

Monday, September 20: Morning Program

08:30 – 09:15 Registration and Refreshments		
09:15 – 10:15 Opening and Introduction		
10:15 – 10:30 Short Break		
10:30 – 12:30 Symposia and Paper Session		
Symposium A1: Digital tools for writing research – part 1 Sullivan, Lindgren & Spelman Miller: Assessing the process of writing through digital tools: research perspectives and instructional applications Locke: Syswrite – A theory-based digital writing process analyses tool Strömqvist & Uppstad: ScriptLog - a tool for analyzing online writing Leijten & Van Waes: Inputlog: A logging tool for research on writing processes in a Windows environment Discussant: tbc	Symposium B: Exploring the dynamics of content generation during writing Alamargot, Dansac, Ros & Chesnet: What do writers think of when they pause? Relations between memory span and ocular activity during writing Van den Bergh & Rijlaarsdam: Idea generation during writing in a dynamic, compensatory process: An online study Chuy, Alamargot & Passerault: Content generation during text composition: interference effects in long term memory Galbraith, Torrance & Hallam: Effects of different forms of writing on conceptual coherence Quinlan & Beers: Effects of reading ability on writers' interaction with their emerging text Discussant: Chanquoy	Paper session 1: Socio-cultural dimensions of writing Doecke & Kostogriz: Heteroglossia: a space for developing critical language awareness Kostouli: Reading written texts and contexts from different angles: Research, practice and policy perspectives on the construction of students as literate subjects Oliver: Working with "information": children's use of textual sources in research projects Sandbank: Writing fables: the interface between language and culture in development Torres-Guzman: Is a read aloud just a read aloud? An intertextual and interactional cross-cultural analysis Chair: Mottier Lopez
12:30 – 13:30 Lunch		

Monday, September 20: Early Afternoon Program

13:30 – 15:00 Paper Sessions			
Paper session 2: Spelling: a key component of writing	Paper session 3: L1-L2 comparisons and bilingualism in writing	Paper session 4: Academic writing	
<p>Palvainen & Leiwo: Geminates – a processing bottleneck in Finnish orthography</p> <p>Serrano, Jimenez Fernandez & Defior: Development of spelling skills in Spanish orthography</p> <p>Silva: The comparison of two pedagogical approaches in the development of orthographic knowledge</p> <p>Wengelin, Pelli & Sinimäki: One consonant or two? A dynamic study of Swedish nine-year-olds' spelling of geminates</p> <p>Chair: Saada-Robert</p>	<p>Albrechtsen: Writing in two languages-comparing processing in relation to two writing tasks in a "within subjects" design</p> <p>Barbier & Piolat: L1 and L2 cognitive effort of note taking and writing</p> <p>Ransdell, Sealy & Nadel: Bilingual literacy and the digital divide</p> <p>Stevenson & Schoonen: On-line fluency in first and foreign language writing</p> <p>Chair: Toulou</p>	<p>Boscolo, Arfè & Quarisa: Teaching academic writing to psychology students</p> <p>Lavelle: The experience of writing</p> <p>Segev-Miller: Cognitive processes in discourse synthesis: on the difference between successful and unsuccessful synthesizers</p> <p>Wilkinson, Rijlaarsdam & Van Essen: Patterns of citation behavior in published psychology articles</p> <p>Chair: Rijlaarsdam</p>	
15:00 – 15:15 Short Break			
15:15 – 16:15 Poster Session I			
Collaborative writing in different contexts (posters I.1 – I.4)	Learning to read and write in school settings (posters I.5 – I.8)	Cognitive and developmental aspects of writing (posters I.9 – I.12)	Socio-cultural dimensions of writing (posters I.13 – I.15)
<p>Eklundh: The use of audio and video in synchronous computer-supported collaborative writing</p> <p>Jacquin: Text production in a secondary German L2 language class: the effects of dyadic interaction on text planning and revision</p> <p>Jones: Learning to argue on-line and off: how do students use the intermental experience of asynchronous on-line conferences to argue in their essays</p> <p>Lehraus: What happens when young pupils write texts together?</p>	<p>Gamba: On the path towards the acquisition of written language: a microgenetic study of picture-based readings of books in day-care centers</p> <p>Boscolo, Gelati & Arfè: Improving elementary schoolchildren's written narrations of personal events</p> <p>Glaser & Brunstein: Improving 4th grade students' composition skills: effects of strategy instruction and self-regulatory procedures</p> <p>Ronveaux: The literary reading: between oracy, memory and writing</p>	<p>Chanquoy & Favart: Punctuation marks and connectives in texts written by 2nd to 5th graders: a developmental perspective</p> <p>Favart & Chanquoy: Functionality of cohesion devices in text: a comparison 5th graders / adults in the management of punctuation marks, connectives and anaphorae</p> <p>Favart, Olive, Beauvais & Beauvais: Linearization and cognitive load in text production from grades 5 to 9 : effect of textual structure</p> <p>Portilla & Teberosky: Interpretation and production of written word labels: synonymy and homonymy metalinguistic tasks. Latin American schoolchildren in Barcelona</p>	<p>Folman: The study of private lives in personal and socio-cultural turmoil. A comparative analysis</p> <p>Iskenderoglu Önel: Reinvestigating the writing process: a sociocultural approach</p> <p>Margolin: Coherence as a language- and culture-dependent phenomenon</p>

Monday, September 20: Late Afternoon and Evening Program

16:15 – 16:45 Break with Refreshments	
16:45 – 18:15 Paper Sessions	
Paper session 5: Writing with digital tools	Paper session 6: Micro-analysis of writing processes
Anson & Rieder: <i>Web blogs</i> Leijten & Van Waes: <i>Writing business texts with speech recognition software. The effect of the visibility of the “text produced so far”</i> Mason: <i>Hypertext: a digital tool for writing and thinking</i> Read, MacFarlane & Casey: <i>CobWeb – a handwriting recognition based writing environment for children</i> Chair: Betrancourt	Fonseca Greber: <i>A corpus analysis of informal written Swiss French : implications for L2 French writing instruction</i> Garcia-Mila, Rojo & Andersen: <i>Note taking, report writing and scientific thinking : two case studies based on micro-genetic analyses</i> Saada-Robert, Balslev & Gamba: <i>Analytical processes of online settings in reading and writing</i> Toulou & Dolz : <i>Analyzing a videotaped data, what type of methodological tools ? The case of an argumentative text</i> Chair : Sales Cordeiro
18:15 – 18:30 Short Break	
18:30 – 19:00 Reception	
20:00 Conference Dinner	

Tuesday, September 21: Morning Program

08:30 – 10:00 Paper Sessions		
Paper session 7: Collaborative writing with computer support	Paper session 8: Writing processes in L1 and L2	Paper session 9: Argumentative writing
Eklundh & Rodriguez: Visualizing patterns of annotation and presence in document-centered collaboration on the Web Gustafsson, Reiss & Young: Computer-mediated communication across curricula and cultures among Swedish and American students Jaspers & Erkens: Computer support in collaborative writing projects Pereira & Alves: Collaborative writing at a distance: an experience Chair: Tessaro	Ezer & Sivan: Assessing academic writing in Hebrew as a second language: multicultural dimensions of L1 and L2 students and their instructors in an Israeli teachers college Tillema, Van Weijen, Rijlaarsdam & Van den Bergh: Writing processes in the mother tongue and in a second language Wu: A Chinese tale of learning to write in English: writing difficulties and rhetorical differences in Chinese and English exposition Chair: Jacquin	Harrison: Reasoned argument' or 'gossip'? Meta-discussion in email discussion group Kieft & Rijlaarsdam: Writing styles and writing tasks Liberali & Magalhães: Argumentative writing in teacher continuing education Schneuwly & Sales Cordeiro: What object is taught in the classroom? Beginning and concluding teaching sequences on argumentative texts Chair: Grabowski
10:00 – 10:30 Break with Refreshments		
10:30 – 12:30 Symposia		
Symposium A2: Digital tools for writing research – part 2	Symposium C1: Writing and spelling – part 1	Symposium D: Written versus spoken text production across adolescence: Psycholinguistic and typological perspectives
Johansson, Andersson, Dahl, Holmqvist, Holsanova, Karlsson, Strömqvist, Tufvesson & Wengelin: Keystroke logging and eye tracking : a successful combination Weingarten: Measuring the time course of written language production Foulin & Chanquoy: The temporal course of word spelling in children's writing Discussant(s): tbc	Allal, Mottier Lopez, & Forget: Talking about spelling during collaborative text revision Bernolet & Sandra: The homophone frequency effect in spontaneous writing: simple verb forms are always difficult to spell when they have a more frequent homophonous competitor Negro & Chanquoy: Is writing a modular system? The role of conceptual information on subject-verb agreement Zesiger & Schelstraete: Factors affecting grammatical spelling in French Discussant: Van den Bergh	Jisa & Tolchinsky: Developing a depersonalized discourse stance in typologically different languages: written expository texts Reilly: Later language development in children with early brain damage: spoken and written text production Ravid: Developing noun phrase complexity in spoken and written text production Discussant: Bermann
12:30 – 13:30 Lunch		

Tuesday, September 21: Afternoon Program

13:30 – 14:30 Keynote Address		
Michel Fayol: <i>Writing from the perspective of cognitive psychology</i>		
14:30 – 14:45 Short Break		
14:45 – 16:15 Paper Sessions		
Paper session 10: Components of writing: grammar, syntax, punctuation Melo & Rego: <i>The relationship between grammatical awareness and written language acquisition: an intervention study</i> Myhill: <i>Linguistic maturation in control of the sentence</i> Pellicer & Vernon: <i>Contrasting languages as a tool for grammatical awareness</i> Spinillo & Brainer de Queroz Lima: <i>Children's use and understanding of punctuation marks</i> Chair: Hoefflin	Paper session 11: Cognitive processes in writing Grabowski: <i>Speaking, writing and memory span performance: replicating and differentiating the Bourdin & Fayol results on cognitive load in German children and adults</i> Marti & Tantaros: <i>From action to notation. The production of a procedural text by seven to ten-year old children</i> Olive, Kellogg & Piolat: <i>Changes of verbal, visual and spatial working memory demands in written composition</i> Van Wijk & Schilperoord : <i>From proficient to professional writing: the telling aspects of knowledge transforming</i> Chair: Martinet	Paper session 12: Writing and self-reflection Mason: <i>Patient Writes: tuberculosis pathographies from "America's Magic Mountain" 1884-1954</i> Muller Mirza: <i>Literary writing as a research tool</i> Rinaldi: <i>Reconstructing identity after medical trauma; the therapeutic role of personal narratives</i> Vanhulle: <i>How future teachers develop their own literacy through reflexive writing : intervention and case analysis</i> Chair: Ronveaux
16:15 – 16:45 Break with Refreshments		
16:45 – 18:00 SIG Writing Business Meeting		
18:00 Leave for Winetasting		

Wednesday, September 22: Morning Program

08:30 – 10:00 Paper Sessions		
Paper session 13: Planning processes in writing Auriac & Favart: <i>From pre-text to text : effect of ideas activation, writing ability and grade level on planning in argumentative writing</i> Chanquoy & Van den Bergh: <i>Planning and writing behavior of young children</i> Favart, Passerault & Fabien: <i>Development of meta-cognitive knowledge about writing in grades 3 and 5: relation with the management of planning and translating</i> Ferenz: <i>Characteristics of academic EFL planning and composing processes</i> Chair: Aeby	Paper session 14: Learning disabilities and writing Dockrell, Lindsay, Connelly & Mackie: <i>Constraints in the development of writing skills in children with specific speech and language difficulties</i> Evangelou & Padeliadu: <i>Evaluating the written stories of sixth graders with and without learning disabilities</i> Hoefflin & Zufferey: <i>Classroom integration of two visually disabled students : a longitudinal psycholinguistic study</i> Mackie, Dockrell & Lindsay: <i>The relationship between written and spoken language in a sentence formation task with a group of children with specific speech and language difficulties</i> Chair: Zesiger	Paper session 15: Collaborative writing in different contexts Bräuer & Degenhardt: <i>Collaborative learning online: preparing the next generation of writers</i> Farneste: <i>Benefits and drawbacks of peer co-operation in the course of academic writing</i> Van Drie, Erkens & Kanselaar: <i>Supporting history learning by using representational tools in collaborative learning</i> Van Rensburg: <i>Collaborative writing: writing partnerships in a service-learning project</i> Chair: Lehraus
10:00 – 10:30 Break with Refreshments		
10:30 – 12:30 Symposia and Paper Session		
Symposium E: Instructional focus and format for writing and revision Lindgren & Sullivan: <i>Improving writing and revision skills by focusing on the writing process</i> Van Steendam: <i>Improving text coherence through peer feedback. An investigation into the effect of different forms of feedback instruction on text quality with advanced ESL students</i> Rijlaarsdam & Braaksma: <i>Students as Researchers: defining text quality criteria</i> Oostdam & Van Gelderen: <i>Isolated versus Context-embedded training of sentence structures for writing; a follow-up experiment with focus on forms and meaning</i> Disussant: Allal	Symposium C2: Writing and spelling – part 2 Foulin & Aubert: <i>The improvement of orthographic accuracy in children's spelling development</i> Lambert & Alamargot: <i>Developing of phonological and lexical processes involved in word spelling: are lexical and phonological processes concomitant?</i> Mariol, Schelstrete & Van Rompaey: <i>Are there morphological units in the orthographic lexicon?</i> Nottbusch: <i>Syllabic segmentation and spelling in primary school children</i> Discussant: Alamargot	Paper Session 16: Writing and new literacies Del-Castillo & Garcia-Varela: <i>Writing in new media and moral education</i> Hard af Segerstad & Sofkova Hashemi: <i>Exploring the writing of children and adolescents in the information society</i> Lacasa, Reina & Blanco: <i>Writing across media: children as editors</i> Martinez-Borda & Sanchez: <i>Developing narrative writing from video games</i> Velez, Hernandez & Cruz: <i>We are journalists : a digital and intercultural newspaper</i> Chair: Dolz
12:30 – 13:30 Lunch		

Wednesday, September 22: Afternoon Program

13:30 – 14:30 Poster session II			
Digital environments for writing (posters II.1 – II.4)	Graphical aspects of written expression (posters II.5 – II.8)	Spelling: research with children and adults (posters II.9 – II.13)	Assessment of writing (poster II.14)
Mahmud: An automatic approach to help students structuring their essays Alves & Castro: Writing stories from pictures: does color make any difference? DePietro: The intellectual and technical challenges of writing in a digital environment Piolat & Musmeci: Writing for the Web is more difficult than it seems	Shatil: Improvement of the child's graphic capacity in writing and drawing Martinet, Vuillemin & Rieben: A longitudinal study of word copying in five-to-six year-old children Sahel, Nottbusch, Blanken & Weingarten: The role of phonology in syllabic structure in the time course of typing: evidence from aphasia Boumlak, Olive & El Massiouï: The effect of aging on handwriting	Cousin, Largy, Fayol, Jaffré & Thibault: Memorized instances of pluralized nouns as a case of morphology learning Dedeyan, Largy, Ganier & Fayol: Revision of verbal agreement in French: how to deal with a morphology which is "for the eyes only"? Martinet: What is the role of pseudowords pronunciation in adults' spelling acquisition? Morin, Montésinos-Gelet & Charron: The impact of an integrated approach to written French on orthographic competencies at the elementary school level Solheim & Uppstad: Spelling geminate consonant in Norwegian	Thygesen: Group-tests of writing proficiency Deaf students read and write (posters II.15 – II.16) Abrams: Prelingually severely and profoundly deaf honors student writers define and develop writer's voice Lodi: Reading workshops with deaf people: interacting and linguistic processes
14:30 – 14:45 Short Break			
14:45 – 16:15 Paper Sessions			
Paper session 17: Learning to write and to revise	Paper session 18: Anxiety, self-efficacy beliefs and self-assessment in writing	Paper session 19: Policies and practices in writing instruction	
Castedo: Use of the punctuation in the beginnings of the writing and the review of texts Papadimitriou, Palogou & Papadopoulou: Multimedia-supported modeling of narratives in 6 th grade Greek students Spelman Miller, Lindgren & Sullivan: Revising as the discourse unfolds Vernon & Pellicer: Writing definitions in the elementary school Chair: Forget	Kalnberzina: Writing anxiety and its links with cognitive strategies Karabinar: Self-assessment in a learner centered writing course Raedts, Daems, Van Waes & Rijlaarsdam: Match or mismatch? Students' self-efficacy beliefs and their scores on a difficult writing task Raedts: Planning activities and self-efficacy beliefs of effective and ineffective writers: a case study Chair: Galbraith	Beard: A national intervention program to raise literacy standards in under-achieving children Miras & Solé: Writing and reading to learn: what do the students think ? Myhill: Research, policy and practice 11-16 Shalom & Ravid: Linguistic and meta-linguistic characteristics of high school textbook language Chair: Schneuwly	
16:15 – 16:45 Closing Event and Apéritif			