30	Esther Adi-Japha ADHD and dysgraphia: underlying mechanisms	Henrieke Beldman & Martine Braaksma Assessing the quality of students' hypertexts	Ana Santos, & Margarida Alves Martins Portuguese Kindergarten Teachers and Emergent Literacy
16.00	Veerle Baaijen, David Galbraith, Jamie Smith-Spark & Mark Torrance The effects of dyslexia on the writing processes of students in higher education	Petra Schulte-Löbbert, Regina Jucks & Rainer Bromme Writing to a lay audience. Results and conclusions from a think-aloud study	Eleni Griva, Dimitris Anastasiou, Anastasia Bantouna & Sofia Efremidou 'Scaffolding' spelling for FL struggling writers in a participatory-guided context
16.30-17.00	Closing		

POSTER SESSION A
WEDNESDAY 15.30-16.30, in Entrance Hall

<p>Conceição Aleixo & Luísa Pereira Promoting children's reflection through the learning of writing</p>	<p>Monica Alvarado & Laura Gonzalez Writing biographical texts to reflect on paragraph structure and punctuation</p>	<p>Ingrid Behrns, Åsa Wengelin & Lena Hartelius Aphasia and computer supported writing</p>	<p>Núria Castells Gómez & Isabel Solé Gallart Relations between teaching early writing, level of phonological awareness and learning to read.</p>	<p>Jesús-Nicasio García, Raquel Fidalgo, Begoña Martínez-Cocó & Celestino Rodríguez Strategy Instruction in Students with Learning Disabilities: self-regulated strategy development model vs. social cognitive model of sequential skill acquisition</p>
<p>Jesús-Nicasio García-Sánchez & Celestino Rodríguez Pérez The influences of graphic organizers and processes in interval registers in written compositions: an experimental study</p>	<p>David Holliday, Ana Zuljevic & Hector Roman The development of spatial cognition in children's written route descriptions</p>	<p>Olha Ivashchyn & Olha Shpak Promoting Effective Writing through Computer Environment</p>	<p>Rebecca Jesson Using intertextual connections to enhance writing achievement within and across writing purposes</p>	<p>Iwona Kowal Good but not good enough</p>
<p>Stéphanie Lalane & Lucile Chanquoy The influence of bilingualism on written and oral performances of French speakers: Comparative analysis between monolingual and bilingual 2nd and 4th graders</p>	<p>Bernard Lété, Florence Chenu, Michel Fayol & Harriet Jisa Sublexical and Lexical Influences on Writing during text production among Fifth- to Eleventh-Grade French Children: A Regression-Based Study.</p>	<p>Margaret Percy Dominant Discourse Dangers in Writing in English</p>	<p>Linda Phan, Darin Woolpert, Judy Reilly & Natacha Akshoomoff Writing Development in Children with Spastic Diplegia Cerebral Palsy</p>	<p>Claudia Portilla, Ana Teberosky & Maribel Peró Knowledge about written language and children's output in metalinguistic tasks</p>
<p>Chiara Rossitto, Kerstin Sevénsson-Elmhund & Cristian Bogdan A case of collaborative writing in a nomadic group of students</p>	<p>Thomas Quinlan & Paul Deane Assessing all the components of the writing system</p>	<p>Otilia Sousa & Antónia Estrela On textual development: writing at the postsecondary level</p>	<p>MOVED MOVED MOVED MOVED MOVED MOVED from Poster session B Magnus Gustafsson, Donna Reiss & Art Young A Meta-Analysis of Five International Student-Directed Weblogs</p>	

WEDNESDAY POSTER WEDNESDAY POSTER WEDNESDAY POSTER WEDNESDAY POSTER

POSTER SESSION B
THURSDAY 15.30-16.30, in Entrance Hall

<p>Lena Asker-Årnason, Tina Ibertsson, Åsa Wengelin & Birgitta Sahlén Narrative writing assessed with keystroke-logging in children with cochlear implant (CI)</p>	<p>Ismail Baroudy Discovering Writing Behaviours: Successful and unsuccessful writers</p>	<p>Susan Casimano The Investigative Word Web</p>	<p>Monta Farneste Writing Across Curriculum at Tertiary Level</p> 	<p>MOVED MOVED to Poster session A. Magnus Gustafsson, Donna Reiss & Art Young A Meta-Analysis of Five International Student-Directed Weblogs</p>
<p>David Holliday & Ana Zuljevic “Every little detail.” Learning reader awareness through revising written informational descriptions</p>	<p>Miho Inaba Writing practices the outside classroom in JFL (Japanese as a second Language)</p>	<p>Matthias Knopp Communication in an eye-medium</p>	<p>M. Angeles Melero Milagros Garate Conceptual perspectivism and argumentative writing in primary and secondary education</p>	<p>Christina Nilsson-Posada & Åsa Wengelin Writing in Swedish as a First Language (L1) and English as a Foreign Language (FL): A Topic Related Functional Perspective</p>
<p>Åsa Nordqvist Palviainen & Camilla Jauhojärvi-Koskela Motivation, attitudes and writing in L2 – The Finnish situation</p>	<p>Thierry Olive & Marie-Amélie Martinie Does composing a counterattitudinal essay that induces dissonance affect working memory resources devoted to writing?</p>	<p>Eriko Sato & Leslie Cloper Constraint-Based Translation Strategies</p>	<p>Klio Semoglou, Eleni Griva, Antonia Ypsilanti & Stella Shimilla Inferring gender from young learners’ handwriting: the role of stereotypes</p>	<p>Aurélie Simoes Perlant & Pierre Largy The question of implicit sequence learning in developmental dyslexia.</p>
<p>Marie Van Reybroeck, Michel Hupet & Marie-Anne Schelstraete Rule switching ability and the acquisition of number agreement for nouns and verbs in written French</p>	<p>Emilie Veys The role of visual control in the production of written number agreement</p>			