

September 20 - 22 2006 University of Antwerp Belgium

sig writing 10th international
conference of the EARLI special interest group on writing

Program

SIG Writing 2006

Wednesday September 20

	C.001	C.002	C.101	C.102	C.103
09.00-10.00	registration (Prinsstraat 13 room C.104)				
10.00-10.45	opening (room C.003)				
10.45-11.00	short break				
11.00-11.30	Margreet Onrust Nominalization in academic texts	Paul Thompson Kristyan Spelman Miller Interacting with computer resources: A study of writers' skill development in text processing	Marie Stevenson Inhibition of conceptual processes in foreign language reading and writing: Similar or different?	Thierry Olive Rui Alexandre Alves São Luís Castro Processing time and cognitive effort of the writing processes during pauses and execution periods: Effect of standard vs cursive upper-case handwriting	Francisca Serrano Sylvia Defior Influence of syllabic structure in dyslexics' spelling skills
11.30-12.00	Odilea Erkaya Plagiarism . . . No More!	Vincent Boeschoten Reproductive writing skills	Mar Mateos Ruth Villalon Elena Martin Maria Luna Reading and writing to learn in secondary education: Relations between processing activity and written products	Cora Blabusch Joachim Grabowski Thorsten Lorenz Typing skills, keyboard mastery, and writing proficiency in very low-ability secondary school students.	Barbara Arfé Tiziana Bronte Analysis of linguistic skills through oral and written productions in deaf and hearing school-aged children
12.00-12.30		Thomas Quinlan Denis Alamargot The reading of writers when composing from sources	Mark Melenhorst Annotating the Process of Writing-from-Sources	Rui Alexandre Alves São Luís Castro Thierry Olive Lionel Granjon Typing skill, processing time, and cognitive effort during pauses and execution in writing narratives	Judy Reilly Liliana Tolchinsky Darrin Woolpert Beverly Wulfeck Neuroplasticity and Development: Spoken and Written Narratives in Children with Early Focal Lesions and Children with Specific Language Impairment
12.30-1.45	lunch (Aula rector D'Hanis)				
01.45-2.15	poster sessions (B hallway)				

	C.001	C.002	C.101	C.102	C.103 symposium
2.15-2.45	Ann Hewings Caroline Coffin Sarah North New writing environments, new methodologies: Capturing the changing nature of academic argumentation	Antje Proske Susanne Narciss Escribo – an interactive writing environment that supports academic writing	Edgar Onea The Impact of Writing on Syntax	Martine Cavanagh Towards an Intervention Program to Develop Metacognitive Skills in Narrative Writing Learners	Linda Allal Céline Buchs Walther Thessaro Cognitive and social dimensions of text revision: Evolution of student skills between 5th and 6th grades
2.45-3.15	Telma Ferraz Leal Arthur Comezde Morais Argumentation and school education: Questions to debate	Anita Deshpande Lou Boves Mari Carmen Puerta Melguizo À propos: Pro-active personalization for professional document writing	Brenton Doecke Alex Kostogriz Heteroglossia: A Space for Developing Critical Language Awareness	Kathryn Glasswell Judy Parr Differential opportunities to learn and the development of writing expertise	Debra Myhill Susan Jones Children’s Perspectives on their Revision Processes during Writing
3.15-3.45	Sandrine Aeby Daghé Gagnon Roxane The figure of « the other » in the construction of the object “argumentative text”	Bart Deygers Geert Jacobs Liesbeth Opdenacker Learning how to apply for a job: Testing user experiences on Calliope	Liliana Tolchinsky Harriet Jisa The development of Noun Phrase complexity in French and Spanish spoken and written narratives and expository texts	Aleksandra Gnach Daniel Perrin Writing by primary school children: Product and process-related differences between age groups	Isabelle Negro Maryse Louis-Sydney Lucile Chanquoy Improving self-questioning: A study of text revision in 3rd and 5th grades
3.45-4.15	Fei-Wen Cheng On the structural complexity and logical reasoning in Chinese students’ arguments	Pascale Hadermann Alex Demeulenaere ICT, CALL and writing skills: A generic canvas for German, English, French, Spanish and Swedish	Carmen Gelati Pietro Boscolo The development of personal account writing: Role of gender differences and interest	Ana Carolina Perrusi Brandão Telma Ferraz Leal The presence of argumentative texts in Brazilian primary school textbooks	Emmanuèle Auriac Can dialogical activity disturb the revision process?
4.15-4.45	break				

	C.001	C.002	C.101	C.102	C.103 symposium
4.45-5-15		<p>Nienke Nijenhuis Kerstin Severinsson Eklundh Giving feedback on writing plans with a standardized feedback tool</p>	<p>Liesbeth Degand Annemie Demol Pascale Hadermann Julien Perrez And, then, so ... Why do L2 writers love connectives?</p>	<p>Claire Woods Rhetorical Modes at Play: An exercise in literary practice explored.</p>	<p>Helen Drury Meloni Muir Exploring the connection between feedback and revision using a draft-writing and feedback cycle in report-writing assessment</p>
5.15-5-45		<p>Triantafillia Kostouli On the interactive co-construction of writing plans and strategies: Evidence from 'struggling' and 'expert' writers</p>	<p>Sven Strömqvist Three metaphors of text-production</p>	<p>Hein Broekkamp Tanja Janssen Is there a relationship between literature reading and creative writing?</p>	<p>Elke Van Steendam Improving Text Coherence through Peer Revision: Do ESL-Students Revise More and Better When Being Trained with Peer Revision?</p>
6.30-7.30	reception (City Hall Schoon Verdiep)				

Thursday September 21

	C.001	C.002	C.101	C.102	C.103 symposium
08.00-09.00	late registration				
09.00-09.30	<p>Marleen Kieft Gert Rijlaarsdam Increasing the effects of writing-to-learn: Adapting a writing course to students' writing strategies</p>	<p>Eva Lindgren Kirk Sullivan Mikael Winberg On the lookout for new relationships: an exploration of keystroke-logged writing data</p>	<p>Marion Tillema-Kortman Huib Van den Bergh Ted Sanders Gert Rijlaarsdam The influence of vocabulary knowledge on task execution during L2 writing.</p>	<p>Jocelyne Bisailon Toward Revision Profiles</p>	<p>Jean Noël Foulin Georges Aubert Longitudinal observations about phonological, orthographic and lexical development in children's spelling</p>
09.30-10.00	<p>Kay Sambell Mel Gibson Student perspectives of writing to learn: Developing learner autonomy in interdisciplinary courses</p>	<p>Joachim Grabowski Asa Wengelin Ralf Graf Beyond pauses: Methodical approaches to the temporal analysis of keystroke records</p>	<p>François Pichette Second language vocabulary acquisition: Writing to better learn?</p>	<p>Caroline Laflamme Editors and Words</p>	<p>Lucile Chanquoy Florence Charpentier Isabelle Negro Complexity of French spelling. How do 3rd and 5th graders manage orthographic and grammatical ambiguities during writing and reading</p>
10.00-10.30	<p>Robert Wilkinson Gert Rijlaarsdam Arthur van Essen Student citations: A reflection of increasing expertise</p>		<p>I-Hsin Liu Lies Sercu Acquiring L2 vocabulary from reading tasks versus reading-and-writing tasks: Differences in noticing and intake of targeted vocabulary</p>	<p>Alasdair Archibald The relationship between planning and revision strategies of university students writing academic essays.</p>	<p>Bernard Slusarczyk Spelling errors in written production. A longitudinal study of speller's profiles from 4th to 6th grades according to teaching modalities</p>
10.30-11.00	break				

	C.001	C.002	C.101	C.102	C.103 symposium
11.00-11.30	Rob Oliver Writing to Get into University: the Personal Statement as Genre	Daphne van Weijen Huub van den Bergh Ted Sanders Gert Rijlaarsdam Hierarchical analysis of Think-aloud protocols	Shih-Chieh Chien A Study of Cognitive and Metacognitive Strategies in the Process of Writing English as a Second Language: A Cognitive Approach	Artur Morais Ana Teberosky Nuria Ribera Metalinguistic terminology in textbooks	Isabelle Gauvin Marie-Claude Boivin Grammar performances in writing: Some gender differences
11.30-12.00	Kris Rutten Andre Mottart Becoming an Academic Writer	Carien Bakker Kees de Glopper Observation of writing processes and knowledge construction processes: A comparison of the merits and limits of stimulated recall interviews and thinking aloud protocol analysis	Folkert Kuiken Ineke Vedder Cognitive task complexity and text quality in L2 writing	Martine Braaksma Gert Rijlaarsdam Writing hypertexts versus linear texts: Learning and transfer effects	Athanasios Aidinis Chrysa Dalakli Dimitra Paraschou The role of lexical and grammatical knowledge in the development of spelling in Greek
12.00-12.30	Christiane Donahue Cross-cultural Analysis of Academic Writing: Insights from Two Studies	David Chesnet Denis Alamargot Gilles Caporossi Eye and Pen: A new device to study eye movement during writing	Joaquim Guerra Best practices on teaching writing in French Language classroom: Teachers' discourse concerning their writing teaching practices.	Tiago Ribeiro Violeta Quental Abbreviations: An old phenomenon in a new media.	Marie van Reybroeck Michel Hupet Marie-Anne Schelstraete Does the place of the verb influence subject-verb agreement in writing?
12.30-1.45	lunch (Ten Prinsenhove)				
1.45-2.15	poster sessions (B hallway)				

	C.001	C.002	C.101	C.102	C.103 symposium
2.15-2.45	Asghar Iran-Nejad Yuejin Xu A Semester-Long Intervention Study of Writing-Performance Disposition Change	Sarah Ransdell Mariëlle Leijten Luuk Van Waes Working Memory and Error Analysis in Writing		Ana Maria Guimaraes Louisa Alvares Pereira Producing written texts in socially diverse environments: Reflections upon making genres teachable	George Hoefflin Michèle Cusinay Aline Rouèche Jean-Emile Gombert What 5-year-old children learn from teachers about literacy?
2.45-3.15	Franco Zengaro Ashgar Iran-Nejad Explaining and Exploring Understanding in a College Classroom	Thomas Quinlan Maaïke Loncke Mariëlle Leijten Luuk Van Waes Writers shifting between generating, error-detecting, and correcting		Annelies Haecki Buhofer Everyday Writing of Adolescents and Factors of Resilience in Literary Socialisation	Julie Dockrell Geoff Lindsay Vincent Connelly Clare Mackie Olympia Palikara The role of spelling skills in supporting the writing of children with specific language impairment through secondary school education
3.15-3.45	Mariana Miras Isabel Sole Marta Gracia Summarizing to learn: From textual information to learning construction	Åsa Wengelin Victoria Johansson Kenneth Holmqvist On the distribution of reading during writing		Christiane Donahue False Friends and Cross-cultural Writing Research Exchange	Liesbeth van Beijsterveldt Janet G. van Hell Spelling patterns and spelling awareness in Dutch children with and without hearing impairment
3.45-4.15	Isabel Solé Mar Mateos Learning through texts: The production of written syntheses by secondary and university students	Chris Anson In the Blink of an Eye: New Research on Error in Student Writing		Marlies Taljard Facilitating therapeutic writing in a previously disadvantaged South African community	Discussion session

4.15-4.45	break	
4.45-5.45	keynote: Ronald Kellogg (C.003)	
6.00-8.00	sig writing meeting (C.102) (see page 235) beer tasting	guided walk + beer tasting beer tasting + guided walk beer tasting (see page 243)
8.00-****	conference diner ('t Pakhuis) (see page 243)	

Friday September 22

	C.001	C.002	C.101	C.102	C.103
08.00-09.00	late registration				
09.00-10.30	Victoria Zamudio Jasso Reader's expectations and the perception of quality in students' academic texts	David Galbraith Mark Torrance Jenny Hallam Effects of writing on conceptual coherence	Minna Puustinen Josie Bernicot Students' spontaneous computer-mediated help seeking: A preliminary analysis	Kátia Leal Reis de Melo The development of grammatical awareness and its relation to the production of written texts	Cristina Silva Explicit awareness of orthographic contextual constraints: Its importance for orthographic performance
	Paul Rogers College Writing: Development from the Student's Point of View	Maria Chuy Denis Alamargot Jean-Michel Passerault Content interference during text composition: Effects of resources in working memory	Henry Rodriguez Chiara Rossitto Kerstin Severinson Eklundh Escribamos: A flexible tool for collaborative writing on the Web	Debra Myhill A Linguistic Model of Sentence Development in Writing	Guido Nottbusch The contribution of analyses of the time course of typing errors to a model of spelling processes in writing
	Rita Rymenans Marleen Colpin Robin Heymans Sven De Maeyer Writing ability or abilities?	Nathalie Le Bigot Jean-Michel Passerault Thierry Olive Memory for words location in writing: The implication of verbal and visuospatial working memory	Gaëlle Lortal Amalia Todirascu-Courtier Myriam Lewkowicz Annotation as negotiation and collaborative writing means		Eric Lambert Denis Alamargot Eye and pen movements during a copy task: a way to assess orthographic lexicon organization
10.30-11.00	break				

	C.001	C.002	C.101	C.102	C.103
11.00-11.30	Jacqueline van Kruiningen Social interaction and teachers' professional development in teaching academic writing: 'I was challenged to think!'		Liisa Vanhanen-Nuutinen Challenges of collaborative writing: The case study of a nurse teacher, a nurse administrator and a researcher writing together	Suzanne Leighton Mark Torrance Do general capacity accounts explain children's poor written recall?	Marie Delattre Written spelling to dictation: Sound-to-spelling regularity affects both writing latencies and durations
11.30-12.00	Sally Zengaro Students and Writing: Using Metaphors to Understand Writing Processes		Nadia Gauducheau Using instant messaging for a collaborative summarizing task	Roger Beard Investigating Writing Development in 9-11 Year Olds	Per Henning Uppstad Oddny Judith Solhiem Åse Kari H. Wagner The doubling of consonants in a text-writing task
12.00-12.30	Julia Huettner Author Objectives vs. Genre Realisations in Student Academic Writing		Mya Poe Not just a test: Race and power in the essay test	Conceição Aleixo Luísa Álvares Pereira Looking through individual writing notebooks at primary school	Emila Ferreiro Zamudio Celia Spelling words with CCV syllables: How do children begin to analyze speech in order to write them down?
12.30-2.00	lunch (Ten Prinsenhove)				

	C.001	C.002	C.101	C.102	C.103
2.00-2.30	Judy Parr Samuel Nickelsen Building self-efficacy and enhancing achievement in writing	Fernando Bernal The understanding of the signature in children and adolescents from 9 to 15 years old	Anna Iñesta Montserrat Castelló The transfer of L1 writing strategies to L2 writing	Elaine Cockburn Shaaron Ainsworth Colin Harrison Children using Mind Maps as planning tools for non-narrative writing	Catherine Brissaud Jacques David Odile Guyon The /E/ French homophonous verbal inflections.
2.30-3.00	Einat Lichtinger Avi Kaplan Exploring self-regulation in writing among junior high-school students: A stimulated recall study	Carmen Zahn Elmar Stahl Learning through inquiry, writing and multimedia design in primary education: Issues of media, age and gender	Marie-Laure Barbier Sarah Ransdell Toomas Niit Navigating, notetaking and writing from hypertexts in L1 and L2: Effects of individual's language experience and working memory	Alejandra Pellicer Sofia A. Vernon Succession and simultaneity in children's writings	Sylvia Defior Inmaculada Cantos Gracia Jimenez-Fernandez Francisca Serrano Lexicality and complexity in Spanish spelling acquisition
3.00-3.30	Mark Torrance Fidalgo Raquel García Jesús-Nicasio Carmen Diez The teachability and effectiveness of cognitive self-regulation in sixth grade writers	Susan Jones Differently Literate? Metacognitive and Metalinguistic Understanding and Gender Difference	Christina Madda Kathryn Glasswell Developing Writing Competencies in a Second Language: An examination of the WIDA policy document and standards	Ana Sandbank The development of punctuation-marks in written fables: A form-function analysis across languages	Tuula Merisuo-Storm Development of pupils' spelling skills during the first six school years
3.30-4.00	Amos van Gelderen Ron Oostdam Effects of training self-regulatory skills for writing		Cem Alptekin Topical Structure Analysis of University Student Essays in English and Turkish	Joachim Grabowski Cora Blabusch Thorsten Lorenz Performing a copy task: Processes and strategies in the keyboard typing and handwriting of university students and schoolchildren	Margarida Alves Martins Cristina Silva Miguel Mata Pereira The impact of the articulatory properties of the phonemes on the evolution of pre-school children's invented spellings
4.00-***	closing reception (B Hallway)				

