

## Monday, September 20: Morning Program

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

## Monday, September 20: Early Afternoon Program

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

## Monday, September 20: Late Afternoon and Evening Program

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

## Tuesday, September 21: Morning Program

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

## Tuesday, September 21: Afternoon Program

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

## Wednesday, September 22: Morning Program

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

## Wednesday, September 22: Afternoon Program

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