

Wednesday, September 8th

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

Wednesday, September 8th

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

Wednesday, September 8th

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

Thursday, September 9th

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

Thursday, September 9th

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	Individual Papers		Symposia	
	<i>Room 118</i> Chair: Debra Myhill	<i>Room 121</i> Chair: Tatyana Angelova	<i>Room 122</i> <i>The paths to literacy: Relations among young children's understandings and uses of different representational systems</i> Eva Teubal & Nora Scheuer	<i>Room 123</i> <i>Pauses and key transitions in writing: Word level related processes</i> Luuk van Waes, Mariëlle Leijten & Guido Nottbusch
11:00 - 11:30	Mar Mateos, Isabel Cuevas, Isabel Martinez & Jara González The role of writing beliefs on collaboration strategies and on the degree of perspectivism shown in a collaborative written argumentation task	Hedy M. McGarrell From first to second draft: Undergraduate ESL writers' (in)action following teacher commentary	Nora Scheuer, Montserrat de la Cruz & María Sol Iparraguirre Learning to write, to draw and to note numbers according to children in kindergarten and first grade Eva Teubal Young children's notion of time as expressed in two graphic representation tasks: Reading and producing a weekly calendar Monica Alvarado & Barbara M. Brizuela First graders' work on additive problems with the use of different notational tools: Labeled tables, unlabeled table, and written language Analía Salsa & Olga Peralta Young children's comprehension and production of drawings: Age-related changes in two socioeconomic groups Discussant: Julie Dockrell	Guido Nottbusch The influence of syllable structure on keystroke timing: Individual differences and syllable properties
11:30 - 12:00	Luisa Alvares Pereira, Luis Barbeiro & Ines Cardoso Collaborative re-writing: From peer interaction/work to individual writing	Christina Louise Richardson & Ursula Wingate Writing at university: An academic language and literacy development programme for 16-18 year olds		Luuk van Waes & Mariëlle Leijten The dynamics of typing errors in text production
12:00 - 12:30	Mariona Corcelles Seuba & Montserrat Castelló Badia Learning philosophy by writing in a community of learning	Chris Anson & Paul Anderson Research on writing and learning: Results from a study of 55,000 students		Mirjam Weder Investigating spelling in writing – Combining revision and pause analysis in keystroke logs with verbalisation data of stimulated recall
12:30 - 13:00	Elena Martin, Maria Luna, Ana Martin, Jesus Manso & Mariana Solari Writing an argumentative text in group: Cognitive, metacognitive and collaborative processes developed by undergraduate students	Lorna Bourke & Alan Yates Working memory and the development of argumentative text		David Galbraith & Veerle Baaijen Relationships between writing processes and text quality for dyslexic and non-dyslexic writers Discussant: Mark Torrance
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> <i>Pausing in text production from a discourse perspective</i> Mariëlle Leijten, Luuk van Waes & Åsa Wengelin	<i>Room 123</i> <i>Self-regulated writing: Models, processes and applications</i> Cornelia Glaser
14:00 - 14:30	Kimberly Bunts-Anderson Teaching and learning with ICT: Error correction in writing a ZU case study	Janine Certo Genre knowledge and development: Preadolescents writing and performing poetry	Martine Braaksma, Gert Rijlaarsdam & Huub van den Bergh Hypertext writing versus linear writing: Effects on pause locations and production activities and its relation with text quality	Cornelia Glaser 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	Núria Castells, Isabel Solé, Mariana Miras, Sandra Espino & Cristina Luna What lies behind a good synthesis text? An analysis of the procedures and operations involved in producing one	Lucile Chanquoy & Charlotte Luson The acquisition of number agreement during writing: New research paradigms	Tom Quinlan, Russel Almond, Tetyana Sydorenko, Michael Wagner & Paul Deane Assessing students' writing fluency via keystroke data	Debora Palm 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	Maria Cerrato, Mariona Corcelles & Montserrat Castelló Academic voice in higher education writing: Helping undergraduate students revise their texts collaboratively	Isabel Sebastião The role of deixis in the text production activity	Mariëlle Leijten, David Galbraith, Mark Torrance & Luuk van Waes The influence of working memory on error correction strategies during sentence production	Sandra Budde Teacher-guided implementation of self-regulated writing strategies in elementary classes
15:30 - 16:00	Jane Creaton Writing feedback: Exploring issues of power, knowledge and identity in staff and student writing practices	Heather Retter Children's writing development within a reading recovery programme and in the classroom	Guido Nottbusch, Mark Torrance & Allana White Planning short written sentences: Evidence from eye movements and keystroke latencies Discussant: Kristyan Spelman Miller	Markus Eichner Cognitive correlates of competent writing in school-age students Discussant: Mark Torrance
16:00 - 17:00	Poster Session EMERALD Reception with Beer and Pretzels John Hayes Award, 1st Floor Hall			
17:00 - 18:00	Deborah McCutchen , Language and memory processes in the development of writing skill, <i>Room 222</i>			
19:30	Conference Party			

Friday, September 10th

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

Friday, September 10th

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

Friday, September 10th

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