

Conference Annotations:

Conference Annotations:

CONFERENCE SESSIONS CAN ALSO BE ATTENDED ONLINE. PLEASE FIND THE CORRESPONDING ZOOM LINK PER CONFERENCE DAY BELOW (ONCE CONNECTED, SELECT YOUR SESSION IN THE LIST).
WEDNESDAY (26/06): [HTTPS://CNRS.ZOOM.US/J/93536327280?PWD=HTJXMBSPQ20XMG0W52OUMEZ1VG0YD.1](https://cnrs.zoom.us/j/93536327280?pwd=HTJXMBSPQ20XMG0W52OUMEZ1VG0YD.1)
THURSDAY (27/06): [HTTPS://CNRS.ZOOM.US/J/95084804223?PWD=ATFE7TUPT493ZUVR03J9JGNLKLBAF.1](https://cnrs.zoom.us/j/95084804223?pwd=ATFE7TUPT493ZUVR03J9JGNLKLBAF.1)
FRIDAY (28/06): [HTTPS://CNRS.ZOOM.US/J/91233367694?PWD=GFH2HDCHPZ2QZ8P3MIF9OPTTJD24UW.1](https://cnrs.zoom.us/j/91233367694?pwd=GFH2HDCHPZ2QZ8P3MIF9OPTTJD24UW.1)

Keynote: On the Road to Language-Aware Writing Support - Are We There Yet With Large Language Models?: 1

Time: 09:00-10:00

Location: B2 Amphi

KEYNOTE: ON THE ROAD TO LANGUAGE-AWARE WRITING SUPPORT: ARE WE THERE YET WITH LARGE LANGUAGE MODELS?

Chair

Scott Crossley, Georgia State University, United States

On the Road to Language-Aware Writing Support: Are We There Yet With Large Language Models?

Cerstin Mahlow, Zurich University of Applied Sciences (ZHAW), Switzerland

Session A: 1

Time: 10:30-12:00

Location: D 04

ROUNDTABLE: SESSION A1: ROUNDTABLE SESSION

Educating doctoral writers at the intersection of industry and academia

Raffaella Negretti, Chalmers University of Technology, Sweden; Kristin Solli, Oslo Metropolitan University, Norway; Lisa McGrath, Sheffield Hallam University, United Kingdom; Montserrat Castelló, Ramon Llull University, Spain; Anna Sala Bubaré, Ramon Llull University, Spain

Autobiographical Writing, Fan Fiction and Education

Nicola Robertson, University of Strathclyde, United Kingdom; Yueling Chen, University of Strathclyde, United Kingdom; Shone Surendran, University College London, United Kingdom; Jessica Wythe, Birmingham City University, United Kingdom; Jonathan Firth, University of Strathclyde, United Kingdom

Session A: 2

Time: 10:30-12:00

Location: D 111

ROUNDTABLE: SESSION A2: ROUNDTABLE SESSION

Writing to Learn and Knowledge Building—Convergences and Divergences

Sally Drew, Sacred Heart University, United States; Angeliqe Aitken, The Pennsylvania State University, United States; Sharlene Kihara, University of Utah, United States

Is good writing just too messy to measure?

Ursula Canton, Glasgow Caledonian University, United Kingdom; Daniela Zahn, Independent researcher, Italy

Session A: 3

Time: 10:30-12:00

Location: D 112

ROUNDTABLE: SESSION A3: ROUNDTABLE SESSION

Fostering writing quality and motivation: A quasi-experimental intervention study in primary school

Kathrin Gade, Universität Münster, Germany; Steve Graham, Arizona State University, United States; Vera Busse, Universität Münster, Germany

Monster Writing: Working with Creativity and Vulnerability in Organizations

Asko Kauppinen, Malmö University, Sweden; Pille Pruulmann-Vengerfeldt, Malmö University, Sweden; Åsa Harvard Maare, Malmö University, School of Art and Communication, Sweden; Oskar Aspman, Malmö University, Sweden

Session A: 4

Time: 10:30-12:00

Location: D 421

ROUNDTABLE: SESSION A4: ROUNDTABLE SESSION**Measuring writing competence with standardized instruments**

Ann-Kathrin Hennes, University of Cologne, Germany; Ilka T. Fladung, University of Cologne, Germany; Lea Hoffmann, Universität zu Köln/ University of Cologne, Germany; Marcel Illetschko, IQS - Institut zur Qualitätssicherung im österreichischen Schulwesen, Austria; Joerg Jost, Universität zu Köln/ University of Cologne, Germany; Rebecca Maria Kreuz, Universität zu Köln/ University of Cologne, Germany; Markus Linnemann, University of Koblenz, Germany; Veronika Österbauer, IQS, Austria; Julie Phillippek, Universität zu Köln/ University of Cologne, Germany; Alfred Schabmann, University of Cologne, Germany; Barbara Schmidt, University of Cologne, Germany

Ways to assess Writing: Possibilities and limitations of automated writing evaluation

CURTIS GAUTSCHI, Zurich University of Applied Sciences (ZHAW), Switzerland; Igor Matic, Zurich University of Applied Sciences (ZHAW), Switzerland; Liana Konstantinidou, Zurich University of Applied Sciences, Switzerland; Christian Anders, Zurich University of Applied Sciences (ZHAW), Switzerland; Elsa Liste Lamas, Zurich University of Applied Sciences (ZHAW), Switzerland

Session A: 5

Time: 10:30-12:00

Location: D 116

ROUNDTABLE: SESSION A5: ROUNDTABLE SESSION**Keystroke logging software interoperability and collaboration**

Eva Lindgren, Umeå University, Sweden; Luuk Van Waes, University of Antwerp, Belgium; Mariëlle Leijten, Universiteit Antwerpen, Netherlands; Victoria Johansson, Kristianstad University, Sweden; Johan Frid, Lund University, Sweden; Hakim Usoof, University of Peradeniya, Sri Lanka; Gilles Caporossi, HEC Montréal, Canada

Enhancing Writing with Generative AI: Keystroke Logging for Interactive AI Collaboration

Cerstin Mahlow, Zurich University of Applied Sciences (ZHAW), Switzerland; Malgorzata Anna Ulasik, Zurich University of Applied Sciences (ZHAW), Switzerland

ANNOTATIONS:

REMOTE PARTICIPANTS: EVA LINDGREN AND GILLES CAPOROSSI

Session A: 6

Time: 10:30-12:00

Location: D 321

ORAL PAPER PRESENTATION: SESSION A6: PAPER SESSION**Chair**

Maarit Mutta, University of Turku, Finland

Exploring Dynamics of Writing Quality, Fluency, and Skills in Early Writers: A Longitudinal Study

Young-Suk Kim, University of California Irvine, United States

Strengths and challenges of bicultural children with and without reading difficulties in L1 & L2

Baran Johansson, University West, Sweden

Code-switching and other non-standard features characterising informal CMC in the Maltese context

Anna Maria Bezzina Busuttil, University of Malta, Malta

Session A: 7

Time: 10:30-12:00

Location: D 09

ORAL PAPER PRESENTATION: SESSION A7: PAPER SESSION**Chair**

CECILIA OWUSU DEBRAH, University of Energy and Natural Resources, Ghana

Instruction in Creative and Argumentative Writing: Effects on Writing Process and Text Quality

Anouk ten Peze, Hogeschool van Amsterdam, Netherlands; Tanja Janssen, Universiteit van Amsterdam, Netherlands; Gert Rijlaarsdam, University of Amsterdam, Netherlands; Daphne van Weijen, University of Amsterdam, Netherlands

Autonymy and autonymic modalization in collaborative writing processes in elementary school

Cristina Felipeto, Federal University of Alagoas, Brazil; Eduardo Calil, Federal University of Alagoas, Brazil

Session A: 8

Time: 10:30-12:00

Location: D 314

SYMPOSIUM: KEYBOARDING IN ELEMENTARY SCHOOL - THEORETICAL CONSIDERATIONS AND PRACTICAL APPLICATIONS**Chair**

Afra Sturm, University of Applied Sciences and Arts Northwestern Switzerland PH (FHNW), Switzerland

Organiser

Sibylle Hurschler Lichtsteiner, University of Teacher Education, Lucerne, Switzerland

Discussant

Stefan Hess, University of Potsdam, Germany

Motor Learning in Keyboarding vs. Handwriting: Evidence-Based Suggestions for Automatization
Sibylle Hurschler Lichtsteiner, University of Teacher Education, Lucerne, Switzerland**Touch-Typing as a Cross-Sectional Task in Language Teaching**

Lisa Schüler, Universität Bielefeld, Germany; Nadja Lindauer, University of Applied Sciences and Arts Northwestern Switzerland (PH FHNW), Switzerland

Keyboarding vs. Handwriting Functions of Students with Developmental Coordination Disorder

Naomi Weintraub, Hebrew University of Jerusalem, Israel; Rina Khoury-Shaheen, Hebrew University of Jerusalem, Israel

ANNOTATIONS:**REMOTE PARTICIPANTS: NAOMI WEINTRAUB**

Session B: 1

Time: 13:30-14:30

Location: B hall B1

POSTER PRESENTATION: SESSION B1: POSTER SESSION**Chair**

Ursula Canton, Glasgow Caledonian University, United Kingdom

AI as ways2write: Learning pre-med genres

Sarah Faye, University of California, Davis, United States

Insufficient writing exercises in the prescribed textbook of the A/L German syllabus, Sri Lanka

Yoganjana (Hewarathna), University of Potsdam, Germany; Winnie-Karen Giera, Institute of German Studies, University of Potsdam, Germany

Scaffolding Digital Reflective Narrative as a genre in Pre-Service educators

Liliana Zecker, DePaul University, United States

Unearthing the Nuances of lexical bundles: A study of Ghanaian Postgraduate Theses

Alberta Dansoah Nyarko Ansah, University of Energy and Natural Resources, Ghana; Winnie-Karen Giera, Institute of German Studies, University of Potsdam, Germany

Exploring the Development of Theme and Rheme in Student Compositions

Rosemary gifty Addo-Danquah, Kumasi Technical University, Ghana; Lucas Deutzmann, University of Potsdam, Germany; Winnie-Karen Giera, Institute of German Studies, University of Potsdam, Germany

The Urgency of the Past: How Historians Signal Exigency in Research Article Introductions

Phillip Troutman, The George Washington University, United States

Leveraging ChatGPT for Collaborative Learning and Academic Success in Academic Writing

Kershnee Sevnarayan, UNIVERSITY OF SOUTH AFRICA, South Africa

Only one "way2write" in German academic writing!

Sarah Meier, Carl von Ossietzky Universität Oldenburg, Germany

Keynote: Crowd-Sourced Solutions for Using Keystroke Logs to Assess Writing Quality: 1

Time: 14:30-15:30

Location: B2 Amphi

KEYNOTE: CROWD-SOURCED SOLUTIONS FOR USING KEYSTROKE LOGS TO ASSESS WRITING QUALITY**Chair**

Georgeta Cislaru, Université Paris Nanterre, France

Crowd-sourced solutions for using keystroke logs to assess writing quality

Scott Crossley, Georgia State University, United States

Session C: 1

Time: 16:00-17:30

Location: D 310

DEMO SESSION: SESSION C1: DEMO SESSION**Chair**

Viktoria Michels, Universität zu Köln/ University of Cologne, Germany

GetWrite for iPads (with Pencil)

Guido Nottbusch, University of Potsdam, Germany; Stefan Hess, University of Potsdam, Germany; Mark Torrance, Nottingham Trent University, United Kingdom

Proust's Way of Writing: watch and Analyse the Film of Proust's Writing the Incipit of his novel

Jean-Marc Quaranta, Aix-Marseille University, France; Marie-Laure Barbier, Aix-Marseille University, France; Anne-Marie Butzek, Aix-Marseille University, France; Lorenzo Dubois-Keller, Aix-Marseille University, France

How might ChatGPT provide spoken feedback? An analysis of the functions generated comments

María Teresa Mateo Girona, Faculty of Education. University Complutense of Madrid, Spain; Emmy Antonella González Lillo, O'Higgins University, Chile

ANNOTATIONS:

REMOTE PARTICIPANTS: M. TERESA MATEO-GIRONA AND EMMY ANTONELLA GONZALEZ LILLO

Session C: 2

Time: 16:00-17:30

Location: D 102

ORAL PAPER PRESENTATION: SESSION C2: PAPER SESSION**Chair**

Jonathan Firth, University of Strathclyde, United Kingdom

Skill Shortage and Linguistic Challenges in German Vocational Schools - A survey on teaching writing

Charlotte Wendt, Leuphana Universität Lüneburg, Germany; Anke Boersel, TU Dresden, Germany; Astrid Neumann, Institute for German Language and Literature Education, Germany

Effects of formative feedback on argumentative writing quality in English and German

Katrin Peltzer, Westfälische Wilhelms-Universität Münster (Münster University), Germany; Alina Lira Lorca, Department of Educational Sciences, Oldenburg University, Germany; Ulrike-Marie Krause, University of Oldenburg, Germany; Vera Busse, WWU Münster, Germany

How effective is feedback for L1, L2, and FL learners' writing? A meta-analysis

Sina Verena Scherer, University of Münster, Germany; Steve Graham, Arizona State University, United States; Vera Busse, University of Münster, Germany

Session C: 3

Time: 16:00-17:30

Location: D 301 BIS

ORAL PAPER PRESENTATION: SESSION C3: PAPER SESSION**Chair**

Jason Wirtz, Hunter College, City University of New York, United States

Long-term effectiveness of an SRSD writing intervention

Naymé Salas, Universitat Autònoma de Barcelona, Spain; Jofre Ventura Segura, UAB Universitat Autònoma de Barcelona, Spain; Anna Llauredó, Universitat de Barcelona, Spain

Writing mode and written complexity: Analysis of syntactic features in keyboarding vs. handwriting

Aysel Saricaoglu, Social Sciences University of Ankara, Türkiye; Ozkan Kilic, Cisco Systems, United States

Session C: 4

Time: 16:00-17:30

Location: D 116

ORAL PAPER PRESENTATION: SESSION C4: PAPER SESSION**Chair**

Lisa Haake, Leibniz University Hannover, Institute of Psychology, Germany

Writing after Trauma: Insights from a Practitioner Inquiry

Renee Davy, McGill University, Canada

A Graphic Organizer with Storytelling Intervention on Writing and Motivation of L2 Third Graders

Anne Barwasser, University of Cologne - Department of Special Education and Rehabilitation, Germany; Kerstin Nobel, Universität zu Köln/ University of Cologne, Germany; Kristie Asaro-Saddler, University at Albany, United States; Bruce Saddler, University at Albany, United States; Matthias Grünke, Universität zu Köln/ University of Cologne, Germany

Plurilingual students' learning in functional writing in early school years: teacher perspectives

Kimberly Norrman, Uppsala University EDU, Sweden

Session C: 5

Time: 16:00-17:30

Location: D 111

SYMPOSIUM: THE ROLE OF WRITING TOOLS: PREDICTORS AND OUTCOMES OF PAPER AND COMPUTER-BASED WRITING**Chair**

Sabrina Gerth, University College of Teacher Education Tyrol, Austria

Organiser

Anabela Malpique, Edith Cowan University, Australia, Australia

Discussant

Barbara Arfé, University of Padova, Italy

Beginning writing by hand or by keyboard

Vibeke Rønneberg, University of Stavanger, Norway; Eivor Finset Spilling, Volda University College, Norway; Wenke Mork Rogne, Volda University College, Norway; Jens Roeser, Nottingham Trent University, United Kingdom; Mark Torrance, Nottingham Trent University, United Kingdom

Paper and computer-based text composing in the early years: The unique role of transcription skills

Anabela Malpique, Edith Cowan University, Australia, Australia; Mustafa Asil, Bond University, Australia; Deborah Pino-Pasternak, University of Canberra, Australia; Susan Ledger, The University of Newcastle, Australia; Timothy Teo, The Chinese University of Hong Kong, Hong Kong

Effects of the WoTIP in enhancing fourth grade students' composition performance

Naomi Weintraub, Hebrew University of Jerusalem, Israel

Linguistic processes in handwriting and typing: The role of writing modality and individual skills

Tania Cerni, University of Padova, Italy

ANNOTATIONS:**REMOTE PARTICIPANTS: NAOMI WEINTRAUB**

Session C: 6

Time: 16:00-17:30

Location: D 112

SYMPOSIUM: TEXT GENETIC PERSPECTIVES ON THE WRITING PROCESS: FROM PEN & PAPER TO COMPUTER**Chair**

Christophe Leblay, University of Turku, School of Languages and Translation studies, Finland

Organiser

Christophe Leblay, University of Turku, School of Languages and Translation studies, Finland

Discussant

Daniel Perrin, Zurich University of Applied Sciences, Switzerland

Pen as a devise – the benefits of handwriting in creative activity vs to new writing technologies

Hanna Karhu, University of Helsinki, Finland

The precompositional phase of Kalle Päätalo's born-digital writing process

Veijo Pulkkinen, University of Helsinki, Finland

From rereading to invention: the role of the text produced so far in the genesis of literary texts

Lamyk Bekius, University of Antwerp, Belgium

Shaping stories: the process characteristics of literary revisions

Floor Buschenhenke, Huygens ING (KNAW), Netherlands

Session C: 7

Time: 16:00-17:30

Location: D 04

SYMPOSIUM: MOTIVATION AND SELF-EFFICACY FOR WRITING AMONG HIGHER EDUCATION STUDENTS**Chair**

Fien De Smedt, Ghent University, Belgium

Organiser

Amy Gillespie Rouse, University of Queensland, Australia

Discussant

Vera Busse, University of Münster, Germany

Writer(s) Within Community Model as a Motivational Theory in a University Writing Class

Angelique Aitken, Penn State University, United States

Self-efficacy for Teaching Writing Among University Students in a Teacher Preparation Program

Amy Gillespie Rouse, University of Queensland, Australia; Murphy (Keller) Young, Southern Methodist University, United States; Diane Gifford, Southern Methodist University, United States

Academic Motivational Reading and Writing Profiles of Higher Education Students

Lisa Birnbaum, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany; Fien De Smedt, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium

Measuring and Comparing Self-Efficacy for Academic Writing

Renske Bouwer, Utrecht University, Netherlands; Janneke van der Loo, Tilburg University, Netherlands

Session C: 8

Time: 16:00-17:30

Location: D 113

SYMPOSIUM: BEYOND TEXTS – COMBINING PROCESS AND PRODUCT DATA IN CORPUS LINGUISTIC WRITING RESEARCH**Chairs**

Mirjam Weder, University of Basel, Switzerland; Cerstin Mahlow, Zurich University of Applied Sciences (ZHAW), Switzerland

Organiser

Mirjam Weder, University of Basel, Switzerland

Discussant

Elsa Liste Lamas, Zurich University of Applied Sciences (ZHAW), Switzerland

A corpus linguistic approach to L2 writing processes: Opportunities and challenges

Gaëtanelle Gilquin, University of Louvain, Belgium

What are you writing about? Identifying semantic overlap between text composition and sources

Rianne Conijn, Eindhoven University of Technology, Netherlands; Wren Bouwman, Iowa State University, United States; Evgeny Chukharev, Iowa State University, United States

Looking at multiword expressions in process and product data

Mirjam Weder, University of Basel, Switzerland

Using synthetic sentences for developing a corpus-based feedback service for student writing

Maren Runte, Zurich University of Applied Sciences (ZHAW), Switzerland; Cerstin Mahlow, Zurich University of Applied Sciences (ZHAW), Switzerland; Malgorzata Anna Ulasik, Zurich University of Applied Sciences (ZHAW), Switzerland

ANNOTATIONS:

THE PAPER "LOOKING AT MULTIWORD EXPRESSIONS IN PROCESS AND PRODUCT DATA" (MIRJAM WEDER) WILL NO LONGER BE PRESENTED AS PART OF THIS SYMPOSIUM.

REMOTE PARTICIPANTS: MAREN RUNTE

Keynote: Writing and Working Memory - Where Are We Now?: 1

Time: 09:00-10:00

Location: B2 Amphi

KEYNOTE: WRITING AND WORKING MEMORY: WHERE ARE WE NOW?

Chair

Cerstin Mahlow, Zurich University of Applied Sciences (ZHAW), Switzerland

Writing and Working Memory: Where Are We Now?

Thierry Olive, CNRS & Université de Poitiers, France

Session D: 1

Time: 10:30-12:00

Location: D 116

ORAL PAPER PRESENTATION: SESSION D1: PAPER SESSION

Chair

Veerle Baaijen, CLCG University of Groningen, Netherlands

Research propositions on urban youth's out-of-school multimodal composing literacies

Cris Barabas, McGill University, Canada

How students use peer feedback for revision in secondary education

Janneke stuulen, University Utrecht, Netherlands; Renske Bouwer, Utrecht University, Netherlands; Huub van den Bergh, Utrecht University, Netherlands

Forms of Meaning in composing during Primary School A Broadening Perspective on Early Literacy

Sofia Hort, Mälardalen university, Sweden; Oscar Björk, Luleå University of Technology, Sweden; Charlotte Engblom, Uppsala University, Sweden; Maria Westman, Uppsala University, Sweden, Sweden

Session D: 2

Time: 10:30-12:00

Location: D 113

ORAL PAPER PRESENTATION: SESSION D2: PAPER SESSION

Chair

Pia Cederholm, Uppsala University, Sweden

Out with the Old: Reconstructing Cognitive Models of Writing when AI Intervenes

Chris Anson, North Carolina State University, United States; Kirsti Cole, North Carolina State University, United States

On the Writing Process Enhanced by Artificial Intelligence Pre and Post ChatGPT

Jurgita Motiejūnienė, Kaunas University of Technology, Lithuania; Ramunė Kasperė, Kaunas University of Technology, Lithuania

Session D: 3

Time: 10:30-12:00

Location: D 04

ORAL PAPER PRESENTATION: SESSION D3: PAPER SESSION

Writing in Middle Grades Content Classrooms: An Exploratory Project

Linda Mason, George Mason University, United States; Steve Ciullo, Texas State University, United States; Alyson Collins, Texas State University, United States; Jenna Basile, George Mason University, United States; Latisha Elcock, George Mason University, United States

Effects of explicit writing instruction and peer feedback on 5th grade francophone students

Erick Falardeau, Université Laval, Canada; Frederic Guay, Laval University, Canada; Marie-Andrée Lord, Université Laval, Canada

Eliminating Borders in the Classroom: Academic Writing in Interdisciplinary Educational Setting

Halyna Zaporozhets, Saarland University / Petro Mohyla Black Sea National University, Germany

ANNOTATIONS:

THIS SESSION WILL BE CHAIRED BY CHANTAL CLAUDEL.

Session D: 4

Time: 10:30-12:00

Location: D 310

ORAL PAPER PRESENTATION: SESSION D4: PAPER SESSION**Chair**

Jessica Early, Arizona State University, United States

Master Thesis writing and student-centred supervising in Danish / Scandinavian Higher Education

Karl-Heinz Pogner, Copenhagen Business School, Denmark; Vibeke Ankersborg, Copenhagen Business School, Denmark

Queering the pitch for academic writing in HE: towards a politics of difference

Amanda French, Birmingham City University, United Kingdom

Writing the grant proposal genre as a lifelong learning practice: Insights from expert writers

Larissa Yousoubova, McGill University, Canada

ANNOTATIONS:

REMOTE PARTICIPANTS: VIBEKE ANKERSBORG

Session D: 5

Time: 10:30-12:00

Location: D 102

DEMO SESSION: SESSION D5: DEMO SESSION**A Tool for Syntactic Errors Detection in Students' Writings**

Chunxiao Yan, Laboratoire MoDyCo, France; Laura NORESKAL, Université Paris Nanterre, France; Iris Eshkol-Taravella, Université Paris Nanterre, France; Marianne Desmets, Université Paris Nanterre, France

écri+tests: an online platform for improving writing skills

Sarah De Vogüé, Laboratoire MoDyCo - CNRS - Université Paris Nanterre, France; Ollivier Haemmerlé, France Université Numérique, France; Yves-Marie Haussonne, Institut de Recherche et d'Innovation (IRI), France; Yvonnick Noël, Université Européenne de Bretagne (UEB), France; Véronique Quanquin, Université Clermont Auvergne, France; Carole Schorle-Stefan, Université Ouverte des Humanités (UOH), France

ANNOTATIONS:

THIS SESSION WILL BE CHAIRED BY QUENTIN FELTGEN.

Session D: 6

Time: 10:30-12:00

Location: D 314

ORAL PAPER PRESENTATION: SESSION D6: PAPER SESSION**Chair**

Janneke van der Loo, Tilburg University, Netherlands

Textual production in Brazilian and French schools: comparative study of first grade classrooms

Eduardo Caill, Federal University of Alagoas, Brazil; Veronique Paolacci, Inspe de Toulouse Occitanie Pyrénées (Université de Toulouse II), France

Exploring Language Development in 7-Year-Old Students: semantic comments on manuscripts in progress

Eduardo Caill, Federal University of Alagoas, Brazil; Debra Myhill, University of Exeter, United Kingdom

Writing in the Fine Arts: Discipline & Paradox

Gregory Miller, University of California Davis, United States

Session D: 7

Time: 10:30-12:00

Location: D1 Amphi

ORAL PAPER PRESENTATION: SESSION D7: PAPER SESSION**Chair**

Anna Wärnby, Malmö University, Sweden

Ideas cascading into keystrokes -- Modelling writing hesitations as Bayesian mixture process

Jens Roeser, Nottingham Trent University, United Kingdom; Mark Torrance, Nottingham Trent University, United Kingdom; Rianne Conijn, Eindhoven University of Technology, Netherlands; Evgeny Chukharev, Iowa State University, United States

Phase to Phase: Automated procedure to identify writing phases using keystroke logging

Rianne Conijn, Eindhoven University of Technology, Netherlands; Luuk Van Waes, University of Antwerp, Belgium; Alessandra Rossetti, Vrije Universiteit Brussel (VUB), Belgium; Nina Vandermeulen, University of Antwerp, Belgium

A Systemic Functional Analysis of Pauses during the Unfolding of Text in Real-time

Mojtaba Sayyad Mahernia, Lund University, Sweden

Session D: 8

Time: 10:30-12:00

Location: D 112

ORAL PAPER PRESENTATION: SESSION D8: PAPER SESSION

Chair

Stanislav Katanneck, Université catholique de Louvain (UCL), Germany

Synthesizing multiple textual and visual online sources: An in-progress study

Rachel Segev Miller, The MOFET Institute, Tel Aviv, Israel

Unravelling joint attention in foreign language writers' collaborative revision process

Elke Van Steendam, KU Leuven, Belgium; Victoria Johansson, University of Lund, Sweden; Johan Frid, University of Lund, Sweden; Roger Johansson, University of Lund, Sweden

EFL students' collaborative writing: Assessing product and process impact

Ha Pham, Victoria University of Wellington, New Zealand

Session D: 9

Time: 10:30-12:00

Location: D 311

ORAL PAPER PRESENTATION: SESSION D9: PAPER SESSION

Chair

Marina Olujić Tomazin, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

The potential of learner corpora for evidence-based writing support

Liana Konstantinidou, Zurich University of Applied Sciences, Switzerland; Elsa Liste Lamas, Zurich University of Applied Sciences, Switzerland

Writing Lives in an Age of Mass Writing

Talinn Phillips, Ohio University, United States

ANNOTATIONS:

THE PAPER "TRANSCRIPTION PROCESSES IN SPEECH-TO-TEXT WRITING BY CHILDREN WITH AND WITHOUT WRITING DIFFICULTIES" (SANNA KRAFT) WILL BE PRESENTED AS THIRD CONTRIBUTION IN SESSION D9.

Session D: 10

Time: 10:30-12:00

Location: D 111

ORAL PAPER PRESENTATION: SESSION D10: PAPER SESSION

Chair

Matthew Overstreet, Wenzhou-Kean University, China

Writing Original and Captivating Communicative Texts by Applying Creative Thinking

Anouk ten Peze, Hogeschool van Amsterdam, Netherlands; Tanja Janssen, Universiteit van Amsterdam, Netherlands; Gert Rijlaarsdam, University of Amsterdam, Netherlands; Daphne van Weijen, University of Amsterdam, Netherlands

Creation of a cognitively motivated ecosystem to help authors to write

Michael Zock, CNRS, Aix Marseille University, LIS-lab, France

Creative writing: a cross-disciplinary look at psycholinguistics and text genetics

Jean-Marc Quaranta, Aix-Marseille University, France; Anne-Marie Butzek, Université d'Aix-Marseille, France; Marie-Laure Barbier, Aix-Marseille University, France; Lorenzo Dubois-Keller, Aix-Marseille University, France

ANNOTATIONS:

REMOTE PARTICIPANTS: MICHAEL ZOCK

Session D: 11

Time: 10:30-12:00

Location: D 421

ORAL PAPER PRESENTATION: SESSION D11: PAPER SESSION

Reflective writing as a strategy to develop first year students' cognitive competencies.

Pineteh Angu, Unit for Academic Literacy, University of Pretoria, South Africa

L2 writing tool efficiency and cognitive offloading: an MT tool vs. an online bilingual dictionary

Margot Fonteyne, LT3 and MULTIPLES, Ghent University, Belgium; Maribel Montero Perez, MULTIPLES, Ghent University, Belgium; Joke Daems, LT3 and EQTIS, Ghent University, Belgium; Lieve Macken, LT3, Ghent University, Belgium

Timecourse of spelling retrieval. Evidence from picture-word interference tasks.

Mark Torrance, Nottingham Trent University, United Kingdom; Pablo Aros Munoz, Nottingham Trent University, United States; Jens Roeser, Nottingham Trent University, United Kingdom

ANNOTATIONS:

THIS SESSION WILL BE CHAIRED BY EVGENY CHUKHAREV.

Session D: 12

Time: 10:30-12:00

Location: D 09

ORAL PAPER PRESENTATION: SESSION D12: PAPER SESSION**Chair**

Mirjam Weder, University of Basel, Switzerland

Benchmark Rating and Presentation Effects

Afra Sturm, University of Applied Sciences and Arts Northwestern Switzerland PH (FHNW), Switzerland; Nadja Lindauer, University of Applied Sciences and Arts Northwestern Switzerland (PH FHNW), Switzerland; Markus Neuenchwander, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

Measurement of narrative writing competencies

Matthias Schulden, Universität zu Köln / Carl von Ossietzky Universität Oldenburg, Germany; Janine Bracht, Universität zu Köln/ University of Cologne, Germany; Matthias Grünke, Universität zu Köln/ University of Cologne, Germany; Clemens Hillenbrand, Carl von Ossietzky Universität Oldenburg, Germany; Carsten Klöpfer, Chair for conception and evaluation of educational support for students with learning disabilities, Germany

Session D: 13

Time: 10:30-12:00

Location: D 301 BIS

SYMPOSIUM: DATA VISUALISATION AND KEYSTROKE LOGGING**Chair**

Lamyk Bekius, University of Antwerp, Belgium

Organiser

Christophe Leblay, University of Turku, School of Languages and Translation studies, Finland

Discussant

Kirk Sullivan, Umeå University, Sweden

Visualising the stages of a writing process

Florence Tanoï Namio, Polytechnique Montréal, Canada; Alain Hertz, Polytechnique Montreal, Canada

Transforming Sequences and Bursts: Visualizing Spatial and Temporal Dynamics in Writing with THETool

Cerstin Mahlow, Zurich University of Applied Sciences (ZHAW), Switzerland; Malgorzata Anna Ulasik, Zurich University of Applied Sciences (ZHAW), Switzerland

Visualisation for a 3-sided behavioral/linguistic/machine learning analysis of key-log data

Georgeta Cislaru, Université Paris Nanterre, France; Maxime OLIVIÉ, Independent researcher, France; Nistor Grozavu, CY Cergy Paris University, France

Graph-oriented framework for writing studies

Christophe Leblay, University of Turku, School of Languages and Translation studies, Finland; Hakim Usoof, University of Peradeniya, Sri Lanka; Gilles Caporossi, HEC Montréal, Canada

ANNOTATIONS:

REMOTE PARTICIPANTS: FLORENCE TANOI NAMIO AND GILLES CAPOROSSI

Session E: 1

Time: 13:30-15:00

Location: D 102

ORAL PAPER PRESENTATION: SESSION E1: PAPER SESSION**Chair**

Pia Cederholm, Uppsala University, Sweden

Feedback effects on academic writing

Rebecca Clarkson, Anglia Ruskin University, United Kingdom

How do future teachers assess writing?

Emmy Antonella González Lillo, O'Higgins University, Chile

Examining the external markers' feedback on essay assessment.

Thembeke Shange, UNIVERSITY OF SOUTH AFRICA, South Africa

ANNOTATIONS:

REMOTE PARTICIPANTS: EMMY ANTONELLA GONZALEZ LILLO

Session E: 2

Time: 13:30-15:00

Location: D 311

ORAL PAPER PRESENTATION: SESSION E2: PAPER SESSION

Chair

Abraham Cerveró-Carrascosa, Universitat de València, Spain

Game-based writing intervention in Spanish-speaking children

Francisca Serrano Chica, Facultad de Psicología, Universidad de Granada, Spain; Maria Carmona, Mind, Brain and Behaviour Research Center (CIMCYC), University of Granada, Spain; Isabel Monte-Tablada, Mind, Brain and Behaviour Research Center (CIMCYC), University of Granada, Spain; Macarena de los Santos-Roig, Mind, Brain and Behaviour Research Center (CIMCYC), University of Granada, Spain; SARA MATA, UNIVERSITY OF GRANADA, Spain

Does ICT training support students with language difficulties in writing? - An intervention study.

Viktoria Michels, Universität zu Köln/ University of Cologne, Germany

An intervention to promote prospective teachers' PCK-W

Valentin Unger, St.Gallen University of Teacher Education, Switzerland; Cornelia Glaser, Heidelberg University of Education, Germany; Tobias Dörfler, Heidelberg University of Education, Germany; Jan Hochweber, St. Gallen University of Teacher Education, Switzerland

Session E: 3

Time: 13:30-15:00

Location: D 113

ORAL PAPER PRESENTATION: SESSION E3: PAPER SESSION

Chair

Guido Nottbusch, University of Potsdam, Germany

A Review of Qualitative Studies on Secondary Writing Instruction from 1970 to 2023

Jessica Early, Arizona State University, United States; Jill Jeffery, Leiden University Centre for Linguistics, Netherlands; Joe Bunker, Arizona State University - West Campus, United States

Proposal of a New Modeling of the Subjects of "Rédactologie"

Andréanne Fortin, Université Laval, Canada; Isabelle Clerc, Université Laval, Canada; Virginie Hébert, Institut national de recherche scientifique (INRS), Canada; Emilie Michaud, Université Laval, Canada

AI in Writing About/for Learner Experience Design

Olga Menagarishvili, Metro State University, United States; Megan Khotko, Metropolitan State University, United States

ANNOTATIONS:

REMOTE PARTICIPANTS: EMILIE MICHAUD, OLGA MENAGARISHVILI, ANDRÉANNE FORTIN AND MEGAN KHOTKO

Session E: 4

Time: 13:30-15:00

Location: D 09

ORAL PAPER PRESENTATION: SESSION E4: PAPER SESSION

Chair

Mariona Pascual, Universidade de Lisboa, Portugal

Does attention explain the impact of text features on assessment? – An eye-tracking study

Yves Furer, Pädagogische Hochschule Zürich, Switzerland; Anna-Katharina Praetorius, University of Zurich, Switzerland

The argumentative writing of 15-year-olds: a pilot study in Brazilian public schools

Winnie-Karen Giera, Institute of German Studies, University of Potsdam, Germany; Claudia Rosa Riolfi, USP -Universidade de São Paulo, Brazil

Written Expression Curriculum-Based Measurement: Is complexity the missing piece of the puzzle?

Julia Winkes, University of Fribourg, Switzerland; Pascale Schaller, PHBern, University of Teacher Education, Switzerland

Session E: 5

Time: 13:30-15:00

Location: D 314

ORAL PAPER PRESENTATION: SESSION E5: PAPER SESSION

Chair

Rachel Segev Miller, The MOFET Institute, Tel Aviv, Israel

Revise or not revise, that is the question: written feedback and cognitive effort

Sergej Ivanov, Linnaeus University, Sweden; Annelie Johansson, Department of Swedish Linnaeus University, Sweden; Christian Waldmann, Linnaeus University, Sweden

In scriptura veritas: A methodologic proposal to compare writing and speaking for forensic purposes

Kajsa Gullberg, Lund University, Sweden; Victoria Johansson, Lund University, Kristianstad University, Sweden; Roger Johansson, Lund University, Sweden

Session E: 6

Time: 13:30-15:00

Location: D 111

ORAL PAPER PRESENTATION: SESSION E6: PAPER SESSION

Chair

Iris Eshkol-Taravella, Université Paris Nanterre, France

How groups regulate writing: a longitudinal comparative case study of SSR and co-regulation in STEM

Baraa Khuder, Chalmers University of Technology, Sweden; Raffaella Negretti, Chalmers University of Technology, Sweden

Do motivation and metacognition play different roles in the writing performances ?

Dyanne Escorcía, Université Clermont-Auvergne, France; Tiphaine Colliot, University of Poitiers, France; Jean-Louis Berger, Department of Educational Sciences, Switzerland; Fabien Fenouillet, Paris Nanterre University, France

What do university students feel and do with written feedback from their teachers?

Mónica Tapia Ladino, Universidad Católica de la Santísima Concepción, Chile; Roxanna Correa, Universidad Católica de la Santísima Concepción, Chile; Daniel Casanova, Particular, Chile; Natalia Avila, Pontificia Universidad Católica de Chile, Chile

Session E: 7

Time: 13:30-15:00

Location: D 04

ORAL PAPER PRESENTATION: SESSION E7: PAPER SESSION

Chair

Ana Cristina Silva, ISPA-Instituto Universitário, Portugal

Writing For Publication: A Two-Semester Model for Lecturer Training and Support

Alena Kasparikova, VSB-Technical University of Ostrava, Czech Republic; Dana L. Driscoll, Indiana University of Pennsylvania, United States

Narratives of non-specialist teachers about teaching professional writing

Joselin Sandoval, Universidad Católica de la Santísima Concepción, Chile

Analysis of the role of writing as a teaching tool in the syllabus of European universities

Marta Gallardo Gómez, University of Cantabria, Spain; Lidia Casado Ledesma, University of Florence, Italy; Ruth Villalon, University of Cantabria, Spain; Eva Wennäs Brante, Malmö University, Sweden; Christian Tarchi, University of Florence, Italy

ANNOTATIONS:

REMOTE PARTICIPANTS: MARTA GALLARDO GOMEZ AND JOSELIN SANDOVAL

Session E: 8

Time: 13:30-15:00

Location: D 421

ORAL PAPER PRESENTATION: SESSION E8: PAPER SESSION

Chair

Amanda French, Birmingham City University, United Kingdom

Writing to learn: Exploring the potential role of content support in L2 writing

Yanmei Li, University of Barcelona, Spain; Olena Vasylets, University of Barcelona, Spain; Roger Gilabert, University of Barcelona, Spain

Writing-to-learn for metacognition and transfer in student teachers: A narrative review

Jonathan Firth, University of Strathclyde, United Kingdom

Dyslexic L2 Writing: Navigating the Trajectories of Spelling Errors

Laurie Radar, Université catholique de Louvain (UCL), Belgium; Gaëtanille Gilquin, University of Louvain, Belgium

Session E: 9

Time: 13:30-15:00

Location: D 116

ORAL PAPER PRESENTATION: SESSION E9: PAPER SESSION

Chair

Anthony Koutsoftas, Seton Hall University, United States

Differential effects of a writing fluency training on writing fluency and writing competence

Sabine Stephany, University of Cologne, Germany; Anne Griepentrog, Mercator Institute for Literacy and Language Education, University of Cologne, Germany; Alina Koch, University of Cologne, Germany; Michael Becker-Mrotzek, Mercator Institute for Literacy and Language Education, University of Cologne, Germany

Latent Profiles of Revision in Upper-Primary Students and Its Relation with Text Quality

Olga Arias-Gundín, University of León, Spain; Celestino Rodríguez, University of Oviedo, Spain; José Carlos Nuñez, University of Oviedo, Spain; Gert Rijlaarsdam, University of Amsterdam, Netherlands; Paula Lopez, University of León, Spain

Tracing the development of writing fluency

Markus Linnemann, University of Koblenz, Germany; Sabine Stephany, University of Cologne, Germany

Session E: 10

Time: 13:30-15:00

Location: D 301 BIS

ORAL PAPER PRESENTATION: SESSION E10: PAPER SESSION

Chair

Cris Barabas, McGill University, Canada

Upper-Secondary School Students' Source-Based Writing Skills: Critical Aspects of Learning

Josefin Hellman, Södertörn University, Sweden

Engaging in joint authorship and shared responsibility: Collaborative writing in higher education

Gergely Szabó, Eötvös Loránd University, Hungary; Csanád Bodó, Eötvös Loránd University, Hungary

Unveiling Academic Writing in Spain: Investigating Feedback Patterns in High School Research Work

Xavier Fontich, Autonomous University of Barcelona, Spain; Jordi Perez Badenes, UAB Universitat Autònoma de Barcelona, Spain

Session E: 11

Time: 13:30-15:00

Location: D 112

ORAL PAPER PRESENTATION: SESSION E11: PAPER SESSION

Chair

Randi Solheim, NTNU, Department of Teacher Education, Norway

Advancing Pre-Service ESOL Teachers' Beliefs about Second Language Writing

Brian Hibbs, Dalton State College, United States

Unraveling written language development: the importance of a style-in-genre-moves approach

Melanie Hof, NHL Stenden University of Applied Sciences; University of Groningen, Netherlands; Ninke Stukker, University of Groningen, Netherlands; Veerle Baaijen, CLEU University of Groningen, Netherlands; Kees de Gopper, University of Groningen, Netherlands

Oral language and writing skills in the first years of formal education

Julie Dockrell, Institute of Education, United Kingdom; Emma Sumner, University College London, IOE, United Kingdom; Anna Ilaurado, Institute of Education, University of London, Spain; Jessica Massonnie, University of Portsmouth, United Kingdom

Session E: 12

Time: 13:30-15:00

Location: D 310

ORAL PAPER PRESENTATION: SESSION E12: PAPER SESSION

Chair

Gustaf Bernhard Uno Skar, Norwegian University of Science and Technology, Norway

From Scribbles to Script: Graphomotor Skills' Impact on Spelling in Early Primary School

Judith Sägesser, Bern University of Teacher Education, Switzerland; Michelle N. Maurer, University of Oslo, Norway; Lidia Jana Truxius, Bern University of Teacher Education, Switzerland; Michael Eckhart, Bern University of Teacher Education, Switzerland

Handwriting dynamics in dyslexia: Impact of spelling and blending skills in a regular orthography

Tania Cerni, University of Padova, Italy; Stefania Zoia, ASUGI, Italy; Barbara Arfé, University of Padova, Italy

Session E: 13

Time: 13:30-15:00

Location: D1 Amphi

SYMPOSIUM: SYMPOSIUM ON WRITING PROCESS FEEDBACK

Chair

Emily Dux Speltz, Iowa State University, United States

Discussant

Nina Vandermeulen, University of Antwerp, Belgium

Harnessing real-time process data for enhancing source-based writing proficiency

Wren Bouwman, Iowa State University, United States; Evgeny Chukharev, Iowa State University, United States; Emily Dux Speltz, Iowa State University, United States; Abram Anders, Iowa State University, United States; Jens Roeser, Nottingham Trent University, United Kingdom; Mark Torrance, Nottingham Trent University, United Kingdom; Rianne Conijn, Eindhoven University of Technology, Netherlands

The effect of process feedback and metacognitive awareness on writing

Mariëlle Leijten, Universiteit Antwerpen, Netherlands; Luan Chau, University of Antwerp, Belgium; Sarah Bernolet, University of Antwerp, Belgium; Lieve Vangehuchten, University of Antwerp, Belgium

Dialogic peer-feedback and text revision quality

Jochem Aben, University of Nijmegen, Netherlands; Renske Bouwer, Utrecht University, Netherlands; Joy de Jong, Utrecht University, Netherlands; Griet Coupe, Radboud University Nijmegen, Netherlands

Towards understanding self-regulatory learning processes in writing from multiple texts

Mladen Raković, Monash University, Australia; Yixin Cheng, Monash University, Australia; Rui Guan, Monash University, Australia; Xinyu Li, Monash University, Australia; Tongguang Li, Monash University, Australia; Flora Jin, Monash University, Australia; Yi-Shan Tsai, Monash University, Australia; Zachari Swiecki, Monash University, Australia; Dragan Gasevic, Monash University, Australia

Session F: 1

Time: 15:00-16:30

Location: D 116

ROUNDTABLE: SESSION F1: ROUNDTABLE SESSION**The Art(ificial Intelligence) of Writing Research and Instruction**

Janneke van der Loo, Tilburg University, Netherlands; Renske Bouwer, Utrecht University, Netherlands; Lieve De Wachter, KU Leuven - University of Leuven, Belgium

From Students to Faculty: Developing Writing Initiatives Across the University

Rachel Riedner, George Washington University, United States; Alexander van der Horst, George Washington University, United States; Evangaline Downie, George Washington University, United States; Rebecca Dingo, University of Massachusetts Amherst, United States; Jason "J" Palmeri, Georgetown University, United States; Gordon Mantler, George Washington University, United States

Session F: 2

Time: 15:00-16:30

Location: D 301 BIS

ORAL PAPER PRESENTATION: SESSION F2: PAPER SESSION**Chair**

Murphy (Keller) Young, Southern Methodist University, United States

Investigating students' changes of their academic writing skills throughout their study level

Tiphaine Colliot, CeRCA UMR7295 Université de Poitiers, France; Naomi Goujout, Université de Poitiers, France; Dyanne Escorcía, Acté, Université Clermont Auvergne, France

Interdisciplinary Writing Programmes: Challenge and Response

Wing Sze Leung, National University of Singapore, Singapore

Primary School Teachers Adaptations for Struggling Writers in Australia: A National Survey

Anabela Malpique, Edith Cowan University, Australia, Australia; Deborah Pino-Pasternak, University of Canberra, Australia; Debora Valcan, Murdoch University, Australia; Mustafa Asil, Bond University, Australia

Session F: 3

Time: 15:00-16:30

Location: D1 Amphi

ORAL PAPER PRESENTATION: SESSION F3: PAPER SESSION**Chair**

Brian Hibbs, Dalton State College, United States

Assessing writing motivation: The influence of pictorial supports on young students' responses?

Aline Alves-Wold, University of Stavanger, Norway; Bente Walgermo, University of Stavanger, Norway; Njål Foldnes, University of Stavanger, Norway

Peer, Teacher and AI-Based Feedback: Effects of Feedback on Text Quality and Writing Motivation

Stanislav Katanneck, Université catholique de Louvain (UCL), Germany

Effects of a six-week SRSD and growth mindset intervention on students' writing outcomes

Ana Camacho, University of Porto, Portugal; Mariana Silva, Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal; Rui Alexandre Alves, University of Porto, Portugal

Session F: 4

Time: 15:00-16:30

Location: D 113

ORAL PAPER PRESENTATION: SESSION F4: PAPER SESSION**Chair**

Jill Jeffery, Leiden University Centre for Linguistics, Netherlands

Writing and writing tasks in a complex educational environment

Jenny Magnusson, Södertörn University, Sweden

Preservice teacher's beliefs about writing: translation and adaptation to Spanish of a survey

Silza Ahumada, Universidad de Playa Ancha, Chile; Gerardo Banales, Universidad Andres Bello, Chile

Myth busting through re-membering, re-searching and re-righting Māori ways of writing

Maia Hetaraka, The University of Auckland, New Zealand; Selena Meiklejohn-Whiu, The University of Auckland, New Zealand, New Zealand; Rebecca Jesson, University of Auckland, New Zealand; Melinda Webber, The University of Auckland, New Zealand

ANNOTATIONS:

REMOTE PARTICIPANTS: GERARDO BAÑALES FAZ

Session F: 5

Time: 15:00-16:30

Location: D 310

ORAL PAPER PRESENTATION: SESSION F5: PAPER SESSION

Chair

Karl-Heinz Pogner, Copenhagen Business School, Denmark

Punctuation marks and verbalized metalinguistic activities in collaborative writing process

Eduardo Caill, Federal University of Alagoas, Brazil; Luís Filipe Barbeiro, Instituto Politécnico de Leiria, Portugal; Ana Luísa Costa, University of Lisbon, Linguistics Center and Polytechnic Institute of Setúbal, Portugal; Mariana Pinto, Instituto Politécnico de Setúbal, Portugal; Inês Cardoso, Escola Superior de Educação de Santarém, Portugal

Responding to learners' metalinguistic expressions and authorial objectives in talk about writing.

Ruth Newman, University of Exeter, United Kingdom

Argumentative markers in student writing from grade 7, 8 and 9

Kees de Glopper, University of Groningen, Netherlands; Henk Pander Maat, University Utrecht, Netherlands

Session F: 6

Time: 15:00-16:30

Location: D 102

ORAL PAPER PRESENTATION: SESSION F6: PAPER SESSION

Chair

Young-Suk Kim, University of California Irvine, United States

Knowing yourself as a multilingual writer: multilingual writer awareness at the university level

Maarit Mutta, University of Turku, Finland; Päivi Laine, University of Turku, Finland

Monolingual and bilingual teenagers' writing processes and text quality in L1 French and L2 English

Gulay TIRYAKIOGLU, Université Lyon 2, France; Heather Hilton, Université Lyon 2, France

Developing revision strategies. Revisiting the knowledge telling, transforming and crafting paradigm

Victoria Johansson, Kristianstad University, Sweden

Session F: 7

Time: 15:00-16:30

Location: D 111

ORAL PAPER PRESENTATION: SESSION F7: PAPER SESSION

Chair

Pia Cederholm, Uppsala University, Sweden

Writing proficiency and motivation among students in vocational and academic tracks in high school

Gustaf Bernhard Uno Skar, Norwegian University of Science and Technology, Norway; Steve Graham, Arizona State University, United States; Gary Troia, Michigan State University, United States; Runa Eugenie Røttereng Greiner, Norwegian University of Science and Technology (NTNU), Norway; Anne Holten Kvistad, Norwegian University of Science and Technology (NTNU), Norway; Marita Byberg Johansen, NTNU - Norwegian University of Science and Technology, Norway

Teachers' talk about agency in teaching and learning of writing in early school years

Åsa af Geijerstam, Uppsala University, Sweden; Jenny W. Folkeryd, Uppsala University, Sweden; Charlotte Engblom, Uppsala University, Sweden

Session F: 8

Time: 15:00-16:30

Location: D 311

ORAL PAPER PRESENTATION: SESSION F8: PAPER SESSION

Chair

Roxanna Correa, Universidad Católica de la Santísima Concepción, Chile

Informative Writing Instruction using SRSD for High School Students with Learning Disabilities

Amber Ray, University of Illinois at Urbana Champaign, United States

Analyzing Text Quality & Time in Writing Plan in Project Fair Debating and Written Argumentation

Lucas Deutzmann, University of Potsdam, Germany; Winnie-Karen Giera, Institute of German Studies, University of Potsdam, Germany; Sarah Risse, University of Potsdam, Germany

Promoting Argumentative Writing Skills of Ninth-Graders using the SRSD approach

Lucas Deutzmann, University of Potsdam, Germany; Winnie-Karen Giera, Institute of German Studies, University of Potsdam, Germany

Session F: 9

Time: 15:00-16:30

Location: D 314

ORAL PAPER PRESENTATION: SESSION F9: PAPER SESSION

Chair

Rachel Segev Miller, The MOFET Institute, Tel Aviv, Israel

What differences in writing activities do digital devices in first-grade classrooms entail?

Pernille Fiskerstrand, Volda University College, Norway; Wenke Mork Rogne, Volda University College, Norway; Vibeke Rønneberg, University of Stavanger, Norway

Teaching to write and to be writers. A systematic review of writing instruction across orthographies

GIULIA VETTORI, University of Florence, Italy; Julie Dockrell, Institute of Education, United Kingdom

Extramural activities and vocabulary in young German learners of English: A correlation analysis

Lisa-Christine Altendorf, University of Bonn, Germany

Session F: 10

Time: 15:00-16:30

Location: D 421

ORAL PAPER PRESENTATION: SESSION F10: PAPER SESSION

Chair

Pineteh Angu, Unit for Academic Literacy, University of Pretoria, South Africa

The Impact of Digital Tools on Self-Regulation and the Writing Process

Libor Zachoval, South East Technological University, Ireland; Daire O Broin, South East Technological University, Ireland; Djuddah Leijen, University of Tartu, Estonia

Writing Entailment: Aligning Paper Types, Text Features, and Outcomes

Tiane (Christiane) Donahue, Dartmouth, United States

Session F: 11

Time: 15:00-16:30

Location: D 04

ORAL PAPER PRESENTATION: SESSION F11: PAPER SESSION

Chair

CECILIA OWUSU DEBRAH, University of Energy and Natural Resources, Ghana

Vocabulary knowledge and lexical complexity in writing: A cross-sectional comparison of L2 English

Eva Caltabellotta, KU LEUVEN, Belgium; Elke Van Steendam, KU Leuven, Belgium; Ann-Sophie Noreillie, KU LEUVEN, Belgium; Elke Peters, KU LEUVEN, Belgium

The role of second language proficiency in pausing behaviour

Penny Heisterkamp, Faculty of Arts, University of Groningen, Netherlands; Veerle Baaijen, CLCG University of Groningen, Netherlands; Anja Schüppert, Faculty of Arts, University of Groningen, Netherlands; Marije Michel, Faculty of Arts, University of Groningen, Netherlands

Empowering primary school teachers for systematic writing instruction through blended learning

Michaela Mörs, Mercator Institute for Literacy and Language Education, University of Cologne, Germany; Ruth Görgen-Rein, Mercator Institute for Literacy and Language Education, University of Cologne, Germany; Ina Kaplan, Mercator Institute for Literacy and Language Education, University of Cologne, Germany; Michael Becker-Mrotzek, Mercator Institute for Literacy and Language Education, University of Cologne, Germany

Session F: 12

Time: 15:00-16:30

Location: D 09

ORAL PAPER PRESENTATION: SESSION F12: PAPER SESSION

Chair

Asko Kauppinen, Malmö University, Sweden

Patterns and Meanings in Bursts of Written Language Production

Maya Steir, American University of Beirut, Lebanon

Can the triple task and text quality measures help in interpreting the KSL measures in writing?

Marina Olujčić Tomazin, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Jelena Kuvač Kraljević, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Rui Alexandre Alves, University of Porto, Portugal

Human-Centered Evaluation of Approaches to Writing Process Feedback

Justin Young, Metropolitan State University of Denver, United States; Mariëlle Leijten, Universiteit Antwerpen, Netherlands; Charlie Potter, Metropolitan State University, United States; Luuk Van Waes, University of Antwerp, Belgium

Session F: 13

Time: 15:00-16:30

Location: D 112

ORAL PAPER PRESENTATION: SESSION F13: PAPER SESSION

Chair

Judy Nixon, Australian Council for Educational Research, Australia

Sentence fragments in students' writing - grammar as structure and grammar as choice

Mari Nygård, NTNU, Norway

Exploring the nexus of Literacy: Integrating Writing and Reading in Language Classroom

Javiera Figueroa Miralles, Universidad Alberto Hurtado, Chile

Navigating the L1 Writing Instruction in the Digital Landscape in Spain: Lessons from the Pandemic

Xavier Fontich, Autonomous University of Barcelona, Spain; Ana Costa, ips-setubal, Portugal

Session G: 1

Time: 17:00-18:00

Location: B hall B1

POSTER PRESENTATION: SESSION G1: POSTER SESSION

Chair

Christine Neuwirth, Carnegie Mellon University, United States

Writing moderation in the primary school

Rebecca Clarkson, Anglia Ruskin University, United Kingdom; Steve Connolly, Anglia Ruskin University, United Kingdom

Text Revision in Inclusive German Language Education - First Results of a Mixed-Methods Study

Daria Ferencik-Lehmkuhl, University of Cologne, Germany

Argumentative essay writing practice with automated feedback and highlighting

Franziska Wehrhahn, FernUniversität in Hagen, Germany; Yuning Ding, FernUniversität in Hagen, Germany; Robert Gaschler, FernUniversität in Hagen, Germany; Fang Zhao, FernUniversität in Hagen, Germany; Andrea Horbach, University of Hildesheim, Germany

Insights in spelling development from spelling error analysis

Wieke Harmsen, Radboud University Nijmegen, Netherlands; Helmer Strik, Radboud University Nijmegen, Netherlands; Roeland van Hout, Radboud University Nijmegen, Netherlands; Catia Cucchiari, Radboud University Nijmegen, Netherlands

Influence of Graphomotor Support on the Transcription Skills of Pupils with Spelling Difficulties

Sibylle Hurschler Lichtsteiner, University of Teacher Education, Lucerne, Switzerland; Ayla Mahmuti, University of Teacher Education Lucerne (PH Luzern), Switzerland

AI Chatbots in Writing Aid for Secondary Students with Learning Difficulties

Susanne Hoff, Universität zu Köln/ University of Cologne, Germany; Matthias Grünke, Universität zu Köln/ University of Cologne, Germany

Effects of a writing fluency training program depending on the writing medium

Anne Griepentrog, Mercator Institute for Literacy and Language Education, University of Cologne, Germany

Writing Support for Adult Learners of Dutch in the Era of Generative AI

Joni Kruijsbergen, Ghent University, Belgium; Orphee De Clercq, Ghent University, Belgium

IA and psychoeducational intervention in writing

Francisca Serrano Chica, Facultad de Psicología, Universidad de Granada, Spain; Maria Carmona, CIMCYC-UGR, Spain; Isabel Monte-Tablada, CIMCYC-UGR, Spain; Macarena de los Santos-Roig, CIMCYC-UGR, Spain; SARA MATA, UNIVERSITY OF GRANADA, Spain

Writing Motivation and Writing Performance of College Students in Honduras

Sergio Leiva Cardona, University of California, Irvine, United States; Michael Hebert, University of California, Irvine, United States; Steve Graham, Arizona State University, United States

Keynote: Writing Processes in Exact Sciences: 1

Time: 09:00-10:00

Location: B2 Amphi

KEYNOTE: WRITING PROCESSES IN EXACT SCIENCES

Chair

Christophe Leblay, University of Turku, School of Languages and Translation studies, Finland

Writing processes in exact sciences

Emmylou Haffner, CNRS, France

Session H: 1

Time: 10:30-12:00

Location: D 310

ORAL PAPER PRESENTATION: SESSION H1: PAPER SESSION

Chair

Anna Leontyev, HSE University (Moscow), Russian Federation

The Writer's Voice: Criticality, Citation Focus & Verbs

Evangelia Tsimpoukli, UCL IOE, United Kingdom

Writing like you talk: a way ... 2write properly

Sarah De Vogüé, Laboration MoDyCo - CNRS - Université Paris Nanterre, France

Rhetorical Functions and Syntactic Complexity in Conference Abstracts: A Comparative Study

Aysel Saricaoglu, Social Sciences University of Ankara, Turkiye; Nazlinur Gokturk, Turkiye Ministry of National Education, Turkiye

ANNOTATIONS:

REMOTE PARTICIPANTS: EVANGELIA TSIMPOUKLI

Session H: 2

Time: 10:30-12:00

Location: D 116

ORAL PAPER PRESENTATION: SESSION H2: PAPER SESSION

Chair

Jessica Early, Arizona State University, United States

The influence of lecture messages during a video lecture on student learning and note taking

Tiphaine Colliot, CeRCA UMR7295 Université de poitiers, France; Abraham Flanigan, Georgia Southern University, United States; Julie Chemitlin, Université de Poitiers, France

Postgraduate students' argumentative writing mediated by AI: On the quest for an authorial voice

Anna Sala Bubaré, Ramon Llull University, Spain; Mariona Corcelles-Seuba, Universitat Ramon Llull, Spain; Andrea Miralda-Banda, University of Barcelona, Spain; Patricia Jara Calaforra Faubel, Complutense University of Madrid, Spain

Digital media to support writing at school (DigiMUSS)

Astrid Neumann, Institute for German Language and Literature Education, Germany

Session H: 3

Time: 10:30-12:00

Location: D 111

ORAL PAPER PRESENTATION: SESSION H3: PAPER SESSION

Chair

Olivia Afonso, Oxford Brookes University, United Kingdom

Study of duration and location of pauses in written processes development by students with dyslexia

Audrey Mazur, Université de Lyon, France; Matthieu Quignard, CNRS, France

Sentence Generation as a proxy of writing difficulties: insights from online writing processes

Mariona Pascual, Universidade de Lisboa, Portugal; Olga Soler, Universitat Autònoma de Barcelona, Spain; Mar Formiga, Universitat Autònoma de Barcelona, Spain; Naymé Salas, Universitat Autònoma de Barcelona, Spain

Measuring copy-typing skills of students with and without dyslexia

Catherine Meulemans, University of Antwerp, Belgium; Luuk Van Waes, University of Antwerp, Belgium; Rianne Van Lieburg, University of Antwerp, Belgium

ANNOTATIONS:

SESSION WILL BE CHAIRED BY QUENTIN FELTGEN.

Session H: 4

Time: 10:30-12:00

Location: D 314

ORAL PAPER PRESENTATION: SESSION H4: PAPER SESSION**Chair**

Tania Cerni, University of Padova, Italy

Pen, keyboard or mobile phone – which instruments to use?

Esther Odilia Breuer, Universität zu Köln/ University of Cologne, Germany

The role of executive functions and language proficiency in foreign language writing

Lisa Haake, Leibniz University Hannover, Institute of Psychology, Germany; Joachim Grabowski, Leibniz University, Germany

Turkish-French bilingual learners' multilingual writing processes and text quality

Gulay TIRYAKIOGLU, Université Lyon 2, France

Session H: 5

Time: 10:30-12:00

Location: D 421

ORAL PAPER PRESENTATION: SESSION H5: PAPER SESSION**Chair**

Ursula Canton, Glasgow Caledonian University, United Kingdom

Argumentativo2.0: an intervention study on argumentative, collaborative writing skills

Yana Landrieu, Ghent University, Belgium; Fien De Smedt, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium; Bram De Wever, Ghent University, Belgium

Using Corpus Creation Strategically: A Focus on Writing in the Disciplines

Maya Sfeir, American University of Beirut, Lebanon

Quality of Adolescent Science Writing and its Connection to Teaching Practices

Maria Espinosa, Universidad Diego Portales, Chile

Session H: 6

Time: 10:30-12:00

Location: D1 Amphi

ORAL PAPER PRESENTATION: SESSION H6: PAPER SESSION**Chair**

Sabrina Gerth, University College of Teacher Education Tyrol, Austria

What PhD students don't know and what their supervisors should tell them about research writing

Anna Wårnsby, Malmö University, Sweden; Asko Kauppinen, Malmö University, Sweden

Toward a transnational theory of friction literacy for WAC/WID Program Assessment

Joseph Wilson, Syracuse University, United States

Developing and evaluating writing at university: Es ITAM, a case study

ROSA M GALAN, ITAM, Mexico

Session H: 7

Time: 10:30-12:00

Location: D 102

ORAL PAPER PRESENTATION: SESSION H7: PAPER SESSION**Chair**

Sally Drew, Sacred Heart University, United States

The Impact of AI Technologies on the Intertextual Practices of Undergraduate Students' Writing

CECILIA OWUSU DEBRAH, University of Energy and Natural Resources, Ghana; Alice Adwoa Boakye, Greenfield College, Ghana

Podcast as a tool to provide oral feedback to written texts.

Roxanna Correa, Universidad Católica de la Santísima Concepción, Chile; Mónica Tapia-Ladino, Universidad Católica de la Sma Concepción, Chile

Explain and engage. What L2 textbooks can do for multilingual students' academic writing

Pia Cederholm, Uppsala University, Sweden

Session H: 8

Time: 10:30-12:00

Location: D 113

ORAL PAPER PRESENTATION: SESSION H8: PAPER SESSION

Chair

Janneke stuulen, University Utrecht, Netherlands

The impact of peer feedback and self-assessment on cognitive and motivational aspects of writing

Alina Lira Lorca, Department of Educational Sciences, Oldenburg University, Germany; Katrin Peltzer, Westfälische Wilhelms-Universität Münster (Münster University), Germany; Vera Busse, University of Münster, Germany; Ulrike-Marie Krause, University of Oldenburg, Germany

The Effectiveness of Writing Across Levels of Language: A Sentence-Writing Program

David Coker, University of Delaware, United States; Kristen Ritchey, University of Delaware, United States; Henry May, University of Delaware, United States; Amanda Delgado, University of Delaware, United States; Man Jiang, University of Delaware, United States

Session H: 9

Time: 10:30-12:00

Location: D 301 BIS

ORAL PAPER PRESENTATION: SESSION H9: PAPER SESSION

Chair

Guido Nottbusch, University of Potsdam, Germany

Effects of task conditions on task models and self-reported strategies when synthesizing documents

David Romero, Zurich University of Teacher Education, Switzerland; Aleksandra Opacic, Zurich University of Teacher Education, Switzerland; Andreas Lachner, University of Tübingen, Germany; Maik Philipp, Zurich University of Teacher Education, Switzerland

Noted that conflict? Focus on processes and products in syntheses writing in two task conditions

Aleksandra Opacic, Zurich University of Teacher Education, Switzerland; David Romero, Zurich University of Teacher Education, Switzerland; Andreas Lachner, University of Tübingen, Germany; Maik Philipp, Zurich University of Teacher Education, Switzerland

How automatic chunking of real-time recorded writing can contribute to segmentation analysis?

Iris Eshkol-Taravella, Université Paris Nanterre, France; Georgeta Cislaru, Université Paris Nanterre, France; Kehina MANSERI, Université Paris Nanterre, France; Amandine Jouvenel, Université Sorbonne Nouvelle, France

Session H: 10

Time: 10:30-12:00

Location: D 09

ORAL PAPER PRESENTATION: SESSION H10: PAPER SESSION

Chair

Camilla Fitjar, University of Stavanger, Norway

Do accommodations lead to improved writing outcomes for students with literacy difficulties?

CATHERINE ANTALÉK, University College London, Institute of Education, United Kingdom; Emma Sumner, UCL Institute of Education, United Kingdom

Project WILLD: An Intervention Study to Improve Writing in Students with LLD

Anthony Koutsoftas, Seton Hall University, United States; Cynthia Puranik, Georgia State University, United States

Developing students argumentative writing skills on a controversial social topic

Kalypso Iordanou, University of Central Lancashire, Cyprus; Constantina Fotiou, Open University Cyprus, Cyprus; Athina Manoli, Open University Cyprus, Cyprus; Michalinos Zembylas, Open University Cyprus, Cyprus

Session H: 11

Time: 10:30-12:00

Location: D 04

ORAL PAPER PRESENTATION: SESSION H11: PAPER SESSION

Chair

Victoria Johansson, Kristianstad University, Sweden

The Design and Formative Evaluation of an Online Prose Style Tutor

Christine Neuwirth, Carnegie Mellon University, United States

Impact of a LEGO® intervention on the writing performance of students with special educational needs

Matthias Schulden, Universität zu Köln / Carl von Ossietzky Universität Oldenburg, Germany; Janine Bracht, Universität zu Köln/ University of Cologne, Germany; Matthias Grünke, Universität zu Köln/ University of Cologne, Germany

Promoting metacognitive strategy knowledge in EFL texts in pre-service teacher Education

Abraham Cerveró-Carrascosa, Universitat de València, Spain; Laura Álvarez-Serrador, UNIR. Universidad Internacional de la Rioja, Spain

Session H: 12

Time: 10:30-12:00

Location: D 112

SYMPOSIUM: COMPONENTS OF WRITING TO LEARN**Chair**

David Galbraith, University of Southampton, United Kingdom

Discussant

Gert Rijlaarsdam, University of Amsterdam, Netherlands

A dual-process model of writing to learn

David Galbraith, University of Southampton, United Kingdom; Veerle Baaijen, CLCG University of Groningen, Netherlands; Amy Peters, University of Southampton, United Kingdom; Sophie Hall, University of Southampton, United Kingdom

Writing or speaking? The role of medium in the effectiveness of learning journals

Florian Luft, University of Freiburg, Germany; Ai Miyamoto, University of Freiburg, Germany; Matthias Nückles, University of Freiburg, Germany

Writing-to-learn: Effects of writing compared to speaking on memory for text

Amy Peters, University of Southampton, United Kingdom; David Galbraith, University of Southampton, United Kingdom; Roberto Limongi, Brandon University, Canada

Using guides and rubrics to enhance integration and recursiveness of argumentative syntheses

Miriam Granado-Peinado, Universidad Francisco de Vitoria, Spain; Mar Mateos, Universidad Autónoma de Madrid, Spain; Nina Vandermeulen, University of Antwerp, Belgium; Ricardo Olmos, Universidad Autónoma de Madrid, Spain; Isabel Cuevas, Autonoma University of Madrid, Spain

Session I: 1

Time: 13:30-14:30

Location: B hall B1

POSTER PRESENTATION: SESSION I1: POSTER SESSION**Chair**

GIULIA VETTORI, University of Florence, Italy

Written performance indicators from experienced creative writers

Jason Wirtz, Hunter College, City University of New York, United States

Writing from Sources in Lower Secondary Education: Graphic Organizer vs. Outline as a Planning Tool?

Lina Schothöfer, University of Cologne, Germany

What We Take into Account Making Spelling Decisions? (the Case of Russian -Tsy/-T'sya Verbs)

Anna Leontyev, HSE University (Moscow), Russian Federation; Irina Orlova, HSE University, Russian Federation

Comparing rating accuracy, leniency and severity of expert, teacher and student raters

Lea Hoffmann, Universität zu Köln/ University of Cologne, Germany; Ilka Fladung, Universität zu Köln/ University of Cologne, Germany; Veronika Österbauer, IQS, Austria; Joerg Jost, Universität zu Köln/ University of Cologne, Germany; Marcel Illetschko, IQS - Institut zur Qualitätssicherung im österreichischen Schulwesen, Austria

Exploring the relationship between Writing Beliefs and Metaphorical Thinking

Veerle Baaijen, CLCG University of Groningen, Netherlands

Learning potential of writing skills: the EPALE test

SARA MATA, UNIVERSITY OF GRANADA, Spain; Isabel Monte-Tablada, CIMCYC-UGR, Spain; Maria Carmona, CIMCYC-UGR, Spain; Francisca Serrano Chica, Facultad de Psicología, Universidad de Granada, Spain

Writing motivation of Portuguese first-grade students

Ana C. Sousa, Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal; Ana Camacho, University of Porto, Portugal; Rui Alexandre Alves, University of Porto, Portugal; Theresa Kalchhauser, Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal; Mariana Silva, Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal

Session J: 1

Time: 14:30-16:00

Location: D 113

ORAL PAPER PRESENTATION: SESSION J1: PAPER SESSION**Chair**

Wing Sze Leung, National University of Singapore, Singapore

Administrative literacy in Quebec and the importance of mediators

Émilie Michaud, Université Laval, Canada

Conceptualising the pedagogical content knowledge of writing

Randi Solheim, NTNU, Department of Teacher Education, Norway; Rebecca Jesson, University of Auckland, New Zealand; Judy M. Parr, University of Auckland, New Zealand

Collaborative writing for and by students from different socio-cultural backgrounds

Csanád Bodó, Eötvös Loránd University, Hungary; Mária Dobos, Eötvös Loránd University, Hungary; Anikó Fehérvári, Eötvös Loránd University, Hungary; Judit Gáspár, Corvinus University of Budapest, Hungary; Gergely Szabó, Eötvös Loránd University, Hungary; Krisztián Széll, Eötvös Loránd University, Hungary

ANNOTATIONS:

REMOTE PARTICIPANTS: EMILIE MICHAUD

Session J: 2

Time: 14:30-16:00

Location: D 04

ORAL PAPER PRESENTATION: SESSION J2: PAPER SESSION

Chair

Pernille Fiskerstrand, Volda University College, Norway

From Source Texts to Written Arguments: Unmasking Writing Processes via Process Mining Analysis

Fien De Smedt, Ghent University, Belgium; Rianne Conijn, Eindhoven University of Technology, Netherlands; Nina Vandermeulen, University of Antwerp, Belgium; Yana Landrieu, Ghent University, Belgium; Bram De Wever, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium

Mapping the Academic Journey: Cognitive and Motivational Aspects of Reading and Writing

Fien De Smedt, Ghent University, Belgium; Renske Bouwer, Utrecht University, Netherlands; Hilde Van Keer, Ghent University, Belgium

The Development of Second-language Writing Strategies in Digital Environments

Matthew Overstreet, Wenzhou-Kean University, China; Silvia Vaccino-Salvadore, American University of Sharjah, United Arab Emirates

Session J: 3

Time: 14:30-16:00

Location: D 102

ORAL PAPER PRESENTATION: SESSION J3: PAPER SESSION

Chair

Cris Barabas, McGill University, Canada

Developing a Writing Simulation for University Students in a Literacy Teacher Preparation Program

Murphy (Keller) Young, Southern Methodist University, United States; Amy Gillespie Rouse, University of Queensland, Australia; Diane Gifford, Southern Methodist University, United States

International Perspectives on Writing Curricula: Influences, Instantiations, and Implementation

Jill Jeffery, Leiden University Centre for Linguistics, Netherlands; Judy M. Parr, University of Auckland, New Zealand

Barriers and facilitators to teach writing: views from Chilean Teachers about contextual factors

Gerardo Banales, Universidad Andres Bello, Chile; Silza Ahumada, Universidad de Playa Ancha, Chile

ANNOTATIONS:

REMOTE PARTICIPANTS: GERARDO BAÑALES FAZ

Session J: 4

Time: 14:30-16:00

Location: D 321

ORAL PAPER PRESENTATION: SESSION J4: PAPER SESSION

Chair

Olivia Afonso, Oxford Brookes University, United Kingdom

Online processes and eye movements during reading and writing: methodological considerations

Audrey Mazur, Université de Lyon, France; Matthieu Quignard, CNRS, France; Lionel Moiroud, SIERRA, France; Michael Rouillard, SIERRA, France; Mariapia Bucci, CNRS, France; Frédéric Isel, Université Paris Nanterre, France

Within-writer behavioral stability across writing sessions

Emily Dux Speltz, Iowa State University, United States; Jens Roeser, Nottingham Trent University, United Kingdom; Wren Bouwman, Iowa State University, United States; Mark Torrance, Nottingham Trent University, United Kingdom; Evgeny Chukharev, Iowa State University, United States

ANNOTATIONS:

SESSION WILL BE CHAIRED BY MAYA SFEIR.

Session J: 5

Time: 14:30-16:00

Location: D 112

ORAL PAPER PRESENTATION: SESSION J5: PAPER SESSION

Chair

Markus Linnemann, University of Koblenz, Germany

Research Literacy Development in Teacher Education Programmes in the Nordic-Baltic Region

Anna Wärnsby, Malmö University, Sweden; Shaun Nolan, Malmö University, Sweden

Invented spelling activities in preschool: Mediation strategies and children's interactions

Margarida Alves Martins, ISPA-Instituto Universitário, Unknown; Ana Albuquerque, ISPA-Instituto Universitário, Portugal

The effects of a self-reflection rubric and social interaction on orthographic performance

Ana Cristina Silva, ISPA-Instituto Universitário, Portugal; Francisco Peixoto, ISPA - Instituto Universitário | Center for Research in Education, Portugal; Liliana Salvador, ISPA - Instituto Universitário | Center for Research in Education, Portugal

Session J: 6

Time: 14:30-16:00

Location: D 314

ORAL PAPER PRESENTATION: SESSION J6: PAPER SESSION

Chair

Mirjam Weder, University of Basel, Switzerland

Reading and writing in pairs: A peer tutoring program in secondary education

Mariona Corcelles-Seuba, Universitat Ramon Llull, Spain; Patricia Calaforra, Universidad Autonoma de Madrid, Spain; Jesús Ribosa, UAB Universitat Autònoma de Barcelona, Spain

Ways to write in the age of generative AI

Claudia Kunschak, Ritsumeikan University, Japan

Session J: 7

Time: 14:30-16:00

Location: D 421

ORAL PAPER PRESENTATION: SESSION J7: PAPER SESSION

Chair

Aysel Saricaoglu, Social Sciences University of Ankara, Turkiye

Towards the Extraction of Language Features for Assessing the Quality of Students' Academic Texts

Mari Mar Boillos, University of the Basque Country, Spain; Unai Atutxa, HITZ Basque Center for Language Technology - Ixa NLP Group, University of the Basque Country UPV/EHU, Spain; Mikel Iruskietia, HITZ Basque Center for Language Technology - Ixa NLP Group, University of the Basque Country UPV/EHU, Spain

Teaching Writing During Atrocities

amany alsayyed, The American University of Beirut, Lebanon

Online Peer Assessment in an EFL Composition Classroom: Self-efficacy, Motivation, and Performance

Kai-Lin Wu, Tunghai University, Taiwan

Session J: 8

Time: 14:30-16:00

Location: D1 Amphi

ORAL PAPER PRESENTATION: SESSION J8: PAPER SESSION

Chair

Yanmei Li, University of Barcelona, Spain

On-line spelling revision in elementary and middle school children

Lucile Chanquoy, Université Nice Sophia Antipolis, France

Can an oral language intervention improve children's oral language and written narrative skills?

Rosanne Esposito, UCL- Institute of Education, United Kingdom

Learning Progressions in Writing

Judy Nixon, Australian Council for Educational Research, Australia

Session J: 9

Time: 14:30-16:00

Location: D 310

ORAL PAPER PRESENTATION: SESSION J9: PAPER SESSION

Chair

Anthony Koutsoftas, Seton Hall University, United States

Developing Persuasiveness in Written Argumentations Through Debate Training

Winnie-Karen Giera, Institute of German Studies, University of Potsdam, Germany; Eric Grassnick, University of Potsdam, Germany; Lucas Deutzmann, University of Potsdam, Germany; Manfred Stede, University of Potsdam, Germany

The importance of children's imagination of the reader in shaping their metalinguistic awareness

Moirra Newton, Papatoetoe West School, New Zealand

Phonological awareness, morphological awareness and emergent writing: Developmental profiles

ASIMINA RALLI, University of Athens, Greece; Ioanna Nikolaou, Department of Psychology, National and Kapodistrian University of Athens, Greece; Aggeliki Mouzaki, Department of Primary Education, University of Crete, Greece; Faye Antoniou, Department of Educational Studies, National and Kapodistrian University of Athens, Greece; Vasiliki Diamanti, Department of Special Education, University of Oslo, Norway; Sophia Papaioannou, Hellenic Open University, Greece

ANNOTATIONS:

REMOTE PARTICIPANTS: MOIRA NEWTON AND ASIMINA RALLI

Session J: 10

Time: 14:30-16:00

Location: D 116

ORAL PAPER PRESENTATION: SESSION J10: PAPER SESSION**Chair**

Amanda French, Birmingham City University, United Kingdom

Examining the impact of pencil grasp and self-concept on handwriting in children

Sabrina Gerth, University College of Teacher Education Tyrol, Austria

Look at how I write my name

Camilla Fitjar, University of Stavanger, Norway; Vibeke Rønneberg, University of Stavanger, Norway

Development of Early Writing Across Preschool: Composing and Transcription

Hope Gerde, Texas A&M University, United States; Gary Bingham, Georgia State University, United States; Xiao Zhang, Georgia State University, United States; Ryan Bowles, Michigan State University, United States

Session J: 11

Time: 14:30-16:00

Location: D 311

ORAL PAPER PRESENTATION: SESSION J11: PAPER SESSION**Chair**

Gulay TIRYAKIOGLU, Université Lyon 2, France

Can ChatGPT do it? Bachelor theses in the age of large language models

Claudia Ioana Doroholschi, West University of Timisoara, Romania; Loredana Bercuci, West University of Timisoara, Romania; Ana Cristina Băniceru, West University of Timisoara, Romania

An active-inference model of the effect of epistemic writing on long-term memory consolidation

Roberto Limongi, Brandon University, Canada; Amy Peters, University of Southampton, United Kingdom; Angelica Silva, Brandon University, Canada

Session J: 12

Time: 14:30-16:00

Location: D 111

ORAL PAPER PRESENTATION: SESSION J12: PAPER SESSION**Chair**

Mónica Tapia Ladino, Universidad Católica de la Santísima Concepción, Chile

The relation between ChatGPT use and writing self-efficacy in upper secondary education

Janneke van der Loo, Tilburg University, Netherlands; Naomi Kamoen, Tilburg University, Netherlands

Applying Machine Learning Techniques to Evaluate Learning Disability Risk

Yusra Ahmed, University of Texas Health Science Center at Houston, United States

Research Based Learning with AI at the Social Science AI-Lab for Research Based Learning (SKILL)

Julius Voigt, European University Viadrina Frankfurt (Oder), Germany; Katrin Girgensohn, European University Viadrina and SRH Berlin University of Applied Sciences, Germany; Margret Mundorf, Europa Universität Viadrina Frankfurt (Oder), Germany; Sassan Gholiagha, Europa Universität Viadrina Frankfurt (Oder), Germany; Bernd Fröhlich, Bauhaus-Universität Weimar, Germany; Dora Kiesel, Bauhaus-Universität Weimar, Germany; Jürgen Neyer, Europa Universität Viadrina Frankfurt (Oder), Germany; Irene López Garcia, Bauhaus-Universität Weimar, Germany; Patrick Riehm, Bauhaus-Universität Weimar, Germany; Mitja Sienknecht, Europa Universität Viadrina Frankfurt (Oder), Germany; Benno Stein, Bauhaus-Universität Weimar, Germany; Matti Wiegmann, Bauhaus-Universität Weimar, Germany; Magdalena Wolska, Bauhaus-Universität Weimar, Germany

ANNOTATIONS:

REMOTE PARTICIPANTS: KATRIN GIRGENSOHN

Session J: 13

Time: 14:30-16:00

Location: D 09

SYMPOSIUM: THE ROLE OF THE SENTENCE IN THE WRITING PROCESS**Chair**

Cerstin Mahlow, Zurich University of Applied Sciences (ZHAW), Switzerland

When the sentence falls

Georgeta Cislaru, Université Paris Nanterre, France; Quentin Feltgen, Ghent University, Belgium; Christophe Benzitoun, Université de Lorraine, France

Organiser

Malgorzata Anna Ulasik, Zurich University of Applied Sciences (ZHAW), Switzerland

Automated Sentence-Centric Modeling of Writing

Malgorzata Anna Ulasik, Zurich University of Applied Sciences (ZHAW), Switzerland; Cerstin Mahlow, Zurich University of Applied Sciences (ZHAW), Switzerland

Discussant

Evgeny Chukharev, Iowa State University, United States

Evolution of syntactic structures during writing

Aleksandra Miletic, University of Helsinki, Finland

Keynote: From the Schizophrenia Clinic to Precision Education - What Can Precision Psychiatry and the Active Inference Framework of Brain Functioning Say about the Epistemic Effect of Writing?: 1

Time: 16:45-17:30

Location: B2 Amphi

KEYNOTE: FROM THE SCHIZOPHRENIA CLINIC TO PRECISION EDUCATION

Chair

Thierry Olive, CNRS & Université de Poitiers, France

From the Schizophrenia Clinic to Precision Education

Roberto Limongi, Brandon University, Canada