

**12<sup>th</sup> International Conference of the  
EARLI Special Interest Group on Writing  
Heidelberg University of Education  
September 8<sup>th</sup> to 10<sup>th</sup>, 2010**

**SIG Writing 2010  
Program & Abstracts**

## **Welcome to the conference!**

After the last and only SIG Writing conference in Germany dated back to 1992, and because most of the previous SIG coordinators have felt obliged to invite the writing research community to their respective countries as well, it has become obvious to plan to hold a SIG Writing conference in Germany again. This idea has been announced and decided on during the 2008 meeting in Lund, Sweden. At that time, it appeared natural to invite the community to Heidelberg, where Joachim Grabowski, Markus Schmitt and Christian Weinzierl had their offices at the University of Education, and which at the same time is one of Germany's most popular tourist attractions.

In the meantime, however, it happened that in 2009, Joachim and Christian changed their jobs, moving to Leibniz University in Hannover, some 400 kilometers away from Heidelberg, while Markus stayed there. Moreover, Marthe Plöger joined the organizing team in Hannover. So, the situation has become much more distributed (and complicated) than initially expected.

Nevertheless, we hopefully succeeded preparing an enjoyable and fruitful conference. At Heidelberg University of Education, we are particularly grateful to professor Anneliese Wellensiek, Rector of the University, Christoph Glaser, Head of Administration, and professor Jeanette Roos, Head of the Psychology Department, who maintained the institutional backing of the conference. At Leibniz University Hannover, we are grateful to the members of the Institute of Educational Psychology who tolerated that substantial amounts of (predominantly personal and temporal) resources were spent for the organization of a conference that would be held in another institution.

We are happy and proud that, after a thorough reviewing process, some 180 writing researchers from 31 different countries will participate in the conference. We hope that they will find a stimulating and at the same time pleasant environment during the three days of the conference!

The organizing team

## **Organizing Committee**

Joachim Grabowski, Leibniz University Hannover, Germany  
Markus Schmitt, Heidelberg University of Education, Germany  
Christian Weinzierl, Leibniz University Hannover, Germany  
Marthe Plöger, Leibniz University Hannover, Germany

## **Scientific Committee**

Denis Alamargot, University of Poitiers, France  
Barbara Arfé, University of Verona, Italy  
Mark Torrance, Nottingham Trent University, United Kingdom  
Rui Alves, University of Porto, Portugal  
Lucile Chanquoy, University of Nice, France  
Julie Dockrell, University of London, United Kingdom  
David Galbraith, Staffordshire University, United Kingdom  
Triantafilia Kostouli, Aristotle University of Thessaloniki, Greece  
Debra Myhill, University of Exeter, United Kingdom  
Guido Nottbusch, Bielefeld University, Germany  
Gisella Paoletti, University of Trieste, Italy  
Antje Proske, Technical University Dresden, Germany  
Gert Rijlaarsdam, University of Amsterdam, Netherlands  
Kristyan Spelman Miller, University of Winchester, United Kingdom  
Åsa Wengelin, Lund University, Sweden

## **Acknowledgements**

The “beer and pretzels” reception during the poster session has been generously supported by EMERALD, the publisher of the Studies in Writing book series.

The conference is supported by a grant from the German Research Foundation (DFG) to Leibniz University Hannover, the institution of the conference manager.

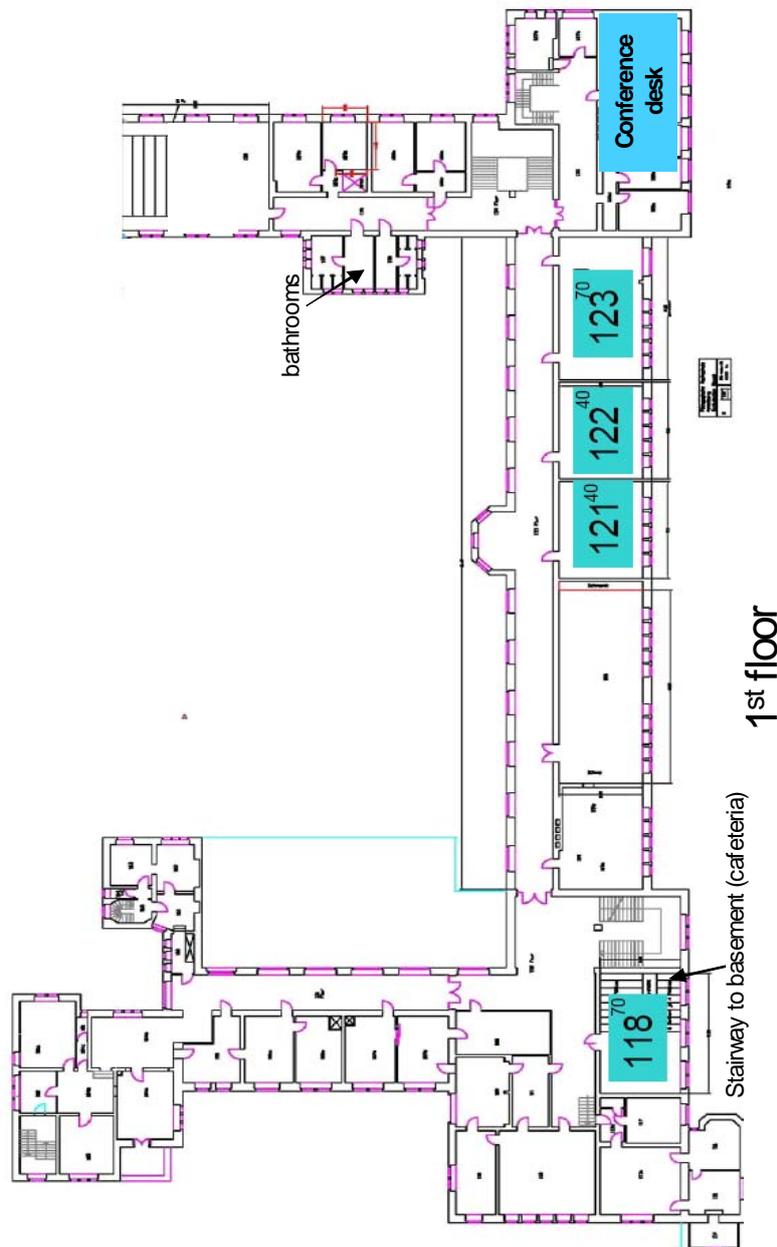
The Heidelberg Office for Student Services (Studentenwerk) generously provided its cafeteria facilities at Keplerstraße 87 for the lunches and coffee breaks of the conference, even though the parquet floor of the hall had been flooded and damaged by a rainstorm a few weeks before the conference would start.

## Useful Information

### Lecture rooms

All lecture rooms for individual papers and symposia, the registration desk, and the poster hall are located on the first floor of the main building of Heidelberg University of Education. When you enter the main entrance at Keplerstraße 87, take the stairways to the first floor where you will find signposts directing to the individual rooms.

Here is a map of the four lecture rooms used during the conference, namely rooms 118, 121, 122, 123, and the registration desk, all located on the first floor.



M a i n E n t r a n c e

SIG WRITING 2010

## *Useful Information*

### **Registration and information desk**

The registration and information desk is located in room 126 at the end of the first floor. It will be open on all conference days from 8.30 until the end of the day's program. If you have any problem beyond the initial registration (need a taxi, a headache killer, or a piece of advice), don't hesitate to come to the information desk as well.

You can reach the information desk, or a person of the organizing team, at any time during the conference via the emergency phone: +49-1522-8631747

### **Public traffic ticket**

In your personal envelope in the conference bag, you will find a voucher ticket for local public transport. Watch out for it, because it is small! You must cancel it in a streetcar or bus at the first use. Then, it will remain valid during all three days of the conference.

### **Food, coffee, and refreshments**

The conference venue is situated in a residential neighborhood. Thus, there are not many (if any) gastronomical or shopping facilities around it. (However, there is a grocery, a bakery, and a pharmacy within walking distance.) Therefore, conference participants will be provided full board on-site, including coffee (and tea) in the morning, coffee and refreshments during the coffee breaks, and lunch (each day choice of two dishes, one of it vegetarian).

Except for the morning coffee which will be served on the first floor, coffee breaks and lunches will take place in the cafeteria which is located in the basement of the building. In case of good weather, there are also seats and tables outside in the courtyard. The courtyard is also the place where smokers are welcome.

### **Technical facilities**

All lecture rooms are equipped with a presentation notebook connected to an LCD projector and to loudspeakers. Microsoft Office programmes, PDF, and VLC media players are installed. Presenters are asked to upload their presentation from a USB stick during the pause right before the time slot in which their session is scheduled. There will be student assistants in all lecture

## *Useful Information*

rooms who will help you to make your presentation function. The least-preferred option is to directly connect a presenter's notebook to the projection device.

### **Computer facilities**

A computer room in the basement of the building, close to the cafeteria, will be open during all days of the conference. It offers Microsoft Office applications as well as internet access. There will also be wireless network available at some points in the building, e.g. in the cafeteria. But we can not guarantee for the reliability and the spatial coverage of wireless internet access.

For the computer room as well as for wireless access, use the following login data:

user name: x5sig2010

password: writing

### **Poster session and EMERALD reception**

The poster session will take place on Thursday 9<sup>th</sup> from 16.00 to 17.00 in the hallway of the first floor. While the posters will remain posted during all days of the conference, poster authors are expected to stand with their posters during the poster session to be available for questions and explanations.

During the poster session, the EMERALD reception will offer beer and pretzels (and wine and softdrinks as well). EMERALD sponsored this reception because EMERALD is the publisher of recent and forthcoming books of the Studies in Writing Series, edited by Gert Rijlaarsdam. Inspection copies of the books of the Studies in Writing Series will be available during the conference as well.

### **John Hayes Award**

This year the John R. Hayes Award for excellence in writing research will be presented for the first time, and biennially hereafter. This award aims at recognizing outstanding quantitative or qualitative empirical research in writing, and will be granted to an author or authors of an article published in the Journal of Writing Research (2009–2010). Articles will be evaluated for quality of empirical scholarship.

The award is generously funded by John R. Hayes himself. The winner(s) are selected by a committee appointed and chaired by a representation of the JoWR-editors, in 2010 by Luuk van Waes and Gert Rijlaarsdam.

## *Useful Information*

John Hayes will personally hand over the award on Thursday afternoon, right before the keynote lecture. The award comes with 1000 Euros prize money and a symbolic object.

### **SIG Writing business meeting**

All enrolled members of EARLI'S SIG Writing, as well as non-members interested in the SIG's activities, are insistently invited to participate in the business meeting on Wednesday evening 18.15 in Room 121, right after the end of the day's paper sessions. At that meeting, the SIG coordinators will inform about relevant issues related to writing research and the SIG Writing community, e.g. development of the SIG, publication policy, representing writing research at the 2011 EARLI conference in Exeter, UK.

### **Conference party**

The conference party is the main social event of the conference. Party tickets are contained in the personal envelope in the conference bag; on the tickets, all relevant information about how and when to get to the location is printed. Note that, after the buffet dinner, there will be live music and a dance floor.

### **Post-conference publication**

There will not be a particular publication of conference proceedings. Rather, we encourage authors of presentations to submit their manuscripts to relevant journals, in the first place to Journal of Writing Research ([www.jowr.org](http://www.jowr.org)) which is associated with SIG Writing. New ideas and concepts for volumes of the book series Studies in Writing would also be appreciated. Information about SIG Writing related publications is given on the SIG's website at [www.sig-writing.org](http://www.sig-writing.org).

Materials, technical reports and similar "pre-texts" may also be uploaded on the SIG's prepublication and archive site at [www.sigwritingpublications.org](http://www.sigwritingpublications.org).

## *About SIG Writing*

### **What is SIG Writing?**

SIG Writing is a Special Interest Group of the European Association for Research in Learning and Instruction (EARLI). SIG Writing has currently about 100 members, and many more people participate in its activities. Participants come from all over the world, and include cognitive and social psychologists, linguists, educational and developmental specialists carrying out research into writing processes, as well as practitioners involved in developing writing at all levels of education.

As early as 1988, Pietro Boscolo and Michel Fayol took the initiative to found SIG Writing. The first meeting was held in the same year at the university of Padova. SIG Writing quickly prospered towards a stable and active as well as growing community of researchers from many different countries inside and outside of Europe.

### **Coordinators**

According to EARLI standing orders, there are two coordinators for each SIG who hold four-year terms and who shall come from countries reflecting the variety of its members' origins inside and outside of Europe. Currently, coordinators are Barbara Arfé (University of Verona, Italy) and Denis Alamargot (University of Poitiers, France).

### **Activities: Conferences and publications**

Biennial conferences are among the most important and influential activities of SIG Writing. SIG Writing conferences alternate with the general EARLI conferences, in which SIG Writing members actively participate in various ways.

The stimulation, introduction and edition of publications on many topics related to the scientific study of writing is an important activity of SIG Writing as well. This includes the new on-line journal “Journal of Writing Research”, the book series “Studies in Writing”, and the prepublication and archive site.

## *About SIG Writing*

### **Becoming a member**

Researchers interested in the study of writing are welcome to join SIG Writing. To become a member, you need to join EARLI and indicate that you want to be a member of SIG Writing (and possibly other SIGs as well).

Membership fee for EARLI is presently € 67 per year, plus € 8 for each SIG that is joined. Membership benefits include a subscription of EARLI's journals "Learning and Instruction" and "Educational Research Review".

### **Relevant links**

SIG Writing homepage:	<a href="http://www.sig-writing.org">www.sig-writing.org</a>
EARLI homepage	<a href="http://www.earli.org">www.earli.org</a>
Journal of Writing Research	<a href="http://www.jowr.org">www.jowr.org</a>
SIG Writing prepublication site	<a href="http://www.sigwritingpublications.org">www.sigwritingpublications.org</a>

SIG Writing operates an e-mail list to circulate announcements, calls, and other information among members and non-members interested in writing research. Subscription is open to everybody who is interested at:

[www.jiscmail.ac.uk/lists/earli-sig-writing.html](http://www.jiscmail.ac.uk/lists/earli-sig-writing.html)

Contact to coordinators:

Barbara Arfé: [barbara.arfe@unipd.it](mailto:barbara.arfe@unipd.it)

Denis Alamargot: [denis.alamargot@univ-poitiers.fr](mailto:denis.alamargot@univ-poitiers.fr)

## *Program Overview*

	<b>Wednesday, 8th</b>	<b>Thursday, 9th</b>	<b>Friday, 10th</b>
	p.13 (orange pages)	p. 65 (green pages)	p. 149 (blue pages)
8:30 - 9:00	Registration		
9:00 - 9:30			
9:30 - 10:00	Opening Ceremony	Individual Papers & Symposia	Individual Papers & Symposia
10:00 - 10:30			
10:30 - 11:00	Individual Papers	Coffee Break	Coffee Break
11:00 - 11:30		Individual Papers & Symposia	Individual Papers & Symposia
11:30 - 12:00			
12:00 - 12:30			
12:30 - 13:00	Lunch		
13:00 - 13:30		Lunch	Lunch
13:30 - 14:00	Individual Papers	Individual Papers & Symposia	Individual Papers & Symposia
14:00 - 14:30			
14:30 - 15:00			
15:00 - 15:30			
15:30 - 16:00	Coffee Break		
16:00 - 16:30	Individual Papers	Poster Session John Hayes Award EMERALD Reception	Closing Ceremony
16:30 - 17:00			
17:00 - 17:30		Keynote Lecture	
17:30 - 18:00			
18:15 - 19:00	SIG Business Meeting		
19:30 - open end		Conference Party	



## *People at Work*

<b>Wednesday, September 8th</b>				
8:30 - 9:30	Registration and Coffee			
9:30 - 10:30	Opening Ceremony, <i>Room 222</i>			
	Individual Papers			
	<i>Room 118</i> Chair: Maisa Martin	<i>Room 121</i> Chair: Judy Parr	<i>Room 122</i> Chair: Nora Scheuer	<i>Room 123</i> Chair: David Galbraith
10:30 - 11:00	<b>Linda Di Desidero</b>	<b>Ana Cristina Silva &amp; Sofia Ferreira</b>	<b>Lucy Oliver</b>	<b>Monica Gavota, Mireille Betrancourt &amp; Daniel Schneider</b>
11:00 - 11:30	<b>Sarah Haas</b>	<b>Lorna Bourke &amp; Simon Davies</b>	<b>Annabel Watson</b>	<b>Thierry Olive, Marie Crouzevialle, Nathalie Le Bigot &amp; David Galbraith</b>
11:30 - 12:00	<b>Nancy Susan Keranen &amp; Charles Bazerman</b>	<b>Victor Millogo &amp; Elsa Eme</b>	<b>Ingrid Behrns, Malin Broberg, Åsa Wengelin &amp; Lena Hartelius</b>	<b>Marion Tillema, Huub van den Bergh, Gert Rijlaarsdam &amp; Ted Sanders</b>
12:00 - 12:30	<b>Magdalena Kilarska</b>	<b>Marc Miret &amp; Teresa Naves</b>	<b>Alina Galvão Spinillo</b>	<b>Teresa Limpo, Rui A. Alves &amp; David Galbraith</b>
12:30 - 13:30	Lunch			
	Individual Papers			
	<i>Room 118</i> Chair: Bob Wilkinson	<i>Room 121</i> Chair: Åsa Wengelin	<i>Room 122</i> Chair: Jane Creaton	<i>Room 123</i> Chair: Lorna Bourke
13:30 - 14:00	<b>Julie Dockrell, Vincent Connelly, Kirsty Walter &amp; Sarah Critten</b>	<b>Lucile Chanquoy, John Hayes &amp; Virginia Berninger</b>	<b>Ioannis Dimakos &amp; Sophia Pantazopoulou</b>	<b>Andrea Karsten</b>
14:00 - 14:30	<b>Helen Lines</b>	<b>Susan Jones</b>	<b>Tanja Janssen</b>	<b>Christian Weinzierl &amp; Joachim Grabowski</b>
14:30 - 15:00	<b>Jiangkui Zhao</b>	<b>Roger Johansson, Victoria Johansson &amp; Åsa Wengelin</b>	<b>Anthony Wilson</b>	<b>Solen Sausset, Eric Lambert &amp; Thierry Olive</b>
15:00 - 15:30	<b>Isabelle Zöller, Jeanette Roos, Hermann Schöler &amp; Anke Treutlein</b>	<b>Thierry Olive</b>	<b>Clare Morris &amp; Debra Myhill</b>	<b>Mark Torrance &amp; Andrew Brown</b>
15:30 - 16:00	Coffee Break			
	Individual Papers			
	<i>Room 118</i> Chair: Gert Rijlaarsdam	<i>Room 121</i> Chair: Ioannis Dimakos	<i>Room 122</i> Chair: Rui Alexandre Alves	<i>Room 123</i> Chair: Margarida Alves Martins
16:00 - 16:30	<b>Markus Schmitt &amp; Joachim Grabowski</b>	<b>Sarah Haas</b>	<b>Judy Reilly, Josie Bernicot, Stephanie Chaminaud, Monik Favart, Thierry Olive, Beverly Wulfeck, Jun O'Hara &amp; Joel Uze</b>	<b>Miguel Mata Pereira, Jacques Fijalkow &amp; Margarida Alves Martins</b>
16:30 - 17:00	<b>David Galbraith &amp; Norma Sherratt</b>	<b>Katrin Lehnen &amp; Martin Steinseifer</b>	<b>Åsa Wengelin, Cecilia Egevad &amp; Cecilia Lindström</b>	<b>Lucile Chanquoy &amp; Aurélia Campigotto</b>
17:00 - 17:30	<b>Maisa Martin, Sanna Mustonen, Nina Reiman &amp; Marja Seilonen</b>	<b>Julio Roca de Larios, Liz Murphy &amp; Florentina Nicolás Conesa</b>		<b>Vincent Connelly, Julie Dockrell, Sarah Critten &amp; Geoff Lindsay</b>
17:30 - 18:00		<b>Mika Tukiainen, Kai Hakkarainen, Lasse Lipponen &amp; Kirsti Lonka</b>		<b>Francisca Serrano &amp; Sylvia Defior</b>
18h15 - 19:00	SIG Writing Business Meeting, <i>Room 121</i>			

**Wednesday, 10:30 – 12:30**

**Learning through writing at the interface of expressivism and constructivism:  
Theory, process, and implications for teaching**

Linda Di Desidero

University of Maryland, United States

Professors expect that university students will demonstrate their understanding of the discipline by writing independent, integrating research papers (and exams) in the academic area.

While students may connect with the ideas in texts when they respond personally (in expressive language), many students have difficulties presenting their insights in the language and form expected by the experts in the academic discipline (in academic or constructive writing), especially when they attempt to integrate source material or to conduct original research.

Many scholars analyze this problem as one with its roots in social class, race, or gender. The idea is that the language of the academy is the language of white, middle-class or upper middle class (male) scholars—a group to which working class students, students of color, and females cannot belong. This idea is perpetuated when the instructors themselves belong to that group of white and/or middle class scholars who own the academic discourse.

How best to facilitate diverse students' entries into the academic discourse community has been a matter of debate for many researchers, most notably American scholars Peter Elbow and Donald Bartholomae. Simply put, Elbow maintains that students learn to write by expressing themselves on a personal level, while Bartholomae argues that imitating the model language of the academic discourse community is the primary way in which students may come to enter it.

In this presentation, I look at the interface of these two opposing theoretical perspectives and argue that professors can facilitate the entry of students into the academic discourse community by creating process-based assignments that bridge students' expressive and constructed approaches to knowledge and understanding, thus strengthening student agency in the learning process. Specific writing-process based teaching strategies can be used effectively to facilitate learning across all disciplines.

Presentation offers theoretical perspective and orientation, analysis of student data (writing samples), and model assignments in different disciplines. Theoretical orientation begins with well-known debate between US scholars Peter Elbow and Donald Bartholomae and offers practical implications for teaching and learning at all levels of instruction.

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**Writer development groups for postgraduate students: Procedures and benefits**

Sarah Haas

Aston University, Belgium

This presentation is aimed at those who have an interest in facilitating writers' groups for graduate or postgraduate students, but would like some guidance on how to proceed. It is also aimed at those who are interested in research on such groups, specifically research indicating how writers' groups have been found to benefit student writers.

Writers' groups for graduate and postgraduate research writers have become increasingly used in higher education (Aitchison, 2009), as they have been found to be a successful way to support novice scientific writers (Badley, 2008; Aitchison, 2003; Murray, 2006), who often do not know how to approach academic writing (Mullen, 2001) or feel isolated and unsupported in their writing (Chihota, 2008).

Using the example of one multi-cultural group of candidates earning their master's degrees in TESOL (teaching English to speakers of other languages), the presenter will first describe the procedures followed in weekly Writer Development Workshops, including methods employed when dealing with complications that arose in group interaction. Following suggestions for facilitating workshops will be a report on an evaluation of the writers' group as a pedagogical intervention. The purpose of undertaking the evaluation was to determine what, if any, were the benefits—as perceived by the student writers—of attending the workshops.

Working within the Action Research framework (Sagor, 2000) the researcher used data collected via audio-recordings of workshops (transcribed), reflective journals, questionnaires, and interviews (transcribed), to systematically develop and adapt activities based on the literature on academic writers' groups (Aitchison, 2003; Badley, 2006; Elbow, 1998; Lee & Boud, 2003; Murray, 1998). The same data, collected over a period of 20 group meetings, was used to evaluate whether or not the workshops were beneficial to the participants. All data sources were examined; text containing explicit statements of benefits or limitations of the workshops were culled and coded. The results indicated that although improvements could be made, members found the workshops to be worthwhile and beneficial, specifically from the points of view of community, motivation, and improvement of academic writing.

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**Facilitated immersion in second language scientific writing**Nancy Susan Keranen<sup>1</sup> & Charles Bazerman<sup>2</sup><sup>1</sup>Benemerita Universidad Autonoma de Puebla, Mexico<sup>2</sup>University of California, United States

Through interviews we studied how native Spanish-speaking academic staff, graduate, and doctoral students in the physics / mathematics departments in a Mexican public research university address the challenges of publication in English. We found that they use a variety of personal, print digital, collegial, and professional editorial supports. As they advance, dependence on some supports (such as dictionaries, machine translation, and personal editors) fade and they move towards the kinds of collegial supports and immersive language experiences typical of skilled native speakers of English. On the basis of these results we are designing workshops and tools to aid increasingly immersive experiences in English language scientific communication. In this presentation we will present interview results, discuss the design of the intervention and interim results of the in-progress intervention.

A growing literature in ESP and EAP has examined the difficulties and strategies of NNS scientists attempting to publish in English (Belcher 2007; Buckingham 2008; Cho 2009; Curry & Lillis 2004; Flowerdew, 1999, 2000, 2008; Flowerdew & Li, 2009; Li & Flowerdew 2009; Hartley et al 2007; Okamura 2004, 2006; Petersen & Shaw, 2002; Swales, 1996; Wang & Bakken 2004). The experience of Spanish speaking scientists has received attention from Englander (2008; 2009) and St. John (1987). The role of social supports including editors and proofreaders has been examined by Burrough-Boenisch, (2003); Flowerdew, (2001); Harwood et al. (2009); Li & Flowerdew (2007), Lillis & Curry (2006); and Misak, Marusic & Marusic (2005). Plagiarism, patchwriting and text re-use have been examined by Abasi & Graves (2008) and Pecorari (2003). Specialized corpora in supporting advanced disciplinary writing have been considered by Gilquin, Granger & Paquot (2007); Hafner & Candlin (2007); Krishnamurthy & Kosem (2007); and Lee & Swales (2006).

Our approach, extends the scope of supports examined, provides an integrated strategy of reflective use and withdrawal of supports and develops a theoretical socio-cultural model based in Bakhtin, (1986); Vygotsky (1978, 1987) and Lave & Wenger (1991).

This project was funded cooperatively by the University of California and Consejo Nacional de Ciencias y Tecnologia.

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## **Teaching paraphrasing to reduce plagiarism**

Magdalena Kilarska

School of Higher Vocational Education in Nysa, Poland

Earlier research carried out among students of English Philology at the School of Higher Vocational Education in Nysa, Poland, revealed that the academic assignments in the process-oriented writing class did not prove effective in eliminating the problem of plagiarism in students' papers. In response to this problem, a study was conducted to determine whether training in the skill of paraphrasing adapted from Plaister (1988) would diminish students' plagiarizing.

The study focused on a multiple-draft assignment in which the students were required to write a synthesis essay based on three to five academic texts. The initial stages that included the first draft, the peer response exercise, and the second draft were completed prior to the training in paraphrasing.

The training began with an exercise in which the students were provided with a model academic text and the original material that was paraphrased in the text. They were asked to recognize the parts of the original material that were referred to in the text and discuss the manner in which the ideas from the original source were employed in the academic text. The second exercise involved demonstrating the method that students could use to paraphrase successfully. To make the students aware that it is essential for them to understand the meaning of the original material, the exercise involved presenting them with a sentence with underlined keywords and a synonym for each. After that, two paraphrases of the sentence were presented, the difference between them being that the first one retained the syntactic structure of the original sentence, and the second one employed a different syntactic pattern. Then, the students were asked to paraphrase sentences and paragraphs following the same steps. Lastly, the writers composed the final drafts using the practiced method of paraphrasing to avoid plagiarizing.

The paper will offer an analysis of the students' assignments with regard to the quality of their paraphrasing prior to and after the training. Additionally, observations made by the teacher-researcher during the study and a questionnaire given to the students will allow to present their reactions to and opinions about the training and its effectiveness.

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**The impact of an intervention literacy programme with children from low social background from 1st grade**

Ana Cristina Silva & Sofia Ferreira

Higher Institute of Applied Psychology, Portugal

Conceived by Chauveau, in 1989 in France, the CLE –the reading and Writing Clubs – seeks to compensate those children that before school had no opportunities on their family backgrounds to develop knowledge about skills and literacy concepts. In this study was designed an intervention programme that follows the same kind of guidelines. The research had the purpose to compare the evolution on literacy skills of a group of 1st grade children from low social background whose families had poor practices around written language (Experimental Group) with another 1st grade children group of that had familiar background with better practices around written language but that was not object of any intervention (Control Group).

The sample of this study included 54 children - 33 of experimental group and 21 of the control group.

Children from both groups were evaluated about their knowledge of letters names, phonological awareness, identification of several functions of written language, and reading skills at pre-test and a post- test moment.

The Experimental Group were submitted to an intervention programme included activities related with 3 dimensions: a) Understanding functions and purposes of reading and writing; b) acquiring metalinguist skills – phonological and syntactic awareness – and learning grapho-phonetic correspondences; c) understanding the procedures to learn how to read.

The results showed that children from Experimental Group made significant progress from pre to pos-test concerning the identification of several functions of written language and phonological awareness and that progress was more significant than the one obtained by children from Control Group. However there were no differences between the groups in what concerned knowledge of letter's names and reading performance.

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**How do enhanced visuo-spatial memory skills assist emergent writers?**

Lorna Bourke &amp; Simon Davies

Liverpool Hope University, United Kingdom

There is a general assumption that writing draws upon the same pool of cognitive resources as speech. However, writing differs from speech in a number of important ways. In particular, for young writers it involves the development of new skills at the level of visual representation and it is generally regarded as more resource-demanding because of the additional processes involved in transcription (Bourdin & Fayol, 1996, 2002). A recent study by Bourke and Adams (2010) suggested that the main predictors for children aged 4-5 years who could be classified as meeting the Government's prescribed standards for writing or not were their reading and visuo-spatial memory scores. The strength of reading skill in predicting the stronger writers over and above all other factors is not unexpected (e.g. Caravolas, Hulme & Snowling, 2001). However, the role of visuo-spatial memory in emergent writing has yet to be established. The findings suggest that some children may be demonstrating an immature working memory system, therefore making it more difficult for them to store and manipulate the visual representations they are learning through spelling and reading instruction, despite all components of working memory being present from 4 years of age (Gathercole, Pickering, Ambridge & Wearing, 2004). This then could impact on their ability to grasp the orthographic coding strategies that would allow them to visually recognise legal characters and permissible sequences within the words they require for their writing. 80 children aged 4-5 years were assessed on the quality of their writing, visuo-spatial and verbal working memory capabilities, reading skills, vocabulary, orthographic and non-orthographic coding skills and visual-motor integration of orthographic and non-orthographic stimuli. The findings will be discussed in relation to theoretical models of the development of emergent writing and current educational practices in the UK.

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**Written narrative in French functionally illiterate adults:  
Linguistic features and discourse organisation**

Victor Millogo & Elsa Eme

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*Purpose:* This study investigated the nature and extent of language difficulties encountered during text production by adults who are functionally illiterate (A-IL). Functional illiteracy refers to individuals who do not sufficiently master reading and writing for professional and social use despite having attended school, and who therefore have only very limited access to written language. We undertook a systematic analysis of text discourses produced by an extensive sample of adult literacy students during a narrative task regarded as a written communication situation, where participants had to implement both lexico-syntactic linguistic rules and discourse organization abilities in a decontextualized and distanced form of expression.

*Method:* Fifty adult literacy students and 50 reading level-matched pupils in 1st to 3rd grades produced a narrative based on a sequence of pictures featuring a cast of three protagonists. The narratives were produced through a dictation procedure for an absent recipient who would have to read the written story. During the dictation, the examiner acted only as a transcriber, offering no help beyond simply recording the narrator's words, and re-reading the text back to the narrator. All narratives were transcribed in their entirety and coded in terms of linguistic features and discourse organization and content.

*Results:* At the linguistic level, A-IL produced longer narratives than children but they scored the same as the children on lexical diversity and obtained lower scores on morphosyntactic rules and syntactic complexity. At the level of discourse organization, A-IL scored more poorly than the children on narrative schema, their narratives lacking information about goals and causal connections. In contrast, they produced more evaluative devices to express their point of view, and to capture the attention of the reader.

*Conclusions:* We conclude that adults with low literacy performed differently from the reading level-matched children on written narrative, suggesting that A-IL have impaired abilities in text production in addition to problems at the transcription level, especially in controlling morphosyntax and global coherence. These impairments may be responsible for their difficulties to deal with written language. These results have practical implications for teaching written language to adult learners.

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## Writing performance in CLIL and EFL contexts

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Dalton-Puffer (2007) predicted that Content and Language Integrated Learning (CLIL) would be beneficial for the development of learners' receptive skills but may not be so for their productive skills, writing in particular. When comparing learners in CLIL classes (with more hours of instruction) and learners in mainstream English as a Foreign Language classes, estimates of approximately two-school-year gains have been found in favour of CLIL learners. See Muñoz and Author (2007) for criticism of common confounds in this type of research. Only a handful of studies have looked into the gains in writing.

This study examines CLIL's effects on students' receptive skills and productive skills, writing in particular. The participants (N=86), secondary school learners at grades 7 and 10 (onset age 8), completed a writing task and four proficiency tests: a standardized grammar test, a listening comprehension test, a cloze and a dictation. The essays were holistically assessed using Jacobs et al.'s (1981) band-scale. One-way between-groups analyzes of variance were conducted to explore the impact of CLIL on students' writing performance and English proficiency.

At grade 7, CLIL learners outperformed their non-CLIL peers in the writing components of content and organization only, but no differences were found for either vocabulary or language use. Grade 7 CLIL learners outscored non-CLIL ones in grammar and dictation.

At grade 10, no differences were found between CLIL and non-CLIL learners in any of the writing components. CLIL learners outperformed their non-CLIL counterparts in reading comprehension, dictation and grammar but no differences were found for listening comprehension.

Finally, when grade 7 CLIL learners and non-CLIL learners three grades ahead (grade 10) were compared, no statistically significant differences were found between them for any of the skills examined.

These results will be discussed in the light of Dalton-Puffer (2007) and Lorenzo et al. (2009) findings in CLIL contexts, the two competing Cognitive Hypotheses (Robinson, 2001 and Skehan, 1986), the multiple profiles of foreign language writers (Jarvis et al., 2003), the results in study-abroad studies (Llanes, Muñoz, 2009) and the psycholinguistic principles of SLA underlying CLIL (Muñoz, 2007).

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**Revision as reconceptualisation? Student thinking about revision**

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Cognitive understanding of the revision process in writing acknowledges that it is a complex, recursive activity which takes place at all stages of composition and involves decision-making at a number of levels (Hayes and Flower, 1980; FitzGerald, 1987). Skilled writers revise not just to identify and fix minor problems, but also to re-view and rework ideas in more substantial ways. Bereiter and Scardamalia (1987) differentiate further between substantive revisions which serve to expand upon or alternatively express the same thing, and those which transform or reconceptualise meaning, the latter signifying cognitive benefits over and above writing improvement. Developing writers, on the other hand, often struggle to identify higher-level problems and possibilities in their texts. Their tendency to revise superficially or locally, rather than to develop content and secure new understanding for themselves, is well documented (Sharples, 1999). Less is known, however, about young writers' concepts of revision and how these may shape their revising behaviour. Some studies suggest that students may be hampered by their limited sense of the purpose and potential of revision: they appear, for example, to lack a sophisticated understanding of the role of revision in meaning-making (Lavelle, Smith and O'Ryan, 2002), of criteria for evaluating the quality of their texts (Hayes, 2004), and of pre-textual or on-line revision strategies which might help them address larger concerns in their writing (Myhill and Jones, 2007). It is important, therefore, to understand how student writers think about revision, and to consider what their thinking tells us about writing instruction.

This paper takes as its starting point the findings from a small-scale pilot study designed to elicit secondary students' perceptions of the purpose of revision, and of their own revising strategies. 119 students aged 13-16 from two UK schools completed a short initial questionnaire, and follow-up interviews were conducted with a sub-sample of 13 volunteers. The paper will explore the issues raised by students' responses, and will also consider the need to investigate in more detail adolescent writers' understanding and experience of substantive revision processes.

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**“It’s sort of like the pit of doom”: Beliefs about teaching grammar for writing**

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This paper examines teachers’ beliefs about linguistic knowledge and its role in writing pedagogy. It is located within the ongoing ‘grammar debate’ in Anglophone countries regarding the place of grammar in the curriculum. There is widespread uncertainty in both the professional and research community about the benefits of teaching grammar to L1 writers, with a paucity of convincing empirical research evidence (Andrews et al. 2006). At the same time, linguists draw on the principles of contemporary theories which are descriptive and socio-cultural in emphasis, or as Carter describes them, ‘functionally oriented, related to the study of texts and responsive to social purposes.’ (Carter 1990:104). They contend that a better understanding of how language works in a variety of contexts supports learning in literacy, and that grammar teaching may have the potential to help young writers to explore how language can be shaped for effect (Beard 2000; Myhill et al. 2008). Within such a highly-contested domain, the beliefs held by teachers are likely to be particularly influential in directing their practice (Borg & Burns 2008). By examining how teachers conceptualise grammar teaching, their beliefs about its value, and their self-reported pedagogical practices, this study illuminates how some of the problems identified in the ‘grammar debate’ are playing out in instructional settings.

Drawing on findings from a research study funded by the Economic and Social Research Council, this paper presents an overview of the beliefs of 32 secondary school teachers of English in the UK. Qualitative data is drawn from a series of interviews with teachers participating in the Exeter/ESRC ‘Grammar, for writing?’ project, analyzed inductively using NVIVO. The data illustrate how teachers conceptualise grammar teaching; what ideas they hold about how it may or may not be useful in improving pupils’ writing; what feelings they have about teaching it; how their beliefs relate to background factors such as their own education and their school context; and how their beliefs relate to their linguistic subject knowledge. The study is significant in contributing to theoretical understanding of the inter-relationship between teacher cognition and instructional practice.

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**A comparison between written and spoken narratives in aphasia**Ingrid Behrns<sup>1</sup>, Malin Broberg<sup>1</sup>, Åsa Wengelin<sup>2</sup> & Lena Hartelius<sup>1</sup><sup>1</sup>University of Gothenburg, Sweden<sup>2</sup>Lund University, Sweden

*Background:* Early research in aphasiology seemed to view writing as written speech, implying that the symptoms would be the same in written and spoken output. However, different patterns for how difficulties are manifested in written versus spoken language have since been observed. The impressions from untrained readers add an important perspective to clinicians in how patients are able to participate in everyday life outside the clinical setting.

*Aim:* The aim of the present study was to explore how a personal narrative told by a group of persons with aphasia differed between written and spoken language, and to compare this with findings from narratives told by participants in a reference group.

*Method:* Eight participants with aphasia and ten participants with no neurological disorder were asked to take part in the project. The participants produced a free narration entitled 'I have never been so afraid', first in a written version and then also in a spoken version. The stories were analyzed through holistic assessments made by 60 participants without earlier experience of aphasia and through measurement of lexical and syntactic variables.

*Results:* The untrained readers and listeners rated the stories told by the reference group higher than the stories told by the participants with aphasia. The written stories made by the persons with aphasia were however rated as easier to understand, more interesting and more coherent than their spoken versions. Regression analysis revealed that the length of the stories (number of words) and word-level errors were to some extent predicting factors of the ratings, but interestingly enough not necessarily in the sense that longer and more correctly spelled stories were always rated higher.

*Discussion:* For persons suffering from aphasia it is important that they are offered language rehabilitation that includes written language. However, results also indicates that the goals for writing training have to be set individually and that more factors except spelling has to be considered when planning therapy.

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**Revision of written texts by children: Is together better?**

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Text revision should be considered a component of the writing process and also a tool for learning about writing. However, in classrooms it is usually done by the teacher, who aims to correct the text itself rather than help the child to improve as a writer. This model of instruction divorces children from responsibility for their own texts. Due to this, many children have a very limited view of revision. This study explored the idea that this limited view of revision could be expanded if children were given the opportunity to interact with another child. Second grade Brazilian children were asked to revise their own text individually and in interaction with another child. The text to be revised consisted of a problematic written reproduction of a story previously read to them. Half of the children made the revision individually in the first session and the revision in dyad in the second session (Group 1); while the other half did the opposite (Group 2). The data were analyzed according to: (i) the operations used (addition, deletion, substitution, reordering); (ii) the linguistic unit changed (word, sentence, paragraph); (iii) the nature of the change (orthographic, syntactic, semantic, graphic); and (iv) the reasons why the changes were made. When individually revising the text, children tended to add new information and to focus on its surface, making syntactic and orthographic corrections. When interacting with a peer, they tended to add new information, to rephrase passages and to be concerned with changes that affect meaning. Changes occurred more often in the collaborative situation than in the individual one. It was also found that Group 2 children improved and expanded their actions when individually revising their texts, so that individual revision benefited from collaborative revision, while collaborative revision did not benefit from individual revision. Revision in dyads provides feedback from an immediate audience that helps the writer to analyze and evaluate the text, so that revision becomes meaningful. A collaborative approach to revision seems to be more effective than an individual approach and should be encouraged in classrooms as part of the process of writing texts.

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**Writing for fostering procedure acquisition in vocational education**

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Learning new procedures is an essential component of vocational education. Most cognitive models (e. g. Anderson, 1993) assume that a new procedure is first conceived as a declarative representation of the examples demonstrated or performed. Moreover, understanding the context and the reasons underlying the steps of a procedure is essential for acquiring it. Nevertheless, not many studies were interested in supporting the construction of the declarative phase of procedure acquisition. In this study, our assumption is that writing activities can be more efficient for supporting the declarative phase of procedure acquisition and comprehension than the traditional practice. Indeed, writing activities have been shown to support for deep processing, organization and reorganization of knowledge (Hayes, 1996; Bangert-Drowns, Hurley, Wilkinson, 2004).

The participants to this experimental study were dental care apprentices enrolled in vocational training system. The participants in the control group watched a video showing and explaining a procedure. Then, they executed the procedure while watching the video a second time (without the sound). The experimental group watched the same video and afterwards had to write an instruction of how to realize the procedure, while watching the video (without the sound). One week later all the students completed a recall test, a comprehension test and were asked to execute a slightly modified procedure. These post-tests were indicators of the declarative representation of the procedure, the deepness of the procedure knowledge processing/understanding and of the procedure acquisition and knowledge transfer.

Due to the recentness of this study, the collected data is still being analyzed. The results will be available for the conference. We expect to unravel interesting information at a fundamental level on how writing can support the declarative phase of procedure acquisition. From a practical perspective, the results will provide new insights to design instructional methods for procedure learning in school in complement to the workplace training.

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### **Visuospatial working memory during planning**

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Visuospatial working memory (WM) has been shown to be involved during writing (Olive, Kellogg & Piolat, 2008), and particularly during planning. More precisely, visual WM is involved when processing figurative content (Kellogg, Olive & Piolat, 2007), whereas spatial WM is engaged when structuring the text (Galbraith, Hallam, Olive & Le Bigot, 2009). Furthermore, Galbraith (2009) has suggested that structuring ideas spatially may foster the creation of new content.

The present experiment investigated the role of visuospatial WM during structuring by examining the effects of different kinds of plans and secondary tasks. Seventy-eight subjects composed an argumentative text in three phases: first, they generated ideas (5 minutes), second they structured these ideas (10 minutes), and third they produced their text (20 minutes). During structuring, half of the subjects structured their text with a linear outline (low-spatial plan), whereas the other half structured their text with a hierarchical diagram (high-spatial plan). In addition, subjects were submitted to either a visual or a spatial secondary task during structuring. Secondary task performance, creation of new ideas during structuring, and text quality were measured and analyzed.

These analyzes showed three main results. First, decrements in secondary task performance were, overall, higher for the spatial secondary task than for the visual one. However, as indicated by a Plan x Secondary task interaction, decrements in secondary task performance were highest in the condition where a high-spatial plan had to be combined with a spatial secondary task. These results suggest that structuring the text with a diagram does involve more spatial processing than when structuring involves constructing a linear outline. Second, the high-spatial planning format did lead to the incorporation of more new ideas during outlining than the low-spatial planning format. However, contrary to the predictions, this was not reduced when a spatial secondary task was combined with high-spatial planning.

These findings confirm that spatial WM is involved in structuring and that knowledge discovery is fostered when writers spatially structure their text. Analysis of the relationships between these effects and text quality are currently in progress and will be discussed.

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**The effect of vocabulary knowledge on formulating activities during the execution of L1 writing tasks**

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The occurrence of cognitive activities during task execution varies over time. The probability of occurrence of formulating activities, for example, is not constant across the process of task execution (van den Bergh & Rijlaarsdam, 1996; Rijlaarsdam & van den Bergh, 1996; van Weijen, van den Bergh, Rijlaarsdam & Sanders, 2009). In addition, there are interindividual differences in the distribution of formulating activities over the writing process. Different writers perform formulating activities at different moments during task execution (van Weijen, van den Bergh, Rijlaarsdam & Sanders, 2009). These interindividual differences might be explained by different amounts of skill and knowledge available to writers.

In this paper, we investigate the effect of vocabulary knowledge on the distribution of formulating activities across task execution. Eighteen students in their third year of secondary education (aged 14 and 15) each wrote four argumentative essays in Dutch, their L1, under think aloud conditions. In addition, we measured their vocabulary knowledge independent from task execution by means of a cloze test. Vocabulary knowledge did not have an effect on the amount of formulating activities during writing. It did, however, explain differences in the distribution of formulating activities. Low vocabulary scores were related to a decrease of formulating activities during the second half of task execution. High vocabulary scores were related to an increase of formulating activities during the second half of task execution. The established effect of vocabulary knowledge on task execution will be further investigated by means of a qualitative analysis of the think aloud data.

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**Priming effects on writing fluency are mediated by empathy and self-monitoring**Teresa Limpo<sup>1</sup>, Rui A. Alves<sup>1</sup> & David Galbraith<sup>2</sup><sup>1</sup>Universidade do Porto, Portugal<sup>2</sup>Staffordshire University, United Kingdom

It is well known that construct activation can influence subsequent behaviour. For example, the activation of the elderly stereotype led individuals to walk slower (Bargh et al., 1996). Writing has often been used to show these kinds of effects, whether to activate a construct, or to express its influence. Alves et al. (2008) have proposed that stereotype activation and expression can happen simultaneously during text production, and have shown it by priming writing fluency. They found that participants writing about an old man were less fluent than others writing about a young sportsman. Here, we take further these results by replicating them, while controlling for differences in constructs accessibility (old vs. young character), and by testing if empathy or self-monitoring play a role in these priming effects. For that, we asked 130 undergraduate students to write a story about an old man. Half of them wrote about a stereotypic old man, to be characterized as experienced, wise, weak, warmth and ill. The other half wrote about a counter-stereotypic old man, to be characterized as immature, stupid, strong, cold and healthy. As expected, the stereotypic group was less fluent than the counter-stereotypic one. More interestingly, these effects were mediated by empathy and self-monitoring, with text content seemingly playing a role. High perspective takers were most susceptible to priming effects regardless of text content. Low self-monitors were more prone to priming, but only when writing very stereotyped texts. Moreover, after writing about the stereotypic character, low self-monitors were more likely to describe themselves as slow, suggesting that the priming might have produced changes in their self-concept. Overall, these results are in line with the active-self account (Wheeler et al., 2007), which proposes that prime-to-behaviour effects occur because priming changes self-concept that then guides behaviour. Crucially, these results support the implicit account of text production advanced by Galbraith (2009) in his dual-process model of writing.

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**Wednesday, 13:30 – 15:30**



## Using curriculum-based measurement to assess writing development

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An inability to produce sustained, accurate and competent writing has been identified as a pervasive weakness for many children. It is therefore important to identify ways to assess and monitor writing proficiency to both track progress and evaluate the efficacy of interventions. Researchers, primarily in the USA, have suggested that one way to assess writing proficiency and to monitor the developing writing skills of students is through curriculum-based measurement (CBM).

CBM advocates claim that it allows for both screening and progress monitoring. Unlike traditional norm-referenced standardized tests of assessment, curriculum-based measures are simple, short-duration forms (i.e., 10 minutes or less) and available in multiple forms. This allows for frequent administration and the monitoring of growth in writing skills. While there has been some success in the use of CBM for reading and maths their value for evaluating writing development in the school years has not been clearly established. The current study examines the extent to which CBM provides a valid measurement of writing proficiency and identifies which indicators provide reliable measures of change.

Two hundred and fifty eight boys and girls aged between 7 and 10 years from mainstream schools completed a standardised assessment of writing and completed a sentence combination task. Students also completed two CBM measures to evaluate narrative and expository writing. Five months later the CBM measures were repeated. CBM writing tasks were scored in terms of the number of words written, the number of words spelled correctly, and the number of correct word sequences.

Differences between CBM measures of narrative and expository text are explored. The relationships between CBM measures and the standardised writing measure are reported and regression analyzes are used to explore predictors of writing changes over time. It would appear that the relationships between CBM measures and the development of writing are more complex and less linear than recent research would suggest.

We consider the extent to which these alternative curriculum-based measures of writing can be used to accurately screen for learning disabilities or low performance in text production.

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**Judging text: Teachers' and students' constructs of quality in writing**

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As Hillocks (2002) notes, writing is a key component in high-stakes assessment in many countries, including England and the US. Yet the assessment of writing in instructional and examination settings is acknowledged to be prone to marker variation and discrepant marking. Huot (2009) argues that 'assessment has been a contested issue in writing for over a hundred years'; in England, national tests for 14 year olds were regularly subject to appeals against the marks awarded for writing. Teachers' judgments are prone to inherent variation and may also be influenced by gender (Peterson 2006) and by diverse contextual factors: personal beliefs and values, classroom experiences, and relationships with students (Eddington 2005). Whilst research has considered the nature and reliability of writing assessment, few studies have sought to understand the conceptual thinking underpinning judgments. Huot highlights the importance of students' ability to judge and improve their writing. Despite the increased prominence given in UK secondary schools to self- and peer-assessment, 'surprisingly little investigation of children's understandings about writing have taken place' (Wray and Medwell, 2006), for example to ascertain if students possess the evaluative skills required by current teaching practices.

The study reported here set out to examine how teachers and students define quality in writing and how they make their judgments of writing. It draws on qualitative data collected during a large-scale investigation into the impact of contextualized grammar teaching on students' writing. Over the course of an academic year, 32 teachers of 12-13 year olds in UK schools were observed teaching three different writing genres: narrative, argument and poetry. Follow-up interviews focused on pedagogic decisions and beliefs about teaching and assessing writing. Parallel student interviews focused on their evaluation of writing in each genre. Transcripts were analyzed and codified using the NVivo computer software package. Reporting on the study's outcomes, this paper will illustrate teachers' and students' conceptual thinking about writing quality, and the underlying constructs. It makes a significant contribution to theoretical understanding of teacher and student cognition in the domain of assessment and has implications for both examination and for formative feedback on writing in instructional settings.

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**Strategy-focused instruction: Effects on Chinese college students' EFL composition, writing strategy use and motivation**

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The study aimed to evaluate the impact of a writing strategy-focused intervention, which was motivationally enhanced (particularly with goal-setting, instructional feedback and checklist prompts), on students' motivation (self-efficacy, goal orientations and task value), motivational awareness (goal awareness and efficacy-causal awareness), the use of both writing strategies (planning, monitoring and revising) and motivational regulatory strategies (mastery self-talk, performance self-talk, interest enhancing, environmental structuring and self-consequating) as well as achievement in EFL writing. A pre-post-retention test matched group design was used. The instruction of writing strategies was conducted following procedures of modelling, emulating, controlling and regulating proposed by Zimmerman (2000). The measures used in study were validated via exploratory and confirmatory factor analysis. The participants in the study were 68 year-two Chinese college English majors. Results indicated that the experimental group had higher level of self-efficacy, mastery goal orientation and intrinsic value for EFL writing post-course than pre-course. Compared to the control group, the students in the experimental group had better writing performance, higher level of self-efficacy, mastery goals and efficacy-causal awareness. They used significantly more planning and monitoring strategies in writing and more intrinsic motivation-related strategies in face of motivational problems. In an authentic writing task, significantly more students in experimental group used writing strategies of some kind, and they used them significantly more frequently than those in control group. Results from regression analysis indicated that writing strategy use, motivational beliefs and motivational awareness accounted for 57% of variance in students' writing performance. Moreover, results from retention test revealed that the performance and writing strategy gains sustained after 20 weeks but motivational gains did not sustain. These findings suggest outcome benefits and cognitive and motivational benefits of strategy-focused instruction.

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**Spelling skills in primary and secondary school – A longitudinal perspective**

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As part of the EVES-longitudinal study the spelling skills of 666 children, who started school in 2001 (N=325) and 2002 (N=341), respectively, were assessed throughout elementary school. As part of the follow-up study PRISE the academic performance of 325 EVES participants could be observed for two more years in secondary school. Information concerning socioeconomic background, language background and mental abilities are available for all 666 children, information on vocabulary, assessed in 6th grade, are available for 261 children.

First results indicate that throughout elementary school and despite their intelligence and socio-cultural background, children that attend a class, whose members score relatively high on the spelling test at the end of first grade, tend to outperform students that start their school career in classes with a relatively low average spelling performance. In sixth grade, however, both groups seem to do equally well on the spelling test.

Contrary to popular belief girls do not outperform boys on the administered spelling tests. Although, in most grades, girls tend to achieve slightly higher spelling scores than boys the difference is not statistically meaningful. The parent's proficiency in German does also not seem to have a significant impact on the spelling skills of their children. The comparison of a (according to gender, IQ and HISEI) matched sample of 82 students, whose parents both describe their command of German as mediocre or poor, and 82 students from regular German speaking families shows no difference in the average spelling performance throughout elementary school.

High socioeconomic background, an above average vocabulary and high mental abilities, however, seem to enhance the chances of developing profound spelling skills. In all grades children with an above average vocabulary test score outperform students with medium or relatively low scores. Students from families with a higher socioeconomic background also achieve higher spelling scores than students from lower socioeconomic families. All in all, the results of both analysis of variance and covariance indicate that in comparison to socioeconomic background and language proficiency (of both parents and students) mental abilities have the biggest impact on spelling performance.

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**Declarative knowledge and metacognition in young writers**

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Our purpose in this study is first, to document the development of children's declarative knowledge about writing and second, to explore how this declarative knowledge may reflect and be reflected in the metacognitive knowledge that children bring to bear when writing. The study makes use of a data set collected by the third author who conducted a five-year longitudinal survey involving children in grades 1, 3, 5, and 7. One cohort was studied in grade 1 and again in grade 5. The second cohort was studied in grade 3 and again in grade 7. Among other tasks, children were asked to describe writing to another child. The older participants were asked to describe writing to a child of their own age and in other tasks to describe writing to children younger than themselves. The youngest children described writing just to their own age group.

Data analysis is now in progress. However, preliminary results suggest that there are some strong developmental trends in the way young writers describe writing. In particular, there appear to be trends in the units of discourse used to describe writing (letter, word, story), in the goals of writing (egocentric or social), and in the properties good writing should have (being correct or interesting). Perhaps especially relevant to metacognition, the data also reveal heuristics that the children recommend to other writers and metaphors they use to describe writing. Overall, we hope that these data can reveal the resources in declarative knowledge that can support metacognition in writing.

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**Multi-method research: Exploring the complementarity of qualitative and quantitative data in an RCT study investigating grammar and writing**

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In a paper given at the 11th International Conference of the writing SIG at the University of Lund, the author explored the dilemmas and decisions that informed the preparation of a successful research bid investigating the impact of contextualised grammar teaching on young people's writing. In the final research design, a decision was taken to include a randomised control trial (RCT), within a more methodologically inclusive design, arguing that an RCT alone could not capture the complexity of the educational context. A qualitative data set, comprising classroom observation, student and teacher interviews, and writing samples was collected to accompany the more conventional pre and post test data for the RCT.

Two years later we are working with the findings derived from these data sets to understand the consequences of contextualised grammar teaching with different classes taught by different teachers with different levels of subject knowledge and with differing beliefs about the value of grammar teaching. Early results from the RCT indicate a significant positive effect for writers in the intervention group at the level of the individual, but they also indicate that the intervention impacted differently on different groups of learners. In particular, at class level, there appear to be very different outcomes for different classes.

The paper will focus more on methodology than findings. It will revisit some of our early discussions about the use of RCT's in the light of what we have learned by implementing it. The paper will explore how one intervention strategy can be multiply interpreted and mediated in the classroom by different teachers, and will show how the statistical data generated the critical questions that the qualitative data can answer. Moore, Graham and Diamond (2003) argue that 'to undertake a trial of an educational or social intervention without an embedded qualitative process evaluation would be to treat the intervention as a black box, with no information on how it worked, how it could be improved, or what the crucial components of the intervention were.' We aim to show, through examples, the complementarity of the RCT with the rich qualitative data.

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**Reading, lexical measures and syntactic complexity in typing and handwriting**

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This paper has two goals. The first is to describe the method of synchronizing eye movements and writing data in both handwriting and typing. The second is to make quantitative comparisons of some comprehensive measures between the two input modes: lexical diversity (VocD), number of words, clauses and T-units, mean length of utterance (mlu) and mean length of T-units, writing time, proportion reading time, proportion pausing time, and word per minute (wpm).

10 university students, fairly good typists, each wrote two thematically related expositives. One text was produced by typing on a computer (using ScriptLog), and one by writing by hand on a digital writing tablet (using Eye & Pen). A SMI iView X HEAD + Polhemus, 250 Hz was used for recording the eye movements. For this study only the final texts were analyzed.

The results revealed no significant differences between the input modes, apart from that the time on task was longer in typing. However, this may be due to the limited writing space on the writing tablet. Some further observations can be noted: The persons producing many numbers of clauses and T-units in typing also paused less. Number of clauses in typing further correlated with wpm in typing. There was a correlation of wpm in typing and handwriting, but while the number of T-units and clauses correlate with wpm in the typed texts, no equivalent correlations were found for the handwritten texts. For reading and several of the text production measures we observed a high variation between the participants. This calls for a closer control of participants, and experimental design in the future.

The lack of differences between the final texts from the two input modes suggests that the writers use the same style, and produce similar texts independent of input mode. The individual habits of text writing thus seem more constant than varying across input modes.

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## **The dynamic of sentence generation**

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How the writing processes are coordinated during production of a text is a critical issue for understanding skilled writing. It has indeed been shown that once handwriting is automatized, the planning, translating, and revising components of writing can be implemented simultaneously to handwriting (Alves, Olive & Castro, 2008; Olive, Alves & Castro, 2009; Olive & Kellogg, 2002), and that adult writers plan a clause while they are handwriting the previous one, whereas children plan the second part during a long pause that occurs just before that part (Chanquoy, Foulin & Fayol, 1990).

The present study investigated in two experiments how the demands of the planning, translating and handwriting affected the pauses, fluency, and execution periods of sentence generation. Writers were presented with series of couples and were asked to compose sentences that had to be constructed in two parts, each part containing one of the words of the couple. Half of the couples included abstract words, and the other half included concrete words. Frequency, number of letters and number of syllables of the words were controlled. The planning demands were manipulated by having subjects to compose the sentences from couples of words that were semantically related or unrelated. The handwriting demands were manipulated by asking participants to handwrite with their usual handwriting or with a cursive upper-case handwriting. Finally, translating demands were manipulated between experiments. In experiment 1, participants composed simple coordinated sentences whereas they composed more complex ones (subordinated) in Experiment 2.

Globally, the results of both experiments suggest that increasing the demands of the writing processes change how writers generate sentences. When these demands are low, the first part of the sentence of the sentence is planned during the pre-writing pause, and the second part is planned while they write down the first part. However, when demands are high, the planning of the second part of a sentence is postponed until handwriting of the first clause is finished. The findings will be discussed to illuminate size of the planning unit in written sentence composition.

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**Learning disabled students' writing skills and attitudes towards writing**

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A number of studies have suggested that students with learning disabilities write differently than their normally achieving peers. For example, they write shorter, less coherent texts which contain a greater number of errors of various types: grammatical, syntax and so on. In addition, further studies have also shown differences in how these two distinctly different groups approach the cognitive process of writing. The purpose of the study was to further investigate this topic by examining learning disabled students' abilities and attitudes towards writing and comparing them with their normally achieving peers in a group of elementary school students originally from Greece. 160 students (81 with learning disabilities in writing and 79 normally achieving peers) participated in the study. At the time of the study, students attended grades 3rd, 4th, 5th, and 6th of various public elementary schools from a major city in Western Greece. Students were asked to compose a narrative passage using an image as a story prompt and to answer several Likert-type questions about their writing skills, their attitude towards and self-efficacy in writing. Results showed statistically significant differences in the students' writing skills due to school grade and ability level. With regards to the students' self efficacy and attitudes towards writing evidence suggested differences due to ability level but not due to grade level. In addition, students differed in how they approached their writing and revising process due to their ability level. The results of the present study agree with past research about the differences in writing skills. Students with learning disabilities were not only outperformed by their normally achieving peers in writing but were also lacking behind in their understanding of their own writing capabilities. Based on the present data, it is suggested that an individualized intervention plan for students with learning disabilities should focus not only on the necessary skills but also on the motivational aspect of writing as well.

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**Effects of creative writing on students' literary response to short stories**

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Advocates of creative writing have repeatedly argued for the inclusion of creative writing assignments in (post)secondary literature courses, claiming that this type of writing may have positive effects on students' literary response and reading motivation (e.g., Austen, 2005; Knoeller, 2003; Sipe, 1993). "Writing imaginatively in response to literary works engages students with a text, enriches their appreciation, and yields valuable insights into interpreting the work." (Knoeller, 2003; 43). However, there is little empirical evidence supporting these claims.

The present study examined whether one particular creative writing task (story writing prior to reading) positively influences students' reading process, understanding and appreciation of short stories. Participants were 15 year old students from several Dutch secondary schools. An experimental design was used, with control groups and post-tests for story understanding and appreciation. Two conditions were compared: a writing and non-writing condition. In the writing condition, students wrote their own stories, prior to reading and interpreting short literary stories. In the non-writing condition, student just read and responded to the stories, without writing. In both conditions, students individually read two short stories of recognized authors of modern fiction under think aloud conditions. Students' responses were transcribed and coded for (meta)cognitive and affective reading activities. Analyzes of variance were applied to test for differences between conditions.

Results indicated that students who had written a story prior to reading, orchestrated their reading activities differently, were more emotionally engaged during reading, and less engaged in problem solving than students in the non-writing condition. Moreover, the writing group scored significantly higher on the post-test story understanding and appreciation measures. These findings suggest that creative writing as a pre-reading activity may be beneficial for students' literary response, both in terms of process and product. Implications for further research and literature teaching are discussed.

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**“A joyous lifeline in a target driven job”:  
Teachers’ metaphors describing poetry writing instruction**

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Previous studies of the value of poetry teaching have focused on poetry as a tool which can be used to explore and develop affective responses of learners within a ‘personal growth’ model of English teaching, influenced heavily by Romanticism. There is not a tradition of critical examination in this research, neither of the personal growth model nor teachers’ constructs of poetry. Drawing on Vygotsky’s notion (1978), developed by Bruner (1986), of learners growing into ‘the intellectual life of those around them’, this paper reports on a small-scale investigation into teachers’ thinking about poetry writing and their instructional practices. The paper draws on the outcome of a questionnaire survey of teachers’ thinking about poetry writing and their instructional practices. The questionnaire was disseminated to an opportunity sample of two separate groups of teachers attending in-service training on poetry writing instruction. Thirty three teachers, with a range of teaching experience and service, took part in the study. Their responses were coded inductively through an iterative process into four categories: language, pedagogy, cognition and personal growth. Respondents used a variety of metaphors to describe their views of poetry and poetry writing, which appeared in each of the category codes in the data. This paper presents, analyzes and evaluates the central metaphor of ‘freedom’ used by teachers. This presents poetry writing instruction in three contrasting ways: as a rejection of ‘formulaic writing’; as freedom from curricular ‘directives’; and as freedom to explore personal creativity. The paper will argue that these metaphors indicate considerable personal investment by teachers of poetry and that they consider the teaching of poetry to have impact as much on themselves as on pupils. Drawing on theoretical perspectives from research on writing and creativity and on the perspectives of practising poets, the paper makes a new contribution to understanding about poetry in the field of writing and creative writing instruction.

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**The noun phrase as a marker of development in writing**

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Research suggests that in older writers, in the high school age range (12-16), linguistic development is less about the emergence of new linguistic constructions in writing, but more about how those constructions are used more frequently and for better effect. At a lexical level, Berman and Verhoeven (2002) found that there was ‘an important developmental leap between the 13 and 17 year old’ in lexical density and lexical diversity, which both increased between 13 and 17. Hudson (2009) has suggested that nouns and the noun phrases are particularly significant markers of development. Jordan, researching writing at a college level, (1993) suggested that immature writing is characterised by ‘the simple subjects, the paucity of complex noun phrases and the lack of subordination’ (1993:44). In detailed examination of the post-modified noun phrase, he showed how a deep understanding of grammar can provide the writer with significantly more choice: ‘For writing for mature writers, restrictive clause and complex noun phrases play important cohesive and stylistic roles, and we therefore need to understand what they mean and how they contribute to the style and cohesion of the text. We also need to know how to convert simpler linguistic structures into restrictively postmodified clauses’ (Jordan 1993:45).

This paper reports on a data subset drawn from a large national study, investigating the contextualised teaching of grammar and its impact on writing. The subset comprises pre and post test samples of personal narrative writing from 927 students aged 12-13. Each piece of writing has been analyzed to code the presence and effectiveness of various linguistic constructions, including the noun phrase. The data on noun phrase usage will be analyzed quantitatively to identify pre and post test differences and group differences by gender and attainment. The data will also be analyzed qualitatively to identify typical and atypical patterns of usage, and to make connections between usage and stylistic effect. The study is significant in contributing to linguistic theories of writing development, in terms of the noun phrase, and points to implications for writing instruction.

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**Autoconfrontation as a dialogic method in writing research**

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Dialogicality is not only a theoretical notion helping to embed writing related processes in a socio-cultural and dialogical perspective on language and thought. It can also be used as a starting point for developing a methodological approach to investigate writing processes holistically. This paper takes the dialogically based method of autoconfrontation developed in workplace psychology (e.g. Clot & Faïta 2000) and applies it to complex writing processes. The method consists of two stages. Firstly, everyday writing sequences in their natural setting are videotaped. Secondly, writer and researcher co-analyze the videotaped writing activity, which leads towards writing process reconstructions in dialogue. These writer-researcher-interactions are also videotaped and provide the material from which insights into the genesis of writing processes and written speech are gained. Conceived as an alternative to e.g. thinking aloud protocols, autoconfrontation focuses not on cognitive processes alone but on the dialogical shaping of written speech as it is remembered vis-à-vis the picture of oneself writing. Two concepts play a central role in the analysis of writer-researcher dialogues: genre and style. Genre, from a dialogical stance, refers not to ready-to-use linguistic features of texts but to the generalized position of the speech community as it is crystallized in generic functional forms of speech the writer must relate to. Style, on the other hand, is conceived as the way the writer formulates a specific and individual position in relation to genre. Language performs a twofold role in autoconfrontation dialogues on writing: not only is writing as language activity the focus of the method, but in video-based writer-researcher dialogue it also enables a meta-linguistic recontextualization of the writing process revealing the dialogic tension and volume of written speech.

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**Writing pauses in videographed handwriting: Methodological approaches**

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Writing pauses serve as an important pool of evidence for understanding cognitive processes during all kinds of writing tasks. However, an important prerequisite for gaining such information is the online recording of the writing process. For handwriting there are at least two different recording methods, namely videographing or using a digitizing tablet, both having their specific advantages and shortcomings. For example, when the filming of handwriting was introduced, only analogue recording equipment was available which made identification and classification of pauses possible but rather time-consuming. With the increasing importance of computer technology new means for the automatic registration of the writing process emerged, most recently the use of digitizing tablets. These devices offer a fine tool for recording analogue handwritten traces, and they even allow for automatic detection of motoric pauses. When pauses need to be classified, however, human assessment is still necessary. In this case raters must rely on a digital reproduction of the handwritten trace that is based solely on spatial coordinates over time and that thus lacks further information about what went on during the actual writing session.

We will propose an alternative way of registering and categorizing pauses, which is based on digital videography of the writing process. Ratings are still required here, but a better part of the information of the original writing session is preserved while an efficient workflow for raters is retained. After filming, all clips are segmented into short equally sized parts of 500 ms by a special software which originally was developed for the real-time analysis of behaviour in classroom settings. This software allows for direct loop playing of the single scenes combined with the possibility of rating each scene directly on a customizable set of variables. This approach will be compared to other methods of pause data collection. The use of this method for the collection, classification, and analysis of writing pauses will be illustrated with an empirical study on the effects of working memory load on the performance of copy tasks in primary school.

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## **The syllable as a spelling unit in handwriting production**

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Some recent studies have provided evidence that syllable is a cognitive processing unit during handwriting production (Afonso & Alvarez, 2009; Kandel et al., 2006; Kandel & Valdois, 2006). According to van Galen's model (1991), motor and spelling processes occur in parallel during handwriting. The syllable would be a transition unit between spelling processes and the first level of motor programming, e.g. selection of allographs. This study aimed at providing evidence that syllable is a spelling unit, independent from graphomotor processing. Lambert et al. (2008) have observed data convergent with this idea. Indeed, they have found that when copying single words processing duration increases with the number of syllables by affecting handwriting latencies. However, frequent units are chunked into motor programs, which lead to a decrease of the duration needed to program them. It is likely that motor program operates on a letter or on a bigram (Portier, van Galen & Meulenbroek, 1990). So, we suggested manipulating number of syllables and frequency of units of the words to be copied in order to confirm that spelling effects and motor programming are independent and additive.

Two experiments were conducted. In Experiment 1, French students were asked to copy two- and three-syllable words, which first bigram frequency was contrasted (high vs. low frequency). This first bigram did not constitute the first syllable of the words to be copied. Each word was presented visually and was copied 4 times successively. Before beginning each copy, participants had to wait for a beep signal. We measured latencies before each production. In Experiment 2, subjects were asked to copy two- and three-syllable words, which first letter frequency was contrasted. The procedure and measures were the same than in Experiment 1.

We expect to find an additive effect of the number of syllables and of frequency of units. Data analysis of both experiments is still in progress. The findings will be discussed in relation with van Galen's model.

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## **Word length and frequency effects on writers' eye movements when reading their own text**

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Study of writers' eye movements suggests that they typically spend some time looking back at the text that they have written. Even when performing short laboratory writing tasks – a context where writers are unlikely to engage in deliberate extensive reviewing – around 8% of time on task tends to be associated with series of short forward saccades within the text that they have already produced. It is not clear, however, to what level text is being processed during this activity: Is this activity best described as “reading”?

Arguably, a necessary precursor to answering this question is knowing whether the eye movement of writers who are required to read their own text are similar to those associated with normal reading. In our research sixteen students produced short expository texts. We then asked them to read both what they had written and the text of another student written on the same topic. We tracked their eye movements during reading, looking for the effects of word length and word frequency. In normal reading longer words and lower frequency words tend to be fixated for longer and are less likely to be skipped.

Analysis, based on reading the first 100 words of the texts, suggested that reading own-text involves slightly shorter first-fixation durations, slightly shorter first-pass total gaze durations (sum of all first-pass fixations), and a slightly lower percentage of words receiving more than one fixation on first pass. Recursions (looking back at a word) were generally rare, and occurred less frequently in own-text. We found main effects for length but not frequency (controlling for length), probably because length and frequency were highly correlated. We found no interaction between condition and either length or frequency suggesting that these factors affect eye movement in the same way regardless of whether or not the text was written by the reader.

We tentatively conclude that reading own-text and reading unfamiliar text involves the same kind of low-level processing, with robust but small efficiency gains for own-text.

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**Wednesday, 16:00 – 18:00**



**Predicting audience design in instructional texts:  
Perspective-taking, working memory, and verbal ability**

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Tailoring messages to the needs of an audience is a major task in written communication. Especially with instructional texts, information must be appropriately provided to meet the communicative goals. Several factors contribute to successful audience design, e.g. the writing assignment or writers' individual properties. But which personal properties predict writers' engagement in audience design best? In general, quality differences in instructional texts should be explainable from working memory capacity and verbal ability. However, perspective taking skills are important for the adaptation process, too, as Holliway and McCutchen (2004) have demonstrated.

The presented study addresses the predictive role of individual factors for audience design in adult writers. Participants (n=26 university students) wrote three different instructional texts, which were assessed for basic text properties and expert ratings of their quality. These dependent variables were predicted from the following factors: Verbal ability, visual-spatial ability, working memory capacity, and perspective taking skills. Usually, perspective taking in adults is measured via self report data from questionnaires, which involves a methodological bias. Therefore, a self-developed perspective taking test battery based on response times has been administered to obtain additional information about interindividual differences in perspective taking performance.

Results clearly show that response times in perspective taking tasks better contribute to the prediction of addressee-oriented writing than verbal ability, or working memory. In multiple regression analyzes, perspective taking performance substantially predicts the language appropriateness of texts that were written for children (good perspective takers write texts with better language adaptation;  $\beta=.69$ ,  $p<.01$ ) as well as basic text properties like text length (good perspective takers write shorter texts with comparable quality;  $\beta=.82$ ,  $p<.01$ ) and overall writing time (good perspective takers are faster;  $\beta=.75$ ,  $p<.01$ ). These results could not be observed with perspective taking measures from questionnaires.

As a consequence, we argue that perspective taking skills represent a central individual resource for communicative text adaptation, and that it is worth to consider how these skills are assessed. After we now know that perspective taking skills contribute to instructional writing skills, we will study next whether a training of perspective taking can transfer to the improvement of text quality.

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**The effect of expressive writing on working memory capacity**

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Research by Pennebaker has suggested that expressive writing about past traumatic events can lead to beneficial effects on health and cognitive functioning. Klein and Boals (2001) suggested that expressive writing leads to a reduction of intrusive thoughts, and that this should lead to a freeing of working memory (WM) resources. This was supported in an empirical study suggesting that expressive writing leads to an increase in WM capacity after writing. In the present study, we aimed to replicate this effect, and to investigate whether it varied as a function of self-monitoring. We also examined whether it is specific to verbal WM, or whether it also occurs for non-verbal measures of WM capacity.

84 low and high self-monitors (categorised using a median split of participants' scores on Snyder and Gangestad's (1986) self-monitoring scale) were randomly assigned to either an expressive writing condition or to a control condition. In the expressive writing condition, participants wrote about a past traumatic event for 20 minutes on 3 separate occasions spread over a two-week period. In the control condition, participants wrote descriptively, on the same occasions, about the events of the day. Before writing, all participants completed the OSPAN test of WM capacity and the General Health Questionnaire (GHQ). Two weeks after the final writing session, they completed the same measures again, and also a non-verbal test of WM capacity (symmetry span).

The results showed a significant effect of expressive writing on OSPAN scores, with writers in the expressive writing condition, but not the control condition, showing increases in WM capacity. This replicates Klein and Boals' findings. High self-monitors increased capacity more than low self-monitors. However this was the same in both conditions, implying a general motivational effect rather than a differential effect of the experimental manipulation. By contrast, there were no differences in symmetry span as a function of writing condition. This suggests that the effect of expressive writing is specific to the verbal component of working memory, and is compatible with the assumption that the effect is related to the reduction of intrusive thoughts, which are assumed to be verbal in form.

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**Threshold level revisited?**

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The Common European Framework of Reference for Languages (CEFR 2001, [http://www.coe.int/t/dg4/linguistic/CADRE\\_EN.asp](http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp)) provides learners and teachers with communicative descriptors for the development of writing. These are not language-specific and include no pointers for a given second language (L2). While learners and teachers strive to reach the ability to function in L2, they also ask: What linguistic material is typically needed for a given level? For the theories of Second Language Acquisition (SLA) the question is: Can any set of grammatical features or vocabulary items be shown to be essential for reaching a given CEFR level?

These issues are currently addressed by several research projects across Europe, forming a network called SLATE (<http://www.slategroup.eu/>). Some results of such work for L2 writing development are presented in the proposed paper. Over 500 writing samples of young L2 learners of Finnish were rated for functional proficiency levels by three independent trained raters, using descriptors which contain no references to the control of grammar or vocabulary. The scripts have then been analyzed from three angles: the overall frequency of a given grammatical structure per 1000 words, the accuracy of the structure as compared to the L1 target, and the distribution of the structure.

Tentative results of the analysis across several structures show that there seems to be a bigger difference in frequency between the levels A2 and B1 than between other CEFR levels, while accuracy often develops between levels B1 and B2. The distributional analyzes indicate that at the group level nearly anything can occur already at level A1 but structures show expanding variation across the levels, particularly at B1.

In CEFR, the first level of the independent use of L2 is B1. Its descriptors in CEFR resemble the Threshold Level of mid-1970's ([http://www.coe.int/t/dg4/linguistic/DNR\\_EN.asp](http://www.coe.int/t/dg4/linguistic/DNR_EN.asp)). The Threshold level was mainly based on the views of experienced teachers, while the significance of the B1 level as a signpost in the development of L2 writing is based on empirical research and provides a more detailed view of the connections between the functional and formal development of L2 writing skills.

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**By writers for writers: A collaboratively constructed model of the writing process**

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It has been suggested that if writers understand their own writing process, they will be more able to control the process rather than be terrified by it (Elbow, 1998). One way to help novice academic writers understand their writing process is to present them with a model of the process (O'Neill, 2008). Writing centres have used models of the writing process to assist student writers (Dean, 2008), and models of the writing process have been put forth by research (ex. Flower and Hayes, 1981; Arndt and White, 1991) and used by teachers to help teach the writing process (Furneaux, 1998).

The available models, however, having been designed by teachers or researchers, were found by one group of student writers to be unsatisfactory: The models did not resonate as being understandable or useable representations of their writing processes. In response to the lack of a satisfactory model, this group of six multi-cultural master's degree students, along with one researcher, collaboratively constructed their own model of the writing process.

Data were collected from reflective journals, recorded discussions (transcribed), questionnaires, and follow-up interviews (transcribed). All data were examined, and excerpts containing information about the process of students' writing were culled. A small corpus was made of this selected text; all verbs and lexical signals were extracted from the corpus. The verbs were categorized, and then using the lexical signals, the researcher compiled a model that reflected the data. This model was presented to the students, and adjusted until all agreed that it satisfactorily represented their writing processes.

The model was used by the students in three ways: to provide a common language for talking about writing; to help them understand their writing, and take an active part in moving their writing forward to finish projects, rather than waiting for inspiration to strike; and to help them understand and articulate their in-process feedback needs.

To ascertain whether or not the model was exportable to writers outside the group who had constructed it, it was presented to and successfully adopted by five different groups of writers, including other students, as well as faculty members.

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**Exploring textual routines in academic writing – Using a computer-based learning environment for linguistic research**

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The paper presents the pragmatic concept of ‘textual routines’ and first results from a research project that explores their role in the academic writing of students using a computer-based learning environment.

We conceive textual routines as semiotic, sign-like procedures. They are to be seen as paradigms of expressions (more or less fixed and often discontinuous syntagmatic constructions) that are not only motivated by a specific pragmatic function but also serve to indicate this function within a text. Which forms are appropriate to indicate a certain function (e.g. reference to the author, intertextual reference, evaluation of arguments) is highly dependent on the genre and the communicative domain or subdomain (like the single academic discipline). In a social perspective textual routines form part of the linguistic norm (in the sense of Coseriu) that has to be acquired to write acceptable texts and act successfully in a certain domain. In a didactic perspective the use of textual routines therefore can act as an important indicator for the competence of writers and become a relevant factor in their learning processes.

To support this view we present preliminary results from an ongoing research project. The project is part of the Research Area “Cultural Techniques and Their Mediatization” located at the Gießen University’s Centre for Media and Interactivity (Germany) and funded by Hessian initiative for scientific and economic excellence (LOEWE). To gain empirical data we have designed a computer-based learning environment and a range of writing tasks that focus on textual routines that are central to student writing. Our first data sets show an awareness of the functional parts of academic genres, and help to learn more about the specific difficulties in using the expected expressions. These empirical insights feed in the development of didactic tools that can be implemented in the learning environment to facilitate the acquisition of textual routines.

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**Writing in a foreign language: Classroom practices and learning outcomes**

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The present study is part of a larger research programme aimed at investigating the impact of an EAP composition course on Spanish university EFL learners' L2 writing beliefs and strategies and on the development of their writing expertise. In this presentation we shall focus on the relationship between classroom practices and students' abilities in writing, an area hitherto practically unexplored in FL composition studies (Harklau, 2002; Ortega, 2009). More specifically, we intend to answer the following research questions: (i) what actual teaching activities did the course teacher implement in the classroom?; (ii) what learning outcomes did the students achieve after the instructional period; (iii) what was the relationship, if any, between the documented classroom practices and students' learning outcomes?

The participants were a group of advanced EFL students at the University of Murcia who were doing an eight-month long EAP composition course. Data came from classroom observations and time-compressed essays completed by the students both at the beginning and at the end of the instructional period. Classroom observations were analyzed by means of previously elaborated coding schemes (Weissberg, 1994), while both holistic and analytical instruments were used for the assessment of essays. Results indicated that analytical activities, adapted to the students' needs and including a strong metacognitive component, predominated in the classroom. In addition, after the instructional period, students were found to write longer, more accurate texts, with a wider range of vocabulary, and to improve in their ability to communicate through writing, to organize their ideas in writing, to present their arguments, and to write more appropriately. Finally, some tentative relationship could be established between some students' learning outcomes and the activities implemented in class. These findings are discussed in the light of the crucial role that relevant educational experiences may play in the development of FL writers.

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**Teacher students' perceptions of their problems in academic writing at individual and social levels**

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Research on teacher students' socialization to academic literate practices is scarce, yet writing is an important learning tool for future teachers. This paper focuses on writing problems as described by teacher students in a Finnish University. Students' experiences of constructive alignment (Biggs 2003) and destructive frictions (Vermunt & Verloop 1999) were of interest. Data consisted of 22 semi-structured student (n=11) interviews, first one carried out before a two-week intensive data-collection through Contextual Activity Sampling System (CASS, a method of contextual and repeated sampling of students' activity and socio-emotional experience; Muukkonen et al. 2008) and the second one prompted by the results of the CASS follow-up. Students' narratives (n=27), a version of expressive writing (Pennebaker 2006), were also collected. The study took place during the third year of a four-year longitudinal study (Academy of Finland, grant 1116847).

The phenomenographic data analyzes are still in progress. Preliminary observations indicated intrapersonal and interpersonal writing problems. Correspondingly, low self-efficacy beliefs, procrastination and motivational issues emerged as problematic. Students reported that receiving constructive feedback on writing assignments would facilitate the development of their argumentation. Yet, grade was often experienced as the only feedback. Further, some felt the evaluation criteria too modest. Findings contribute to analyzing alignment and frictions in Finnish teacher education and using writing more consistently as a tool of knowledge transformation.

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**Written narratives in French and English speaking children with language impairment:  
A cross-linguistic study**

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Children with Language Impairment (LI) show significant delays in language development, but have apparently normal cognitive abilities. In spoken language, children with LI have difficulties in phonology, morphology and complex syntax. The few studies examining written discourse note continued problems with morphology; however, these are primarily English. In contrast to the somewhat impoverished and irregular morphology of English, French morphology is rich; moreover, verb morphology, especially in –er verbs is silent, posing additional challenges for writing. Here, we focus on written narratives of American (from California) and French (from Poitou-Charentes) children and adolescents with LI. Questions: 1) Do early problems with morphology persist into writing? Is the profile comparable in the two languages? 2) What is the role of complex syntax in narratives? And how does this manifest in children with LI in these two languages? To address these questions, we have collected written narratives from 16 French and 32 American children with LI (ages 7;00-16;00) and age/gender matched typically developing (TD) controls. Children were asked to, “Write about a time when you were mad or sad.” After writing the story, children could revise; then they re-read the texts aloud. Mirror transcripts were coded for: 1) Spelling: frequency and types of errors; 2) Language structure: morphological errors; frequency and types of complex syntax; 3) Narrative structure (setting, initiating event, problem and resolution). Overall, and despite the morphological differences in English and French, both LI groups made significantly more morphological and lexical errors than controls. For complex syntax, the younger groups (ages 7-11 years), both the English and French children with LI, used both fewer types and fewer tokens than controls. However, in the older groups (ages 12-16) both English and French LI groups used complex sentences as frequently, and with comparable diversity to the TD group. For the LI groups, frequent use of complex subordinators explicitly signals the relation between elements, providing a coherent organizational structure for their texts. The juxtaposition of morphological errors and overall text coherence shows an interesting and uneven developmental profile that is reflected in both the English and French adolescents with Language Impairment.

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**Transcription skills and text quality in Swedish children's typing and handwriting**

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Several studies have shown a strong relationship between writing fluency and text quality in young writers. The explanation usually given for this is that limited transcription skills limit cognitive resources for higher-level production processes such as planning and reviewing. Until recently most such studies have been based on handwriting, but the increased availability and usage of computers at homes and in schools calls for studies of keyboard fluency in young writers and systematic comparisons between the two input modes. Inspired by Connelly et al's (2007) study of UK 5th and 6th-graders we compared fluency and text quality in handwriting and keyboarding in 4th and 7th-grade Swedish children. 29 4th-grade children and 20 7th-grade children participated in the study. Each participant produced two picture elicited narratives: one in handwriting and one in typing. The children were also tested for verbal working memory and spelling skills. These variables predicted writing quality for the 4th-graders but not for the 7th-graders. Concerning the relation between typing fluency and writing quality an interesting difference between our results and those of Connelly et al was that while their participants wrote more fluently and produced better texts in handwriting than in typing, we found no differences in text quality between the two input modes. Moreover we found only a weak tendency for our 4th graders to be more fluent in handwriting than in typing and our 7th-graders were significantly more fluent in typing. Possible explanations for these differences could be more, earlier or different computer usage in Swedish schools and/or homes than in British schools. Despite the differences our results support the conclusion by Connelly et al that writing by keyboard does not necessarily lead to improvements in script quality. The result that the 7th-graders show a higher fluency but not a higher quality in typing than in handwriting could indicate a need of more advanced keyboard skills. This would agree with Grabowski's (2008) results that many students are inefficient keyboard users and indicate that schools should teach not only touch typing but also more general keyboard and mouse skills. Preliminary editing analyses support this conclusion.

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**Syllabic spellings: A pedagogical manifestation?**

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Children's invented spellings seem to evolve along 3 levels (Ferreiro, 1988): in level 1, children don't take linguistic segments into account (pre-syllabic spellings); subsequently, they begin to establish correspondences between oral syllables and written units (syllabic spellings); finally, they evolve to alphabetic spellings. However, the syllabic period doesn't seem to be equally salient across languages (Alves Martins, 1996; Cardoso-Martins et al., 2006; Fijalkow, 1993), depending on at least two factors: language and pedagogical practices. In the present research our aim was to analyze the impact of the didactics at kindergarten level on children's syllabic spellings, hypothesising that syllabic spellings could be induced. For that matter, we conducted an experimental study with 36 five-year-old Portuguese children whose spellings were initially pre-syllabic. They were divided into two experimental and one control group that were equivalent in their intellectual level, knowledge of the alphabet, and phonological awareness. Children's spellings were evaluated in a pre- and post-test, using a set of 18 words and pseudo-words which had different syllabic structures (CV, CCV, CVC). In between, children in the experimental groups underwent two programs consisting in 6 small-group sessions of 20 minutes each, designed to induce an analytical assessment and critical awareness and discussion of the syllables in regular words. The activities performed around the syllables (segmentation, suppression, and identification) were correspondent for both groups, but in experimental group 1 the syllable was explored at oral level while in experimental group 2 they were explored at written level. Children of the control group stayed in the classroom. Results show that children in the experimental groups achieved greater progress in their spellings than those of the control group, and specifically they produced more syllabic spellings, independently of the syllabic structure. The differences between the spellings of experimental group 1 and 2 will be considered. It seems that the syllabic response could be not only a psychogenetic manifestation in children spelling development but also a response conditioned by the type of didactics to which children are exposed during their learning process. Some guidelines for educational contexts will also be discussed.

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**The development of lexical and grammatical spelling during writing and revision**

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Recently, researchers have tried to analyze and to compare processes used by learners in production and revision tasks involving spelling (e.g., Largy, Cousin & Dédéyan, 2005).

However, there are only very few studies taking into account both lexical and grammatical aspects of spelling. It is nevertheless essential to explain how children apprehend and carry on spelling, especially in a “opaque” language as French, by analyzing simultaneously lexical spelling, which involves an implicit learning before explicit instructions at school, and grammatical spelling, whose rules are explicitly taught at school.

The proposed experiment focused on studying the developmental acquisition of lexical and grammatical spelling in primary school children (from 2nd to 5th grades). In order to assess children’s knowledge to face the difficulties of written French, their performances were evaluated through three written tasks: (1) a classic dictation, (2) a “multiple choices” dictation and (3) a revision task.

The items children had to process were characterised by various particular written forms (lexical and grammatical), which were considered as representative of French spelling difficulties [e.g., irregular words – femme (woman), number and gender agreements, etc.]. The first main results showed that the children’s skills differed considering the three proposed tasks. During revision and multiple choice dictation, children – and mainly the older ones, that is 5th graders – better performed grammatical than lexical spelling. Conversely, statistical analyses revealed that during the dictation task, only 2nd graders showed this kind of results while other graders seemed to particularly take care of lexical spelling. These young participants, during such a revision exercise would more easily retrieve in memory grammatical rules previously learned than stored lexical spelling patterns. Numerous other results are in course of analysis and will be presented in Heidelberg, discussed in the light of current theories.

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## **Writing development in children with language difficulties and the influence of spelling skill**

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*Introduction.* Producing written texts draws on a number of cognitive and linguistic skills. Some of these skills are specific to the process of writing whereas others build on previous foundations related to oral language and literacy such as spelling. Children who have problems with these foundation skills are at risk of writing difficulties. By examining the performance of children who have specific weaknesses in oral language the relative contribution of these different skills to writing development can be evaluated.

This study considers the relationship between the writing, spelling and oral language skills of a cohort of children with specific language impairment at age 10 and two cohorts of children; typically developing children of the same age and children with the same language ability.

*Participants.* 23 children with poor language skills (aged 10.5 years) were matched with 23 children of the same chronological age (10.5 yrs) and 23 younger children (7.9 yrs) with the same language level. Children individually completed a range of measures including standardised writing and spelling tasks.

*Results.* The children with language impairment showed no difference in overall spelling ability on a stand-alone standardized spelling task compared to their language match controls but, as expected, they were significantly poorer than children of the same age. Examining spelling within written composition we found that the children with language difficulties were producing the same proportion of spelling errors as their language matched peers and made significantly more mistakes than peers of the same age. However, a detailed classification revealed a more subtle pattern of errors. The children with language difficulties were producing more errors that were not developmentally appropriate and that differed from both their same age peers and, more interestingly, the language matched children. Type and amount of spelling mistakes were closely tied to compositional quality in writing across the groups.

*Discussion.* The results are considered in relation to current developmental models of writing. The development of fluent spelling is critical for young writers and can significantly constrain writing development in a number of ways. Children with language difficulties are particularly at risk for writing problems.

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**Studying spelling and reading abilities' consolidation in Spanish**

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Literacy developmental models, like Chall's or Seymour's models, propose the existence of a period in which grapheme to phoneme correspondences rules become consolidated and the mental lexicon storage is reinforced by orthographic representations of the written system the learner is learning in.

This work aims to study this consolidation period in spelling and reading abilities, both in typically developing children and in children with learning disabilities (dyslexia).

Spelling and reading abilities were tested with a task of 74 words of different complexity (simple, complex and words with consonant clusters) and length (short and long words) levels.

A first study examined a sample of 118 children from 2nd to 3rd grade of primary school, using a longitudinal design. Previous studies have shown that this school period is considered a critical moment in literacy skills' consolidation. A second study examined spelling and reading abilities with the same material in a sample of 31 dyslexic participants, using a reading level match design. In this study, dyslexic participants were compared with 31 chronological age-matched 31 reading level-matched typically developing children.

Results show that spelling abilities develop and consolidate later than reading abilities. This may be explained by the different productive nature of spelling compared to reading and the asymmetry of both abilities in Spanish. Another result shows that dyslexic children are stuck in development before the consolidation of literacy abilities. Complexity and length appear to be relevant factors in overcoming or getting stuck in the literacy consolidation period.

These findings are discussed comparing the results in the different populations studied and educational and clinical implications are presented.

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## People at Work

### Thursday, September 9th

Thursday, September 9th				
	Individual Papers	Symposia		
	<i>Room 118</i> Chair: Kimberly Bunts-Anderson	<i>Room 121</i> Guido Nottbusch, Åsa Wengelin & Mariëlle Leijten	<i>Room 122</i> Monica Gavota & Mireille Bétrancourt	<i>Room 123</i> Amos van Gelderen & Ron Oostdam
09:00 - 09:30	<b>Margarida Alves Martins, Cristina Silva &amp; Carla Lourenço</b>	<b>Rui Alexandre Alves</b>	<b>Monica Gavota, Mireille Betrancourt &amp; Daniel Schneider</b>	<b>Ilona de Milliano, Amos van Gelderen &amp; Peter Slegers</b>
09:30 - 10:00	<b>Ana Christina Silva</b>	<b>Kristyan Spelman Miller</b>	<b>Veerle Baaijen &amp; David Galbraith</b>	<b>Mirjam Trapman, Ilona de Milliano, Amos van Gelderen, Roel van Steensel &amp; Jan Hulstijn</b>
10:00 - 10:30	<b>Jane Correa &amp; Julie Dockrell</b>	<b>Victoria Johansson, Roger Johansson &amp; Åsa Wengelin</b> <i>Discussant: Denis Alamargot</i>	<b>Linda Mason</b> <i>Discussant: Gert Rijlaarsdam</i>	<b>Mariette Hoogeveen &amp; Amos van Gelderen</b> <i>Discussant: Debra Myhill</i>
10:30 - 11:00	Coffee Break			
	Individual Papers		Symposia	
	<i>Room 118</i> Chair: Debra Myhill	<i>Room 121</i> Chair: Tatyana Angelova	<i>Room 122</i> Eva Teubal & Nora Scheuer	<i>Room 123</i> Luuk van Waes, Mariëlle Leijten & Guido Nottbusch
11:00 - 11:30	<b>Mar Mateos, Isabel Cuevas, Isabel Martínez &amp; Jara González</b>	<b>Hedy M. McGarrell</b>	<b>Nora Scheuer, Montserrat de la Cruz &amp; María Sol Iparraguirre</b>	<b>Guido Nottbusch</b>
11:30 - 12:00	<b>Luisa Alvares Pereira, Luis Barbeiro &amp; Ines Cardoso</b>	<b>Christina Louise Richardson &amp; Ursula Wingate</b>	<b>Eva Teubal</b>	<b>Luuk van Waes &amp; Mariëlle Leijten</b>
12:00 - 12:30	<b>Mariona Corcelles Seuba &amp; Montserrat Castelló Badia</b>	<b>Chris Anson &amp; Paul Anderson</b>	<b>Monica Alvarado &amp; Barbara M. Brizuela</b>	<b>Mirjam Weder</b>
12:30 - 13:00	<b>Elena Martin, Maria Luna, Ana Martin, Jesus Manso &amp; Mariana Solari</b>	<b>Lorna Bourke &amp; Alan Yates</b>	<b>Analia Salsa &amp; Olga Peralta</b> <i>Discussant: Julie Dockrell</i>	<b>David Galbraith &amp; Veerle Baaijen</b> <i>Discussant: Mark Torrance</i>
13:00 - 14:00	Lunch			
	Individual Papers		Symposia	
	<i>Room 118</i> Chair: Luisa Álvares Pereira	<i>Room 121</i> Chair: Barbara Arfé	<i>Room 122</i> Mariëlle Leijten, Luuk van Waes & Åsa Wengelin	<i>Room 123</i> Cornelia Glaser
14:00 - 14:30	<b>Kimberly Bunts-Anderson</b>	<b>Janine Certo</b>	<b>Martine Braaksma, Gert Rijlaarsdam &amp; Huub van den Bergh</b>	<b>Cornelia Glaser</b>
14:30 - 15:00	<b>Núria Castells, Isabel Solé, Mariana Miras, Sandra Espino &amp; Cristina Luna</b>	<b>Lucile Chanquoy &amp; Charlotte Lusson</b>	<b>Tom Quinlan, Russel Almond, Tetyana Sydorenko, Michael Wagner &amp; Paul Deane</b>	<b>Debora Palm</b>
15:00 - 15:30	<b>Maria Cerrato, Mariona Corcelles &amp; Montserrat Castelló</b>	<b>Isabel Sebastião</b>	<b>Mariëlle Leijten, David Galbraith, Mark Torrance &amp; Luuk van Waes</b>	<b>Sandra Budde</b>
15:30 - 16:00	<b>Jane Creaton</b>	<b>Heather Retter</b>	<b>Guido Nottbusch, Mark Torrance &amp; Allana White</b> <i>Discussant: Kristyan Spelman Miller</i>	<b>Markus Eichner</b> <i>Discussant: Mark Torrance</i>
16:00 - 17:00	Poster Session EMERALD Reception with Beer and Pretzels John Hayes Award, <i>1st Floor Hall</i>			
17:00 - 18:00	Keynote Lecture, <b>Deborah McCutchen</b> , <i>Room 222</i>			
19:30	Conference Party			

**Thursday, 09:00 – 10:30**

**The impact of three invented spelling programmes on the understanding of the alphabetic principle in preschool children**

Margarida Alves Martins, Ana Cristina Silva & Carla Lourenço

Higher Institute of Applied Psychology, Portugal

The processes by which children understand that letters represent sound components of words have been recently analyzed within the framework of children's use of written language and of the knowledge that they acquire about the writing system before they begin formal education, namely by participating in invented spelling activities (Adams, 1998; Alvarado, 1998; De Abreu & Cardoso-Martins, 1998; Treiman, 1998, 2004; Ouellette & Sénéchal, 2008). Silva and Alves Martins (2002, 2003) and Alves Martins et al. (2006; 2009) showed that kindergarten children evolve in their invented spellings when they are engaged in programmes, where they were asked to confront their spellings with more advanced ones (confronting spellings), to choose the one that seems better and to justify their choice. In this line of research our aim is to determine whether the impact of these programmes is influenced by the characteristics of the confronting spellings.

The participants were 52 5-year-old children whose spellings were pre-syllabic (Ferreiro, 1988). They were divided into 3 experimental groups and a control group. Their age, knowledge of letters, intelligence and phonological awareness were controlled. Their spellings were assessed in pre- and post-tests, using disyllabic words with different syllabic structures. In between the experimental groups underwent three programmes with five sessions each designed to induce a restructuring of their spelling. Exp.G1 was confronted with syllabic spellings (CV), Exp.G2 with syllabic spellings (CC) and Exp.G3 with alphabetic spellings. The control group was asked to do some drawings. We analyzed the number of correct letters that were used by each child in the pre- and the post-test.

The results show that the programmes were effective; the experimental groups achieved greater progress in spelling than the control group. Regarding the experimental groups, participants of Exp.G3 spelled more letters correctly than those of the other two groups. A qualitative analysis of the post-test spellings enabled us to better understand children's invented spellings in function of the characteristics of the words that were used.

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## **Phonological, morphological awareness and the orthographic performance on second grade children**

Ana Cristina Silva

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In order to improve literacy instruction, researches try to determine the underlying skills that contribute to successful spelling acquisition. Linguistic awareness makes it possible for the child to appreciate the ways that the oral language maps onto the written language. More specifically phonological awareness and morphological awareness have been related with success in reading and spelling. However there are no studies in Portuguese language that have the purpose of analyzing the relation between these metalinguist abilities and the misspelling of a variety of words that specifically present contextual or morphological restrictions or that have a complex phonological structure.

For this study we formulated the following research questions: 1) Are there differences in the nature of misspelling in children with and without learning difficulties? 2) Is there a relationship between morphological awareness, phonological awareness and the nature of misspellings (morphological; strictly phonemic, and contextual misspellings)?

The participants were 30, 7-year-old, children from 2nd grade, half of them classified as having learning difficulties.

Children were evaluated with a phonetic segmentation test, a morphological test and a dictation task with target words. Children with and without learning difficulties present differences in their orthographic performance namely in what concerned misspellings related with contextual restrictions ( $t(28) = -4,508$ ;  $p < 0,01$ ); morphological restrictions ( $t(28) = -5,081$ ;  $p < 0,01$ ) and strictly phonetic misspellings ( $t(28) = -4,866$ ;  $p < 0,01$ ).

We found a negative correlation between the children's misspellings related with contextual restrictions and their performance on phonetic segmentation test ( $r = -0,659^{**}$ ;  $p < 0,01$ ); but also with the performance on a morphological test using pseudo-words ( $r = -0,446^{*}$ ;  $p < 0,05$ ). We found similar correlations between misspellings related with morphological restrictions and children's performance on the phonetic segmentation test ( $r = -0,510^{**}$ ;  $p < 0,01$ ), and the morphological test ( $r = -0,474^{*}$ ;  $p < 0,01$ ). We found also negative correlations between misspelling that are strictly phonetic, (with result from an inadequate analysis of word's phonological structure) and children's performance on the phonetic segmentation test ( $r = -0,505^{**}$ ;  $p < 0,05$ ) and on the morphological test ( $r = -0,513^{**}$ ;  $p < 0,05$ ).

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**Learning to spell in Brazilian Portuguese: Children's patterns of errors in story writing**Jane Correa<sup>1</sup> & Julie Dockrell<sup>2</sup><sup>1</sup>Universidade Federal do Rio de Janeiro, Brazil<sup>2</sup>University of London, United Kingdom

Spelling is thought to be affected by language-specific features. In this paper we examine the pattern of errors made by children in the initial stages of the acquisition of spelling in Brazilian Portuguese. Brazilian Portuguese is a relatively transparent orthography with a quite complex morphological structure. To examine performance in a writing task which tapped both text and idea generation, children produced a spontaneous written narrative. Spelling in free text provided a window into the cognitive processes that underpin the transcription component of writing. For the analyses we considered those cases where more than 50% of the children produced an error. These errors included morpheme omissions, letter omissions, illegal letter representation and phonologically acceptable errors (the letter was considered to be a plausible oral representation for the phoneme). Spelling patterns from the written narratives are described and in their relationship with cognitive and linguistic skills (non-verbal abilities, verbal ability, working memory, vocabulary, reading and morphological awareness) evaluated. Legitimate phonological errors were frequent. At all ages children omitted letters and morphemes suggesting the production of fluent text places demands on information processing resources which results in omissions. Illegal letter representations were more common than omissions suggesting the children were attempting to produce the necessary element but did not yet have accurate representations to do so. Although illegal letter representation and letter omission suggested children were struggling with phonological analysis and phoneme-grapheme correspondence, illegal letter production was also related to broader difficulties. Children with poorer cognitive and linguistic abilities produced greater numbers of illegal letters. The letter-sound correspondences used to decode words in reading provides useful information to support the children's spelling. In addition, however, morphological awareness makes an independent contribution to the spelling of inflectional representations. As children's exposure to print increases with grade and age, it would be expected that phonologically acceptable errors would significantly decrease. However, exposure to print seems to be less important in spelling Brazilian Portuguese. The significant and positive relationship of grade and phonological acceptable errors indicates the importance of phonological processing in the construction of an orthographic lexicon by Brazilian children (FAPERJ, CNPq, CAPES).

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**Pauses and transitions in handwriting and typing**Guido Nottbusch<sup>1</sup>, Åsa Wengelin<sup>2</sup> & Marielle Leijten<sup>3</sup><sup>1</sup>Bielefeld University, Germany<sup>2</sup>Lund University, Sweden<sup>3</sup>University of Antwerp, Belgium

This symposium is dedicated to the influence of writing mode – handwriting or typing – on text production, its processes and outcome. The cognitive processes influencing pauses and transitions in handwriting and typing might run in parallel (from conceptualization down to the Graphemic Output Buffer), but differ in motor execution and its preparation. In handwriting, motor execution and letter shape are isomorph, letters comprise of several strokes, and letter shapes and movements can strongly vary between individuals. In typing, however, the motor program mainly consists of the relative position of the key on the keyboard and information about which hand/finger to be used. The identification of pauses and transitions is directly influenced by these two modes. In handwriting, there are at least three states: pen in the air, pen moving on paper and pen stationary on paper, including various modes of movement (between automated and controlled). In typing there are only interkey intervals, as the keystroke itself (the electronic contact) is a discrete unit and has a duration near zero. Therefore, direct comparisons of keylogging and handwriting data are not possible.

Most important for this symposium, these facts implicate the possibility of bottom-up effects, namely the influence of writing mode and handwriting/typing skill on higher cognitive processes in writing. In this symposium we bring together four papers that focus on these aspects from different perspectives, namely the influence of automated and non-automated motor execution on text quality, the effect of Developmental Coordination Disorder on children's narrations and its diagnosis, the categorization of units in terms of rhetorical function in handwriting and typing and finally the influence of the input mode on expository texts.

*Discussant: Denis Alamargot*

*Pauses and transitions in handwriting and typing***From pauses to execution periods: What bursts might teach us about writing?**

Rui Alexandre Alves

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Writing activity is notoriously punctuated by pauses. Looking only at hand movements, writing could just be described as frantic bursts of writing activity interspersed by relatively long stops. In the last three decades, the cognitive approach to writing has taught us a great deal about the stops, but paid little attention to the movement counterpart – the execution periods, aka bursts of language production. Until now, only a handful of published studies have focused on bursts, noticeably several of them conducted by John Hayes, which co-authored the most influential cognitive writing model to date. Hayes and colleagues have already shown that burst size is influenced by domain expertise (Kaufert, Hayes, & Flower, 1986), language skill (Chenoweth & Hayes, 2001), and capacity of verbal working memory (Chenoweth & Hayes, 2003).

Independently, we have asked if automaticity in programming writing motor execution would also increase burst size. This was plausible since several examples of trade-off between execution and formulation systems are well known (Fayol, 1999; Kellogg, 1999). We have conducted several studies, in which we have controlled for execution mode (typing vs. handwriting), age, and execution automaticity. The common finding from these studies was that automated motor execution had a sizeable impact on burst size, writing fluency, and text quality.

In this talk, I will review the studies that have focused on burst activity, argue that both high-level and low-level writing processes can influence burst size, and, all in all, try to uncover what lessons the research on writing bursts might teach us.

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*Pauses and transitions in handwriting and typing***Pausing and discourse: Issues and approaches**

Kristyan Spelman Miller

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There have been a number of previous attempts to investigate the characteristics of pauses (location, frequency, duration) in relation to discourse categories such as rhetorical units (Schilperoord & Sanders 1999, Torrance) and topic/theme (Spelman Miller, 2007). This paper takes this earlier research as a starting point, and then, on the basis of data from a current study, illustrates a number of key issues in relating pausing and discourse.

The current project is a study of writers composing under two conditions: handwriting and keyboard, and involves the collection of composing data using both keystroke logging and Eye and Pen software. The writers in this study are producing argumentative/evaluative texts under the two conditions. In our research we interrogate the data for insights into the management of planning, translating and revision in terms of process sequences, the nature and frequency of these processes, the nature of units of language produced and how ideas meet discursual goals. The analysis therefore combines cognitive and textual approaches to the study of writing.

The comparison of handwriting and keyboard writing derives from an interest in the practices of writers in an academic context, where there is frequently a conflict between the use of word processing as the principal writing condition and handwriting as the main condition for examination writing.

One of the critical issues in analyzing the textual output in terms of discourse units is the evolving nature of the discourse, which renders problematic approaches categorizing the units in terms of rhetorical function. An alternative approach which takes a more micro-level linguistic approach, such as that using topic/theme as the discourse unit also has its limitations in that it is unable to take account of meaning creation across larger spans of text. Through reference to our data, we illustrate the implications for the analyst in approaching emerging text from a discourse perspective, and invite discussion of alternative approaches.

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*Pauses and transitions in handwriting and typing***A comparison of pausing between writing on keyboard and handwriting**

Victoria Johansson, Roger Johansson &amp; Åsa Wengelin

Lund University, Sweden

Despite the case that the language production conditions are quite different in handwriting and typing there are few systematic comparisons in the literature (however, cf. van Waes and Schellens 2003). The present study compared pausing and editing in handwriting and typing, using 20 expository texts written by 10 university students. Duration, location and distribution of pauses were analyzed. The typed texts were recorded with the keystroke logging program ScriptLog, and the handwritten texts with the hand writing recording program Eye & Pen.

The results showed that the writers spent more time writing the computer-written texts than the handwritten. However, the percentage of pause time did not differ between the two input modes. The mean pause durations on the other hand were significantly longer in handwriting than in typing. Moreover, in both input modes there was a strong preference to locate pauses foremost to syntactic boundaries, but in the typed texts more word-internal pauses occurred. The typed texts also contained more editing. We found no salient differences between the modalities concerning the syntactic units preceding the pauses, but in the typed texts the writers more often added information after the pause, which changed the preceding unit.

The similarities between the two input modes concerning syntactic units between the pauses indicate that the production profiles of adult writers are not affected by input mode. Furthermore, a possible interpretation of the editing patterns associated with pauses is that skilled (computer) typists are able to use the greater possibilities of editing during and after the text production. These writers are probably able to use the computer screen as an "external memory" or "sketch pad", by writing down text chunks that may later be deleted or modified. This has the benefit not only of releasing the writer's memory of these words, but also provides the possibility to read and evaluate the wording/content while the writer is busy composing the rest of the text.

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**Designing writing-to-learn activities fostering deeper knowledge**

Monica Gavota &amp; Mireille Betrancourt

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Research on writing has provided sometimes contradictory results with regard to the learning potential of writing activities (Bangert-Drowns, Hurley, Wilkinson, 2004). More recent studies try to refine these results and identify the main components fostering learning in writing activities. Implemented on three different populations, the studies reported in this symposium aimed at identifying and fostering the cognitive processes underlying writing activities, with the purpose of supporting deep knowledge processing and thus improve learning.

The first study looked at how different types of planning condition affected writing activities for high and low monitors and how they influenced students' understanding. They analyzed not only the outcomes of the writing activities but also the relation between the processes involved and the outcomes.

In the second research the authors worked with low achiever students and investigated how the Self-Regulated Strategy Development (SRSD) instruction could support for better knowledge processing, writing productions and learning.

Finally, the last study took place in the vocational education field. The researchers investigated the implications of supporting written self explanation activities with high vs. low scaffolding instructions. Moreover the authors analyzed the links between the quality of the explanations in the two conditions and the quality of the main task which was a specific professional task.

All three studies offer very insightful findings on the central processes underlying the writing to learn approach. They provide evidence that writing activities can promote learning in various educational settings, with different student populations and learning goals, and suggest useful hints for the design of effective writing-to-learn activities.

*Discussant: Gert Rijlaarsdam*

*Designing writing-to-learn activities fostering deeper knowledge***Scaffolding for deep knowledge processing in writing activities**

Monica Gavota, Mireille Betrancourt & Daniel Schneider

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Vocational education is based on alternating periods of practical learning in the workplace and more abstract learning in the school. However, due to the very different nature of the two educational settings, apprentices do not easily perceive the two sources of training as complementary (Filliettaz, de Saint-Georges, Duc, 2008). Learning designs in which apprentices can reuse workplace experience during school activities may help them articulate the two sources of training.

Writing activities have been shown to be associated with deep knowledge reorganization and treatment as well as learning (Hayes, 1996; Bangert-Drowns, Hurley, Wilkinson, 2004). Another effective way of avoiding superficial knowledge processing (King, 1992) and supporting deeper cognitive and metacognitive treatments - that students are likely to naturally avoid in the process of learning – is using external guiding under the form of prompts. These prompts/scaffolds are questions or hints supporting for efficient learning processes

The present study, funded by OPET, aimed to investigate whether a “self explanation” writing task followed by peer commenting would foster reflection and improve task performance, depending on the level of scaffolding. 26 apprentices were asked to perform a task they already experienced in the workplace (fill in a quote) and to describe how they got to the solution. The self-explanation activity was studied in two conditions, either with high or low scaffolding, represented by the presence or the absence of guiding questions. Then they were asked to correct and comment on a peer apprentices’ solution.

The findings showed that the «high scaffold» group outperformed the “low scaffolded” one with regard to the performance at the first tasks. However, by the end of the activity, the «low scaffold» group outperformed the group with high scaffolding in the quality of the quotes and self explanations. These results show that high scaffolding is a useful tool for supporting reflection and learning but it can also prove to be too demanding in terms of cognitive processes and effort. A fading of the scaffolding or adapting it to the different steps of the activities might be a viable strategy for guiding learning.

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*Designing writing-to-learn activities fostering deeper knowledge***Development of understanding through writing**Veerle Baaijen<sup>1</sup> & David Galbraith<sup>2</sup><sup>1</sup>University of Groningen, Netherlands<sup>2</sup>Staffordshire University, United Kingdom

It is generally assumed that writing contributes to learning. However, empirical research has delivered inconclusive and contrasting evidence of what is responsible for the epistemic effect of writing. A key step before designing instructional interventions to promote writing-to-learn is to get more insight into the conditions under which writers develop their understanding through writing. This paper reports the results of an experiment that tested whether the development of understanding varied as a function of planning and self-monitoring and investigated both knowledge change and the processes responsible for it.

42 high and 42 low self-monitors were asked to write an article for the university newspaper. Half the participants were asked to make an outline before writing while the other half were asked to write down a single sentence summing up their overall opinion. We used the latter as a control planning condition which we defined as synthetic planning. To assess the development of understanding, participants were asked to list ideas and to rate their understanding of the topic before and after writing. Keystroke logs were collected during writing.

This showed three important results. First, writers reported significantly more development of understanding after synthetic than after outline planning. Second, the relationships between idea change and developments in understanding were significantly different within the two planning conditions. Finally, a measure of the extent to which writers modified their text during text production showed strong relations with all three variables: (i) low self-monitors modified their texts more during text production than high self-monitors did; (ii) synthetic planning was associated with more modification of text than outline planning; and (iii) these modifications were associated with increases in understanding for synthetic planning but not for outline planning.

These results suggest that the development of understanding in the synthetic planning condition is a consequence of the development of ideas during text production. By contrast, the development of understanding following outline-planned writing appears to be both less frequent and to depend on a different kind of process. In the conclusion to the paper we will discuss the implications of these results for the design of writing instruction.

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*Designing writing-to-learn activities fostering deeper knowledge***Teaching low-achieving adolescents to self-regulate quick writing**

Linda Mason

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Adolescents' achievement across content areas is often dependent on their ability to express knowledge through writing. One approach for implementing writing in content, a quick write, serves as a "writing to learn" activity by providing students an opportunity to recall, clarify, and question the information presented (Fisher & Frey, 2008). Teachers typically present quick writes by posing a question related to a particular topic and then giving the students approximately ten minutes to respond in their own words. The purpose of the quick write is to present students with class time to reflect, articulate, and elaborate on content (Wood & Harmon, 2001).

Unfortunately low-achieving students, when presented with a quick write activity, will either write too little or write with minimal attention to developing a thesis or an argument (Mason, Benedek-Wood, & Valasa, 2009). These students can benefit from writing instruction that encourages and directs students to effectively express knowledge, opinions, and/or initiate a reading-writing connection. Self-Regulated Strategy Development (SRSD) instruction is one approach for teaching writing that focuses on explicitly teaching strategies for written expression. This instructional approach has proven effective in teaching writing to a diverse range of low-achieving adolescent students (Graham & Perin, 2007) and recently has been validated as effective in improving persuasive quick writing performance (Mason, Kubina, Kostewicz, & Cramer, in preparation; Mason, Kubina, & Taft, 2009; Mason, Kubina, Valasa, & Cramer, in press).

SRSD instruction is designed to promote independent use of task specific writing strategies by teaching students cognitive and self-regulation strategies. Six instructional stages facilitate the student's mastery of strategy use: develop background knowledge; discuss it; model it; memorize it; provide guided practice; and independent practice. Four self-regulation processes (goal setting, self-monitoring, self-instructions, and self-reinforcement) are imbedded throughout instruction. SRSD instruction, when specifically developed for quick writes, targets an area in which many writers struggle.

In this paper, procedures for teaching quick writing within the SRSD instructional model will be described. Results of four intervention studies for struggling adolescent writers will be highlighted. Implications for classroom teachers and future research directions for facilitating student quick writing performance will be discussed.

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**Self-regulated writing of poor and inexperienced writers  
and its relation to writing quality**

Amos van Gelderen & Ron Oostdam

University of Amsterdam; Netherlands

In this symposium the regulation by poor and inexperienced writers of their writing process is discussed. Although a great deal of research is carried out into the topic of self-regulation and writing in general, not much attention is given to the self-regulative strategies used by poor and inexperienced writers and how these strategies relate to the quality of their writing. The poor writers in this symposium are students from the 7th grade of the lowest tracks of Dutch secondary schools (prevocational education) who are known to have poor literacy skills. The inexperienced writers are 6th grade students from Dutch elementary education, constituting a more heterogeneous population in regard to literacy skills. Each of the three presentations contributes to our knowledge of the types of self-regulation that such students use or need in their educational contexts. The presentation of De Milliano et al. goes into the results of a detailed analysis of students' self-regulative behaviour before and during the execution of a writing assignment. She goes into the relations found between patterns of self-regulatory behaviour of 50 students and the quality of their writing. The presentation of Trapman et al. goes into the relationships between different aspects of writing self-regulation, such as self-reported self-regulation (frequency of use of self-regulatory processes), metacognitive knowledge (the knowledge about useful strategies for writing) and on-line behaviour (the observed behaviour analyzed by De Milliano). In addition, these aspects are related to writing proficiency measured in a separate test. It appears that the different aspects of self-regulation are largely unrelated to each other, while they have diverse relations to writing proficiency. The presentation of Hoogeveen and van Gelderen goes into the role of peer-response as a means of steering students' self-regulation for revising their texts. In their intervention study they found that the provision of a textual focus to the peer-response sessions (attending to indicators of time and place in the drafts of their written stories and instructions) was essential for improving the quality of the students' texts. Peer-response lacking textual focus, but containing general criteria for revision resulted in text of substantially lower quality.

*Discussant: Debra Myhill*

## **Self-regulated writing of poor and inexperienced writers and its relation to writing quality**

### **Patterns of self-regulatory behavior of poor writers: An online study**

Ilona de Milliano<sup>1</sup>, Amos van Gelderen<sup>1</sup> & Peter Slegers<sup>2</sup>

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<sup>2</sup>University of Twente, Netherlands

To improve the writing of adolescent, poor writers, it is important to increase our understanding of the processes involved in their text production. Good writing requires active and deliberate self-regulation involved in the control and steering of the process and the results of text production. This study, aims to untangle the direct relationship between patterns of self-regulation and the text written. Therefore, an online study was conducted of 50 8th grade students with poor writing skills. Students wrote a persuasive text with think-aloud instructions. All activities students performed, verbal and non-verbal, were registered using video-tapes and coded. A scheme was developed concretely describing the activities students performed before and during writing. After coding, labels representing global categories of self-regulatory behavior were attached to each coded activity: planning, formulation, transcription, monitoring, revision and evaluation. To assess the quality of the writing, the texts were rated by means of Primary Trait analysis (Lloyd-Jones, 1977). Quality ratings of the texts were associated with several indicators of self-regulatory behavior in order to find patterns that discriminate poorer and better writers (cf. van den Bergh & Rijlaarsdam, 1999). The relations found indicate that timing and variety of self-regulatory behavior are related to the quality of the writers' texts. In addition, frequency of some coded self-regulatory behaviors has a positive relation to writing quality, although this relation is not linear. For example, for our sample of poor writers a great amount of newly generated ideas during writing to include into the text ('knowledge telling') may have detrimental effects on the coherence of the resulting texts. In this contribution, we will present the main results of our analysis and give a demonstration of the self-regulatory activities of some poor writers and the coding of these activities.

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**Self-regulated writing of poor and inexperienced writers and its relation to writing quality**

**Writing self-regulation analysed: Self-reports, metacognitive knowledge, observed behavior and their effects on writing proficiency**

Mirjam Trapman, Ilona de Milliano, Amos van Gelderen, Roel van Steensel & Jan Hulstijn

University of Amsterdam, Netherlands

Writing requires the regulation of various cognitive processes, such as planning, formulating, evaluating and revising. Good writers have knowledge about text characteristics and strategic writing behavior and make efficient use of self regulation to balance and control all cognitive processes involved. Self-regulation however is a complex construct that consists of several cognitive, behavioral and attitudinal aspects (Zimmerman & Risemberg, 1997). We examined the relations between self-reported self-regulatory behavior, metacognitive knowledge and observed on-line behavior of 55 adolescents in grade 7 and 8 with poor literacy skills and studied the effect each of these separately had on their writing proficiency. The main research questions were: 1) how do the students' self-reports, knowledge about writing strategies and actual self-regulation activities in a writing task relate to each other? 2) How does each of the aspects of self-regulation relate to writing proficiency in general?

The metacognitive knowledge aspect was assessed by a paper-and-pencil metacognitive knowledge test. Students' self-reports were examined with a questionnaire. Actual behavior was measured by coding self-regulatory activities before and during writing on a specific writing assignment (De Milliano et al, this conference). Writing proficiency was measured with three different writing assignments (narrative, argumentative and instructive) that were administered to the same students.

In this contribution, we present the results of our study. No relation was found between metacognitive knowledge and self-reports of self-regulation. Self-reports were not related to writing proficiency either. However, metacognitive knowledge had a substantial effect on writing proficiency. Finally, we will go into the relations found between knowledge and self-reports on the one hand and the observed behavior on the writing task on the other. In some cases there was a clear correspondence but in others not. In our discussion we will provide explanations of the similarities and dissimilarities found between the various aspects of writing self-regulation and what this means for the importance of the different self-regulatory aspects for writing proficiency.

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**Self-regulated writing of poor and inexperienced writers and its relation to writing quality****Writing with peer response: Comparing classroom interventions with and without focused response**Mariette Hoogeveen<sup>1</sup> & Amos van Gelderen<sup>2</sup><sup>1</sup>National Institute for Curriculum Development, Netherlands<sup>2</sup>University of Amsterdam, Netherlands

A review of studies into the effects of peer response on writing ability has shown that in many studies the attention to the contents of peer interactions is very limited (Hoogeveen & van Gelderen, in prep.). In addition the review has shown that, although positive effects of peer response exist, it is rather unclear to what degree the peer interaction itself has contributed to those effects. In many interventions the instructions regulating peer commentaries are structured in regard to the interaction process but unfocused in regard to the textual aspects that students should attend. In this study we compared two experimental conditions in which self-regulation processes in peer interaction were structured, but in one condition the pairs were given a specific textual focus to attend whereas in the other no such focus of attention was given. We constructed 12 lessons teaching grade 6 students to write texts, while attending to the use of words signaling time and place of textual events in stories and instructions in the condition with focus. In the second condition students were taught to write the same texts but the focus on time and place was not given to them. They were given general criteria for peer comments, comparable to usual instructions for regulating peer interaction. A control group receiving no experimental lessons was added. 140 students were randomly assigned to the three conditions. Results showed a strong effect of the focus condition, outperforming the other two conditions on global text quality of four post-test writing tasks (2 stories and 2 instructions). No difference was found between the response condition without focus and the control group. In a next step we analyzed the peer response sessions of 60 pairs from the two experimental groups randomly selected from the 12 lessons. The focused condition spent significantly more time on the textual focus, suggesting that this caused better writing performances. In this presentation we demonstrate how the effect of focused instruction leads to focused peer comments and to more attention to revision of text contents in the final writing products.

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**Thursday, 11:00 – 13:00**



**The role of writing beliefs on collaboration strategies and on the degree of perspectivism shown in a collaborative written argumentation task**

Mar Mateos, Isabel Cuevas, Isabel Martínez & Jara González

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This paper focuses on the writing beliefs and collaboration strategies developed by students who work in pairs to write an argumentation based on reading two texts. We explored the role played by writing beliefs on the degree of perspectivism shown in the written products and on the collaboration strategies used by the dyads. The participants were 52 fourth-year Psychology students at a state-run university in Madrid. Students' beliefs about writing were assessed using the questionnaire developed by White and Bruning (2005). They have distinguished two implicit models of writing: transmissional and transactional models. The students were paired according to their writing beliefs. They were asked to perform a collaborative written argumentation task as a voluntary practical activity within the Educational Psychology curriculum. The texts they were asked to read before writing the argumentation presented conflicting perspectives on a topic. Before reading the texts, they were asked to write their individual opinion on the topic and their reasons for it. The argumentations written before and after reading the texts were assessed considering the degree of perspectivism that they captured. Perspectivism was defined as the ability to recognize and integrate different positions on an issue. They were also given a questionnaire (Johnson & Johnson, 2003) measuring the level of controversy generated during the collaborative work and the way in which they had managed it (constructive strategies versus destructive strategies). The results showed that, after controlling the prior level of perspectivism, dyads with more transactional writing beliefs generated argumentative texts with a higher degree of perspectivism. It was also found that dyads with more transactional writing beliefs stated a less frequent use of destructive strategies when they disagreed. In addition to the theoretical relevance of the results we will comment on their practical implications.

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**Collaborative re-writing: From peer interaction/work to individual writing**Luisa Alvares Pereira<sup>1</sup>, Luis Barbeiro<sup>2</sup> & Ines Cardoso<sup>1</sup><sup>1</sup>Universidade de Aveiro, Portugal<sup>2</sup>Instituto Politécnico de Leiria, Portugal

This study relies on an educational perspective of revision as a “cognitively complex and costly process”, according to what has been put forward by models of writing and revision (Chanquoy, 2009). We have therefore been focusing our attention on studies about methods which may help writers (especially inexperienced writers) during revision work (Myhill & Jones, 2006; Negro, Louis-Sydney, & Chanquoy, 2006; Peterson, 2003; Silver & Lee, 2007; Vanderburg, 2006).

In this paper, we present one of the studies we conducted in the last years (such as Pereira & Barbeiro, forthcoming; Pereira, Cardoso, & Graça, 2009; Gomes, 2006), focused on the need to promote moments of revision away from the moment of production and to make the revision process easier. Within the different ways available to help inexperienced writers, such as the assistance provided by more experienced writers (e.g. the teacher), collaborative or peer revision, filling in of check-lists, correction grids, etc., this study decided to investigate the collaborative re-writing process of children from the 4th grade of Basic School (9-10 year old students). It aimed at analyzing how students, through peer work, re-write a text, starting from their individual versions, in order to gain further insight into: i) the ways peer work influences the re-writing of a text and; ii) the reflexes of this peer reviewing process in the production of new individualized texts.

We will present results concerning the analysis of the dynamism of the collaborative work, of the operations put into action for the construction of students’ collaborative texts and the changes occurred in individual texts. Evidence shows that the pairs of students organized themselves in a different way in order to merge the content of each individual production into the new collaborative text. However, the number and the type of changes occurred in the texts were very similar.

The collaborative atmosphere provided students with a space for discussing /exchanging opinions and also with the opportunity for sharing the cognitive demands underlying the complexity of the tasks of revision/re-writing. In relation to the final texts, students with more difficulties in written expression developed and organized better their texts.

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## **Learning philosophy by writing in a community of learning**

Mariona Corcelles Seuba & Montserrat Castelló Badia

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Studies on collaborative writing, writing to learn in specific subjects and writing across curriculum have shown that writing mediates the construction of knowledge (Bazerman et al., 2005; Applebee, 1996, Milian, 2005). Writing and especially collaborative writing gives students opportunities to participate in disciplinary dialogues and to negotiate their voice and position into a particular community (Lemke, 1997; Prior, 1998). Collaborative writing also enables to create a multivocal and dialogic context in which teachers can promote learning by juxtaposing these voices (Dysthe, 1996).

According to these premises, we have created a collaborative context to learn Philosophy in secondary education where writing is used as a dialogic tool to think, talk and discuss the philosophy discourses. This context tries to develop the philosophical competences: formulating relevant philosophical questions and problems, defining and using philosophical concepts and arguing one's own point of view (Tozzi, M., 2008).

The aim of the present study is to analyze how students learn to develop philosophical competences (learning to formulate relevant philosophical problems, to define and use philosophical concepts and to argue one's own point of view) by means of individual and collaborative writing.

It is a descriptive study based on multiple cases analysis. It combines qualitative and quantitative research methods. Data has been collected in a natural classroom setting.

Participants were fifteen secondary students (16-17 year old) and a teacher of Philosophy. The students were divided in 4 work teams.

We have analyzed initial and final individual texts and collaborative texts; also we analyzed the interaction in the collaborative writing sessions along the two lessons during 08-09 courses. In total, we have analyzed 36 hours of interaction in work teams.

First preliminary results show the potency of this learning context to improve philosophical competences and to enhance writing abilities.

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**Writing an argumentative text in group: Cognitive, metacognitive and collaborative processes developed by undergraduate students**

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The aim of this research is to know the processes displayed by undergraduate students when they write, in groups, an argumentation after reading two texts presenting conflicting perspectives. In this paper we will explain the category system developed to analyze the processes involved both in writing the text and in collaborating. This study about the processes complements, using a qualitative methodology, a quantitative study carried out by the same research group focused on how the written products are influenced by the writing beliefs. To study the mentioned processes we took a subsample of 12 undergraduate Psychology students in their fourth year. They were asked, as a voluntary activity within the subject “Educational Psychology”, to write in pairs an argumentation based on two texts presenting conflicting views about a topic. We composed the dyads pairing off students who differed to different extents in their writing beliefs - assessed by White and Bruning’s (2005) questionnaire. We video-taped the 6 resulting dyads and developed a system of categories which integrates and adapts to our task the works of Hebert (2008), Mateos, Martin, Villalon and Luna (2008) and McCallister (2005). The most relevant contribution of our category system is the fact that it allows us to analyze in an integrated way: a) the cognitive and metacognitive processes displayed in the elaboration of the text and b) the processes of collaboration management. We described specifically how the different dyads displayed simultaneously cognitive and collaborative processes while they were elaborating the text. Since this is a case study we cannot argue that the differences between the groups are due the heterogeneity of their writing beliefs. Nevertheless, studying in depth the relation among these elements will be useful to increase our knowledge about the benefits of the cooperative work in complex writing tasks.

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**From first to second draft: Undergraduate ESL writers' (in)action following teacher commentary**

Hedy M. McGarrell

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The question of how ESL teachers respond to their students' written texts continues to attract considerable interest from researchers and teachers alike. Although teachers expect to comment on their developing writers' texts, they lack information on what comments trigger revision in students' work. As Guénette (2007) points out, despite the large number of published studies on the topic, researchers need to keep refining the ways in which they study the topic before they can offer teachers useful insights.

This study used a repeat measures longitudinal design to explore how ESL students' second draft compositions reflect teacher comments the students received on their first draft. Twenty-three undergraduate students enrolled in an English for Academic Purposes (EAP) course at a North American university participated by contributing their first and revised drafts of three different compositions, produced at the beginning, in the middle and at the end of the 12-week term respectively. Teacher comments to the first drafts were coded according to the various comment options open to writing teachers (Ellis, 2009). The revised drafts from the students were then compared to the commented first drafts to determine what strategies each student used in light of the teacher comments. Trends for different comment types will be presented for each composition and overall. In general, however, results show that students were most likely to act on a direct comment that related to specific grammar points. By contrast, the least likely comments to elicit action were indirect comments that vaguely suggested the addition of detail. Implications for ESL writing pedagogy will be discussed.

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**Writing at university: An academic language and literacy development programme for 16-18 year olds**

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This presentation addresses the theme raised by the conference rubric of how the notion of 'writing' is conceptualised in Higher Education and the ways in which support for students might be provided within the context of an 'Academic Language and Literacy Development' (ALLD) programme. The ALLD is run by a prestigious London university in response to the UK government's 'widening participation' initiative, which aims to increase the number of 'non-traditional' students in higher education. These are students from ethnic and linguistic minority groups and those with low(er) socio-economic backgrounds.

Since 2001, a group of academics has run a course for up to 50 16-18 year old students from a linguistic minority background attending inner-London comprehensive schools.

The purpose of the programme is threefold: aspiration, access, and orientation. Many of the participants, although aspiring to higher education studies, might actually have a limited chance of access because of a lack of familiarity with the UK system and academic discourses. The ALLD sessions address four strands: academic literacies (discourses), argumentation, English for Academic Purposes (EAP) and orientation to higher education. The academic literacies sessions look at variations in reading and writing practices within and across disciplines, whilst argumentation and EAP give students specific means of expressing themselves in an academic context. The orientation strand familiarises the students with the required practices for applying to universities in the UK, particularly writing a personal statement and interviews. Students are asked to 'free write' at the end of most session to gradually develop their confidence in writing.

The impact of the programme was evaluated over the years by student interviews, the analysis of comments in student diaries, feedback from the students' secondary schools, as well as the tracking of the post-school educational development of one cohort. Results show positive student perceptions and acceptance of a number of students at the universities of their choice. The observations by the group of teachers who delivered the programme throughout the years confirmed increasing levels of participants' confidence in verbal and written expression, as well as in negotiating university admissions requirements, by the end of the programme.

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**Research on writing and learning: Results from a study of 55,000 students**Chris Anson<sup>1</sup> & Paul Anderson<sup>2</sup><sup>1</sup>North Carolina State University, United States<sup>2</sup>Miami University of Ohio, United States

Educators have long believed that university instructors can increase student mastery of course content by having students write about it. However, quasi-experimental studies of this relationship have shown mixed results, and meta-analyses have failed to demonstrate a positive association. This paper reports on a study of the relationship between writing and learning conducted in a collaboration between a major U.S. research organization that administers the National Survey of Student Engagement (NSSE) and writing researchers who represent the (U.S.) Council of Writing Program Administrators. The researchers added 27 questions focused on writing to the existing NSSE survey, which is administered to first- and fourth-year students at hundreds of U.S. institutions. In all, 151 four-year colleges and universities elected to administer the 27 additional writing questions, which were completed by 55,455 students.

Using multivariate analysis, researchers studied the relationships between students' responses to the 27 writing questions and their responses to items on the regular NSSE survey that measure students' engagement in their studies and perceptions of their intellectual growth. Results showed that when students more frequently work on meaning-constructing assignments, engage in interactive writing activities, and receive clear expectations for their writing, they report greater gains in learning as defined by several established scales. These results persist after controlling for student characteristics such as gender, parental education, race, grades, and disciplinary concentration, as well as the amount of reading and writing they do.

This paper will (1) provide a brief description of the study's background and methods; (2) explain and document several correlations that support the relationship between writing and learning; (3) present implications of the study for curriculum design, instructor training, and the use of writing within academic courses; and (4) offer thoughts about how the study might be internationalized.

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## **Working memory and the development of argumentative text**

Lorna Bourke & Alan Yates

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There are a several well-established factors that influence the quality of writing produced in argumentative compositions (e.g. content, structure, text organisation, linguistic knowledge). A number of researchers (e.g. Kellogg, 1994; Isnard & Piolet, 1994; Galbraith, Ford, Walker & Ford, 2005) have suggested the importance of the opportunity to engage in pre-writing planning strategies such as clustering, listing and hierarchical structuring of ideas on some of those factors. One of the main advantages of planning before writing is to alleviate the cognitive load that occurs as a consequence of engaging in a resource demanding activity such as writing (Hayes, 1996; Kellogg, 1999; Galbraith et al, 2005). Therefore, it is also apparent that differences in working memory functioning could impact on the different pre-writing strategies and play an instrumental role in facilitating or constraining writing performance (Kellogg, 1996). The purpose of this study was to investigate the effect of pre-writing strategies and working memory on the writing process. The study had two specific aims. Firstly, to find out if the type of planning strategy used would influence the production of argumentative text and secondly to ascertain if differences in working memory functioning would impact on the different types of planning strategy and have an effect on the quality of argumentative text.

60 University students were randomly assigned to one of three planning conditions (hierarchical, mindmapping and control) prior to writing an academic text debating a topic relevant to their studies. They were also assessed on their visuo-spatial and verbal working memory capabilities (Baddeley, 2000). The compositions were analysed on a number of factors relating to the quality of text production. Psycholinguistic measures included number and length of sentences, vocabulary and grammatical complexity. The texts were evaluated on the four types of argumentative strategies (rudimentary, omega-orientated, minimal & expert) described by Andriessen & Coirier (2001). This evaluation included analysis of more complex argument structure (i.e. sign posting). This research suggests which components of writing quality (psycholinguistic, argumentation and rhetorical structure) can be best supported by specific types of pre-planning activity which serve to alleviate the effects of the cognitive load during writing.

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**The paths to literacy: Relations among young children's understandings and uses of different representational systems**

Eva Teubal<sup>1</sup> & Nora Scheuer<sup>2</sup>

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Becoming literate involves a wide range of experiences and skills. Beyond the domain of writing, it involves handling other representational systems (e.g. figurative drawings, numerical notations, tables and calendars) which share essential features: deployment on bi-dimensional surfaces, cultural origin, extensive social circulation and use, representational intentionality and/or function, durability beyond the moment of production and the operation of mapping principles. These features allow for engagement and enhancement of some common cognitive processes and socio-cultural functions, including memory, planning, explicitation and redescription of knowledge, revision, editing. Moreover, by virtue of their different affordances, these various representational systems also bring forth partly different and sometimes complementary processes and functions. Productions pertaining to different systems frequently appear in combination, showing mutual impacts and complementary role!

Despite the power of this broadened conception of literacy, most studies of the processes whereby children become literate have focused on the appropriation of each representational system in isolation, giving rise to somewhat unconnected research trends. While some studies have addressed the question of whether and how young children come to distinguish among different representational systems (Karmiloff-Smith, 1992; Klein, Teubal & Ninio, 2009; Martí, 1999; Tolchinsky-Landsmann, 2003), the ways in which their emerging knowledge in each of these representational fields interact, nourish or interfere with each other has received very little attention (but see: Andersen, Scheuer, Pérez Echeverría, & Teubal, 2009; Sinclair, 1988).

This symposium is oriented to promote the interaction among studies of children's early development in relation to a variety of representational systems intertwined in literacy practices: drawing, writing, numerical notation, and their use in two inherently mixed texts: calendars and tables. By bringing together four studies focusing in such different or combined notational systems in the period extending from the early preschool years to the beginnings of elementary education, and also by relying on different kinds of demands (production / comprehension of notational / oral responses), we aim to contribute to a better understanding of the relations among the cognitive processes involved in early literacy and on how they impinge upon each other.

*Discussant: Julie Dockrell*

*The paths to literacy: Relations among young children's understandings and uses of different representational systems*

**Learning to write, to draw and to note numbers according to children in kindergarten and first grade**

Nora Scheuer<sup>1</sup>, Montserrat de la Cruz<sup>2</sup> & María Sol Iparraguirre<sup>3</sup>

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Getting to know learners' conceptions of learning is relevant for educational research, planning and intervention, since these conceptions operate implicitly on learning in many ways. Pramling (1983) showed that children's conceptions of learning progress from conceiving of learning as doing, to conceiving of it as knowing and, next, as understanding. More recently, these conceptions have been formulated as implicit theories. According to Pozo and colleagues (2006), a shift from a direct theory of learning (focused on factors acting on the learner from the outside and provoking reproductive results) to an interpretative theory (focused on an agent learner who activates mental representations throughout the learning process) occurs in the threshold of elementary education.

To the best of our knowledge, the relations between children's implicit learning theories in particular domains have not been systematically explored up to date. We propose to advance in that direction by comparing children's conceptions of learning in three notational domains: figurative drawing, writing and numerical notation, in the developmental period when the transition from a direct to an interpretative implicit theory of learning typically occurs.

One hundred and twenty children were individually interviewed in public schools in Argentina (60 Kindergartners, mean age: 5 years, 3 months, and 60 first-graders mean age: 6 years, 4 months). In each school level, 20 children answered questions about one domain. Lexicometry (Simple Factorial Correspondence Analysis, Multiple Factorial Analysis, and Modal Responses Analysis) was applied to the complete transcriptions of children's responses to three open-ended questions about the activity, difficulties and goals in relation with their own learning of drawing, numerical notation, or writing.

Results revealed significant differences in children's reports of their learning according to the notational domain. Grade differences were smaller. Overall, children's seemed to account for their learning to draw and note numbers according to an interpretative theory, whereas they seemed to hold a direct theory of learning to write. Results are discussed in terms of the close relationship found between the ways in which children accounted for learning content (specificity, complexity, use, progress) and learning agency (learner's overt activity, mental states and processes) in each domain.

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*The paths to literacy: Relations among young children's understandings and uses of different representational systems*

**Young children's notion of time as expressed in two graphic representation tasks:  
Reading and producing a weekly calendar**

Eva Teubal

David Yellin College of Education, Israel

Children are typically described as having difficulty with the notion of time. The implicit comparison with adults seems unfair in this case, since adults have access to a variety of cultural tools when dealing with time. The aim of this paper was to study whether a specific spatial-graphic tool –a weekly calendar- enhances children's ability to locate events in time. Our research questions, within the framework of a Vygotskian approach, were: 1) Are young children conversant with "the rules of the game" involved in mapping time into space in a weekly calendar? Is progress continuous or do particular jumps show up? Given that gaps are usually found in developmental research when results of production and recognition tasks are compared, we asked: 2) what is the relationship between mapping ability as expressed in a recognition task ("reading" a calendar) and a production task (graphically representing events in a calendar)? 3) Are there content associated preferences in children's use of writing or drawing?

Sixty eight low SES Israeli children, aged between 3 years and 6 months and 6 years and 7 months, were individually interviewed (taped) in a room adjacent to their class. They were presented with 2 tasks involving a weekly calendar (graphic representation charting the seven weekdays, morning and afternoon of each day): a recognition and a production task (locating and notating relevant events).

The comparisons between 1) different age groups (3,4,5 and 6 yr olds); 2) recognition and production responses; 3) use of drawing vs. writing in the production task show: 1) there is a big jump in children's ability to graphically map time sequence between the ages of 4 and 5; 2) they do better in "production" than in "recognition"; 3) there is an impact of content upon children's use of drawing or of writing. Results are discussed in terms of the potential contribution of the calendar to children's conceptualization of time, drawing vs. writing and production vs. comprehension affordance discrimination.

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*The paths to literacy: Relations among young children's understandings and uses of different representational systems*

**First graders' work on additive problems with the use of different notational tools:  
Labeled tables, unlabeled table, and written language**

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Tables are ancestral written tools for recording related variables. They are mixed texts, involving different notational systems that frequently appear in everyday notational contexts that combine at the very least written language with numerals. The aim of our research was to investigate the effect of these notational tools when first graders were solving Vergnaud's Category II (state, transformation, state) and Category IV (transformation, transformation, transformation) additive problems. Our study addressed these research questions: In what ways did the different notational tools (labeled tables, unlabeled tables, and written language) facilitate children's solutions to additive problems? In what ways was written language used by children to represent their ideas when they were solving the problems?

Twenty-four Mexican first grade students (6;05 years old, average) were individually interviewed and asked to solve six different additive problems (three Category II and three Category IV problems), always presented in the same order. Children were randomly assigned to one of three task conditions: labeled tables (labels for the rows read: "Start," "First Round," "Second Round," "End"), unlabeled tables, and blank paper and pencil to create notations.

Our results highlight the need that children have to denote the different moments and transformations involved in the problems through the use of written language. Children's use of written language was usually accompanied by the inclusion of numerals or of iconic representations of quantities. The inclusion of written language and iconic representations of quantities was more frequent with the blank paper condition. The inclusion of written language and numerals was more frequent when children used tables. Printed responses on blank paper seemed to be less helpful when solving the additive problems than the use of tables. In their use of tables, children wrote words that recorded the information involved in the problem: number of marbles, play turns, transformations. As the interviews progressed from the first to the sixth problem children included fewer words and also focused on the information most pertinent to be able to solve the problems. Our study suggests the need to broaden our understanding of the complexity of textual surfaces involved in children's success on additive problems.

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*The paths to literacy: Relations among young children's understandings and uses of different representational systems*

**Young children's comprehension and production of drawings:  
Age-related changes in two socioeconomic groups**

Analia Salsa & Olga Peralta

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By approximately their third year, children come to understand and produce drawings as symbolic representations (e.g., Callaghan, 1999; DeLoache, 1991; Golomb, 1992). Relatively scant research attention has been given to the influence of social factors in early graphic development. The purpose of this research was to examine 2.5- to 5-year-old children's comprehension and production of drawings in two socioeconomic (SES) groups. As it has been widely documented, middle-SES parents, compared to low-SES ones, provide their children different experiences with picture books and television, as well as a different language environment (Hoff, Laursen, & Tardif, 2002; Jordan, 2005; Ninio, 1980; Peralta, 1995). These naturally occurring experiences might organize children's knowledge of pictures, promoting dissimilar developmental patterns in drawing comprehension and production.

One hundred and thirty middle- and low-SES Argentine children were given a task with two phases, production (P) and comprehension (C). The P phase examined children's free drawing and their drawings of five objects (model drawing): (1) a ball; (2) a ball with small wooden sticks attached; (3) a ball smaller than 1 and 2; (4) two balls joined with a stick; and (5) a plastic stick. The C phase assessed, in two matching tasks, children's understanding of their own drawings and the experimenter's line drawings of the objects.

Middle-SES children comprehended experimenter's drawings at 2.5 years; at 3.5, children produced figurative drawings in model drawing and they used their own drawings as symbolic representations; figurative production in free drawing emerged at 4 years. In low-SES children drawing comprehension and figurative production appeared later: at 3.5 years children understood the experimenter's drawings; at 5, they passed both comprehension tasks, but their production was figurative only in model drawing. These results show the same developmental path for both SES groups but with a clear asynchrony in the age of onset of comprehension and production. The findings are discussed in terms of: (1) the specific demands of picture comprehension (own vs. adult's drawings) and figurative production (free vs. model drawing); (2) the developmental relationships between comprehension and production; and (3) the influence of social experiences on graphic development.

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**Pauses and key transitions in writing: Word level related processes**Luuk van Waes<sup>1</sup>, Mariëlle Leijten<sup>1</sup> & Guido Nottbusch<sup>2</sup><sup>1</sup>University of Antwerp, Belgium<sup>2</sup>Bielefeld University, Germany

This symposium is dedicated to the analysis of pauses and key stroke transitions in writing processes. Research over the last decades has shown that variations in temporal patterns of keystrokes and pauses can be explained on different levels and can be related to both lower and higher-order processes of text production.

In this symposium we bring together four papers that discuss pauses and key transitions that relate to word level related processes. The studies aim to deepen our understanding of the dynamics of pauses in online writing processes, and more specifically, word related pauses or low-level inter key intervals. This scope of research is approached from different perspectives, viz. grammatical planning in sentence composing, error production and correcting related to typing errors and spelling problems, and effects of dyslexia on writing dynamics.

In the studies the data are collected and analyzed using keystroke logging programs, sometimes in combination with other research methods like retrospective protocols or interviews.

*Discussant: Mark Torrance*

*Pauses and key transitions in writing: Word level related processes***The influence of syllable structure on keystroke timing: Individual differences and syllable properties**

Guido Nottbusch

Bielefeld University, Germany

Syllables are the most prominent prosodic units in most spoken languages, including German. Usually, speakers of German can agree on the number of syllables of a word (except for a few words including glides as in [ˈʦn.dɪ̯əŋ] vs. [ˈʦn.di.ɛŋ], spelling pronunciation, Engl.: India), but the precise position of the syllable boundary can be controversial, especially concerning intervocalic consonants as in <neblig> (foggy): [neːp.liç] vs. [neː.bliç]. As the analysis of speech signals is known to be quite complex and can only be inaccurate, the analysis of interkey intervals in typing is comparably easy and gives clear language production data at low cost.

Syllable boundaries have been shown to lead to increased interkey intervals in single word typing. In order to minimize non-language factors it is important to compare only identical bigrams, e.g. <nd> in <Monde> (moons, with a syllable boundary between <n> and <d>) and <Pfund> (deposit, without a syllable boundary). Though, the evidence so far is based on generalizing calculations over individuals. Interindividual differences such as keyboard skills might influence the syllabic pattern. Actually, samples taken from words containing ambiguous syllable boundaries hint towards patterns varying across individuals, e.g. some participants segment a word containing an intervocalic affricate like <Hopfen> (hop) into <hop-fen>, while the majority delays typing before the <p> leading to <ho-pfen>. Therefore, a large number of German words containing ambiguous syllables or extrasyllabic elements written by participants with varying typing skills and techniques were logged. The results will be discussed with regard to the role of the syllable in models of written word production.

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*Pauses and key transitions in writing: Word level related processes***The dynamics of typing errors in text production**

Luuk van Waes &amp; Mariëlle Leijten

University of Antwerp, Belgium

One of the advantages of keystroke logging registration is that it enables researchers to observe pausing behavior of writers during text production. As in the study of spoken language, pauses indicate moments of disfluency and differences in the length of the pauses are assumed to relate to the cognitive complexity of the underlying processes. In this study we focus on the smaller pauses because we are interested in the relation between typing errors and pauses. We hypothesize that typing errors are often characterized by significant deviations from ‘normal’ key transitions.

**Method**

In this paper we present the results of three studies. In the first study 20 writers performed different copy tasks. Their writing processes were registered with Inputlog 4.0. In the analysis the typing errors were coded manually (n=779). The identification of typing errors in the process data were approached from two perspectives: (1) Are typing errors characterized by key transition that are significantly deviating from the median key transition interval? (2) Which characteristics discriminate typing errors from other revisions?

In a second study 60 writers performed repetitive copy tasks on the word and sentence level. Based on the paradigms used to identify digraph latency in the context of dynamic typist verification (security and user identification), the participants copied the same stimuli 25 times. The data were analyzed from the same perspectives as in the first study.

In a third study eyetracking data were collected in a controlled writing task and the eye fixations related to typing errors were coded (length, regression, co-occurrence with typing activities).

**Results**

Results show that especially significant deviations from the median transition time within similar bigrams in error free text production of the same person are a relevant indication of typing errors. Not only for transpositions, but also for substitutions, intrusions and anticipations. The deviating inter key intervals in combination with the ‘typing error correction algorithm’ enabled us to identify 82% percent of the typing errors in a mirror corpus. The preliminary analysis of the eye tracking data reveals a detection pattern that is quite different for blind and non-blind typists.

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*Pauses and key transitions in writing: Word level related processes***Investigating spelling in writing – Combining revision and pause analysis in keystroke logs with verbalisation data of stimulated recall**

Mirjam Weder

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In recent years, writing research has moved away from investigating text products to investigating writing processes (for a review: Latif 2009). Nevertheless, we still know little about the role and function of spelling in the writing process and how spelling difficulties impact writing fluency, with exception of a few studies such as Wengelin (2007).

This paper proposes the computer-based method of keystroke logging (Leijten & van Waes 2006) combined with the verbalisation method of stimulated recall (Gass & Mackey, 2000) as means of investigating spelling in the writing process. The analytical categories revisions, pauses, and retrospective verbalised reflections of spelling difficulties are discussed. Revisions are quite accurate in interpreting spelling problems. Pauses, however, pose a serious methodological challenge because they are as difficult to define as challenging to interpret.

The paper will suggest a way of calculating pauses as opposed to transitions (cf. Wengelin 2006) on an individual basis, taking into account individual typing speed and differentiate between word-initial and word-internal transitions. It will be shown that spelling issues can be interpreted by combining pause analysis with revision analysis and verbalised elicitation data. The combination of methods can reveal surprising patterns of spelling difficulties and shows how participants not only differ in typing and spelling skills, but also in the strategies they apply to cope with difficult forms.

The material discussed originates from keystroke-logs and retrospective verbalisation data of 40 writing-sessions of a German dictation task. The test persons were Swiss-German adults (30-50 years) with different professional and educational backgrounds.

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*Pauses and key transitions in writing: Word level related processes***Relationships between writing processes and text quality for dyslexic and non-dyslexic writers**David Galbraith<sup>1</sup> & Veerle Baaijen<sup>2</sup><sup>1</sup>Staffordshire University, United Kingdom<sup>2</sup>University of Groningen, Netherlands

This study investigated the effects of dyslexia on writing, and the relationships between writing processes and text quality for writers in general, by directly examining the writing process as revealed in key-stroke logs. A group of dyslexics and non-dyslexics participants were given 30 minutes to write an outline-planned newspaper article discussing the legalisation of euthanasia.

Analysis of the key-stroke logs, which is still in progress, has so far produced three main findings. (i) Dyslexics paused for significantly longer than non-dyslexics at all text boundaries except for initial pauses before starting to write. Correlations between pause length and text quality were strongly negative for within and between word pauses, but disappeared when text length or dyslexia was controlled for. (ii) Although there were no differences between dyslexics and non-dyslexics in mean length of P-bursts (as defined by Hayes, 2009), there was a strong positive correlation between the mean length of P-bursts and text quality. This correlation was reduced but still significant when dyslexia and text length were controlled for. (iii) There were no significant differences between dyslexics and non-dyslexics in the extent to which text was modified during text production. This measure was negatively correlated with text quality, but the relationship was reduced to zero when text length was controlled for. We conclude that: (i) dyslexics' difficulties may be restricted to the word transcription level rather than to higher level syntactic processes; (ii) the P-burst measure appears to capture an aspect of text quality which is independent of text length.

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**Thursday, 14:00 – 16:00**



**Teaching and learning with ICT: Error correction in writing a ZU case study**

Kimberly Bunts-Anderson

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The process of error correction and individual learner reflection in research on writing has been researched for some time. It is acknowledged in the themes of this conference that interaction between learners, their peers and instructors play an important role in the development of successful error correction strategies (Panova, Ilianova, & Lyster, Roy). In an academic setting, the impact of learner reflection on instructional feedback plays is particularly important, as successful learner uptake and error management of written texts is a key factor in performance evaluations. For instance, the impact of instructor spoken interaction on student learning has been so widely researched a body of recognized error correction types exists (Schön, Williams). In Asia and North America the increased interest of instructors in the use of supportive technology tools in writing has been well published (Li-hua & Hayes). Research into writing processes has also been popular in the Middle East. However, presently very little is understood about how learners' themselves perceive ICT use, classroom spoken interactions and assessment in their own writing processes. Recently, a department-wide assessment of tertiary ESL learners' academic writing proficiency highlighted a weakness in students' ability to recognize these errors in academic texts. Observations from ZU instructors echo this result claiming that very little of the written feedback they provide to students individually was applied. Simultaneously, recent innovations in error assessment and the addition of individual reflections on academic learning processes have been introduced in the English Composition academic writing program at ZU (a bridging requirement for admittance into academic subject study). Therefore an investigation using triangulation methods that reviewed formal assessment records, instructor interactions in classrooms and an exploration of the learners' journal reflections of their academic writing processes was initiated. This presentation will describe patterns of error correction that emerged in formal classroom assessments final department-wide assessment of the learners' writing proficiency. Finally, a summary of the study's findings and the future implications of growth in technology use in Zayed University writing contexts, reported in a recent survey of instructors and students, across three campuses will be considered.

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**What lies behind a good synthesis text? An analysis of the procedures and operations involved in producing one**

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Some research has shown that tasks requiring the integration of information from one or more texts have a greater impact on deep understanding and learning than tasks that can be performed by processing isolated units of information. The findings of a study exploring the relationships between certain components of written syntheses and the learning achieved after doing them by 48 students aged 15-16 point in the same direction and indicate that students who produce more integrated texts obtain greater benefit from the exercise in terms of learning. Understanding the ideas in the texts, discovering or establishing the relations that may exist between them -and expressing them in an integrated and coherent text of one's own- requires in-depth processing of the relevant information, making connections and elaborating it. In spite of their important function, not very much is known about these processes. They are often ignored by research or are inferred from the written products generated by the subjects.

The research we present here, in the context of the above-mentioned study, explores the processes involved in producing a synthesis based on reading three history texts. We analyze in detail the procedures employed by 10 students in producing their written texts which differ in the degree to which they integrate the information from the source texts. The analysis strategy used enabled us to reflect the sequence of actions involved in making the synthesis (reading, note-taking, re-reading, writing, correcting, editing, etc.) and its more linear/reproductive or recursive character, and to place the main operations required for performing the task -especially those to do with integrating the information- within this sequence. Our results indicate that the most integrated texts, associated with better learning, are produced by means of more recursive procedures in which reading and writing are combined and support each other, and in which students take on the responsibility of directing and supervising what they are writing. Conversely, the texts that limit themselves to reproducing ideas from the source texts are associated with procedures that are generally more reproductive and linear, and unsuitable for achieving the integration required by the task.

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**Academic voice in higher education writing: Helping undergraduate students revise their texts collaboratively**

Maria Cerrato, Mariona Corcelles & Montserrat Castelló

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This intervention study aimed at helping undergraduate students of Psychology learn to use the discursive resources useful to make academic voice visible in their texts and to avoid plagiarism practices. The intervention involved tutorial meetings and collaborative revisions in two different learning environments, on-line and face-to face.

The sample consisted in 58 students originally grouped in four classes (seminars). Those students were organized in two conditions:

- Condition 1 (writing tutorial): 28 students distributed in two modalities, on-line (12 students) and face-to-face intervention (16 students).
- Condition 2 (control group): 30 students without writing tutorial but with usual seminar and tutor guidance.

A quasi-experimental design was used where the two conditions were compared. The variables analyzed were the students' knowledge of discursive mechanisms of academic texts in the field of Psychology, their satisfaction with the intervention, the revision strategies they applied and final text quality.

The collected data on text quality were analyzed looking for differences between the two intervention conditions as well as for the control condition versus the intervention ones (SPSS quantitative analysis). The type and the amount of revisions suggested by peers and by the tutor were categorized and analyzed (Atlas.ti software) distinguishing whether they were mostly suggested in the face-to face or in the on-line environment. Finally, the students' knowledge of discursive mechanisms of academic texts and the students' satisfaction were also analyzed on the basis of the two learning environments (SPSS statistical analysis).

Results show that the quality of the texts improved for both intervention groups in contrast with for control group, and better texts were related with higher rates of revision and more students' satisfaction with the intervention. Nevertheless, collaborative revisions showed some problems students had to regulate their writing and some persistent beliefs about academic texts appeared which will be discussed in the presentation

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**Writing feedback: Exploring issues of power, knowledge and identity in staff and student writing practices**

Jane Creaton

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Lea and Street's (1998) work on academic literacies has been very influential in theorising the different approaches to student writing. There is now an extensive academic literacies literature which explores the writing difficulties faced by a range of specific groups of students within higher education and which provides the framework for theorising other aspects of learning, teaching and assessment practices.

The academic literacies approach recognises that higher education institutions are sites of discourse and power, and that academic practices reflect issues of epistemology and identity rather than simply issues of skill or socialisation. It broadens the frame of reference from the individual student or from departmental or disciplinary culture, to the practices of the academy and wider processes of knowledge production. However, a potential criticism of the academic literacies approach is that it does not sufficiently theorise the role of academics and tutors as active agents in the construction of student literacy practices. Individual academics' own writing practices and the ontological and epistemological views which underpin them are clearly significant in how they frame student writing requirements. However, the role that staff plays in the active construction of and regulation of student writing practices may be obscured as individual perspectives are aggregated as disciplinary and or institutional concerns.

The purpose of this paper is to foreground the role that academics and tutors may play in the construction and regulation of student writing practices, through the detailed examination of the written feedback that academics give on student work. Drawing on samples of written comments on student work, interviews with academic staff and institutional documentation, the research presents the feedback encounter as a key site where academic discourse is constructed and reproduced. It argues the position of written feedback at the interface between staff and student writing practices affords a valuable insight into how knowledge is written about, represented and regulated in the academy. The paper concludes that an effective approach to understanding and teaching academic writing in higher education therefore requires sufficient attention to be paid to the role of academics in regulating the writing practices of students.

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**Genre knowledge and development: Preadolescents writing and performing poetry**

Janine Certo

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The purpose of this study was to explore preadolescents' poetry knowledge and development. Forty fourth and fifth grade students across two classrooms in one U.S. school composed poems across one month before performing them. Afterwards, they were interviewed to explain: 1) why their text is a poem, 2) how/why they revised their poetry, 3) their style of performance, and 4) their source(s) of learning how to write and perform poems. Questions included: 1) What is the working knowledge of poetry as demonstrated by preadolescents in poetic text production? and 2) What do preadolescents' original poems, discourse about their poems and performances, and discourse about their sources of learning reveal about poetry genre knowledge and development in the preadolescent years?

Through descriptive analysis of children's poems, a coding scheme was developed, adapted from features generally-accepted by poetic language theorists (Friedrich, 1979; Jakobson, 1987) and from Kamberelis (1998; 1999) who has done analyses of a variety of children's writings. Children's poems and interview transcripts were coded in Hyperresearch for actual and reported textural, structural and register features.

This investigation defines genre as the relation of a text's social purpose to the text's structure (Cope and Kalantzis, 1993). Findings here focus on vignettes of students who represent major trends in the findings. Similarities across grades included 1) literary borrowing from visiting poets, peers, and model poems, 2) increased revision activity closer to performance, 3) use of memorization and movement in performance and 4) children expressing a poet identity. There were differences in poetic features used, including more use of multi-stanza and free verse poems in fifth grade. Fourth graders made more use of rhyme.

This work is significant because knowledge of genres is front and center in becoming a competent writer across contexts, yet poetry is under represented in the curriculum. Poetry matters, for it develops children's perceptions, enhances their lives, and helps them make meaning of the world. This study adds to the knowledge base what preadolescents know and can do with poetry writing and the instructional contexts and social variables that are linked to children's knowledge and growth.

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**The acquisition of number agreement during writing: New research paradigms**

Lucile Chanquoy &amp; Charlotte Lusson

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In order to explain spoken and written errors spontaneously produced, researchers have elaborated experiments designed to simulate natural production but leading speakers and writers to make specific errors. The main pattern of results observed in spontaneous productions is replicated in written and spoken tasks, in different languages: adult speakers and writers tend to make subject-verb agreement errors when the subject phrase is composed of two nouns mismatching in number.

In written French, the experimental paradigms are far from usual production tasks since participants have to transcribe orally provided sentences, which mean that they do not elaborate the sentences. This kind of task can be compared with a sentence transcription task, and may be completed with revision. Then, the conclusions might be considerably challenged if the task proposed to the participants is more “ordinary” and closer to a real production task.

In the following two experiments, new paradigms are proposed to try to better explain grammatical errors made during more natural writing conditions.

The first experiment was designed to simulate the production of sentences comprising two nouns preceding the verb that matched or mismatched in number, from the description of pictures. 2nd graders, 5th graders and undergraduate students were asked to elaborate a sentence from a picture. The specific syntactic structure of the sentence (Noun 1 of Noun 2 + Verb) was induced by a priming procedure. It was expected that the proportion of agreement should considerably decrease in these conditions compared to usual tasks.

The second experiment was designed to analyze the revision of subject-verb agreement errors. The errors were either semantic or grammatical. The same participants were individually tested using four types of sentences with nouns preceding the verb matching or mismatching in number.

Globally, the results obtained with this kind of tasks are roughly consistent with the different levels of subject-verb agreement processing reported in the literature with dictation (in French) or completion in English tasks but lead to deeper explanations of errors.

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## **The role of deixis in the text production activity**

Isabel Sebastião

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The act of writing, like any communicative act, means, in addition to a linguistic code, a set of conditions – a spatio-temporal framework, a reference and the interaction between the speaker and interlocutor. This act has, therefore, an autonomous nature (Bereiter & Scardamalia, 1987) with a number of constraints due to its characteristics - the physical absence of the text recipient and the spatio-temporal difference between the production and the reception - that will require the subject to adopt a very conscious, reflective and objective point of view about both the language, the receiver of the message, constructing its own speech without the support of clues provided by the interlocutor. For this reason, the choice of mechanisms and discursive strategies becomes crucial in the construction and organization of texts, so that the text survives in the distant relationship between the writer and the reader.

This way, since is not possible to explain the spatio-temporal and the thematic reference on the written text, the enunciator in order to create the necessary interaction will need / use all types of enunciation marks, according to the interlocutor, and will progressively formulate and select content from thoughts. The use of deixis is an available resource for text management processes (Bronckart, 1985) - through anaphoric and cataphoric processes – that helps on the creation of reference, allowing a coherent textual continuity which facilitates the processing / decoding (Kintsch & van Dijk , 1978) by the recipient, overcoming the constraints of the written text.

Our presentation, part of a larger study on the textual competence of students throughout the Portuguese compulsory education (nine years of education), has as a main objective to analyze / verify, in an enunciative pragmatic perspective, how students use deixis as a constitutive element of the dynamic construction of the internal coherence of the text. The intention of the analysis is the articulation in the form of a contribution, with the pedagogy of textual production.

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**Children's writing development within a reading recovery programme and in the classroom**

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This study compares the early writing development of two 6 year-old children experiencing literacy difficulties after one year at school. Both children were receiving support through the Reading Recovery programme. The study examines their progress over a 6-month period, and compares the writing they produced in the classroom with the writing produced in individual Reading Recovery sessions. The goal was to document and analyze how the children's writing skills and behaviours changed in both settings and to evaluate the quality of that writing. The research aimed to establish whether following a Reading Recovery programme, children at risk of underachievement in literacy were developing what Clay (2001) calls a strategic base for literacy processing, rather than an accumulation of items of knowledge or specific skills.

Writing samples were collected from both settings every 20 Reading Recovery lessons. Data included lesson records, the writing produced and an audiotape of interactions from Reading Recovery lessons and writing samples from observed classroom literacy lessons and a few further pieces of unaided classroom writing. During observations, a time-sampling procedure was used to record teaching and learning behaviours in 'real time' (Sylva, Hurry, Mirelman, Burrell & Riley, 1999). Field notes provided a narrative account for each one-minute interval and the behaviours occurring in each interval were coded.

Findings show that, while both children demonstrated increasing control over writing processes, reflected in improved performance in both settings, their patterns of development were different. Analysis of their writing behaviours, including strategies for attempting words, monitoring strategies and greater time spent writing unaided, provided evidence for the development of effective writing skills. Different patterns of behaviour in transcriptional and compositional aspects of writing led the researcher to suggest some implications for practice in both settings.

The findings support Berninger and Swanson's (1994) model of the challenge to the beginning writer of dealing with both compositional and transcriptional aspects. One child was relatively stronger in composition but had extreme difficulties in transcription; the other had the reverse profile. Both children developed strategies within the one-to-one sessions which they could then transfer to the less supportive environment of the classroom.

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**Pausing in text production from a discourse perspective**Marielle Leijten<sup>1</sup>, Luuk van Waes<sup>1</sup> & Åsa Wengelin<sup>2</sup><sup>1</sup>University of Antwerp, Belgium<sup>2</sup>Lund University, Sweden

This symposium brings together four studies that present fine-grained analyzes of key stroke transitions and pauses from different perspectives to gain more insight in writing processes in general. The main focus of the symposium is to discuss the relation between text production, pausing, revising and text quality from various perspectives.

Two papers focus mainly on the distribution of the writing process, i.e. the distribution of pauses during writing an argumentative text (one during hypertext writing and one during essay writing). In these papers a direct relation of the distribution of writing processes with text quality is analyzed. Elements that contribute to writing proficiency and fluency are presented.

The other two papers focus mainly on the effect of composing units. In these papers not only the keystroke transitions are taken into account, but also the eye movements of the writers. In both research projects the focus is on sentence production.

The first focus is on error correction strategies during sentence production. The relation between memory span and the number of immediately solved problems will be discussed. Also the relation of the various strategies in relation with text quality is taken into account.

Questions that are raised in the final presentation are: What is the scope of grammatical planning? Do writers plan incrementally? Which structural elements lead to more errors during text production? How do writers deal with errors in the text produced so far?

*Discussant: Kristyan Spelman Miller*

*Pausing in text production from a discourse perspective***Hypertext writing versus linear writing: Effects on pause locations and production activities and its relation with text quality**

Martine Braaksma<sup>1</sup>, Gert Rijlaarsdam<sup>1</sup> & Huub van den Bergh<sup>2</sup>

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Hypertext writing might influence the distribution of writing processes differently compared to more traditional linear writing which in turn may affect the quality of writing products (cf. Braaksma et al., 2002, 2007). To study this assumption, we set up an experiment in which 16 participants (tenth grade, upper secondary level) followed an extensive lesson series in argumentative writing in which they wrote an essay in hypertext form (experimental condition) or in linear form (control condition). Keystroke logfiles during hypertext writing and linear writing were collected, providing indicative data for writing processes.

In regression analyses on the key stroke logfiles scores administered during hypertext writing and linear writing, we focused on different pause locations during writing and on production activities. The results showed differences in the distribution of process characteristics during hypertext writing and linear writing. Linear writing showed more time spent in pausing between words in the beginning of the writing process and in pausing between sentences in the middle part than hypertext writing. Contrasting, students in the hypertext condition showed more frequently and during a longer time production activities during the whole writing process than students in the linear condition. Furthermore, it was found that (some of) the process activities that were mainly performed by students in the linear condition (much time devoted to pausing between sentences in the middle part) were negatively related with text quality and the activities that were mainly performed by students in the hypertext condition were positively related with text quality (executing frequently production activities in the middle part of the writing process).

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*Pausing in text production from a discourse perspective***Assessing students' writing fluency via keystroke data**

Tom Quinlan, Russel Almond, Tetyana Sydorenko, Michael Wagner & Paul Deane

ETS - Educational Testing Service, United States

As part of developing a new approach to writing assessment (i.e., the Cognitively-based Assessment of/for/as Learning [CBAL]), we have been investigating alternative methods for measuring basic writing skills. Computer-based testing presents the opportunity to passively capture a stream of information about student performance. To understand student writing, there is a strong rationale for analyzing keystroke data.

Extant research suggests that pauses at text junctures reflect associated problem-solving. Accordingly, it is possible that pauses between words reflect time spent finding the right word (i.e., lexical retrieval and/or rehearsal); pauses within words, particularly at syllable boundaries, reflect the process of spelling (i.e., orthographic processing); and other pauses within words reflect speed of text production (i.e., transcription). From information about students' keyboarding, we hoped to draw inferences about students' relative fluency in producing words, sentences, and paragraphs. We sought to identify distinct patterns of pausing, and perhaps distinguish between more- and less-skilled writers?

In spring, 2008, we pilot-tested a version of the CBAL Writing assessment on a group (n = 79) of 8th grade students, at an urban school in the US northeast. The CBAL Writing assessment consisted of multiple short writing tasks, culminating in an essay. We captured keystroke logging data only on the essay task. After processing the data, which included eliminating essays with fewer than 50 log entries, our final data set consisted of keystroke logs of essays from 68 students. To process the data, we classified each entry in the timing log into one of six possible states: (i) within-word, (ii) between-word, (iii) between-sentence, (iv) between-paragraph, (v) edit [backspace] or (vi) edit [cut & paste]. We conducted two types of analyses. First, we explored whether a mixture model provided a satisfactory fit of the keystroke logging data. Second, we examined the correlations between keystroke measures and human scores. In this presentation, we will discuss the results of these analyses and their implications.

In the autumn of 2009, we collected keystroke data from a very large group of students (n ~ 800). Analyses are on-going, and results from this new dataset will also be presented.

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*Pausing in text production from a discourse perspective***The influence of working memory on error correction strategies during sentence production**

Marielle Leijten<sup>1</sup>, David Galbraith<sup>2</sup>, Mark Torrance<sup>3</sup>, Luuk van Waes<sup>1</sup>

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'What is the function of the textual task environment ('text produced so far') on the organization and the process of writing? In this experiment we explore the reasons why writers respond differently to deficiencies in the text they are writing. Previous research has shown that error type does influence the writing strategy of writers (Leijten, 2007, Leijten, Ransdell & van Waes, 2010, Quinlan et al. submitted, van Waes et al. 2010). We also know from research on revision and proofreading that writers have different strategies in dealing with the imperfectness of the text produced so far (TPSF). In that perspective, we have analyzed the writing behaviour of 15 writers while completing sentences and producing full sentences. In this study we would like to draw a direct relation between strategy choice and working memory.

Therefore, we have varied three types of sentence production tasks that prompted writers to complete a partial sentence at a given phrase boundary: sentence completion of sentences that might contain an error, sentence completion of correct sentences, and full sentence production. In each of the three types of sentence production tasks the focus is on a different sub process of sentence production:

1. reading, text generation (and monitoring)
2. reading, monitoring, text generation (and monitoring)
3. planning, text generation (and monitoring)

The sub process 'monitoring' is mentioned between brackets because not all writers monitor their text during sentence production.

The collected data were keystroke logs and eye movements of the sentence productions. Preliminary analysis (multi level) of the sentences that might contain an error or not shows a relation between working memory and writing strategy. For instance, there is an effect of the capacity of the memory span on the number of problems that are solved immediately, before continuing with text production. Furthermore, the quality of the sentence, i.e. the content of the sentence, is higher if writers prioritize sentence completion to error correction in the text produced so far. We will elaborate on these findings and relate the results to error correction strategies of writers in the two other conditions (correct sentence/full sentence condition).

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*Pausing in text production from a discourse perspective***Planning short written sentences: Evidence from eye movements and keystroke latencies**Guido Nottbusch<sup>1</sup>, Mark Torrance<sup>2</sup> & Allana White<sup>2</sup><sup>1</sup>Bielefeld University, Germany<sup>2</sup>Nottingham Trent University, United Kingdom

The scope of grammatical planning in written or spoken sentence production is subject to debate. The question is: Is it the clause, the full phrase, or is the scope even smaller than a phrase? To complicate things pre-planning proceeds on various levels including, at least, the composition of a syntactical frame, lemma retrieval and phonological processing. In order to tackle this question we conducted two sets of experiments. All experiments involved participants constructing sentences in response to arrays of two to four objects (e.g. "The tree is above the star and the cross.").

In experiment 1 we compared production of sentences of the form The A and the B are above the C (A+B|C) with sentences of the form The A is above the B and the C (A|B+C). Pre-sentence pausing was greater for the first form than for the second, despite both sentences being of similar length and complexity. This suggests that first phrase of the sentence, rather than the whole clause, is a discrete planning unit.

Experiment 2 tested the hypothesis that, consistent with findings in speech production, sentences are planned incrementally (one word or simple phrase at a time). Participants produced sentences of form The A and the B are above the C, with B manipulated in terms of its codeability and frequency. The incremental planning hypothesis predicts that manipulating B will have no effect on pre-sentence pausing. Data are not yet available for experiment 2, but we will be able to answer these questions in our presentation to the conference.

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**Self-regulated writing: Models, processes and applications**

Cornelia Glaser

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Extending on Steve Graham and Karen Harris's "Self-regulated writing strategies program", we designed an intervention program to promote elementary students' self-regulated writing skills. This program combines the instruction of effective genre-specific strategies for planning and revising narratives with self-regulation procedures, such as self-assessment of one's writing performance; setting of learning goals, and self-monitoring of strategy use. In a series of intervention studies we consistently found, that the combination of composition strategies with self-regulation procedures produced incremental effects on students' writing achievements beyond and above the effects produced by a strategies training alone. These effects turned out to be relatively stable over time and to generalize to related sets of tasks.

This symposium will be structured along four lines associated with empirical and methodological standards that are claimed by several researchers to improve the quality of intervention research in educational settings:

(1) Mediation analysis: We will present empirical data indicate that our self-regulated writing strategies program promotes students' writing achievements mainly through its influence on the effective use of strategies for planning and revising stories. Self-efficacy beliefs and strategy-related knowledge also contribute to the development of a strategic approach towards composing.

(2) Component analysis: We will report the results of a study demonstrating that process-oriented (monitoring and correction of strategy use) and outcome-related (self-evaluation and goal setting) self-regulation procedures constitute two distinct, but interrelated components of our intervention program in the sense that they produce both specific and shared effects on measures of writing competence.

(3) Program implementation: We will report the results of a study suggesting that the research-based self-regulated writing program can successfully be implemented with a high degree of fidelity by teachers in 4th grade classrooms and is more effective in promoting students' compositional achievements than a teacher-designed writing program.

(4) Cognitive processes: We will present the findings of experimental studies designed to investigate in greater detail cognitive activities associated with competent writing. By using computer-based techniques (e. g., electronic handwriting; dual-task) we identified cognitive correlates of effective writing activities and analyzed if and how these correlates mediate the effects of the self-regulated writing strategies program.

*Discussant: Torrance, Mark*

*Self-regulated writing: Models, processes and applications***Testing a path-analytic mediation model of how self-regulated writing strategies improve elementary school students' composition skills:  
A randomized controlled trial study**

Cornelia Glaser

University of Giessen, Germany

A large body of research suggests that teaching school-aged children strategies for planning, revising, and editing text produces strong and lasting effects on the quality of students' compositions (cf. Graham & Perin, 2007). There is also evidence to suggest that teaching writing strategies in conjunction with self-regulation procedures (e.g., goal setting and self-monitoring behavior) is particularly effective in helping young students' acquire the skills (e.g., drafting a story plan) involved in good writing (cf. Graham, 2006). In comparison, only little is known about the mechanisms that mediate the effects writing interventions have on outcome measures of skilled writing. During the past decade, intervention researchers and evaluation methodologists (e.g., MacKinnon, Fairchild, & Fritz, 2008) have stressed that to understand how psychological treatments work it is important to identify both the effective components by which an intervention produces its effects on outcome measures of treatment success and the mediating processes by which a treatment, or a specific feature thereof, produces these effects.

The present study was designed to identify potential causal mechanisms through which procedures of self-regulated learning increase the efficiency of teaching young students strategies for writing stories. In a randomized controlled trial with 3 measurement points (pre-test, post-test, follow-up), 117 4th graders either received a self-regulatory writing strategies training or were taught (the same) strategies in the absence of self-regulation procedures. Path analyzes indicated that relative to teaching writing strategies alone, teaching strategies in tandem with self-regulation procedures improved students' skills of planning and revising stories and thereby led to superior achievements as reflected in the quality of compositions. Self-regulation procedures also augmented effects of the strategies training on students' knowledge and self-efficacy beliefs, both of which had a positive effect on the use of the learned strategies while planning narratives.

These results suggest that the addition of self-regulation elements to writing strategies trainings produced incremental effects on students' writing achievements, strategy-related skills, and subjective writing competence. Moreover, the self-regulated writing strategies program produced these incremental effects in a way consistent with theories of self-regulated learning.

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*Self-regulated writing: Models, processes and applications***Improving fourth graders' self-regulated writing skills:  
Specialized and shared effects of process-oriented and outcome-related  
self-regulation procedures on students' writing performances**

Debora Palm

University of Giessen, Germany

Most of the studies conducted in the field of writing intervention research implemented a set of interdependent self-regulation procedures (see Glaser & Brunstein, 2007; Graham & Harris, 2003). There has been a lack of studies that have examined whether the entire set of procedures, only one specific procedure or specific combinations thereof are most effective in promoting students' writing at different stages of skill development. Some assumptions about how to differentiate self-regulation procedures in writing strategies programs can be drawn from stage and hierarchical models of self-regulated learning, including related empirical work Zimmerman, 2000). Zimmerman and Kitsantas (1997) provided evidence that process- and product-related self-regulation procedures contributed to both a specific and additive pattern of effects on the respective learning outcome.

The purpose of the present study was to examine specific and shared effects of process-oriented and outcome-related self-regulation procedures on measures of writing performance, strategy use, and perceptions of writing competence. Therefore, we run a study with 105 4th-graders who were randomly assigned to one of four conditions in a 2 (process regulation) × 2 (outcome regulation) design: strategy plus process-oriented and outcome-related self-regulation, strategy plus process-oriented self-regulation, strategy plus outcome-related self-regulation and strategy-only.

The program consisted of five 90-min enduring sessions. In a small-group setting, all students were taught cognitive strategies for writing narratives. All students were taught genre specific-strategies for planning and revising narratives. Students who received process-oriented self-regulation instruction learned how to monitor and correct the strategy use; students who were taught outcome-related self-regulation procedures in conjunction with strategy instruction were taught how to assess the quality of their stories and to set specific writing goals.

At post-test and follow-up assessments (six weeks after the training), students who had been taught process-oriented self-regulation techniques outperformed students who had not been taught such techniques in declarative and procedural measures of strategy knowledge. Students who had been taught outcome-related self-regulation procedures estimated their writing-related abilities higher than students who had not been taught such procedures. Both factors, process regulation and outcome regulation, yielded positive effects on the quality of students' narratives and promoted their writing-related self-efficacy beliefs.

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*Self-regulated writing: Models, processes and applications***Teacher-guided implementation of self-regulated writing strategies in elementary classes**

Sandra Budde

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Based on the “Self-Regulated Strategy Development” (SRSD) approach developed by Harris and Graham (1996) to promote young students’ skills of composing, an evidence-based writing strategy instruction has been designed and successfully realized with averaged skilled students in small groups in elementary schools (Glaser & Brunstein, 2007). The results of the study showed that students receiving a self-regulated writing strategy program outperformed students who were taught writing strategies without self-regulation procedures. This finding is consistent with several meta-analytic reviews who found that SRSD produces strong and lasting effects on the writing skills of primary and secondary level students (Graham & Harris, 2003; Graham, 2006). However, in the majority of SRSD-studies trained instructors taught students in small groups consisting of four to six students. Only a few researchers have conducted intervention studies examining the effects of strategic writing programs implemented by teachers in naturally constituted classrooms (De La Paz & Graham, 2002).

Therefore the present study enhances previous research by focusing on the following two issues: (a) Are self-regulated writing strategies still effective when students are taught by regular classroom teachers? (b) To what extent are self-regulation procedures essential to the successful teaching of writing strategies to elementary-school students?

In a 3-days-workshop six teachers were trained to implement a self-regulated writing strategy program in their own fourth grade classrooms. By contrast, five different fourth grade teachers developed in a 3-days-workshop on the basis of their own teaching experiences a writing intervention consisting of the same strategies for planning and revising but excluding self-regulated practices. Immediately before and after the training students in both conditions were asked to plan, write and revise a picture story. Apart from story quality and the inclusion of writing strategies in students’ narratives writing knowledge was assessed. Maintenance probes were run six weeks after post-testing. The size and direction of effects obtained from this teacher implementation study were almost identical to studies using trained instructors and small-group procedures. Thus, the implementation was successful. Furthermore, self-regulation constitutes an essential tool for promoting students’ writing skills in upper elementary classrooms.

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*Self-regulated writing: Models, processes and applications***Cognitive correlates of competent writing in school-age students**

Markus Eichner

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Writing researchers have made progress in identifying and categorizing mental activities that constitute the writing process: First, pauses have been analyzed (e.g., by using keystroke logging software) and linked with planning and revising activities (e.g., Wengelin, 2006). Second, by using the dual-task technique, experimental studies have found that the execution of high-level processes such as planning and revising is more effortful than translating (Olive, 2004). However, there are only a few studies replicating this pattern of findings for school-age students (see Olive, Favar, Beauvais & Beauvais, 2008). Furthermore, these results and techniques have largely been ignored in the field of writing intervention research.

The aim of the present study was to identify cognitive correlates of a strategic approach towards writing among 6th graders. For this purpose, we integrated computer-based techniques (electronic handwriting; dual-task) into a writing intervention study. 80 6th graders were taught strategies for planning narratives in conjunction with self-regulation procedures in small-groups by a trained instructor. At pre-test and post-test assessments, students outlined a picture story, translated their notes into written text (20 minutes), and revised their stories (10 minutes) while performing a secondary reaction time task (auditory probes). By monitoring interference in reaction times (IRT), we assessed students' cognitive load while translating and revising their compositions. In addition, we recorded students' handwriting activities with the Eye and Pen software (Chesnet & Alamargot, 2005) and a digitizing tablet. On the basis of lexical schemata (Wengelin, 2006), we differentiated macro- from micro-pauses. Results indicated that the frequency of macro-pauses uniquely contributed to the quality of students' written compositions. In contrast, micro-pauses had a negative effect on students' writing performance at post-test. Furthermore, for pre-test and post-test assessments, results indicated that revising was cognitively more demanding than translating (IRTs differences). Moreover, after receiving the writing strategies instruction, students' IRTs while translating (20 min) their texts decreased.

In sum, the results of our study extend previous knowledge about the nature and function of pauses (see Torrance & Galbraith, 2006) and provide evidence that self-regulated writing strategies reduce the cognitive effort required to carry out writing processes.

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**Thursday, 16:00 – 17:00**  
**Poster Session**

<b>Functions of micro-text and paragraph (with examples in Bulgarian) - Aspects in teaching of writing</b>	Tatyana Angelova
<b>The importance of oral language skills for different aspects of the writing process</b>	Chloë Bate, Joy Stackhouse & Mick Perkins
<b>The role of individual writing in fostering scientific conceptualization</b>	Lucia Bigozzi, Claudio Vezzani, Christian Tarchi & Carlo Fiorentini
<b>Extending our understanding of learners' internal representations of writing-to-learn tasks</b>	Isabel Braun, Julia Häbig & Matthias Nückles
<b>Validation of the writing process questionnaire in the spanish population</b>	Maria Cerrato, Montserrat Castelló & J. Reinaldo Martínez
<b>Soaring across the writing sky through collaborative creativity</b>	Wai-Ming Cheung & Man-yi Aui
<b>The description of (teaching) language activities by students in the degree of bachelor in early childhood education and primary education</b>	Isabel Garcia Parejo & Aoife K. Ahern
<b>Handwriting type and handwriting achievement in elementary school</b>	Sibylle Hurschler Lichtsteiner
<b>Language variation in written texts. The use of relative clauses among primary school children in Northwestern Patagonia</b>	María Sol Iparraguirre & Nora Scheuer
<b>Second language learners and vocabulary development in writing</b>	Maisa Martin, Mirja Tarnanen, Ari Huhta & Katja Mäntylä
<b>Graphomotor skills and spelling at the beginning of elementary school</b>	Marie-France Morin, Natalie Lavoie, Isabelle Montésinos-Gelet & Jessy Marin
<b>The impact of creative dancing lessons on the graphomotorics of first graders</b>	Nicole Mühlporte
<b>Academic writing: Written synthesis and beliefs</b>	Nazzarena Novello & Lerida Cisotto
<b>Improving the writing composition of students with motor disorders</b>	Henriett Pinter
<b>The role of writing in demonstrating reading comprehension</b>	Oddny Judith Solheim, Atle Skaftun & Per Henning Uppstad
<b>Teaching writing at the post secondary level</b>	Otilia Sousa & Antónia Estrela
<b>The effect of L2 proficiency level on composing processes of foreign language student writers</b>	Gulay Tiryakioglu, Lies Sercu & Lieven Verschaffel
<b>Invented spelling in kindergarten: An analysis of child/adult interactions during an invented spelling programme</b>	Ines Vasconcelos Horta & Margarida Alves Martins
<b>Children's awareness and written representation of stress in Spanish</b>	Sofía A. Vernon & Mónica Alvarado
<b>Measuring language competency through temporal chunk signal in writing: An application of graphical protocol analysis</b>	Putri Afzan Maria Zulkifli & Peter C. H. Cheng

**Functions of micro-text and paragraph (with examples in Bulgarian) –  
Aspects in teaching of writing**

Tatyana Angelova

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It is about micro- text and paragraph and their functions in text. And it is aimed to propose effective approach for teaching of writing in secondary school.

Methodology: text linguistics theory about text constituents and explanation how they “work” for coherence and cohesion. Key concepts: micro-text, paragraph, coherence, cohesion.

Research question: how to explain concepts for micro-text and paragraph in terms of teaching of writing (L1) in secondary school?

The main statement in presentation is that the micro-text and paragraph are explicable in terms of text-linguistics. This belief is based on Bulgarian and English readings. The explanation is basis of system of strategies and techniques for teaching of writing in secondary school. Reproductive, heuristic and combined types of drills are described.

Explication of concepts: The contrastive analysis between micro-text and paragraph in terms of structure of meaning is stated.

Micro text is text constituent, group of sentences with coherence and cohesion, with auto semantic beginning, and with own function (text shaping and text constructing and so on). Paragraph is graphic unit with stylistic function in the text (to emphasize, to make logic transition and so on).

The functions of micro-text and paragraphs can be described. The classification of functions of micro-text and of paragraph is constructed. There are two types of functions: text shaping and text generating. Text shaping frames text – its beginning and end; transition from one paragraph to another. Text generating function verbalizes certain framework; micro-themes in text.

Conclusion: Clear differentiation of micro-text and paragraph is productive approach to effective teaching of writing in secondary school.

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## **The importance of oral language skills for different aspects of the writing process**

Chloë Bate, Joy Stackhouse & Mick Perkins

University of Sheffield, United Kingdom

*Background:* Despite the now well documented role of oral language in written language development, it is still not clear how oral language impacts on specific aspects of the writing process (Connelly & Barnett, 2009), and few studies have examined how components of the oral language system enhance or limit the production of written text (Dockrell and Connelly, 2009).

*Aims and participants:* This poster examines the role of oral language skills in different aspects of the writing process in 54 monolingual children, aged 7-8, in three mainstream UK schools with similar low socio-economic profiles. It is predicted that, although spelling may constrain writing at this age, oral language skills will play an important role in certain aspects of the writing process, such as sentence construction and composition.

*Procedure:* Children completed a written narrative task, as well as measures of phonological awareness, non-word repetition, expressive language (word structure, formulated sentences and recalling sentences), receptive vocabulary, oral narrative, reading, spelling and non-verbal ability. Written narratives were analyzed according to six different components, based on the UK National Curriculum assessment focuses for writing: phonics and spelling; handwriting; sentence structure; punctuation; text structure and organisation; and composition and effect.

*Results:* Regression analyzes showed that spelling and reading were highly significant contributors and accounted for the most unique variance to all six writing components. The language factor (consisting of the expressive language subtests and vocabulary) contributed highly significantly to the sentence structure, punctuation and composition and effect components, but not to phonics and spelling, handwriting, or text structure and organisation. Oral narrative contributed significant, unique variance to the text structure and organisation and composition and effect components, but not to any others.

*Discussion:* The role of oral language skills is considered in relation to: a) the different components of the writing process; b) their differential role in good and poor writers; and c) developmental models of writing and educational practices.

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**The role of individual writing in fostering scientific conceptualization**Lucia Bigozzi<sup>1</sup>, Claudio Vezzani<sup>1</sup>, Christian Tarchi<sup>1</sup> & Carlo Fiorentini<sup>2</sup><sup>1</sup>University of Florence, Italy<sup>2</sup>CIDI (Centre of Teachers' Democratic Iniziative), Italy

This paper aims to evaluate a teaching methodology for the learning of scientific concepts in a primary school context. The most recent literature on learning of science points out that the construction of concepts has to be situated and distributed in the cultural context (the classroom) where the learning activities take place. The focus is on the role played by individual writing, associated to a collective observation of an experiment and a classroom discussion. The hypothesis is that this methodology shows its effect both, on the scientific quality of written descriptions of experiments and of the children's metacognitive thinking, assessed through the awareness about the distinction between appearance and reality, and the stating of a change of idea. The participants were 172 primary school students, attending grade III, IV, and V. For each grade two groups were formed and both observed an experiment. The experimental group's students wrote individually what observed in the experiment, discussed it in the classroom and wrote again individually a report on what was observed and discussed. The control group's students discussed what was observed in the experiment and wrote individually a report on what was observed and discussed. Different experiments have been carried out depending on the grade (combustion, evaporation and conservation of liquids). The results substantially confirmed a better effectiveness for the pattern "observation - individual writing – discussion – individual writing". Moreover, the experimental groups' students showed a more metacognitive thinking than the control groups' ones did. In conclusion, the pattern Observation – Writing – Discussion – Writing addresses the role of students' existing ideas and the role of the social context and opportunities for students to extend each others' zone of proximal development.

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**Extending our understanding of learners' internal representations  
of writing-to-learn tasks**

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The beneficial effects of writing-to-learn activities on student learning were demonstrated in a number of studies. According to Bereiter and Scardamalia's cognitive theory of writing, which has been influential in writing-to-learn research, the writer constructs two internal representations of the writing task and moves continuously between them. A representation of the contents of the to-be-produced text is formed in the content space. A representation of the rhetorical, linguistic and structural characteristics of the text is formed in the rhetorical space. As they move through school and college, students engage in a variety of writing activities (e.g. term papers, essay exams) and receive instruction on a number of text genres (e.g. short story, compare-and-contrast essay). Hence, their rhetorical space contains knowledge of many kinds of texts. When instructed to write a learning journal (a typical writing-to-learn activity), students are, however, provided with little if any information on text characteristics. So what kind of representation of the rhetorical, linguistic and structural characteristics of the to-be-produced text do they form and how does it influence their learning? Our exploratory study addresses these questions. We instructed a sample of university students about learning journals. Following the instruction, participants were asked to name the text genre they thought most similar to the learning journal and to explain their answer. They were also asked to rate the learning journal on a number of adjective pairs. After they had watched an instructional video they were given 50 minutes to write an entry to a learning journal. Participants answered a knowledge test before they watched the video and after they had completed the writing-to-learn task. Writing beliefs and metaknowledge of learning strategies were assessed by means of questionnaires. Data analysis is currently under way and focuses on (a) how participants experienced in the writing of learning journals differ in their internal representations from those inexperienced in journal writing and (b) the relationships between participants' internal representations and the quality of their journal entries as well as their performance on the knowledge post-test. We plan to report on the results of our study and present implications for writing-to-learn instruction.

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**Validation of the Writing Process Questionnaire in the Spanish population**Maria Cerrato<sup>1</sup>, Montserrat Castelló<sup>1</sup> & J. Reinaldo Martínez<sup>2</sup><sup>1</sup>Ramon Llull University, Spain<sup>2</sup>Autonomous University, Spain

Academic writing is an important tool in the development of scientific thinking (Olson, 1994; Scardamalia & Bereiter, 1991). Moreover, it is a form of participating in and becoming a member of a scientific community and culture (Dysthe, 1993; Lea & Street, 1998). However, its instruction is not easy as it involves tacit knowledge and a very deep analysis of the writing process which gives us clues to understand the writing skills.

Given that the writing process is affected by motivational and emotional factors as well as beliefs and ideas about writing that often remain tacit, some authors have designed tools to get to know students' conceptions about writing. One of these tools is The Writing Process Questionnaire (Lonka, 1996) from the University of Helsinki, Finland.

The writing scale embodies statements about different factors -blocks, negative thoughts, productivity, procrastination, perfectionism, creativity and innate ability- in order to reveal PhD students ideas concerning writing and how they see themselves as writers, with both Likert type statements and open ended questions.

In the Spanish validation we have analyzed the answers of 240 students and compared to what extent our results are similar to the Finnish context: Preliminary results suggested that some problems in scientific writing, such as blocks and procrastination, perfectionism and seeing writing as the result of innate ability and repetition were all negatively related to experienced productivity and were positively related to prolongation in PhD studies. It was also found that sense of isolation and lack of feedback and social support were related to prolongation.

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**Soaring across the writing sky through collaborative creativity**

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*Background.* Writing instruction has undergone a significant change in recent years, moving from a focus on the personal aspect and correctness of the final product to an emphasis on the social aspect for mutual communication and the process that writers use to produce a finished piece. Creativity is a phenomenon which is affected by a range of social aspects and is an important ability that students need to acquire to enhance writing.

*Aims.* The present study were to explore the pedagogical perspective of enhancing Chinese writing through collaborative creativity in the technological environment, and to evaluate the effectiveness of this approach in enhancing students' creativity in Chinese writing.

*Sample.* Two seventy-seven students aged eight and eight teachers were recruited and randomly allocated into the target group (137 students and four teachers) and comparison group (140 students and four teachers).

*Method.* A controlled experimental trial was conducted. The target group joined the study for one year. Students provided feedback to the writing work through computer mediated technologies to improve their planning and writing strategies. The comparison group used the traditional way of teaching and learning writing. Outcome assessments including a measure of the creativity of the texts produced by the pupils (Chinese Creative Writing Scale) and a measure of the creativity of the students in other contexts (Williams scale) were used.

*Results.* Students in the target group significantly outperformed those in the comparison group in fluency and originality. The creative writing score was boosted through the collaborative creativity. Diagrams showing the improvement of writing through collective feedback on the web will be provided.

*Conclusion.* It is concluded that this novel methodological approach leads to a richer and more comprehensive understanding of creativity in Chinese writing. Students and teachers participated in the process of creative collaboration involved in a learning relationship of practicing and nurturing like a heavenly horse soaring across the sky.

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**The description of (teaching) language activities by students in the degree of bachelor in early childhood education and primary education**

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The movement called WAC, writing across the curriculum, provides a conceptual and pedagogical framework for designing educational intervention for improving academic writing. The work presented here has to do with writing different types of genres that students must know for each of the teaching areas that are included in the new Spanish Degrees in Early Childhood Education and Primary Education (Language(s), Mathematics, Science, Social Studies, Music, Plastic, Physical Education). In these areas, among other skills, students should be enabled to design teaching strategies appropriate to the nature of the particular scientific field, based on the Early Childhood and Primary Education curriculum. Our study, part of a larger research project still at an early stage, is aimed at analyzing the characteristics of the writing work done by students in the language teaching classroom. The data collection was carried out in 2 classrooms of the Degree in Early Childhood Education and Primary Education at the Faculty of Education of the Complutense University of Madrid. These data include the description of a teaching unit for the development of language skills from a set outline, the different drafts, and diaries made by participants which describe the process of elaborating the written text. The results of this initial pilot phase showed that students in these degree courses are faced with three major difficulties: (i) difficulties relating to the overall organization of the text, despite having received an outline and having discussed it in the classroom. It seems that there is less transfer of information from other teaching areas and subjects than would be expected. (ii) Constraints on the ability to relate theoretical knowledge of other teaching areas with a practical piece of work, and (iii) difficulties relating to the use of the conventions of written language. The implications of these results for the final design of our broader project are discussed as a conclusion.

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**Handwriting type and handwriting achievement in elementary school**

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This study aimed at investigating the impact of a newly developed handwriting type on handwriting achievement in elementary school children. The new handwriting type called “Basisschrift” brings some simplifications compared to its predecessor (the traditional cursive Swiss handwriting type) and has some pedagogical implications. It allows more individual variation regarding the design of the letters and a more continuous development as the child needs to learn only one alphabet just from the beginning and later joins some (but not all) letters. Due to these properties we assumed a positive impact of the new handwriting type “Basisschrift” on fluency and speed as well as on legibility compared to the traditional cursive handwriting type. These assumptions were already confirmed in an earlier study (Hurschler, Saxer & Wicki, 2008).

The sample of the study presented here consisted of 95 children randomly selected out of 9 classes (grade 4). The dependent measures included a legibility rating of a handwriting sample, speed (number of letters written within 5 minutes), self concept (competence in handwriting, motivation), orthographic competencies and visual-motor integration. In addition, by means of a graphic tablet and the program CSWin (Marquardt, 2007) we measured the level of automation, stroke frequency and the vertical pressure of handwriting. In order to control for the effects of the actual handwriting training, the teaching activities were standardized by number of lessons and learning objective. Teachers’ documentations about the ten weeks before the actual investigation were analyzed qualitatively.

The children who were taught the new handwriting type wrote more legible and faster. However, we found no differences with respect to automation and vertical pressure and visual-motor integration. Regarding motivation, the second study showed that children using the new handwriting type were more motivated for handwriting.

Irrespective of the handwriting type, left-handers showed with both handwriting types some disadvantages regarding fluency measures.

In addition, fluency of handwriting was associated with orthographic competencies.

These results are discussed with respect to the didactic consequences of handwriting types, teacher education and the discourse on the future of handwriting instruction.

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**Language variation in written texts. The use of relative clauses among primary school children in Northwestern Patagonia**

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School children count with very diverse linguistic and sociocultural experiences, which may be more or less close to the communication forms valued and promoted in school (Schleppegrell, 2001). Bernstein (1974) found that different social structures generate different linguistic codes, and that success in school greatly depends on a universalistic and less predictable linguistic orientation. Other differences regard familiarity with written language, inasmuch as it is a key learning content and a key learning and assessment tool. Written and oral texts differ from each other, among other resources, in their semantic and syntactic structures. Written discourse presents more integrated linguistic units, and nominal or verbal phrases frequently expanded through adverbial or relative clauses (RCs) (Pontecorvo & Orsolini, 1996).

International evaluations –e.g. PISA and SERCE– show for Argentina a declining tendency in educational results, and a gradually increasing dispersion, to the point that it currently is the country with most inequity among the 60 evaluated (Delich, 2009).

The aim of this study is to establish and analyze linguistic variations in writing among children with different social characteristics who are ending primary education, by focusing in their RCs usage (i.e., antecedent + relative sentence). Four schools in a small district in Northwestern Patagonia (Argentina), revealing different degrees of geographical and social integration, were selected: ‘A’ (urban, private, middle class), ‘B’ (urban, public, marginalized population), ‘C’ (urban/rural, public, marginalized and rural population), and ‘D’ (rural, public, rural population). All the seventh graders (n=61) participated in two individual writing tasks: describing their neighbourhood and telling a story. RCs were identified and analyzed according to: RC type, head-item type and syntactic role, antecedent type and structure, other RC nucleus complements, and clause accumulation inside the sentence.

The application of chi-square and Haberman residuals revealed differences for all the dimensions analyzed among the school groups, showing major differences between schools ‘A’ and ‘B’, despite they are the nearest ones in geographical distance. Overall results show a considerable cultural distance within a relatively small geographical area that manifests at many levels, including the usage of linguistic resources that contribute to the textuality of written productions in the classroom.

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**Second language learners and vocabulary development in writing**

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Writing in a second language poses several challenges. Writing at school and writing in real life often refers to different kind of genres. Even though the learner may be fluent in genres and tasks required at school, mastering vocabulary, grammar and writing skills for real-life tasks may be less developed. In order to accurately convey one's message, especially good vocabulary skills are necessary. This paper discusses how SL learners' vocabulary skills develop from one CEFR level to another.

The data comes from CEFLING–project that investigates how second language written proficiency develops across CEFR levels. In our presentation we concentrate on CEFR levels A1-B2, and how vocabulary knowledge, especially lexical diversity and the use of derivational and formulaic items, is portrayed in the texts. The participants were Finnish as a second language and English as a foreign language students in the 7th – 9th grade (13-16 years old). The written tasks they performed included both formal and informal texts; about 220 writers in both languages each completed four writing tasks. The performances were rated by three or four raters.

The results show that, in contrast to CEFR level descriptions, the texts were wholes even at A1 level. On the other hand, contrary to written language conventions, textual formulae sequences were almost non-existent but the learners had attempted to create cohesion using unidiomatic methods. As for derivational skills, the beginner levels were fairly poor, a finding corroborated by an additional derivation-test performed by students of English. Level B1 seemed to be a threshold level for a more sophisticated and idiomatic use of vocabulary in writing.

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**Graphomotor skills and spelling at the beginning of elementary school**Marie-France Morin<sup>1</sup>, Natalie Lavoie<sup>2</sup>, Isabelle Montésinos-Gelet<sup>3</sup> & Jessy Marin<sup>4</sup><sup>1</sup>Université de Sherbrooke, United Kingdom<sup>2</sup>Université du Québec à Rimouski, Canada<sup>3</sup>Université de Montréal, Canada<sup>4</sup>Université Laval, Canada

In the research area which takes into account the complexity of the learning of writing, an increasing number of researchers sustain the idea that the graphomotor skills could be much more important than they seem (Christensen, 2009; Graham, Harris et Fink, 2000). In fact, Berninger (1994) brought to light the place of these skills in the memorization of spelling information and in their access. Certainly, the lexical strategy appears to be linked to graphomotricity since the spelling lexis is formed, among other things, from a graphomotor memorization of the words. This relation established between the graphomotor skills and the mastering of spelling is also emphasized by Berninger and Swanson (1994) who show that motor integration of spelling informations is crucial in the development of text production and that the younger the students are, the more important this aspect is, even if it keeps on having an influence on the quality of productions among the oldest students.

Our objective is to emphasize the relations between the graphomotor skills (speed and quality) and the mastering of spelling among 708 eight year old students (2nd grade), who realized three collective tasks on three occasions in the 2nd year of elementary school: writing letters of the alphabet, writing words and writing text (adapted by Berninger et al., 1997). Globally, the results of our analysis show a significant relation between graphomotor capacities (writing speed and quality) and the performance in lexical spelling. More precisely, the slowest writers are those who obtain the weakest performances all along school year, while the fastest writers obtain the highest performances in spelling. In the same way, we observe that the writers who produce words of lower quality are also those who have the weakest spelling performances (except in mid-year).

This relation between graphomotor skills and spelling will also be deepened by the presentation of the first results which follow a writing task realized on a graphics tablet by the weakest writers of our sample (N=52).

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**The impact of creative dancing lessons on the graphomotorics of first graders**

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This study explored the extrinsic argumentation following O'Farrell/Meban (2003), the justification of the arts using extra-curricular effects:

It was examined to what extent creative children's dancing can support pupils in the sense of a resource-oriented development when acquiring graphomotorics as part of the writing process.

The semi-experimental field study in pre-post-test design with a control group was held over the course of three and a half months at two Hanover elementary schools (n = 78).

Every class was divided into two comparable performance groups depending on the pre-test results, a control (CG) and a dance group (DG). Every dance group received over a period of three months creative children's dance lessons twice a week.

The graphomotoric test battery by Rudolf (GMT, 1986) and the computer-based analysis CSWin (Mai, N./ Marquardt, C. 2004/2006) with four independently created task areas, two complexes of which were included in the evaluation, was used as the material to test the graphomotoric performance. Writing one's own name (part 1) was used as an introduction and was not included in the assessment. The middle part as the first group of topics (parts 2 & 3) dealt with basic writing movements (waves and arcades) as well as reproducing individual letter series (l, x, m). Within the second group of topics (part 4) the kinaesthetic perception and reproduction ability was tested. To this end, the children followed letter or letter-like shapes with a pen in a black box without using the visual sense and then reproduced them without a pattern. The correctness of the reproduction was established with a scale of points. To record the dance motivation, a special questionnaire for first graders was designed. During the evaluation, a significant upward improvement was proved ( $p < 0.05$ ) as regards the quality of writing aspects for the TG after ANOVA with a repeat measurement using GMT.

The computer-based analysis CSWin resulted in a positive tendency for the correctness of the shape reproduction ( $p = 0.065$ ) and a significant upward reduction of the DG with the break times in comparison with the CG ( $p < 0.05$ ). Further research is required here.

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**Academic writing: Written synthesis and beliefs**

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This study is composed of two parts: the first one investigates the academic writing of the students of the Faculty of Educational Sciences. Particularly, we explore the written synthesis, according to a previous research of Boscolo, Quarisa and Arfè (2001). The theoretical framework is the studies on the discourse synthesis and reading-to-write (Spivey, 1997; Wiley & Voss, 1999; O'Hara, 2002). The aim of the second part is to point out the student's beliefs about the academic writing. A survey conducted by Lavelle (2001) revealed the existence of five independent college writing styles. The different styles can be interpreted as deep ("Reflective-Revision" and "Elaborative") or superficial ("Procedural", "Spontaneous-Impulsive" and "Low Self-Efficacy") approaches to writing.

Participants were 120 freshmen of the University of Padua, with a heterogeneous scholastic background. All students will become primary school teachers. They are requested to write a synthesis of maximum 150 words, integrating the information of three texts on the same topic. The time allowed to read text sources and to write the synthesis was one hour. At the end of the first task, the student completed the Questionnaire by Lavelle (2003). The inventory is composed by 71-item scale, referred to five factors related to cognitive, metacognitive and motivational aspects of college-level writing.

The written syntheses have been analyzed by two indexes, suggested by Boscolo et al. research (2001): one of comprehension and one of composition. The measures of comprehension include the number of information units, the informativeness and the integration of the three text information. The measures of composition are the cohesion and the text structure. The data have been elaborated by a descriptive analysis and by the Pearson's correlations. For the comprehension measures, high significant correlations were found among information units, integration and informativeness. About the relation among the comprehension and the composition measures, high significant correlations are emerged among information units, cohesion, informativeness, integration and text structure. Moderate is the relation between cohesion and integration. As regards the academic writing beliefs, the data, elaborated by a factorial analysis, confirm the existence of five independent college writing styles (Lavelle 2003).

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**Improving the writing composition of students with motor disorders**

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The presentation discusses a 28-week writing composition development experiment conducted in a group of students with motor disorders at Peto Institute. The research focused on the intensive development of the students' communication and psychosocial abilities and on intensifying the generation and description of thoughts in relation to writing composition tasks.

The experiment was carried out between October 2008 and May 2009 and included 7 3rd graders (aged 9—10). The students' development level (text understanding and cognitive functions) was measured by qualitative methods. According to our findings, at the beginning of our experiment the text understanding level was very low for 1 student, low for 2 students, medium (due to a strong defect of speech) for 1 student, medium for another student and good for 2 students.

The development concept was based on (1) the students' self-monitoring of their own development in writing composition, (2) tasks organised around the same topics and (3) accepting every written thought of the students as text.

The development was designed for 2 phases: phase 1 (weeks 1-14) focused on thought generation and on learning words and phrases, while phase 2 (weeks 15-28) concentrated on the students' own composition writing skills and their self assessment. We carried out 3 status assessments (at the beginning and at the end of each phase) to assess partial processes of the students' writing composition exercises.

The results showed that development was successful because (1) on the 33rd week students could create texts by themselves, (2) the writing composition skills of each student improved and (3) they could assess their own text creation abilities. Seven out of four students were able to write a whole, complete text, while the pace of the other three students can be described as slow requiring further development.

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**The role of writing in demonstrating reading comprehension**

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In the present study we explore the relationship between taking another's perspective, as measured by writing a road description, and demonstrating reading comprehension in a sample of 217 fifth-grade students. The research question is: Does taking another's perspective make independent contributions to variance in reading-comprehension scores over and above the contributions from decoding, listening comprehension and spelling in a multiple choice and constructed response format respectively?

The writing task was contextualized as writing a sms to a friend. The design is based on the fact that the locations of the two friends are easily identified on the map, while the difficult task is to make the road between these locations clear to the recipient of the sms. In this way, the task addresses the writer's awareness of what information the recipient needs. In scoring the students answers, possible waypoints for misunderstanding was identified on the map. A description leading to success on these waypoints was scored each 1 point. Failure at one waypoint does not have consequences for the scoring of the next waypoint. In this way, the task addresses the writer's awareness of what information the recipient needs. In the second step of the task, this awareness is targeted by giving the writer a message saying that the recipient failed to follow the instructions given in the first place: "After a while you get a new SMS from your friend: I'm standing at a parking place near a kinder garden. Am I on the right way? Write him a new message where you tell him how to get to the school. "

Results showed that, after controlling for variance associated with word reading ability, listening comprehension and spelling, taking another's perspective was a significant positive predictor of reading comprehension scores. The discussion will address perspectives on how writing related skills relates to different item formats in reading comprehension tests.

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**Teaching writing at the post secondary level**

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The main goal of this paper is to analyze the writing of a group of students in the third and last year at the university, in order to evaluate their proficiency in writing. The proficiency of this group was monitored in the first year of graduation during a course of writing. The main identified problems were the organization of information, namely the topic's continuity and progression, lack of coordination between paragraphs, syntactic problems and spelling. One compares the actual proficiency on writing of this group with the one they had in the first year, for evaluating the impact of the writing course taught at the entrance at the university.

In this course, that they attended twice a week during one semester, we placed more emphasis upon the role of planning and revision strategies. Revision is a task that almost all students use to ignore as a process deeply related to writing. Research has shown that expert writers provide substantial time and attention to revising their work. In contrast, as we easily imagine, students do not revise frequently in the classroom.

Consequently, the recursive interaction of revision with planning and translating ideas into written words was deeply taught. So, we want to verify if the students learned to reflect about the process of writing and if they adopted a perspective of self-monitoring and self-observation.

Our findings will be taken into account in order to develop clearly strategies to the next courses. We pay special attention to grammatical development, vocabulary development, spelling development, punctuation development, coherence and cohesion.

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**The effect of L2 proficiency level on composing processes of foreign language student writers**

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Foreign language learners must attain certain language competence before they can control the language they use in composing the L2 text. This study aims to look into the effect of L2 proficiency level on composing processes of foreign language student writers in L2 writing. The research to date has produced conflicting evidence concerning the relationship between L2 proficiency and composing processes. A number of early L2 studies found that L2 writing performance was not associated with L2 proficiency. For instance, Raimes (1987) found little or no correspondence between language proficiency and composing strategies of ESL student writers. On the other hand, in more recent studies, it was found that L2 proficiency plays a major role in explaining L2 writing performance. As the proficiency increases, the ability in L2 writing increases. The more proficient the students are the more global planning the students attend to (Sasaki, 2004), the better they regulate their composing processes in L2 writing (Cumming, 1989; Roca de Larios, Manchón, Murphy & Marín, 2008) and the more they use their cognitive processes strategically throughout the composing process (Roca de Larios et al, 1999; 2008). Data collected for this study consist of keystroke loggings and think aloud protocols of EFL high school students while performing an argumentative task in their L1 and L2. Keystroke loggings and mouse movements of the students were registered via the logging tool Inputlog (Leijten & van Waes, 2006). Analyzes of the recorded data and transcribed verbal protocols reveal important differences in the use of cognitive processes as planning, formulating and revision between high and low proficiency EFL students while composing an L2 text. The theoretical implications of the findings will be discussed and suggestions for future research will be advanced.

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**Invented spelling in kindergarten: An analysis of child/adult interactions during an invented spelling programme**

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Spelling activities in kindergarten contribute to the development of children's conceptualizations and to the understanding of the alphabetic principle (Adams, 1998; Alves Martins & Silva, 2006, 2009; Treiman, 1998; Vernon & Ferreiro, 1999), as well as knowing the letter names (Byrne & Fielding-Barnsley, 1989; Mann, 1993; Martins & Silva, 2001; Treiman and colleagues' studies).

This study aims to analyze child/adult interactions during an invented spelling programme and to understand how they contribute to spelling development.

The participants were 38 pre-syllabic five-year-old children that participated in an invented spelling programme, designed to lead them to the phonetization of specific consonants. Their intelligence, phonological awareness and letter knowledge were controlled.

The invented spelling programme was organized in four individual sessions. In each session, twelve words beginning with the target consonants were dictated and the child was invited to spell them. After spelling each word, the experimenter asked the child to point and read it aloud. Then the experimenter showed to the child a more sophisticated spelling of that word. The child was asked to name the letters used in both spellings. Then the experimenter would ask the child which one was better and why. The purpose was to create a cognitive conflict for the children, to induce them to think about speech, about letters and about the relationships between them. However, two types of feedback were used by the experimenter: some children were lead to consider only the letters used in the more sophisticated spelling while others were lead to consider the letters they had used and their relation with the sound of the initial syllable of the dictated word. The latter feedback can be considered as a more explicit feedback than the former.

The sessions were audio-taped and children's spellings were analyzed and compared throughout each session.

The results show that the spelling programme leads to an evolution of children's spellings, namely to its phonetization. The results also indicate that the progress in children's spellings is related with the type of feedback: children given an explicit feedback were able to phonetize their spellings while the others were not.

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**Children's awareness and written representation of stress in Spanish**

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Written stress marks (tilde, in Spanish) are an important part of Spanish orthographic devices. The omission of a stress mark in a word that is conventionally written with one modifies its prosody and, sometimes, its meaning. In Spanish, most of the rules concerning the use of stress marks are based upon the identification of the stressed syllable in oral language. Some graphic patterns also enhance the correct use of stress marks. This study concerns the hypotheses children formulate about the use and function of stress marks in Spanish. The purpose was to find out if the possibility of locating the stressed syllable, and the notion of stress marks as a prosodic signal develops, and to test the possible influence of graphic patterns in relation to children's school grade and different types of words (taking into account the number of syllables and the location of stress). 400 children, from both public and private schools in Mexico (from grades 2 to 9) were tested. Results suggest that: a) school grade influences the capability of locating the stressed syllables in words; b) School grade also influences the use of graphic patterns and the use of stress marks as prosodic indicators. c) There are children with important difficulties in locating the stressed syllable in all grades. Words with more than three syllables are especially difficult. However, the number of children with difficulties diminishes as schooling advances; d) smaller children (grades 2 and 3) have a wider range of incorrect responses. These include placing the stress mark over consonants.

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**Measuring language competency through temporal chunk signal in writing: An application of Graphical Protocol Analysis**

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This study explores the possibilities of assessing language competency by analyzing the durations of pauses (temporal chunk signal or TCS) in writing as participants copy natural language sentences. Even though ‘pausological’ study in writing research has increased over the past two decades, there has been little work on applying the approach to the assessment of language competence. The TCS reflects the organisation of chunks in working memory during the process of graphical production in writing. The recording and analyzes of the TCS is done with a relatively new technique, Graphical Protocol Analysis (GPA) using a graphics tablet to extract and code pauses. The existence of TCS has been demonstrated through studies by Cheng & Rojas-Anaya (2005, 2006, 2007 and 2008). During the production of freehand writing, pauses are captured at various levels: pauses between strokes/marks in a letter; pauses between letters in a word; pauses between words in a phrase/sentence. We take words to be the lowest level of measuring in this work. A competent language user is likely to be faster at recognising words, hence is likely to produce shorter pauses before each word compared to novice user. Pauses at letter or stroke levels however, do not explain language capability, but instead the automaticity or fluency of motor-skills writing with the familiarity of the character set. In this experiment, twenty Malaysian non-native speakers of English copied 19 English sentences immediately on presentation, of them one at a time. The sentences were designed to make the recognition and processing of words more difficult. Malaysian uses the same alphabet character but different words in Malay language. An online English test was used to measure participants’ general English language competence. Significant negative correlations were found at word level between both writing pauses and general language competence, but not at letter or stroke level. The strong relation at word level supports the claim that some factors of language competence are responsible for the shorter word pauses of more competent participants. We conclude that the study of TCS using GPA might be a potential approach to assess and understand general language ability.

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**Thursday, 17:00 – 18:00**

**Keynote Lecture**



**Language and memory processes in the development of writing skill**

Deborah McCutchen

University of Washington, United States

This presentation discusses the development of writing skill from young novice writers to older, more skilled writers. Drawing on the research literature, as well as studies from her own research group, Deborah McCutchen examines how language and memory processes first limit and later support the development of sophisticated writing processes.

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## *People at Work*

<b>Friday, September 10th</b>				
	Individual Papers		Symposia	
	<i>Room 118</i> Chair: Christian Weinzierl	<i>Room 121</i> Denis Alamargot & Michel Fayol	<i>Room 122</i> Otto Kruse & Cornelia Ilie	<i>Room 123</i> Judy Parr
09:00 - 09:30	<b>Hanny den Ouden &amp; Carel van Wijk</b>	<b>Severine Maggio, Bernard Lété, Florence Chenu, Harriet Jisa &amp; Michel Fayol</b>  <b>Eric Lambert &amp; Denis Alamargot</b>  <b>Denis Alamargot, Michel Fayol, Kathleen O'Brien-Ramirez &amp; Ascension Pagan</b> <i>Discussant: Gert Rijlaarsdam</i>	<b>Otto Kruse</b>	<b>Rebecca Jesson</b>
09:30 - 10:00	<b>Sarah Ransdell &amp; John Long</b>		<b>Isabelle Delcambre</b>	<b>Judy Parr</b>
10:00 - 10:30	<b>Gerd Bräuer</b>		<b>Cornelia Ilie</b>	<b>Debra Myhill</b>
10:30 - 11:00	Coffee Break			
	Individual Papers			
	<i>Room 118</i> Chair: Guido Nottbusch	<i>Room 121</i> Chair: Luuk van Waes	<i>Room 122</i> Chair: Katrin Lehnen	<i>Room 123</i> Chair: Marthe Plöger
11:00 - 11:30	<b>Cerstin Mahlow &amp; Michael Piotrowski</b>	<b>Marie Stevenson</b>	<b>Elfriede Witschel</b>	<b>Teresa Guasch, Anna Espasa &amp; Ibis Alvarez</b>
11:30 - 12:00	<b>Barbara Arfé, Bianca DeBernardi &amp; Margherita Pasini</b>	<b>Amr Salah Hammam</b>	<b>Catherine van Beuningen</b>	<b>Minna Pulkkinen, Miika Marttunen &amp; Leena Laurinen</b>
12:00 - 12:30	<b>Charles Bazerman &amp; Kelly Simon</b>	<b>Antje Proske</b>	<b>Debra Myhill &amp; Susan Jones</b>	<b>Stefanie Surd-Büchle</b>
12:30 - 13:00	<b>Astrid Bengtsson, Nora Scheuer &amp; Mar Mateos Sanz</b>	<b>Melissa Patchan &amp; Christain Schunn</b>	<b>Gudmundur Kristmundsson</b>	<b>Amos van Gelderen, Mirjam Trapman, Roel van Steensel, Jan Hulstijn &amp; Ron Oostdam</b>
13:00 - 14:00	Lunch			
	Individual Papers			Symposium
	<i>Room 118</i> Chair: Lucile Chanquoy	<i>Room 121</i> Chair: Joachim Grabowski	<i>Room 122</i> Chair: Rui Alexandre Alves	<i>Room 123</i> Talita Groenendijk & Gert Rijlaarsdam
14:00 - 14:30	<b>Sonia Lopez-Serrano &amp; Jose Maria Campillo</b>	<b>Nicole Nachtwei, Michael Becker-Mrotzek &amp; Joachim Grabowski</b>	<b>Richard Heeks</b>	<b>Katrin Girsgensohn</b>
14:30 - 15:00	<b>Kai-lin Wu</b>	<b>Florentina Nicolás Conesa</b>	<b>Veerle Baaijen &amp; David Galbraith</b>	<b>Talita Groenendijk, Tanja Janssen, Huub van den Bergh &amp; Gert Rijlaarsdam</b>
15:00 - 15:30	<b>Anne-Marie Adams, Fiona R Simmons, Catherine S. Willis &amp; Sarah Porter</b>	<b>Susan Millar</b>	<b>Gisella Paoletti &amp; Maria Elisabetta Cigognini</b>	<b>Brenton Doecke &amp; Douglas McClenaghan</b> <i>Discussant: Tanja Janssen</i>
15:30 - 16:00	Closing Ceremony			

**Friday, 9:00 – 10:30**

**Texting: Vice or virtue**Hanny den Ouden<sup>1</sup> & Carel van Wijk<sup>2</sup><sup>1</sup>Utrecht University, Netherlands<sup>2</sup>Tilburg University, Netherlands

Texting, sending messages with a mobile phone, has raised a lot of discussion. Critics have expressed their concerns about its devastating consequences for spelling skills. Even more attention has been given to the effects on manners: texting would invite the use of informal formulations that violate conventions of polite, civilized interaction. To examine the complaint that texting is moving away from well-mannered linguistic behaviour, we have conducted an experiment. Two factors were varied: social distance to the addressee and degree of intrusion of the message content.

On the basis of an instruction that described a communicative situation, 228 pupils of fourth grade secondary education (Dutch HAVO) wrote a message to their father and a neighbour respectively, in which they put either a request or an offer. In all, 456 messages were collected that differed in Addressee (father, neighbour) and Intrusion (request, offer).

Each message was analyzed with respect to propositional content, genre conventions and style. The last two analyzes were directed at features typical of texting: orthographic (wanna w8, NICE!!!), symbolic (&#61499; &#61644; &#61483;), and lexical (wow! you are cool).

With content, an effect was found of Addressee. When addressing the neighbour, more elaborations and considerations were added. With genre conventions, there was some effect of Intrusion: a request contained less typical texting features in the opening and closing phrases. The effect of Addressee was considerable: the father was addressed more extensively and less formally. With style, Intrusion had an effect: requests and offers differed with respect to the occurrence of orthographic features.

The way youngsters worded their messages showed no trend toward vulgar or impolite language whatsoever. All messages conformed to expectations on the basis of Politeness Theory: writers made some adjustments to the intrusiveness of the message and did a considerable amount of tailoring to the addressee. In their digital communication these youngsters displayed the linguistic flexibility also needed in traditional forms of writing. This conclusion aligns with the position taken by proponents of texting who welcome it as a free will exercise in writing. Texting may prove to be a motivating extension of the instructional repertoire.

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**Writing to learn, autonomy, and activity in online environments**

Sarah Ransdell &amp; John Long

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There is increasing evidence that older and more active online learners show greater social connectedness and more knowledge transformation compared to younger learners (Gatz & Karel, 1993; Ransdell, 2010). There is also evidence that writing-to-learn activities can encourage knowledge transformation rather than simple knowledge telling (i.e., Bereiter & Scardamalia, 1998; Bereiter, 2002). Bereiter and Scardamalia (1987) propose a model that suggests reasons for differences in writing ability between skilled and less-skilled writers. The basic difference is revealed in their two models of writing: the knowledge-telling model, whose basic structure depends on the processes of retrieving content from memory with regard to topical and genre cues, and the knowledge-transforming model, which involves more reflective problem-solving analysis and goal-setting. The knowledge-transforming writing model is different from knowledge telling in that it involves setting of goals that are to be achieved through the composing process, and the purposeful achievement of those goals. In the present study, American college students from 27 to 61 years of age were given online knowledge transformation and knowledge telling instructions in counterbalanced order. Four birth year cohorts were included: millennials born in 1982+, generation X, born 1982-'71, younger boomers, 1972-'61, and older boomers, 1962-'51. Pre-test and post-test writing quality, evidence of knowledge transformation activities, LOC, and online activity were measured. Millennial students showed poorer knowledge transformation skill and more internal LOC than older students. Older boomers represented the most external LOC and were better at knowledge transformation tasks. Older boomers were also more active in the websites associated with the online courses. Active participation and external LOC contributed to better knowledge transformation in writing. A model of online writing-to-learn is presented that reveals the moderators and mediators of knowledge transformation skill.

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**Advancing portfolio as a mode of learning through task design**

Gerd Bräuer

University of Education Freiburg, Germany

The concept of reflective practice (Schön 1987, Hillocks 1995, Bolton 2005) nowadays is widely used in the form of portfolios in schooling and higher education. Especially so-called ‘process portfolios’ or ‘learning portfolios’ (Zubizarreta 2004) are used to foster the development of new insight through what I call ‘self- or peer-guided scaffolding.’ Through a scenario of writing, multiple feedbacks, and revisions, students move from documenting what has happened in the process of learning, to analyzing and evaluating the quality of their learning. If the evaluated quality doesn’t meet the standards expected by the learner and/or of the institution, linguistic and conceptual reframing of the writer’s learning process is a necessary final step, including planning of how the reframing will be carried out in practice. In this presentation I would like to outline a model of how to foster the different levels of reflection (Bräuer 2009) through writing, feedback, and revision in order to avoid superficial knowledge processing. My theoretical framework draws on Beaufort’s meta-cognitive approach to writing tasks (2007) and her concept of ‘mid-range prompts’ (2009), including ‘anticipatory response’ (Prior/Looker 2009), all three aspects understood as a way of facilitating learning by tapping into the learner’s ‘zone of proximal development’ (Vygotsky 1978). If portfolio as a mode of ‘writing-to-learn’ shall be used more efficiently in education we need to find out how tasks of drafting, feedback, and revision need to be designed in order to trigger deeper learning. Research on short-term and long-term effects of cognitive and metacognitive prompts (e.g. Nückles/Hübner/Renkl 2008) will be suggested for further consideration.

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**Time course of orthographic processes during handwriting:  
Pauses and eye movements' analysis**

Denis Alamargot<sup>1</sup> & Michel Fayol<sup>2</sup>

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<sup>2</sup>University Blaise Pascal, France

The symposium aims at investigating the time course of orthographic processes in three different contexts of production (words, sentences, text). Handwriting production involves a set of cognitive processes (graphomotor, orthographic, semantic-conceptual) that may be engaged in a more or less parallel or sequential fashion, according to their cognitive cost. Cascade models of processing (van Galen, 1990) take account of this dual implementation by stating that there may be a more or less extensive overlap of processes over time. Until now, the course of orthographic processes (spelling, grammar) has been studied by measuring pauses and rates associated with isolated words and sentences. Seminal researches have provided evidence on the location of frequency-consistency effect (Delattre, Bonin, & Barry, 2006) and pregraphic control during agreement (Largy & Fayol, 2001). However nothing has been done regarding the processing of units (e.g. words) inserted in larger contexts (e.g. texts). The symposium will help consider the processes implicated in the production of words and sentences isolated or included in contexts.

Several questions will be dealt with. (i) Are pauses and rates associated to the same orthographic processes? (ii) If pause and rate variations are linked to orthographic processes, these variations do not directly inform on the nature of these processes nor on the unit concerned; using specific analyses is necessary to determinate the processes and the units they bear on; (iii) Recording eye movements during handwriting allows identifying the unit focused (and potentially processed) at the point of inscription. Analyzing regressive fixations on the subject while producing the verb during subject-verb agreement informs about the dynamics of the agreement process. (iv) The effects of length, frequency and consistency have to be investigated in the broader context of text production, where postponing and anticipating specific processes could occur.

The three presentations will describe the dynamics of orthographic processes during: (i) the copy of a series of words varying on spelling complexity, (ii) the dictation of sentences provoking attraction errors and (iii) the production of a text. The use of "Eye and pen" device (Alamargot, et al., 2006) provides comparable results obtained in different contexts.

*Discussant: Gert Rijlaarsdam*

*Time course of orthographic processes during handwriting:  
Pauses and eye movements' analysis*

**The dynamics of written production: Infra-lexical and lexical influences of past, present and future word on pause and writing rate**

Severine Maggio<sup>1</sup>, Bernard Lété<sup>2</sup>, Florence Chenu<sup>3</sup>, Harriet Jisa<sup>3</sup> & Michel Fayol<sup>1</sup>

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Most of the studies dealing with the real-time processes of composing (Chanquoy et al., 1990; Foulon, 1995; Schilperoord, 1996) have assumed that pauses are dedicated to planning activities and that their duration depends mainly on the linguistic characteristics of the following words to be written. But such a perspective is certainly too simplistic to elucidate the nature of the complex cognitive processes engaged in text production.

The aim of the present study was to examine the dynamics of cognitive processes during writing by analyzing infra-lexical and lexical influences on three chronometric measures: the pause duration before word *n*, the pause durations within word *n*, and the writing rate of word *n*. Three loci of influences were studied: influences of word *n* (immediacy effects), influences of word *n-1* (lag effects), influences of word *n+1* (successor effects).

One hundred and thirty nine French children of 10, 12 and 15 years were invited to produce narrative and expository texts. Chronometric data were collected with digitizing tablets and the Eye & Pen© software (Chesnet & Alamargot, 2005). Word length, orthographic wordform frequency, syllable frequency, phoneme-to-grapheme consistency, phonographic-neighbourhood frequency, word position in the text were the infra-lexical and lexical characteristics studied of word *n*, word *n-1*, and word *n+1* extracted from Manulex-infra (Peereman et al., 2007) and were associated with each chronometric measure.

Our results show that it is not the same variables which influence pauses and writing rate, and thus justify our use of the three measures. The writing-rate and the within-word-pause measures are particularly valuable, showing both immediacy and successor effects. However, the before-word-pause measures show only lag effects, which has not been reported in previous studies. As far as we know, this is the first investigation to reveal that the linguistic processing of a word *n* can still occur while the pen has already moved to the next word *n+1* or can take place before, while the word *n-1* is being transcribed.

Our results open up new perspectives for the real-time study of the dynamics of written production and its development in children and adolescents.

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*Time course of orthographic processes during handwriting:  
Pauses and eye movements' analysis*

**Dynamics of the spelling process during a copy task: Effect of regularity**

Eric Lambert & Denis Alamargot

Université de Poitiers, France

This study investigated the timecourse of spelling, and its influence on graphomotor execution, in a successive French word copy task. According to the cascade model (van Galen, 1990), these two processes may be engaged either sequentially or in parallel, depending on the cognitive demands of spelling. Furthermore, Delattre, Bonin, and Barry (2006) have shown that written spelling may overrun the prewriting pause and have to be continued during graphomotor execution, thus modulating writing duration. This finding raises questions about the temporal characteristics of this parallel processing and the factors that determine its extent. These questions become crucial when subjects have to produce a series of different words, as they are required to do in the course of normal language production. In this experiment, adults were asked to copy a series of words which varied in frequency and spelling regularity. They were asked to write out the four-word sequence on the digitizing tablet. A combined analysis of eye and pen movements (Chesnet & Alamargot, 2005) revealed periods where spelling occurred in parallel with graphomotor execution. In fact, subjects searched for visual information about the model (the word to be copied) while still in the throes of writing the previous word, or after having started the graphomotor execution of the word itself. The extent of this parallel processing depended on the words' orthographic characteristics. Results also highlighted the specificity of word recognition for copying purposes compared with recognition for reading tasks. The results confirm the validity of the cascade model and clarify the nature of the dependence between spelling and graphomotor processes.

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*Time course of orthographic processes during handwriting:  
Pauses and eye movements' analysis*

**Pregraphic control during subject-verb agreement:  
First evidence from eye and pen movements**

Denis Alamargot<sup>1</sup>, Michel Fayol<sup>2</sup>, Kathleen O'Brien-Ramirez<sup>1</sup> & Ascension Pagan<sup>1</sup>

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This research aims at studying the dynamics of subject-verb agreement in the immediate written recall of sentences of [N1 of N2 V] type under working memory load. These sentences are supposed to provoke attraction errors (« le chien des voisins mangent ») when both the number of the two Ns mismatches (PS, SP) and Working Memory is overloaded (Fayol, Largy, and Lemaire, 1994). Previous studies have shown that these errors are due to the non-engagement of a pregraphic control due to reduced cognitive resources (Largy & Dedeyan, 2005 for a review). Through analyzing pauses and writing rates, Largy and Fayol (2001) showed that successful agreement in these conditions (Ns mismatch and secondary task) is associated with a decrease in the speed of inflection execution.

Assuming with Largy and Fayol (2001) that the pregraphic control is located during the execution of the inflection, we aim at identifying the nature of such a control. We hypothesize that reduced resources in WM and absence of phonological cues (silent inflections in regular verbs in French) lead the writer to control for the number by gazing on the subject (N1) while executing the inflection or immediately before. These regressive fixations would be associated with the decrease in execution speed. We replicated Largy and Fayol's (2001) experiment, asking 32 participants to recall by writing down 32 sentences, which had been read aloud to them. The load in memory (5 words) and the phonology of the inflections (via regular/irregular verb in present) were manipulated. The eye and graphomotor movements were recorded by using the Eye and Pen device (Alamargot, Chesnet, Dansac & Ros, 2006). Data processing is still in progress at the moment of this submission. The first exploratory analyzes on a limited sample of participant show that the frequency of regressive fixations on N1 during the verb production increases under N mismatch, secondary task and absence of phonological cue. These results have to be confirmed. Moreover, in order to precise the dynamics of the agreement process, a complementary analysis will be conducted at the graphomotor level (acceleration and deceleration of speed).

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**Genres in European higher education: The Country Report Study**Otto Kruse<sup>1</sup> & Cornelia Ilie<sup>2</sup><sup>1</sup>Zurich University of Applied Sciences, Switzerland<sup>2</sup>Malmö University, Sweden

Writing in Europe's higher education is taking place in universities that are situated in 50 different countries with as many official, national and even more minority languages. Each country has formed its own system of education and looks back to its own teaching traditions. Writing research often assumes that writing is the same everywhere, which might be true if looking at the motor and cognitive aspects only. It is not true if we look at the practices and genres used. Contexts vary significantly and information on the differences is – even if there is a growing body of research – still mainly anecdotic. The country report study has initiated an approach to gather systematic information on the differences, focusing primarily on the genres used in education.

Genres, defined as typified rhetorical practices in recurring communicative situations, help members of discourse communities to structure knowledge and communicate effectively. Genres are both functional and traditional: They are historically grown prototypical text patterns shaped by many exchanges within disciplinary communities in the course of solving discipline-specific problems. The influence of English as a lingua franca in academic contexts has provided a unifying tendency within the international publication media; however, the educational genres used in Europe's higher education still differ from country to country.

As a part of the COST-Action IS0703 “The European Research Network on Learning to Write Effectively”, a working group has started the Country Report Study to gather data on the national contexts, genres and writing practices in education. The working group has developed a heuristic schema (“the COST heuristics”) which seems useful to organize the national data and make them accessible to a multiple comparison. So far, writing researchers from twelve countries have agreed to review the research literature of their countries in order to provide a comparable description of their national situation.

The report will focus on the following issues:

1. What are the best-known and most frequently used genres in higher education? How can they be collected, assessed and defined?
2. What are the writing practices students engage in around the identified genres? What is expected from them when writing? How is writing connected with learning?
3. How explicitly are genres taught? How do students acquire genre knowledge on written/ oral genres (in the respective disciplines)?

The frame of the study and the logic of the COST heuristic will be outlined. Reports from four selected countries (France, Switzerland, Sweden, Rumania) will be given. The scope of the project and its special challenges will be commented on. Members of the research group from other countries will be present and may add their views in the discussion.

*Discussant: Christiane Donahue*

SIG WRITING 2010

*Genres in European higher education: The Country Report Study***Genres in European higher education:  
Collecting, assessing, and defining educational genres**

Otto Kruse

Zurich University of Applied Sciences, Switzerland

The contribution of this paper will be a first report on a comparative look at the genres used in four different countries. Methodological and strategic issues will be mentioned, especially those arising from contextual complexity and from the multilingual nature of the subject under study. The genre theory will shortly be reviewed.

Presented will be the dominant genres from France, Switzerland, Sweden, and Rumania. Similarities and differences will be discussed. The report will also reflect on the disciplinary differences in genre use and will refer to the currently available data helping to understand genre specifics. The contribution will report robust tendencies on the national uses of genres and will connect the results with an interpretation of the basic features of the national educational system. New aspects of development like changes by the Bologna process or the influence of internationalization will be mentioned.

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*Genres in European higher education: The Country Report Study***Genres in European higher education: Genre and writing practices**

Isabelle Delcambre

Université de Lille III and THEODILE research group, France

Educational genres are historically grown, prototypical text patterns shaped by many written exchanges within teaching arrangements of defined study programs. Genres are tied into learning practices and may serve to acquire different skills in argumentation, communication or thinking.

This paper will focus on writing practices associated with the teaching of educational genres in a comparative mode. The typical activities students engage in when writing a paper within each of the country-specific genres will be sketched as will be the variety of uses writing can have as a means of learning, assessment or examination. Similarities and differences in genre use will be shown and the influence of discipline and university type will be discussed.

Presented will be the dominant writing practices from France, Switzerland, Sweden, and Rumania. The contribution will report robust tendencies on the national uses of genre practices and will connect the results with an interpretation of the basics features of the national educational system. New aspects of development like changes by the Bologna process and the influence of internationalization in teaching will be mentioned.

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*Genres in European higher education: The Country Report Study***Genres in European higher education: Teaching and learning practices**

Cornelia Ilie

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This paper will look at genre learning and genre teaching practices in four different European countries in a contrastive manner. The main questions to be answered are:

How do students acquire genre knowledge on written/ oral genres (in the respective disciplines)? How explicitly are they taught? What kinds of instruction are given, if any? Which institutions are responsible for the teaching of writing and the development of writing competences? Which developments have taken place lately?

Methodological and strategic issues will be mentioned, especially those arising from contextual complexity and from the multilingual nature of the subject under study. Presented will be the dominant genres from France, Switzerland, Sweden, and Rumania. Similarities and differences will be discussed. The report will also reflect on the disciplinary differences in genre teaching/ learning and will refer to the currently available data. The contribution will report robust tendencies on the national specifics of genres teaching/ learning and will connect the results with an interpretation of the basic features of the national educational system. New aspects of development like changes by the Bologna process or the influence of internationalization will be mentioned.

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**Investigation of instructional contexts for writing development**

Judy Parr

University of Auckland, New Zealand

This symposium aims to focus on the instructional contexts for writing development, specifically those related to writing in schools. Traditionally, a consideration of elements of the context for writing development has been viewed from the stance of social interactions which support learning such as those that occur in writing conferences (e.g. MacCarthy, 1994) and through various forms of tutorial interactions (McNaughton, 1995). In other instances, the aspect of the context considered includes the ways in which development is promoted by the teacher through, for example, the activities provided and the deployment of resources. This symposium takes a different stance and, interpreting context in a broad sense, considers three contexts within the school and classroom that support the development of writing. The first is the context where learning to write explicitly draws on other texts. In this paper theories of intertextuality are explored on three levels that offer insight to teachers and students. At one level, for example, from a socio-cultural perspective, intertextual theories outline the social nature of texts and composing, a consideration which is pedagogically important for the effective organization of writing instruction. The second paper examines the idea of context in relation to the debate around the teaching of grammar arguing that there has been little genuine theoretical discussion or consideration of what ‘in context’ means. The paper will offer a theoretical conceptualisation of grammar in context, with specific reference to writing. Drawing on data from a large national research inquiry into contextualised grammar teaching in writing classrooms, the paper will illuminate the theoretical outline with examples of pedagogical practice. The third paper explores what might constitute knowledge, specifically pedagogical content knowledge, in the context of teacher practice in the teaching of writing. The study measures such knowledge and analyses show how components relate significantly to student progress in writing.

*Discussant: Susan Jones*

*Investigation of instructional contexts for writing development***Teaching writing using theories of intertextuality**

Rebecca Jesson

University of Auckland, New Zealand

One way of developing students' writing is by building the pedagogical content knowledge of their teachers. Theories of intertextuality offer insights on three levels relevant to teachers of writing. Firstly, intertextuality offers teachers and students an understanding of texts themselves and the various ways that meaning is created in relation to other texts (Bazerman, 2004; Lemke, 1992). From a socio-cultural perspective, intertextual theories outline the social nature of texts and composing, a consideration which is pedagogically important for the effective organization of writing instruction (Bloome & Egan-Robertson, 1993; Harris, Trezise, & Winsler, 2004). Finally, intertextual theories explore aspects of cognition in regard to the way that learners might draw on relationships between texts and prior knowledge of texts as a strategy for composition (Cairney, 1992).

Using a collective case study methodology (Stake, 2005), four effective teachers of writing were observed for a school term each as they attempted to use cognitive, social and textual theories of intertextuality as the basis for their teaching of writing. Based on video data and interviews with the teachers, a framework of types of intertextual links offered during writing instruction was developed. Most generally, four broad categories of links were made by the teachers these writing classrooms: links via reading and writing strategies across texts, direct references to specific texts, links between settings and activities, and explicit links across time. Within these categories specific practices facilitated these links, for example comparing example texts, or creating charts and signs about texts.

The results, detailed in this paper, offer possibilities for innovations to writing instruction which have an explicitly intertextual focus. Such instruction teaches students to make strategic choices about composition, based on direct comparisons between texts, which are built on multiple activities and experience with various texts over time.

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*Investigation of instructional contexts for writing development***Teacher knowledge in the context of practice:  
Relationships to student achievement in writing**

Judy Parr

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The link between the quality of teaching and achievement outcomes for students is clear (Darling-Hammond, 2000); that between teacher knowledge and outcomes is more difficult to establish (Ball, 2000). This may reflect the measures used to establish such knowledge. In writing, there is no body of scholarship that defines the content of the subject (Phelps & Schilling, 2004). Arguably, to teach requires knowing the subject from the point of view of teaching it to others, what Shulman (1987) termed pedagogical content knowledge. This involves understanding learners' likely difficulties and how to address them. It arguably involves knowing learners and using this information to design instruction.

This study defined and measured pedagogical content knowledge for teaching writing. The measure required the interpretation of a set of diagnostic writing data for students then, in the light of this information, an evaluation of specified aspects of a teacher's practice (like feedback to students) from a description of a writing lesson. Respondents rated practices, gave reasons and indicated their preferred alternative practice. Responses were reliably coded and allocated scores. Scores were analyzed to investigate possible dimensions of PCK and in relation to achievement and progress of a teacher's class on standardised national measures. Factor analyzes showed three factors for writing PCK: data analysis, response to assessment and teaching practice. Total PCK score related significantly to student progress in writing. The response to assessment factor appeared to relate most strongly to level of achievement while the data analysis factor related to progress. The results underscore the importance of the ability to diagnose and understand areas of learning need and to design effective instructional support to meet them.

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*Investigation of instructional contexts for writing development***Text and context: Writing with grammar in mind**

Debra Myhill

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In Anglophone countries, the debate about whether to teach grammar remains ideologically contested, though it is increasingly prescribed in curriculum documents. Pedagogically, however, whilst there are those who completely reject the value of teaching grammar, there has been a prevalent discourse that grammar has value when taught in context. The three major reports in England into English teaching in the last fifty years, Bullock (DES 1975), Kingman (DES 1988) and Cox (DES 1989) all rejected prescriptive grammar teaching in favour of contextualized grammar, based on a systemic-functionalist view of grammar as ‘a dynamic description of language in use’ (DES 1988:3). The wholehearted espousal of the principle of grammar in context represents a particular way of knowing about grammar teaching, and is one which is very much part of the mainstream professional identity of English teachers across the world (see for example, NATE 1997, Locke 2009, Weaver 1996). However, there has been little genuine theoretical discussion or consideration of what ‘in context’ means, and frequently observations of classroom practice indicate that the notion of ‘in context’ means little more than grammar teaching which is slotted into English lessons where the focus is not grammar but some other feature of English learning. In other words, ‘in context’ may simply mean ‘not decontextualised’. This paper will offer a theoretical conceptualisation of grammar in context, with specific reference to grammar in the context of writing, and drawing on data from a large national research inquiry into contextualised grammar teaching in writing classrooms will illuminate the theoretical outline with examples of pedagogical practice.

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**Friday, 11:00 – 13:00**



**Writing research and natural language processing: Challenges and opportunities**

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Over the last years, there have been several efforts in the field of Natural Language Processing (NLP) to develop and implement authoring aids. The projects range from software for language learners to aids for experienced writers, and from predictive input methods to editing and revising support. In the field of writing research, keystroke logging has emerged as an important source of empirical data, and there are projects investigating large corpora of keystroke data.

Even though both research fields could benefit greatly from each other, they did not have much contact until recently. Authoring aids should clearly be based on the findings of writing research: We have to observe writers to know how a system could help. Observations should be made on two levels: The surface of the text—following research on writing models and revision taxonomies--and the actual use of the word processor, i.e., keys pressed and functions used by authors. Both aspects of observation have to be combined to allow conclusions that can serve as starting points for development efforts in the field of NLP.

What we have found until now are research efforts concerning only one of the two aspects without paying much attention to the other. From discussions with experienced writers and writing researchers we can conclude that there is almost no reflection on the tools we use to produce text today. The focus of research and awareness is on the product (with the notion of "text" broadening to include video, images, Flash applications, Twitter messages, etc.) and/or the process (including internal mental processes), but not on the authoring tools and their use.

We would like to emphasize the need for different settings of keystroke studies to help reflect on product, process, and tools as interrelated elements of the concept of "writing." In particular, we will highlight what is needed to enable the development of appropriate tools.

We will also report on the Workshop on Computational Linguistics and Writing: Writing Processes and Authoring Aids held in June, which aimed to bring together both communities and to foster the scientific dialog.

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**Assessing text generation in expressive writing difficulties**

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Expressive writing difficulties involve three types of writing problem: the inability to a) form letters (dysgraphia), b) write words spontaneously or under dictation, and c) organize words into meaningful thoughts. This latter problem pertains to the process of text generation and, probably, is the most poorly understood learning disability. Developmental models of writing describe linguistic text generation as a core process in writing (Berninger et al., 2002). However, these processes are often overlooked in the assessment of writing difficulties and explicit identification of language skills relevant to text generation is lacking in developmental models (Dockrell et al., 2009). One of the reasons for this lack of attention is the difficulty of measuring performance in open-ended tasks (Bishop & Clarkson, 2003).

The goal of this study was to identify text generation measures which were both sensitive and predictive of expressive writing difficulties in a population of novice writers. Two tasks for assessing the process of text generation in young writers were developed and evaluated in this study: a Sentence Reformulation and a Sentence Generation Task (Arfé et al., 2009). Their predictive value and sensitivity compared with other standardized language tests (RAN, PPVT-R, a Picture Naming Task and TROG) have been evaluated. Ninety-nine 2nd (N=54) and 3rd graders (N=45), balanced for gender, participated in this study. Children's receptive vocabulary and syntax, picture naming and rapid naming skills (RAN) were assessed individually. A Sentence Reformulation Task (reformulating a target sentence in three different ways), a Sentence Generation Task (generating written sentences from two concrete words) and a narrative text production task were administered collectively. Text production was coded for orthographic correctness, lexical correctness, grammatical fluency (overall number of sentences) and syntactic complexity (number of correct subordinates). Results show that receptive vocabulary breadth and receptive grammar do not predict children's expressive writing skills with respect to the dependent measures considered in this study. Measures of lexical access (picture naming) and sentence elaboration (Sentence Reformulation and Generation), are the most predictive of children's expressive writing skills, while Sentence Reformulation and Generation are the most sensitive in identifying children with poor expressive writing skills.

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**Writing, genre, and cognitive development in a teacher education program**

Charles Bazerman &amp; Kelly Simon

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While activity based studies of written genres have largely been on the socially emerged form of texts to mediate social functions or the embedding of texts within larger activity systems, there is an important cognitive side to the story. Learning to write within each domain of literate practice and activity develops specific forms of cognition appropriate to participation in the communal forms of reasoning and to produce appropriate, useful, and effective utterances within the situations that are part of the activity systems. In a recent essay “Genre and Cognitive Development,” Bazerman follows Vygotsky’s distinction between learning and development to elaborate an interpretation of the zone of proximal development, around the reorganization of functional cognitive systems in relation to activities. Engagement in specialized writing activities can both direct attention and learning and provide the opportunity for sublation of prior experience and thought, by integrating new material and engaging new reasoning processes, thereby transforming learning into development.

In pursuit of empirical evidence for this hypothesis, this study follows a group of preservice teachers in a post graduate (M.A.) credential program as they engage with several significant writing tasks which are part of their coursework and the degree and credential requirements. Using a variety of data, including recorded spoken classroom interaction, interviews, class webboard postings, multimedia teaching portfolios, and action research writing assignments, we examine the learning and development of these teacher candidates, particularly with attention to the perception and thinking about teaching and learning situations and classroom events - what might be called “teacher cognition.” We further attempt to see which part of these changes can be attributed to, instigated by, shaped by, or otherwise influenced by the major writing assignments.

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**Communicating science to a lay audience through texts: A study of physicists' conceptions, peer reviewing and written productions**

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Scientists are increasingly encouraged to devote efforts to communicating science (SC) to lay audiences, frequently by means of written texts. However, while most scientists have developed an expertise in writing specialised papers, most of them are not familiar with the communicative demands posed by broad SC. Hence, they tend to rely on common sense conceptions about knowledge acquisition and transmission and about the pedagogical potential of texts.

The aims of this work are to: 1) Identify the conceptions researchers in Physics held of SC, scientific education and the writing of texts for a non-specialized audience. 2) Explore relations between these conceptions, assessment and production of SC texts. We designed a questionnaire (with multiple choice questions, the request to choose the best and worst SC text out of three and to justify their choices) and sent it by e-mail to all the members of the Argentinian Physics Association, 71 Physicists of diverse institutions answered. The application of  $\chi^2$  analysis, Habermann residual, Multiple Correspondence Factorial Analysis and Hierarchical Classification revealed three conceptual profiles which were not associated to any of the participant variables (age, gender, teaching and research status, etc.): a direct-interpretative profile privileging correct and simple content, misconceptions and motivation (n= 32), a constructivist profile taking elaboration and understanding processes into account (n=18) and a mixed approach (n=21). To analyze the relations between profiles and evaluation and production of texts to communicate science to a wide audience, we choose four of the most representative participants of each profile (according to their order in the Hierarchical Classification and those who had written at least two SC texts). They took part in a case study (n=12) with three tasks: an interview, analysis of text written by each of them and a review of an anonymous text. Preliminary results of the case study (in progress of analysis) indicate that all participants consider SC texts as a specific gender. Differences in the ways researchers with different conceptual profiles approached the assessment and production of SC texts regard mainly the attention to macrostructural aspects, rhetorical resources and the appreciation of the reader's mental skills.

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**Stance in academic writing - A hard balancing act**

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Much has been written about ‘voice’ and the related notions of ‘authorial presence’ and ‘stance’ in written academic discourse. Scholars have disagreed – sometimes vociferously – about how these notions can be defined, about how they can be identified in texts, and about their degree of importance for academic writing. Recent heated scholarly exchanges between Matsuda & Tardy (2007, 2008) and Stapleton & Helms-Park (2007) bear witness to this lack of agreement.

In this paper I will present the results of a study investigating stance in the argumentative writing of 44 first-year university students. Specifically, the study examines the differences between how stronger and weaker writers take a stance in their writing. The study examines how these writers develop an overall position in relation to a thesis statement, how they express a position in relation to particular ideas, and how they integrate information from external sources into their texts. Specific textual features at both sentence and discourse level that contribute to stance are identified. Appraisal from Systemic Functional Linguistics (Martin & White, 2005) is used as one of the tools of analysis. The results of the study indicate that the weaker writers often did not clearly express an overall position in relation to the topic, as they got bogged down in talking about less important details, they did not engage much with other positions and, perhaps surprisingly, that they used their own ideas more in their writing than stronger writers did.

I will argue that stance is a multi-dimensional notion that cannot be identified in texts by simply counting sentence-level discursive features. I will also argue that writers' ability to deal with external sources is an integral part of stance, and that there is a close connection between stance and what is commonly known as ‘plagiarism’.

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**If critical thinking is the food for writing, click on!**

Amr Salah Hammam

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The workshop attempts to present a model of writing that helps tertiary students with their academic writing. Critical Thinking is considered a hot topic now, but how to integrate it into academic courses is a hotter question. What is it about writing that blocks many people, even in their own native language? This is one of the questions this presentation attempts to address.

The Presentation will be divided into two sections. The first one will deal with Critical Thinking as a concept that can aid writing much. It will also provide some practical examples of how Critical Thinking in connection to writing can be implemented in a language class. This section will mainly focus on the elements needed to breed and cultivate Critical Thinking in language classrooms. The section will end with giving checklists for problem checking and solution finding.

The second section will tackle how to create, implement, maintain and evaluate a writing portfolio. It will also discuss reasons and solutions for students' complaints about writing. It will shed light on the effects of culture on writing and how teachers should be equipped with knowledge of many elements before they start teaching writing. Finally, the author will present different methods of assessing Writing essays and Writing Portfolio. He will also provide recommendations that can be applicable cross-culturally.

The presenter will create a link among the Critical Thinking and Writing. He will also weave both elements together into one model that is easy to understand, use and implement effectively.

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**Perspective taking in academic writing – Does it influence text quality?**

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Revision is a goal-directed process where writers have to coordinate their intended and their currently produced text. Furthermore, writers must consider the perspective of the text reader (Fitzgerald, 1987). Empirical research shows that performing their readers' task leads writers to more reader-oriented revisions (Holliway & McCutchen, 2004; Traxler & Gernsbacher, 1992, 1993). Participants in these studies wrote and revised descriptions of geometric figures (tangrams). The dependent measure was the number of readers who successfully matched tangram descriptions with the appropriate target-tangrams.

In the present study we adapted the tangram writing task to the genre of academic writing. We examined how university students benefit from perspective-taking experiences as they composed and revised descriptions of figures representing data, i.e. interaction graphs. The participants of the study were 129 university students. First, all students described three interaction graphs. Then, students were randomly assigned to four conditions – three revision conditions and a control condition. The revision conditions varied in the amount in which they placed writers into “their readers' shoes”. The advice condition provided information on dimensions which should be taken into account when describing an interaction graph. The rating condition required students to match given description sentences to the respective interaction graphs. In the reading-as-the-reader condition writers were asked to read graph descriptions and match them to a set of interaction graphs. The control condition solved a word riddle. Afterwards, writers revised their original descriptions. Contrary to previous studies on perspective taking, the dependent measure was not only the number of correct description-to-target interaction graph matches made by each writer's reader, but also text quality. Text quality was evaluated on the dimensions completeness and accuracy of graph description by two independent raters.

Preliminary analyzes suggest that text quality in all revision conditions improved. This finding will be contrasted with the number of readers who successfully matched the writers' descriptions with the appropriate target-interaction graph. Implications for further research as well as instructional practices of fostering successful revision strategies in academic writing will be discussed.

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**Impact of group composition on learning to write through peer-review**

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Peer review has been shown to be an effective way to help students improve their writing (Topping, 2003). Many online systems have been developed to help with the administration of peer-review. One interesting thing to note from a recent review (Gouli, Gogoulou, & Grigoriadou, 2008) was that only the authors' system (PECASSE) took into account how students should be grouped together. Theoretically, there are advantages to working with students of the same ability and different ability (Lou et al., 1996). While PECASSE provides several options for group formation, there does not seem to be any strong recommendations for which option would be best. The current study closely examines how the ability level of the author and the reviewers affect what is learned during the peer-review process.

In order to determine how students' ability affects the peer-review process, students' writing ability (e.g., high-ability versus low-ability) was first determined. Then students' were randomly assigned to review either four high-ability peers' papers or four low-ability peer's papers. In return, they received feedback from either four high-ability peers or four low-ability peers. The quality of students' second draft of their first paper and the quality of the first draft of a second paper were analyzed to determine whether students' learning was affected by the feedback they provided to high-ability versus low-ability students and by the feedback they received from high-ability versus low-ability students. In addition, several mediators (e.g., motivation, strategies used during reviewing and revision, perceived ability of peers and extent they have similar problems, amount and type of feedback, amount and type of revisions) were examined to explain the learning differences.

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**The foundations and problems of academic writing: Interviews with teachers, lecturers and students about writing at school and at university**

Elfriede Witschel

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The importance of writing in basically all fields of society and writing competences are regarded as vital in the professional world. However, we cannot help realising discontinuities in language education across the institutions.

Traditionally, learning how to write texts is supposed to take place at school level. Some important keywords for the didactics of writing today are doubtlessly: “process-oriented didactics, process of writing, cooperation, addressing an audience, preparation for writing, feedback and revision” (cf. Kruse, Ruhmann, 2006, 13, 17; Fix, 2004 12; Baurmann, 2006, 100). In other words, we all know how writing should be taught. However, at university level, problems seem to be manifold (cf. Steinhoff, 2007; Dittman et al, 2003).

We are thus left with the strong impression of discontinuity in language education at institutions which makes it difficult for students and university lecturers alike to cope in the transitional stage of the first year.

The AECC Deutsch is currently involved in a long-term project entitled “Writing process and development of writing”. The 70 semi-standardised interviews carried in 2009 are embedded in this project and involve various institutions and people: lecturers and students at Klagenfurt University, the Pädagogische Hochschule Klagenfurt, the Freie Universität Bozen and teachers at secondary schools in both countries.

On the one hand we were interested in requirements with regard to writing at the university level, where both students and lecturers were asked questions about first texts to be written. Main topics here were requirements, standards, awareness of criteria, stages of writing, awareness of problems and feedback.

On the other hand, we asked teachers at schools to allow an insight into their German lessons and to inform us about reading and writing genres, writing lessons, teacher interventions, revisions and their own writing experiences. In the school context students were asked what they remember about their writing lessons.

With a relatively restricted number of interviewees only a cautious quantitative analysis is possible. However, clear trends can be observed: Teachers’ views of their teaching how to write differs widely from students’ views. Similarly, lecturers’ views with regard to many topics are different from students’ views.

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**The effectiveness of comprehensive error correction in promoting L2 written accuracy**

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Although error correction is common practice in second language writing classes, its usefulness has been debated ever since Truscott's 1996 article in which he claims corrective feedback to be ineffective and potentially harmful. The discussion remains unsettled because earlier research (e.g. Ferris, 1997) mainly focused on accuracy improvement during revision instead of exploring the effect of correction on new pieces of writing. Studies that did investigate if feedback uptake subsequently translates into learning, revealed positive effects of corrective feedback when it only targets a specific linguistic feature (e.g. Bitchener, 2008). Research into the long-term effectiveness of unfocused or comprehensive correction on the other hand, produced conflicting evidence and suffered from methodological shortcomings (e.g. Chandler, 2003).

This paper presents the findings of an experimental study (N=280) which explores both short and long term effects of direct and indirect feedback, targeting all occurring errors. In our analysis we distinguished between grammatical and non-grammatical accuracy to test Truscott's (2007) claim that correction may have value for non-grammatical errors, but not for errors in grammar. In addition, we examined the lexical and structural complexity of learners' writing to see if students are inclined to avoid more complex structures due to correction (Truscott, 2007). Finally, planned in-depth analyzes of learners' individual performance over time will provide insight on the amenability of different error types to corrective feedback.

Results so far show that both direct and indirect comprehensive correction lead to improved accuracy, not only during revision but also in new pieces of writing (i.e. texts written during post-test and delayed post-test sessions). Furthermore, whereas only direct correction promotes grammatical accuracy development, pupils' non-grammatical accuracy benefits most from indirect feedback. Moreover, correction does not lead to avoidance of complex structures and the value of corrective feedback proves to be independent of learners' proficiency and educational level.

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**Linguistically-informed writing instruction:  
How teaching integrated grammar supports writing development**

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Previous studies of the value of grammar teaching have focused principally upon the [lack of] impact of de-contextualised grammar teaching, but no study to date has systematically investigated whether making meaningful connections between particular linguistic structures and particular writing tasks supports the development of students' writing. This paper reports on one strand of a larger, nationally-funded study, which combined quantitative and qualitative approaches to measure impact and to understand the socially-situated and complex nature of that impact. The aim of the study reported here was to investigate whether explicit teaching of grammar, drawing on meaning-centred approaches to language which relate specifically to the writing being taught, can have a beneficial impact upon the quality of students' writing. The study adopted an inter-disciplinary framework, cognisant of linguistic, cognitive and socio-cultural perspectives, in order to reflect with validity the complexity of classrooms as teaching and learning contexts. Teaching is a complex, multi-faceted and situated endeavour which resists simplistic causal explanations between pedagogical activity and learning outcome; equally, writing is perhaps the most complex activity learners undertake, drawing on cognitive, social and linguistic resources. Accordingly, the study adopted a mixed-method approach located within a multi-disciplinary conceptual framework, combining a cluster randomised controlled trial (RCT) with multi-level modelling and a complementary qualitative study. This paper will report only on the results from the RCT. For the RCT, the independent variable was pedagogical support materials and the dependent variable was the impact of teaching on the quality of writing. A control group taught three Schemes of Work, addressing Fictional Narrative, Argument and Poetry Writing, according to their own preferences, whilst an intervention group taught three designed Schemes with the same focus in which linguistic constructions were addressed in a contextualised and meaning-centred way. Early results indicate a significant positive effect for writers in the intervention group, but they also indicate that the intervention impacted differently on different groups of learners. The study represents a significant contribution to theoretical knowledge in the domains of both metalinguistic theory and instructional theories of writing.

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## **Connections between free time writing and writing at school**

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In Iceland now over 90% of homes have access to computers and the Internet. General use of writing of adults has increased last 5-10 years from very little to wide usage. It is mostly writing for communication, as msn, e-mail, face book and twitter, but as well writing on web sites, blog, etc. ICT is also widely used for educational purposes. It is therefore a drastic change in the role of writing of nearly every individual. My question is if this change does affect writing instruction and the use of writing in schools, and if the school writing affects the use of free time writing of the students.

The sample population of this research is students in 2 elementary schools in 2 year groups, 11 and 14 years of age, and their parents. The research methods used were mostly qualitative methods. The students and their parents were interviewed, based on structured questionnaires. The aim was to find out about their writing activity, as what kind of writing they practise (genre) and writing habits in general. They were as well asked if and in what way their school writing helps them in their writing at home. The answers of parents and children were compared.

The teachers were interviewed to get information on their writing instruction and how they see their students writing, e.g. if their leisure writing affects their school writing, and if they use the motivation and experience of writing at home in their writing instruction. Finally samples of the childrens' school writing were diagnosed to see more closely if there were signs of their leisure writing.

There seems to be a rather big gap between writing at school and writing at home, however it is rather obvious that both can benefit from each other. School writing can use the leisure writing as motivation and leisure writing can benefit from the methods of writing learned at school. It is interesting as well to see if the parents' writing motivate and affect childrens' writing, as is commonly agreed on reading.

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**Feedback in collaborative writing process in an online learning environment**

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Although academic writing is an everyday activity in higher education and an essential communication tool in an online environment based on written communication, specific supports to help students to this purpose are not usually present. A specific support can be the feedback given by the teachers or peers during a writing process. But, how should be the feedback to enhance learning through the writing process?

This study aims to explore the nature of teacher feedback during a collaborative writing task and to identify the possible effects feedback has on the revision of a text written by university students in an online learning environment. Under analysis are three editions of a postgraduate programme, during which, over a period of two weeks, the students (n=83), divided into 16 work groups, carry out a co-evaluation task with the support of a technology tool.

The results evidence the prevalence of feedback based on corrections and suggestions. Going beyond these results and in relation to the second focus of attention, it is worth pointing out that the different modalities adopted by feedback have visible consequences with regards to the regulation of learning. To be precise, in the case we are analyzing, a proactive reaction by the students was produced in response to feedback. This happened when they received messages questioning their work but also suggesting changes, in addition to the correction.

However, when the feedback message was only corrective or simply expressed the teacher's opinion, it didn't seem to generate student responses other than confirmation. In this sense, the behaviour pattern which seems to generate quality changes (Reznitskaya et al., 2008) in collaborative text revision processes is initiated by teacher elaboration feedback, which generates discussion among the students and, as a result, leads to contextualised changes to the text. Proposing demands which require discussion among the students turns out to be an essential strategy to encourage a high quality revision of the texts, written collaboratively in an online learning environment.

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**University students' knowledge construction through collaborative writing**

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Writing can produce positive effects on knowledge construction and cognitive development of writers (Bereiter & Scardamalia, 1987; Klein, 1999). Writing itself is a complex process and usually a solitary activity, lacking interaction and dialogue with others. Collaborative writing, instead, emphasizes interaction among writers. In collaborative writing two or more learners construct and write a text together, participating equally in the production, and being equally responsible for achieving the task (Giroud, 1999). The purpose of this study is to investigate how students interpret the theories of their course books and how they negotiate for their interpretations when they are planning and composing a joint essay in a collaborative writing situation.

20 students prepared themselves for the collaborative situation by reading six developmental theories and by writing individual summaries of them. In the collaborative learning situation the students in small groups (with 3–4 persons) first discussed the developmental theories by comparing their individual summaries and then they wrote a joint essay on one theory. The data consist of a) the students' individual summaries, b) group discussions when they were writing their essays together, and c) the students' joint essays. The discussions were searched for episodes in which either new ideas were created or sentences of the joint essays were reformulated from one or more students' summary. With the help of those episodes, this study concerns how students transformed their ideas from individual writings to joint essays.

The preliminary results show that these episodes consisted of questions, integration of knowledge and clarifications. There were also episodes in which the students disagreed on the issue to be dealt with in their joint essay. This kind of conflict posed a defence of one's own opinion instead of endeavour to find a solution together.

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**Successful writing as a social ability**

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Against the background of ongoing discussions about the concept of “literate competence”, the paper deals with the question of what marks successful writing from a cultural-historical perspective and how this develops. According to Vygotskij (1934/2002) it is assumed that writing as further higher psychological function develops only through social activities and bases upon emotions. That’s why the paper focuses on the influence of social contexts and emotional connections to writing and writing acquisition. The first part concentrates on so-called functional illiterates who were educated in schools; however they did not acquire “literate competence”. Their appraisals of and their experiences with writing and reading are subsequently connected with phenomena of early reading and writing. In doing so it can be shown inter alia that preschool children who have intensive contact with reading and writing develop specific motives and strategies for their handling of scripture. Moreover, reading and writing are related to social and emotional contexts for these children. These early context-bound experiences are an important basis for the formal acquisition of written language at school. Thus it can be shown that the concept of “literate competence”, which usually defines successful writing, cannot be described as a checklist of skills but first and foremost as a social construct which allows fixing specific social practices in connection with writing and reading as socially compulsory standards. Simultaneously, it becomes apparent that the acquisition of “literate competence” cannot be understood as (academic) acquisition of a technology but as entering specific social practices. This starts long before the first day of school; it is supported and enhanced in school and, at best, this process continues the entire life.

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### **Linguistic and cognitive predictors of at-risk students' writing proficiency**

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Substantial numbers of students in secondary education have limited writing skills. As students have to apply such skills in a variety of subjects, writing difficulties likely hamper their academic success. To adequately support these students, it is important to examine which aspects of writing proficiency cause these arrears. In this contribution the linguistic and cognitive predictors of at-risk students' writing proficiency are analyzed. Additionally, a comparison is made between monolingual and multilingual students, assuming the latter may face other kinds of difficulties than the former. Finally, the predictors of writing proficiency are compared to those of reading comprehension.

The study was conducted in a sample of 63 seventh grade at-risk students from the lower tracks of prevocational secondary education (32 monolinguals, 31 multilinguals). Tests were administered for writing proficiency, reading comprehension, decoding skills, word recognition speed, spelling, vocabulary, grammar, lexical retrieval speed, sentence verification speed, metacognitive knowledge, working memory, and nonverbal IQ. Mono- and multilinguals were distinguished on the basis of a home language questionnaire.

Multiple regression analyzes showed that, for the sample as a whole, spelling and grammar were the strongest predictors of writing proficiency. A comparison between the monolinguals and multilinguals revealed an interesting difference. The monolinguals' writing proficiency was primarily predicted by lower order skills (basic reading skills, word recognition speed), while for the multilinguals writing proficiency was mainly determined by skills of a higher order (grammatical knowledge, working memory, sentence verification speed). Finally, a multiple regression analysis with reading comprehension as the dependent variable showed very similar patterns.

Some interesting conclusions can be drawn from these findings. While, in general, the predictive value of lower order skills for literacy proficiency decreases as students get older, for the monolinguals in our sample these skills still appeared crucial for both their writing and reading proficiency. The difference in predictions between monolinguals and multilinguals may imply that these students have to be supported in different ways. The observation that the predictive relations were comparable for writing and reading underscores the strong interrelation between these two abilities and implies that both abilities can be improved by supporting similar component skills.

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**Friday, 14:00 – 15:30**



**The relationship between strategic knowledge and L2 proficiency in primary school children's EFL writing**

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The crucial role played by strategic knowledge in L2 writing has systematically been attested among adult writers (Manchón et al, 2008). In comparison, children's L2 writing processes had not been particularly visible as a field of inquiry (Matsuda & De Pew, 2002) until the use of L2 writing strategies by young learners recently began to emerge as a specific area of research (Graham and Macaro, 2007; Macaro, 2007). With the present study, we intended to contribute to this emerging body of research by examining to what extent the L2 writing strategies used by Spanish primary school children are dependent on their level of L2 proficiency?

The sample consisted of 30 sixth graders (aged 11) who had been studying English for five years. The children, who were grouped into three L2 proficiency levels, were asked to write a composition in English on an individual basis. The writing sessions took place in ordinary class hours and no time limitations were set. After writing their compositions, each individual child was interviewed in Spanish by means of stimulated recall procedures intended to elicit the strategies they had used while composing their texts. The protocols obtained were analyzed through an adaptation of the categories developed by Macaro (2007).

Our results indicate that, even though most children did very little planning before starting to write and were highly dependent on their L1, their use of strategies generally varied as a function of their L2 proficiency. The strategies used ranged from avoidance strategies and reliance on formulaic words or set phrases, at lower levels of proficiency, to the elaboration of new phrases or sentences through both simple and complex processes of generation and recombination of constituents, at higher proficiency levels.

The main pedagogical conclusion to be drawn from these findings is that, if children are to develop their L2 writing strategies, they should be exposed to instructional approaches and provided with writing activities that, as suggested by Chong (2002), may allow them not only to express their thoughts in the L2 but also to improve their strategy practice for functional and communicative purposes.

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**The practice and promise of bilingual literacy autobiographies**

Kai-lin Wu

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This paper explores the use of bilingual literacy autobiographies as a pedagogical tool for college students to reflect upon their L1 and L2 writing experiences. It first describes the reflective writing practice in a college English composition class for Chinese-speaking students and then examines the pedagogical values of bilingual literacy autobiographies. The participants of the study are 19 second-year English majors the teacher-researcher taught at a private university in central Taiwan. To help students retrieve and reflect upon significant writing moments in their lives, prewriting worksheets and step-by-step guidelines for writing this assignment are created. The data collected for analysis include students' responses to prewriting questions about learning how to write in Chinese and English, the timelines of major literacy periods in Chinese and English, the personal narratives of their development as writers, their reflections on the benefits gained from completing the assignment, and transcripts of the interview with student writers. The findings show significant pedagogical values of the reflective practice. Writing the literacy autobiographies provides students an opportunity to 1) write reflectively on their developments of writers in L1 and L2, 2) recognize the importance of writing in their lives, 3) raise the awareness of the rhetorical differences between L1 and L2, 4) build confidence of a writer, 5) cultivate positive attitudes towards the learning of English writing, and 6) set a goal for their writing journeys. Suggestions for using the bilingual literacy autobiographies as a reflective writing practice will also be provided at the end of the paper.

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**The impact of phonological recoding development on children's early writing skills**

Anne-Marie Adams, Fiona R Simmons, Catherine S Willis & Sarah Porter

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The development of the spontaneous recoding of visual stimuli into a phonological code in order to aid short-term retention has been shown to be associated with progress in learning to read (Palmer, 2000b). This study examined whether there was a comparable association with writing development. Children in the second year of the UK educational system (mean age 5:8 years) participated in tasks to assess their general cognitive abilities, reading, and their predominant short-term memory strategy for retaining visually presented stimuli. The children's writing performance was indexed as alphabetic transcription, spelling and early text production skills. Short-term memory abilities were shown to be significantly related to all assessed aspects of writing development. Furthermore, when the children were grouped in terms of their tendency to phonologically recode the visually-presented memory stimuli or not, those who spontaneously applied a phonological code demonstrated better spelling performance and produced more individual letters and words in their texts than those who persisted with a visual memory strategy. In contrast, the alphabetic transcription abilities of the groups did not differ. A series of hierarchical regression analyses revealed that individual differences in rudimentary text production skills were associated with short-term memory capacity and moreover, a significant proportion of the variance in the number of words produced in the texts was uniquely predicted by variance in the children's phonological recoding abilities. Possible accounts of the association between writing and phonological recoding as an index of inner speech and the implications for understanding the cognitive skills that underpin progress in early writing are discussed.

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**Subcomponents of writing literacy: Diagnosis and didactical support**Nicole Nachtwei<sup>1</sup>, Michael Becker-Mrotzek<sup>2</sup> & Joachim Grabowski<sup>1</sup><sup>1</sup>Leibniz University Hannover, Germany<sup>2</sup>Universität zu Köln, Germany

Writing literacy, in the sense of the ability of text production, is a complex skill comprising many different cognitive, linguistic, motivational, and affective subcomponents. Hitherto, these were predominantly studied and instructed rather holistically, i.e. with respect to individual genres, where the typical composition tasks at school play a particular role. Our aim is to identify, through psychological, linguistic and didactical cooperation, overarching subcomponents of writing literacy, i.e. abilities that become operative in all kinds of writing processes. In doing so, we concentrate on skills that (a) are compatible with linguistic insight, (b) correlate with the quality of text products, and (c) are suitable for purposeful didactical measures.

We exemplarily studied three subcomponents of writing literacy: First, the ability to take a partner's perspective and to adapt to the addressee's needs, where we developed new instruments based on reaction time measures. Second, the differentiated and thematically adequate use of vocabulary assessed by a standardized test and by means of text analysis. And third, the creation of coherence by determining the use of the respective linguistic means of cohesion and by investigating the understanding of picture stories in terms of the pretextual ability of creating coherence, again including reaction time measures.

Two classes of each fifth and ninth grade were studied in German Hauptschule, Realschule, and Gymnasium, looking for correlative patterns between the general writing ability and the above-mentioned subcomponents within the most central genres of narratives/reports, instructions/descriptions, and argumentative texts.

We expect that the observed correlation patterns can be interpreted such that didactical recommendations will emerge. Based on the results of both quantitative and qualitative analysis we suppose that it is possible to make predictions about overall text compositions from well-conceived and well-described subcomponents. Furthermore we presume that the didactically delimited text types aren't as separate as they are often treated (e.g. the didactical tradition 'one thing at a time'). It might be worthwhile to glance across text types and to look at small, precisely outlined skill sections. If it turns out that the various subcomponents are independently distinct, the training of single subcomponents might entail transfer effects on various text types.

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**The dynamics of EFL university students writing goals**

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Numerous studies of second language writing have documented the strategies used by writers to complete their tasks, but analyzes of these strategies in relation to the goals people have to motivate and guide their task performance are very scarce. Some of the few attempts in this direction are represented by Cumming, Busch & Zhou's (2002) and Cumming's (2006) investigations into writers' goals in ESL contexts. However, ESL and EFL contexts are supposed to offer learners different kinds of interaction, input, affective and social relations, as well as different quantities of each.

Bearing these assumptions in mind, this paper presents a study about the goals for writing of a group of University EFL students (n= 23) in a Spanish instructional context during an EAP course. Data collection was based on students' journals and data analysis relied on the operationalisation of goals reported in the abovementioned studies. Our findings show the psychological and evaluative dimension of students' writing goals after having taken the EAP course. In this respect, the results are illustrative of the double dimension of goals as targets to achieve as well as principles to assess one's performance (Locke & Latham, 1994; Bandura, 1986; Hoffmann, 1998). This double dimension also demonstrates the different phases of goals in a natural learning process: establishment of goals, pursuit of goals and the assessment and/or revision of them, which equals Zimmerman's (1998) cyclical nature of self-regulation model. In addition, our data also reveal how the monitoring of goals provokes changes in students' cognition, behaviour and affection that are set in motion during the pursuit of writing goals. The theoretical and pedagogical relevance of these findings will be discussed.

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**How role play addresses the difficulties students perceive when writing reflectively  
about the concepts they are learning in science**

Susan Millar

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This study is based on the difficulties identified by secondary school students when attempting to write reflective narratives and descriptions about scientific concepts. The difficulties identified include understanding, remembering, and thinking about concepts and then planning the sequence of the writing. This investigation explores how these difficulties can be addressed using role play and the activities integral to it such as drawing, narrative, social construction, visualisation and the enactment effect. In addition, the investigation explores the impact of individual student writing on levels of understanding and learning and demonstrates to teachers how to translate theoretical information into effective student-centred classroom practice.

The investigation is theory driven based on the following:

A constructivist view of learning which involves social construction followed by individual writing

Theories of cognitive development of both understanding and writing

The enactment effect which demonstrates the impact of role play on the ability to remember and visualise concepts

Transmission and Interpretation models of learning and writing

Paivio's Dual Encoding Theory which demonstrates how information may be encoded visually or verbally.

Grounded theory was selected as the most appropriate methodology for this investigation. The problems of identifying and controlling variables in an educational setting were essentially resolved using this qualitative, interpretative approach. Eighty two students from four mixed ability classes in Years 8, 10 and 11 were investigated whilst they were learning scientific concepts such as mitosis, transpiration, photosynthesis and the H-R Diagram. Data were gathered using classroom observations, informal interviews, formal written interviews, focus group conversations and samples of student writing. Student writing was analyzed using criteria drawn from the learning outcomes of the lessons.

The findings strongly suggest that role play and the activities integral to it provide a basis for powerful creative writing which has a positive impact on learning the precise, abstract concepts of science. The findings demonstrate the conditions under which role play can provide students with opportunities to clarify concepts, to understand and remember them more readily, to view them as a sequence of ideas and then to write creatively and accurately about them in their own words.

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## **Conceptualizing discovery writing – A philosophical and creative approach**

Richard Heeks

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This paper represents the literature review stage of a PhD study on discovery writing. Discovery writing is synonymous with the so-called Forster quote: “how do I know what I think until I see what I say” (Murray, 1978). For cognitive psychologists and composition theorists this notion has served as a counterpart (a reversal) to the more traditional sense that ideas precede writing; that writing is a “translation” of ideas into text (Hayes and Flower, 1980). In simple terms, discovery writing conceptualises writing as giving rise to thinking, but, more awkwardly, also conflates thinking and writing, suggesting that the two are inextricably linked.

This paper examines the philosophical implications that the Forster quote presents for existing understandings of writing. For example, in cognitive psychology and in our everyday language, we speak confidently of the separateness of things, such as ‘ideas’, ‘writing’, and ‘processes’. Faigley (1978), for example, has argued that cognitive psychology tends to talk of ideas as “objects placed in containers” (e.g., “It’s difficult to put my ideas into words”). However, many fiction writers talk more holistically of their own writing, of the writing ‘experience’, and such accounts bear out a Gadamerian sense that writing, like thinking, can take the form of an ‘event’ or an ‘occurrence’, evident in such phrases as “an idea occurred to me”. This paper thus seeks out ways to sympathetically conceptualise discovery writing. In so doing, it raises larger and often ignored questions of writing; such as ‘on what grounds can we talk about writing?’.

Essentially, by bringing philosophical consideration to terms and discourses, this study reflects existing design theory (such as Sharples, 1999) and creativity theory (the NACCCE report, 1999) that question underlying principles in education and writing theory. But by drawing heavily on philosophical theory, this paper brings more depth to such questions, to ask what we mean by such terms as ‘ideas’, ‘thinking’, and ‘writing’.

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## **The moderating effect of writing beliefs on the effectiveness of writing strategies**

Veerle Baaijen<sup>1</sup> & David Galbraith<sup>2</sup>

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Within the field of writing research, two writing conceptions are generally accepted. Writing is either seen as a reproductive task or as a tool to transform knowledge (Bereiter & Scardamalia, 1987). White and Bruning (2005) have developed a Writing Beliefs Inventory (WBI), which distinguishes between transmissional beliefs - beliefs that reflect limited cognitive engagement during writing - and transactional beliefs - beliefs that reflect higher engagement. They have shown that students with a combination of high transactional and low transmissional beliefs tend to produce higher quality text.

This study investigated the relationship between university students' beliefs about writing, the quality of their writing and the extent to which writing led to the development of understanding. 84 participants were asked to complete the WBI, and then to plan and write an article. Half were asked to make an outline before writing while the other half were asked to write down a single sentence summing up their overall opinion (which we defined as synthetic planning). All participants were asked to list ideas about the topic and to rate their understanding of it both before and after writing. Keystroke logs were collected during writing and the quality of the texts was rated by two independent judges.

Overall, the analysis showed that synthetically-planned writing led to greater development of understanding than outline-planned writing. There was also a complex interaction between writing beliefs and type of planning. In brief, the inhibitory effect of outlining on the development of understanding was mitigated for writers with low transmissional beliefs, while the positive effect of synthetic planning was enhanced for writers with high transactional beliefs. For writing quality, it was found that high transmissional beliefs led to lower text quality than low transmissional beliefs, and that this was more pronounced within the synthetic planning condition. These results are broadly compatible with White and Bruning's (2005) predictions. They also suggest that writing beliefs have important mediating effects on the effectiveness of different kinds of writing strategies.

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## **Writing a poster and a visual presentation to teach and communicate: When do they work?**

Gisella Paoletti & Maria Elisabetta Cigognini

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In this study we analyze the effectiveness of a training about producing a scientific and academic communication, typically a multimedia presentation or a poster.

We will present data from a series of interviews conducted with experienced researchers, and from questionnaires and artefacts evaluations collected with a group of university students.

The aim of the research is to define a series of guidelines useful for the academic context at the University of Trieste, in order to support students in their first approach to scientific communication.

According to the "Theory of Textual Cooperation" of Eco (1996), effective communication can happen when the Empirical Author follows the right rules of composition and the Empirical Reader uses the correct interpretation keys.

In practice, it often occurs that the communication effectiveness of these multimedia artefacts is poor, because they don't reflect the intentions of their authors.

On one hand, researchers should be able to select properly between different forms of scientific communication in order to express their own purposes, for their public, for their research domains. On the other hand their audience should use the appropriate mental models and expectations to fully understand the communicative artefacts they read.

In fact, from the perspective of semiotic, good communication occurs only when there is a fruitful synergism between "Model Author and Model Reader" (Eco, 1996).

Our analysis showed that this synergism is often lacking. The reasons for these discrepancies are twofold: first, concerning the aims and contexts of communication, and second, the modality used to communicate. The author should take into consideration the fact that it is very different to present a research at a conference or to present a lecture in class in a graduate program, or for a *lectio magistralis*.

The author should also be aware of a series of principles of syntax and semantics of multimedia communications. On the contrary, these principles are not always fully owned. Therefore the effective use of pictures, text and layout fails to meet any communication desiderata.

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**Creative writing: Effective processes and effective instruction**

Talita Groenendijk &amp; Gert Rijlaarsdam

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Learning to write creative texts (such as narratives, poems, plays and other imaginative writing genres) as part of the language curriculum has lost ground since the 1970's. During the 80s and 90s the focus was on 'functional', expository writing genres, often job- or study-related, at the expense of imaginative genres. Nowadays, it appears that there is renewed interest in creative writing: in writing processes (and the relation between processes and text quality); in effective instruction (what instruction is effective for whom?); and the assessment of creative texts.

In this symposium we bring together three studies from different educational contexts (Australia, Germany and The Netherlands). The studies focus on effective didactic/instruction strategies: creative writing as an intervention to enhance literary interpretation skills and interventions to enhance creative writing itself: (i) creative writing to enhance students' interpretation of literary texts by activities called 'imaginative recreation' (a range of activities whereby a text is translated from one medium into another, one form to another, one narrative view point to another, or one context to another), (ii) the effect of group dynamics and social activities on creative writing, and (iii) observational learning as an instruction tool to enhance creative writing processes and written products. The symposium includes studies about creative writing by secondary school students (15-16 year olds) as well as university students. The studies also vary in methodological approach; both quantitative (experimental) and qualitative methods are included in the symposium. Finally, the symposium attempts to extend the discussion on creative writing towards 'creativity' and 'creative tasks' in the (language) classroom.

*Discussant: Tanja Janssen*

*Creative writing: Effective processes and effective instruction***The impact of the social factor:  
How students can experience different functions of writing**

Katrin Girgensohn

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The writing center at European University Viadrina in Frankfurt (Oder)/Germany (EUV) has been experimenting with creative writing for a long time. We offer a special writing class based on autonomous writing group work: Students meet weekly without teachers to practice writing. They have the opportunity to create their own writing tasks and almost always choose creative writing.

I conducted an empirical study using grounded theory methodology, based on ten qualitative interviews, group discussions and essays produced in the writing groups (Girgensohn 2007). The study found that the “social factor” (student’s interaction in their small groups) allowed students to experience writing in different functions: epistemic function, communicative function, personal function, hedonistic function and rhetorical function. This leads to the grown general writing competence that students report a after the class.

The study therefore implicates to value the “social factor” for writing instruction. Writing teachers should make strong efforts to support group dynamics. In the beginning of writing classes this is much more important than the choice of tasks or texts. At European University Viadrina we therefore always start the writing class with a three day long writing journey to a seminar house outside university, where students also share bedrooms and have to cook together.

Two other German universities adopted the concept of this writing class in winter 2009/2010 (Humboldt University Berlin and University of Paderborn). Their experiences will help to widen the concept of autonomous writing group work at universities and to develop further implications.

The presentation will reveal the seminar concept, introduce the study and discuss the results. It will also discuss the quality of student’s text in relation to theories on self-efficacy beliefs and writing (cf. Pajares 2003).

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*Creative writing: Effective processes and effective instruction***The effect of peer observation in arts education: An experimental study on learning to write poetry and making a collage by observing peers at work**

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Previous studies have shown that observational learning (i.e., learning by observing others at work, performing a task) can be effective in various school subjects, including mathematics (Schunk & Hanson, 1989), reading (Couzijn, 1999), and writing (Braaksma, Rijlaarsdam, van den Bergh, & van Hout-Wolters, 2004, 2006; Couzijn, 1999; Zimmerman & Kitsantas, 2002). However, little is known about the effectiveness of observational learning in artistic domains, such as creative writing and visual art production.

In the present study we examined the effects of observational learning in two domains of arts; verbal arts (poetry writing) and visual arts (collage making). Two separate experiments were subsequently conducted, one on poetry writing, followed by one on collage making. A pre-post-test control group design was implemented. Three experimental conditions were involved: learning by observation with a focus on a relatively competent model, learning by observation with a focus on a relatively weak model and learning by doing (control group). Students from each participating class were randomly assigned to one of three conditions; they stayed in the same condition for both domains (poetry writing and collage making). Participants were 131 Dutch students from secondary education (tenth grade preuniversity education and senior general secondary education level): 86 of them participated in one of two experimental observational learning conditions, either focusing on good or weak models at work.

Results showed that students who observed others at work made better collages than students who learned by practising. For poetry writing we found that students in the observation condition with focus on the weaker model wrote better poems than students in the observation condition with focus on the stronger model, at least as appeared from one of the post-tests. No significant difference was found with the control condition. Effects were found on the quality of students' creative products, their intrinsic motivation, self-efficacy and creative processes.

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*Creative writing: Effective processes and effective instruction***Imaginative recreation in an Australian literature classroom**Brenton Doecke<sup>1</sup> & Douglas McClenaghan<sup>2</sup><sup>1</sup>Deakin University, Australia<sup>2</sup>Viewbank Secondary College, Victoria, Australia

‘Imaginative recreation’ is a term used to describe a range of activities whereby a text is translated from one medium into another, one form to another, one narrative view point to another, or one context to another (Adams, 1998, pp.67-68). The main purpose of such activities is to enhance students’ interpretation of a text by developing a refined appreciation of the imaginative choices an author has made. By reflecting on their own choices in producing an ‘imaginative recreation’, students think about their own learning and develop a metalanguage to use when discussing the nature of literary texts. This paper focuses on examples of imaginative recreation collected over a period of sustained collaborative inquiry into English curriculum and pedagogy (e.g. Doecke and McClenaghan, 2009, McClenaghan and Doecke, 2005). The focus will be on the work which 15-16 year old students produced when responding to stories by Tobias Wolf, when they created narratives and multimodal texts emulating the style and construction of point of view in Wolf’s stories. We argue that intertextual work of this kind - the students’ stories ‘speak’ to Wolf’s stories in a dialogical way, unlike traditional interpretive exercises - represent significant forms of ‘creativity’ in their own right. The paper concludes by focusing on the meaning of ‘creativity’ in English classrooms, arguing that such exercises enable students to explore ‘the dynamic nature of textuality rather than conformity to a model’ (Frow, 141), stepping beyond predetermined learning outcomes to richer dimensions of language and learning.

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## *Detailed Program*

### *SIG WRITING 2010*

<b>Wednesday, September 8th</b>				
8:30 -9:30	Registration and Coffee			
9:30 - 10:30	Opening Ceremony, Room 222			
	Individual Papers			
	<i>Room 118</i> Chair: Maisa Martin	<i>Room 121</i> Chair: Judy Parr	<i>Room 122</i> Chair: Nora Scheuer	<i>Room 123</i> Chair: David Galbraith
10:30 - 11:00	<p style="text-align: center;"><b>Linda Di Desidero</b></p> <p>Learning through writing at the interface of expressivism and constructivism: Theory, process, and implications for teaching</p>	<p style="text-align: center;"><b>Ana Cristina Silva &amp; Sofia Ferreira</b></p> <p>The impact of an intervention literacy programme with children from low social background from 1st grade</p>	<p style="text-align: center;"><b>Lucy Oliver</b></p> <p>Revision as reconceptualisation? Student thinking about revision</p>	<p style="text-align: center;"><b>Monica Gavota, Mireille Betrancourt &amp; Daniel Schneider</b></p> <p>Writing for fostering procedure acquisition in vocational education</p>
11:00 -11:30	<p style="text-align: center;"><b>Sarah Haas</b></p> <p>Writer development groups for postgraduate students: Procedures and benefits</p>	<p style="text-align: center;"><b>Lorna Bourke &amp; Simon Davies</b></p> <p>How do enhanced visuo-spatial memory skills assist emergent writers?</p>	<p style="text-align: center;"><b>Annabel Watson</b></p> <p>“It’s sort of like the pit of doom”: Beliefs about teaching grammar for writing</p>	<p style="text-align: center;"><b>Thierry Olive, Marie Crouzevalle, Nathalie Le Bigot &amp; David Galbraith</b></p> <p>Visuospatial working memory during planning</p>
11:30 - 12:00	<p style="text-align: center;"><b>Nancy Susan Keranen &amp; Charles Bazerman</b></p> <p>Facilitated immersion in second language scientific writing</p>	<p style="text-align: center;"><b>Victor Millogo &amp; Elsa Eme</b></p> <p>Written narrative in French functionally illiterate adults: Linguistic features and discourse organisation</p>	<p style="text-align: center;"><b>Ingrid Behrns, Malin Broberg, Åsa Wengelin &amp; Lena Hartelius</b></p> <p>A comparison between written and spoken narratives in aphasia</p>	<p style="text-align: center;"><b>Marion Tillema, Huub van den Bergh, Gert Rijlaarsdam &amp; Ted Sanders</b></p> <p>The effect of vocabulary knowledge on formulating activities during the execution of L1 writing tasks</p>
12:00 - 12:30	<p style="text-align: center;"><b>Magdalena Kilaraska</b></p> <p>Teaching paraphrasing to reduce plagiarism</p>	<p style="text-align: center;"><b>Marc Miret &amp; Teresa Naves</b></p> <p>Writing performance in CLIL and EFL contexts</p>	<p style="text-align: center;"><b>Alina Galvão Spinillo</b></p> <p>Revision of written texts by children: Is together better?</p>	<p style="text-align: center;"><b>Teresa Limpo , Rui A. Alves &amp; David Galbraith</b></p> <p>Priming effects on writing fluency are mediated by empathy and self-monitoring</p>
12:30 - 13:30	Lunch			

<b>Wednesday, September 8th</b>				
	Individual Papers			
	<i>Room 118</i> Chair: Bob Wilkinson	<i>Room 121</i> Chair: Åsa Wengelin	<i>Room 122</i> Chair: Jane Creaton	<i>Room 123</i> Chair: Lorna Bourke
13:30 - 14:00	<b>Julie Dockrell, Vincent Connelly, Kirsty Walter &amp; Sarah Critten</b> Using curriculum-based measurement to assess writing development	<b>Lucile Chanquoy, John Hayes &amp; Virginia Berninger</b> Declarative knowledge and metacognition in young writers	<b>Ioannis Dimakos &amp; Sophia Pantazopoulou</b> Learning disabled students' writing skills and attitudes towards writing	<b>Andrea Karsten</b> Autoconfrontation as a dialogic method in writing research
14:00 - 14:30	<b>Helen Lines</b> Judging text: Teachers' and students' constructs of quality in writing	<b>Susan Jones</b> Multi-method research: Exploring the complementarity of qualitative and quantitative data in an RCT study investigating grammar and writing	<b>Tanja Janssen</b> Effects of creative writing on students' literary response to short stories	<b>Christian Weinzierl &amp; Joachim Grabowski</b> Writing pauses in videographed handwriting: Methodological approaches
14:30 - 15:00	<b>Jiangkui Zhao</b> Strategy-focused Instruction: Effects on Chinese college students' EFL composition, writing strategy use and motivation	<b>Roger Johansson, Victoria Johansson &amp; Åsa Wengelin</b> Reading, lexical measures and syntactic complexity in typing and handwriting	<b>Anthony Wilson</b> "A joyous lifeline in a target driven job": Teachers' metaphors describing poetry writing instruction	<b>Solen Sausset, Eric Lambert &amp; Thierry Olive</b> The syllable as a spelling unit in handwriting production
15:00 - 15:30	<b>Isabelle Zöllner, Jeanette Roos, Hermann Schöler &amp; Anke Treutlein</b> Spelling skills in primary and secondary school – A longitudinal perspective	<b>Thierry Olive</b> The dynamic of sentence generation	<b>Clare Morris &amp; Debra Myhill</b> The noun phrase as a marker of development in writing	<b>Mark Torrance &amp; Andrew Brown</b> Word length and frequency effects on writers' eye movements when reading their own text
15:30 - 16:00	Coffee Break			

<b>Wednesday, September 8th</b>				
	Individual Papers			
	<i>Room 118</i> Chair: Gert Rijlaarsdam	<i>Room 121</i> Chair: Ioannis Dimakos	<i>Room 122</i> Chair: Rui Alexandre Alves	<i>Room 123</i> Chair: Margarida Alves Martins
16:00 - 16:30	<b>Markus Schmitt &amp; Joachim Grabowski</b> Predicting audience design in instructional texts: Perspective-taking, working memory, and verbal ability	<b>Sarah Haas</b> By writers for writers: A collaboratively constructed model of the writing process	<b>Judy Reilly, Josie Bernicot, Stephanie Chaminaud, Monik Favart, Thierry Olive, Beverly Wulfeck, Jun O'Hara &amp; Joel Uze</b> Written narratives in French and English speaking children with language impairment: A cross-linguistic study	<b>Miguel Mata Pereira, Jacques Fijalkow &amp; Margarida Alves Martins</b> Syllabic spellings: A pedagogical manifestation?
16:30 - 17:00	<b>David Galbraith &amp; Norma Sherratt</b> The effect of expressive writing on working memory capacity	<b>Katrin Lehnen &amp; Martin Steinseifer</b> Exploring textual routines in academic writing – Using a computer-based learning environment for linguistic research	<b>Åsa Wengelin, Cecilia Egevad &amp; Cecilia Lindström</b> Transcription skills and text quality in Swedish children's typing and handwriting	<b>Lucile Chanquoy &amp; Aurélia Campigotto</b> The development of lexical and grammatical spelling during writing and revision
17:00 - 17:30	<b>Maisa Martin, Sanna Mustonen, Nina Reiman &amp; Marja Seilonen</b> Threshold level revisited?	<b>Julio Roca de Larios, Liz Murphy &amp; Florentina Nicolás Conesa</b> Writing in a foreign language: Classroom practices and learning outcomes		<b>Vincent Connelly, Julie Dockrell, Sarah Critten &amp; Geoff Lindsay</b> Writing development in children with language difficulties and the influence of spelling skill
17:30 - 18:00		<b>Mika Tukiainen, Kai Hakkarainen, Lasse Lipponen &amp; Kirsti Lonka</b> Teacher students' perceptions of their problems in academic writing at individual and social levels		<b>Francisca Serrano &amp; Sylvia Defior</b> Studying spelling and reading abilities' consolidation in Spanish
18h15 - 19:00	SIG Writing Business Meeting, <i>Room 121</i>			

Thursday, September 9th				
	Individual Papers	Symposia		
	<i>Room 118</i> Chair: Kimberly Bunts-Anderson	<i>Room 121</i> <b><i>Pauses and transitions in handwriting and typing</i></b> Guido Nottbusch, Åsa Wengelin & Marielle Leijten	<i>Room 122</i> <b><i>Designing writing-to-learn activities fostering deeper knowledge processing</i></b> Monica Gavota & Mireille Bétrancourt	<i>Room 123</i> <b><i>Self-regulated writing of poor and inexperienced writers and its relation to writing quality</i></b> Amos van Gelderen & Ron Oostdam
09:00 - 09:30	<b>Margarida Alves Martins, Cristina Silva &amp; Carla Lourenço</b> The impact of three invented spelling programmes on the understanding of the alphabetic principle in preschool children	<b>Rui Alexandre Alves</b> From pauses to execution periods: What bursts might teach us about writing	<b>Monica Gavota, Mireille Betrancourt &amp; Daniel Schneider</b> Scaffolding for deep knowledge processing in writing activities	<b>Ilona de Milliano, Amos van Gelderen &amp; Peter Slegers</b> Patterns of self-regulatory behaviour of poor writers: An online study
09:30 - 10:00	<b>Ana Christina Silva</b> Phonological, morphological awareness and the orthographic performance on second grade children	<b>Kristyan Spelman Miller</b> Pausing and discourse: Issues and approaches	<b>Veerle Baaijen &amp; David Galbraith</b> Development of understanding through writing	<b>Mirjam Trapman, Ilona de Milliano, Amos van Gelderen, Roel van Steensel &amp; Jan Hulstijn</b> Writing self-regulation analysed: Self-reports, metacognitive knowledge, observed behaviour and their effects on writing proficiency
10:00 - 10:30	<b>Jane Correa &amp; Julie Dockrell</b> Learning to spell in Brazillian Portuguese: Children's patterns of errors in story writing	<b>Victoria Johansson, Roger Johansson &amp; Åsa Wengelin</b> A comparison of pausing between writing on keyboard and handwriting  <b>Discussant: Denis Alamargot</b>	<b>Linda Mason</b> Teaching low-achieving adolescents to self-regulate quick writing  <b>Discussant: Gert Rijlaarsdam</b>	<b>Mariette Hoogeveen &amp; Amos van Gelderen</b> Writing with peer response: Comparing classroom interventions with and without focused response  <b>Discussant: Debra Myhill</b>
10:30 - 11:00	Coffee Break			

Thursday, September 9th				
	Individual Papers		Symposia	
	Room 118 Chair: Debra Myhill	Room 121 Chair: Tatyana Angelova	Room 122 <i>The paths to literacy: Relations among young children's understandings and uses of different representational systems</i> Eva Teubal & Nora Scheuer	Room 123 <i>Pauses and key transitions in writing: Word level related processes</i> Luuk van Waes, Mariëlle Leijten & Guido Nottbusch
11:00 - 11:30	<b>Mar Mateos, Isabel Cuevas, Isabel Martinez &amp; Jara González</b> The role of writing beliefs on collaboration strategies and on the degree of perspectivism shown in a collaborative written argumentation task	<b>Hedy M. McGarrell</b> From first to second draft: Undergraduate ESL writers' (in)action following teacher commentary	<b>Nora Scheuer, Montserrat de la Cruz &amp; María Sol Iparraguirre</b> Learning to write, to draw and to note numbers according to children in kindergarten and first grade	<b>Guido Nottbusch</b> The influence of syllable structure on keystroke timing: Individual differences and syllable properties
11:30 - 12:00	<b>Luisa Alvares Pereira, Luis Barbeiro &amp; Ines Cardoso</b> Collaborative re-writing: From peer interaction/work to individual writing	<b>Christina Louise Richardson &amp; Ursula Wingate</b> Writing at university: An academic language and literacy development programme for 16-18 year olds	<b>Eva Teubal</b> Young children's notion of time as expressed in two graphic representation tasks: Reading and producing a weekly calendar	<b>Luuk van Waes &amp; Mariëlle Leijten</b> The dynamics of typing errors in text production
12:00 - 12:30	<b>Mariona Corcelles Seuba &amp; Montserrat Castelló Badia</b> Learning philosophy by writing in a community of learning	<b>Chris Anson &amp; Paul Anderson</b> Research on writing and learning: Results from a study of 55,000 students	<b>Monica Alvarado &amp; Barbara M. Brizuela</b> First graders' work on additive problems with the use of different notational tools: Labeled tables, unlabeled table, and written language	<b>Mirjam Weder</b> Investigating spelling in writing – Combining revision and pause analysis in keystroke logs with verbalisation data of stimulated recall
12:30 - 13:00	<b>Elena Martin, Maria Luna, Ana Martin, Jesus Manso &amp; Mariana Solari</b> Writing an argumentative text in group: Cognitive, metacognitive and collaborative processes developed by undergraduate students	<b>Lorna Bourke &amp; Alan Yates</b> Working memory and the development of argumentative text	<b>Analia Salsa &amp; Olga Peralta</b> Young children's comprehension and production of drawings: Age-related changes in two socioeconomic groups  <i>Discussant: Julie Dockrell</i>	<b>David Galbraith &amp; Veerle Baaijen</b> Relationships between writing processes and text quality for dyslexic and non-dyslexic writers  <i>Discussant: Mark Torrance</i>
13:00 - 14:00	Lunch			

## Thursday, September 9th

	Individual Papers		Symposia	
	<i>Room 118</i> Chair: Luísa Álvares Pereira	<i>Room 121</i> Chair: Barbara Arfé	<i>Room 122</i> <b><i>Pausing in text production from a discourse perspective</i></b> Mariëlle Leijten, Luuk van Waes & Åsa Wengelin	<i>Room 123</i> <b><i>Self-regulated writing: Models, processes and applications</i></b> Cornelia Glaser
14:00 - 14:30	<b>Kimberly Bunts-Anderson</b> Teaching and learning with ICT: Error correction in writing a ZU case study	<b>Janine Certo</b> Genre knowledge and development: Preadolescents writing and performing poetry	<b>Martine Braaksma, Gert Rijlaarsdam &amp; Huub van den Bergh</b> Hypertext writing versus linear writing: Effects on pause locations and production activities and its relation with text quality	<b>Cornelia Glaser</b> Testing a path-analytic mediation model of how self-regulated writing strategies improve elementary school students' composition skills: A randomized controlled trial study
14:30 - 15:00	<b>Núria Castells, Isabel Solé, Mariana Miras, Sandra Espino &amp; Cristina Luna</b> What lies behind a good synthesis text? An analysis of the procedures and operations involved in producing one	<b>Lucile Chanquoy &amp; Charlotte Lussan</b> The acquisition of number agreement during writing: New research paradigms	<b>Tom Quinlan, Russel Almond, Tetyana Sydorenko, Michael Wagner &amp; Paul Deane</b> Assessing students' writing fluency via keystroke data	<b>Debora Palm</b> Improving fourth graders' self-regulated writing skills: Specialized and shared effects of process-oriented and outcome-related self-regulation procedures on students' writing performances
15:00 - 15:30	<b>Maria Cerrato, Mariona Corcelles &amp; Montserrat Castelló</b> Academic voice in higher education writing: Helping undergraduate students revise their texts collaboratively	<b>Isabel Sebastião</b> The role of deixis in the text production activity	<b>Mariëlle Leijten, David Galbraith, Mark Torrance &amp; Luuk van Waes</b> The influence of working memory on error correction strategies during sentence production	<b>Sandra Budde</b> Teacher-guided implementation of self-regulated writing strategies in elementary classes
15:30 - 16:00	<b>Jane Creaton</b> Writing feedback: Exploring issues of power, knowledge and identity in staff and student writing practices	<b>Heather Retter</b> Children's writing development within a reading recovery programme and in the classroom	<b>Guido Nottbusch, Mark Torrance &amp; Allana White</b> Planning short written sentences: Evidence from eye movements and keystroke latencies  <b>Discussant: Kristyan Spelman Miller</b>	<b>Markus Eichner</b> Cognitive correlates of competent writing in school-age students  <b>Discussant: Mark Torrance</b>
16:00 - 17:00	Poster Session EMERALD Reception with Beer and Pretzels John Hayes Award, <i>1st Floor Hall</i>			
17:00 - 18:00	<b>Deborah McCutchen</b> , Language and memory processes in the development of writing skill, <i>Room 222</i>			
19:30	Conference Party			

Friday, September 10th				
	Individual Papers	Symposia		
	<i>Room 118</i> Chair: Christian Weinzierl	<i>Room 121</i> <b>Time course of orthographic processes during handwriting: Pauses and eye movements analysis</b> Denis Alamargot & Michel Fayol	<i>Room 122</i> <b>Genres in European higher education: The Country Report Study</b> Otto Kruse & Cornelia Ilie	<i>Room 123</i> <b>Investigation of instructional contexts for writing development</b> Judy Parr
09:00 - 09:30	<b>Hanny den Ouden &amp; Carel van Wijk</b> Texting: Vice or virtue	<b>Severine Maggio, Bernard Lété, Florence Chenu, Harriet Jisa &amp; Michel Fayol</b> The dynamics of written production: Infra-lexical and lexical influences of past, present and future word on pause and writing rate	<b>Otto Kruse</b> Genres in European higher education: Collecting, assessing, and defining educational genres	<b>Rebecca Jesson</b> Teaching writing using theories of intertextuality
09:30 - 10:00	<b>Sarah Ransdell &amp; John Long</b> Writing to learn, autonomy, and activity in online environments	<b>Eric Lambert &amp; Denis Alamargot</b> Dynamics of the spelling process during a copy task: Effect of regularity	<b>Isabelle Delcambre</b> Genres in European higher education: Genre and writing practices	<b>Judy Parr</b> Teacher knowledge in the context of practice: Relationships to student achievement in writing
10:00 - 10:30	<b>Gerd Bräuer</b> Advancing portfolio as a mode of learning through task design	<b>Denis Alamargot, Michel Fayol, Kathleen O'Brien-Ramirez &amp; Ascension Pagan</b> Pregraphic control during subject-verb agreement: First evidence from eye and pen movements <b>Discussant: Gert Rijlaarsdam</b>	<b>Cornelia Ilie</b> Genres in European higher education: Teaching and learning practices <b>Discussant: Christiane Donahue</b>	<b>Debra Myhill</b> Text and context: Writing with grammar in mind <b>Discussant: Susan Jones</b>
10:30 - 11:00	Coffee Break			

<b>Friday, September 10th</b>				
	Individual Papers			
	<i>Room 118</i> Chair: Guido Nottbusch	<i>Room 121</i> Chair: Luuk van Waes	<i>Room 122</i> Chair: Katrin Lehnen	<i>Room 123</i> Chair: Marthe Plöger
11:00 - 11:30	<b>Cerstin Mahlow &amp; Michael Piotrowski</b> Writing research and natural language processing: Challenges and opportunities	<b>Marie Stevenson</b> Stance in academic writing - A hard balancing act	<b>Elfriede Witschel</b> The foundations and problems of academic writing: Interviews with teachers, lecturers and students about writing at school and at university	<b>Teresa Guasch, Anna Espasa &amp; Ibis Alvarez</b> Feedback in collaborative writing process in an online learning environment
11:30 - 12:00	<b>Barbara Arfé, Bianca De Bernardi &amp; Margherita Pasini</b> Assessing text generation in expressive writing difficulties	<b>Amr Salah Hammam</b> If critical thinking is the food for writing, click on!	<b>Catherine van Beuningen</b> The effectiveness of comprehensive error correction in promoting L2 written accuracy	<b>Minna Pulkkinen, Miika Marttunen &amp; Leena Laurinen</b> University students' knowledge construction through collaborative writing
12:00 - 12:30	<b>Charles Bazerman &amp; Kelly Simon</b> Writing, genre, and cognitive development in a teacher education program	<b>Antje Prose</b> Perspective taking in academic writing – Does it influence text quality?	<b>Debra Myhill &amp; Susan Jones</b> Linguistically-informed writing instruction: How teaching integrated grammar supports writing development	<b>Stefanie Surd-Büchle</b> Successful writing as a social ability
12:30 - 13:00	<b>Astrid Bengtsson, Nora Scheuer &amp; Mar Mateos Sanz</b> Communicating science to a lay audience through texts: A study of physicists' conceptions, peer reviewing and written productions	<b>Melissa Patchan &amp; Christain Schunn</b> Impact of group composition on learning to write through peer-review	<b>Gudmundur Kristmundsson</b> Connections between free time writing and writing at school	<b>Amos van Gelderen, Mirjam Trapman, Roel van Steensel, Jan Hulstijn &amp; Ron Oostdam</b> Linguistic and cognitive predictors of at-risk students' writing proficiency
13:00 - 14:00	Lunch			

Friday, September 10th				
	Individual Papers			Symposium
	Room 118 Chair: Lucile Chanquoy	Room 121 Chair: Joachim Grabowski	Room 122 Chair: Rui Alexandre Alves	Room 123 <b><i>Creative writing: Effective processes and effective instruction</i></b> Talita Groenendijk & Gert Rijlaarsdam
14:00 - 14:30	<b>Sonia Lopez-Serrano &amp; Jose Maria Campillo</b> The relationship between strategic knowledge and L2 proficiency in primary school children's EFL writing	<b>Nicole Nachtwei, Michael Becker-Mrotzek &amp; Joachim Grabowski</b> Subcomponents of writing literacy: Diagnosis and didactical support	<b>Richard Heeks</b> Conceptualising discovery writing – A philosophical and creative approach	<b>Katrin Girgensohn</b> The impact of the social factor: How students can experience different functions of writing
14:30 - 15:00	<b>Kai-lin Wu</b> The practice and promise of bilingual literacy autobiographies	<b>Florentina Nicolás Conesa</b> The dynamics of EFL university students writing goals	<b>Veerle Baaijen &amp; David Galbraith</b> The moderating effect of writing beliefs on the effectiveness of writing strategies	<b>Talita Groenendijk, Tanja Janssen, Huub van den Bergh &amp; Gert Rijlaarsdam</b> The effect of peer observation in arts education: An experimental study on learning to write poetry and making a collage by observing peers at work
15:00 - 15:30	<b>Anne-Marie Adams, Fiona R Simmons, Catherine S. Willis &amp; Sarah Porter</b> The impact of phonological recoding development on children's early writing skills	<b>Susan Millar</b> How role play addresses the difficulties students perceive when writing reflectively about the concepts they are learning in science	<b>Gisella Paoletti &amp; Maria Elisabetta Cigognini</b> Writing a poster and a visual presentation to teach and communicate: When do they work?	<b>Brenton Doecke &amp; Douglas McClenaghan</b> Imaginative recreation in an Australian literature classroom  <b><i>Discussant: Tanja Janssen</i></b>
15:30 - 16:00	Closing Ceremony			