SIG WRITING RESEARCH SCHOOL

Abstract and Program Book

GHENT UNIVERSITY, AUGUST 26-28, 2018

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1. INTRODUCTION

We proudly welcome you to the EARLI SIG Writing Research School in Ghent! We are very pleased to host this conference in Belgium and we hope that you will enjoy the lectures, workshops, and presentations during this meeting. In this abstract book, we first provide some practical information concerning the Research School venue. To help you get around in one of the most beautiful historic cities in Europe, we also provide some information on our city Ghent! For those who will be joining us during the conference in Antwerp, we also included some information on how to get to Antwerp. Next to the practical information, you will find an overview of the program. Finally, this book offers a compilation of all contributions of the Research School participants.

The organizing committee of the Research School

Fien De Smedt*
Hilde Van Keer*
Elke Van Steendam**
Gert Rijlaarsdam***/****

*Ghent University
** KU Leuven
***University of Amsterdam
****University of Antwerp

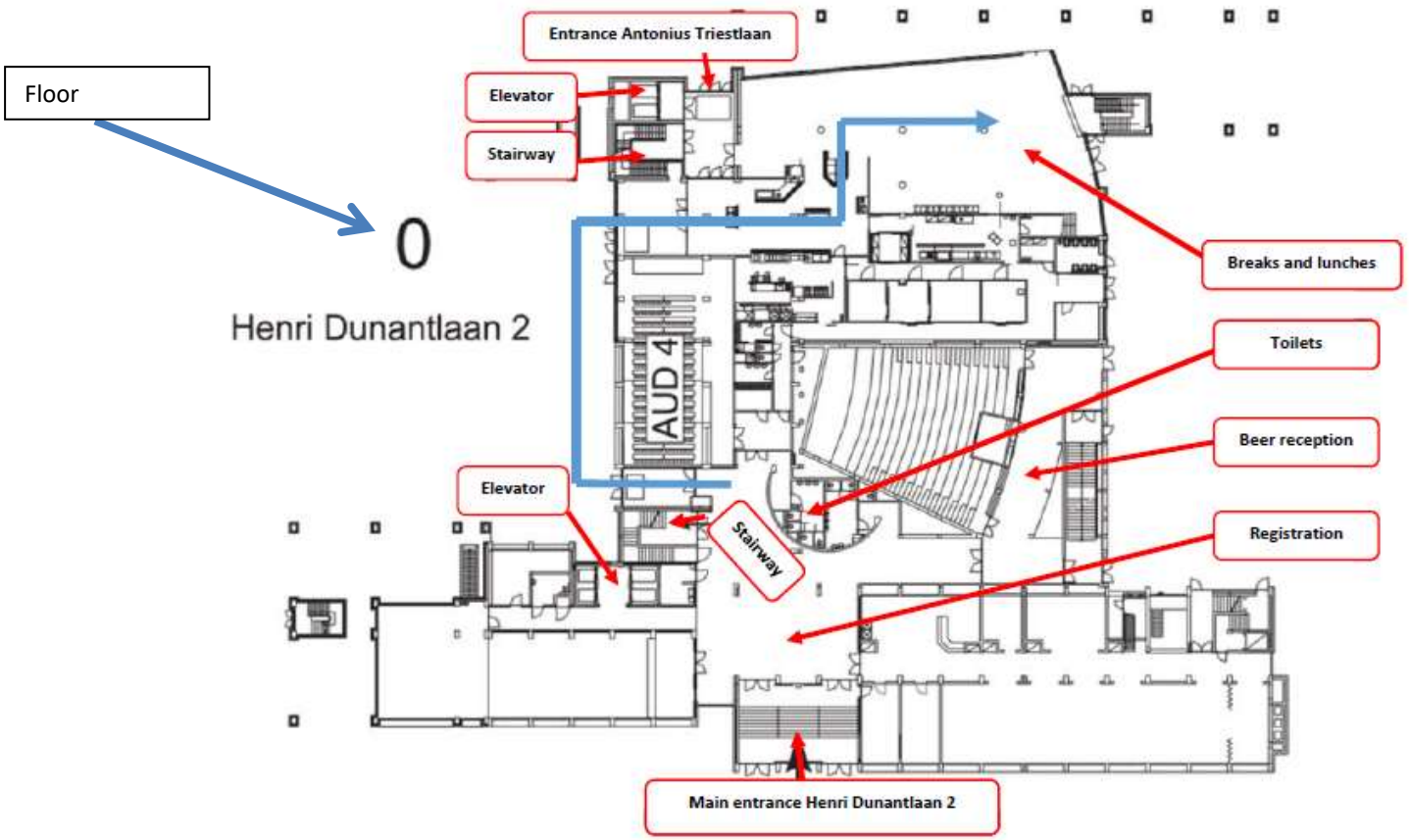
2. RESEARCH SCHOOL VENUE

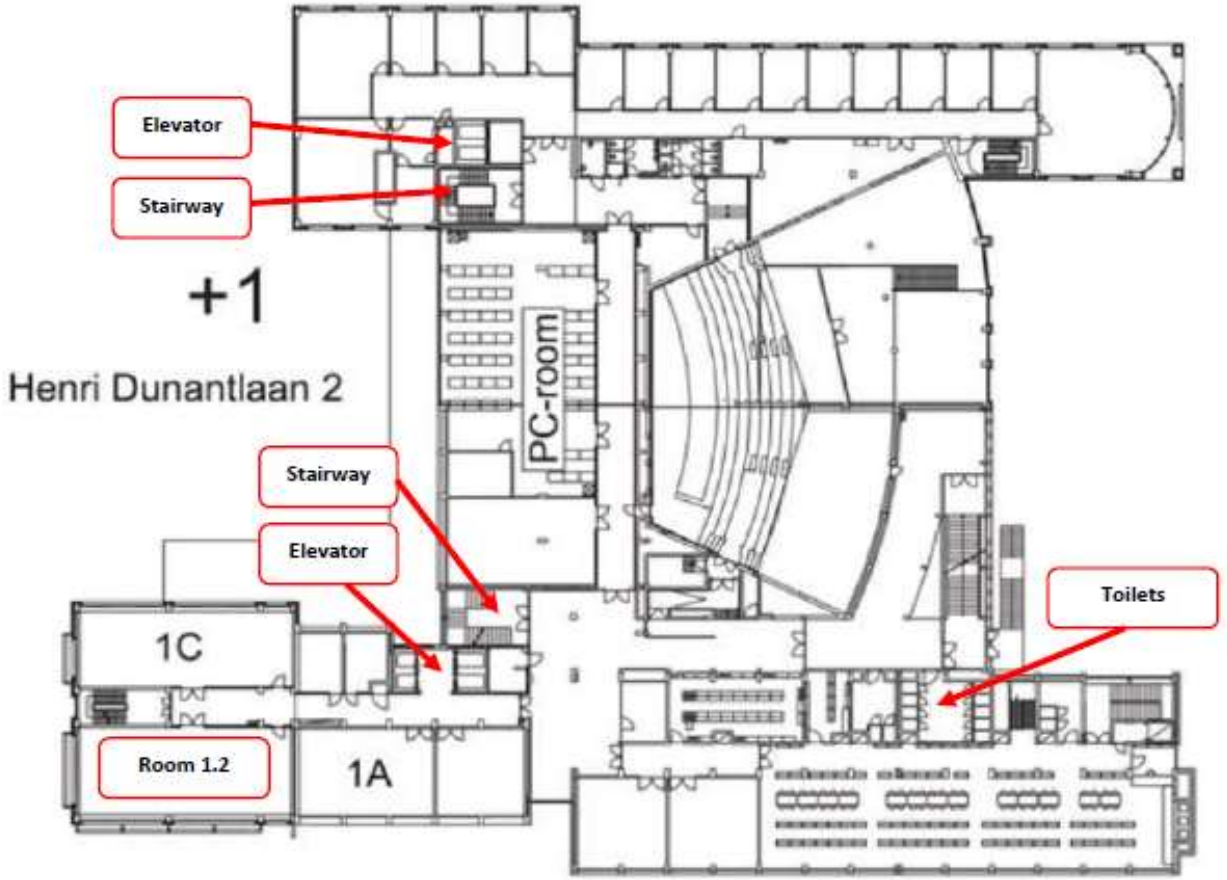
The **address** for the venue is:
Faculty of Psychology and Educational Sciences
Henri Dunantlaan 2
9000 Ghent
Belgium

WIFI: "UGentGuest"

Username: guestPp06
Password: wL7gV7bV

2.1 Find you way at the venue




Elevator
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Room 1.2
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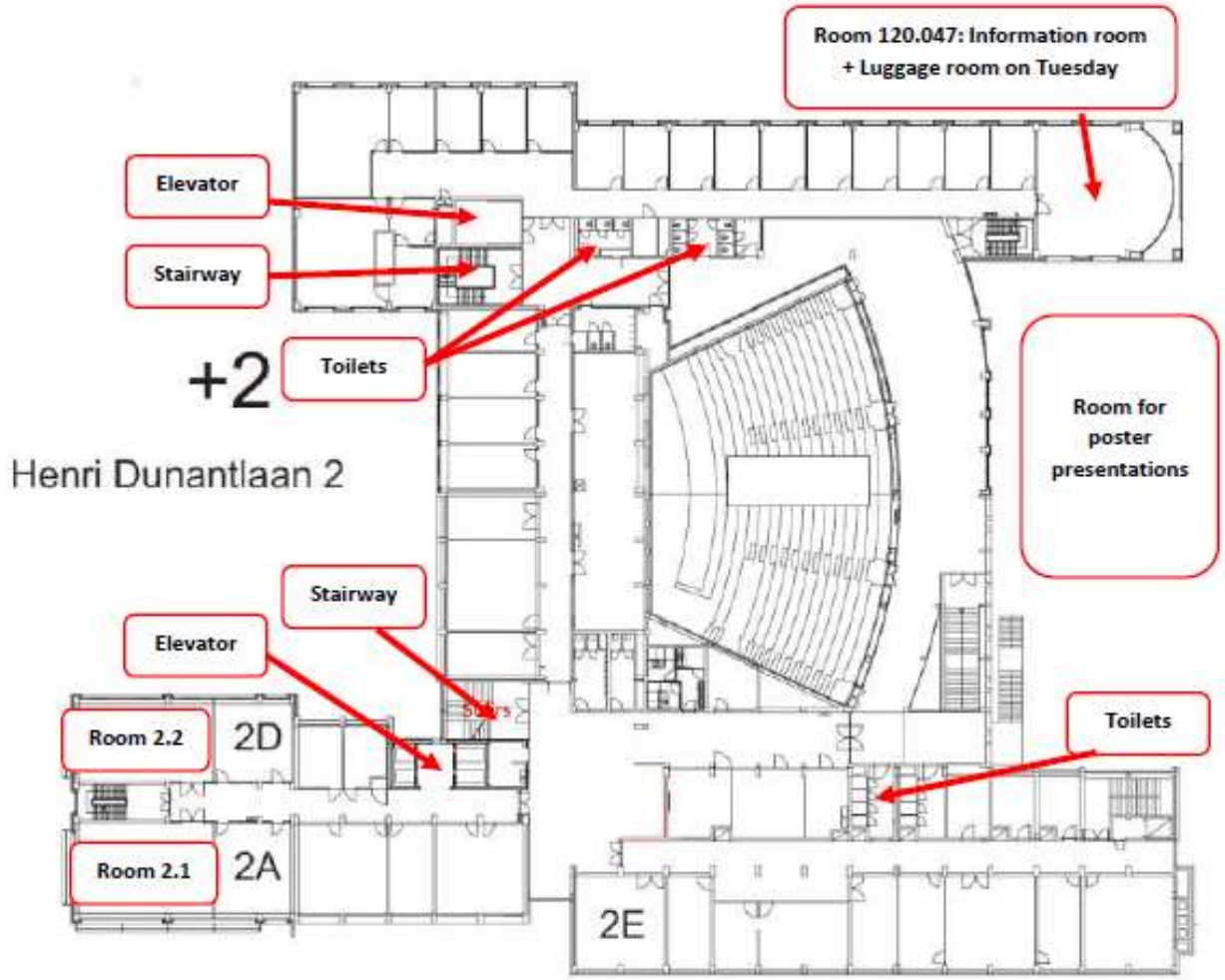
Room 120.047: Information room
+ Luggage room on Tuesday
Elevator
Stairway
Toilets
+2
Henri Dunantlaan 2
Room for
poster
presentations
Stairway
Elevator
Toilets
Room 2.2
2D
Room 2.1
2A
2E

3. CITY OF GHENT

> "Here's a secret within a secret: Ghent might just be the best European city you've never thought of visiting, in a country that continues to be criminally overlooked. Ghent hides away in the middle of Belgium's big three - Brussels, Bruges and Antwerp. Most Belgium-bound visitors rushing between these see nothing more than the stately fortifications of Ghent's St Pieter's Station. Those who do hop off the train and stroll along the Leie River to the historic center will have their eyes out on stalks. Here hides one of Europe's finest panoramas of water, spires and centuries-old grand houses. But this is no place to simply kick back: Ghent has one of Europe's most dynamic festival scenes, which vies for visitors' attention."
>
> Lonely Planet's "Best in Travel 2011" guide

3.1 How to get around in Ghent

1. On foot

The Research School venue is located near the city center (walking distance: +- 20-25 minutes).

2. By taxi

There are usually taxis at the Gent-Sint-Pieters Railway station and at the Korenmarkt (city center). You can also contact one of the following taxi companies:

V-Tax: +32 9 222 22 22
Taxi Gent: +32 9 333 33 33

3. By tram/streetcar

From Gent Sint Pieters train station choose line nr. 2 or 4. Stop closest to Dunant: Martelaarslaan (Supermarket Delhaize), name of the stop: "Bernard Spaelaan". Then walk for 5 minutes.

Line 2: take the direction "Zwijnaarde – Melle Leeuw'
Line 4: take direction "Gent UZ – Ledeberg – Stelplaats"

There is a tram every 5 minutes (approx.).
For more information: Visit the "De Lijn" website.

4. By bus

From Gent Sint Pieters train station take bus 9 (direction Gentbrugge Groeningewijk – Mariakerke Post) to the stop: "Beneluxplein". When you get out, you are exactly at the main entrance of Dunantlaan 2.

From Gent Sint Pieters train station you can also take bus 14/15 or 65/67 to stop "einde were". The red building you see when you get out at "einde were" is Dunant 2, the main entrance is on the other side.

Bus 14: Direction Gent-Drongen-Deinze
Bus 15: direction Gent-Drongen-Nevele-Tielt
Bus 65: direction Gent Arteveldepark-Zomergem-Ursel Kerk
Bus 67: direction Gent Arteveldepark-Zomergem-Waarschoot-Eeklo PTI

For more information: Visit the "De Lijn" website.

5. Tickets

For both tram and bus, make sure to buy your tickets in the train station or outside at the automats (requires coins). On the bus or tram, it will cost you about 50% extra.

For more information: Visit the "De Lijn" website.

6. Citycard Ghent

CityCard Gent is the special all-in access card to the main historical buildings, museums and top attractions in Ghent. You can also use the CityCard Gent on the bus or tram and what's more, it also includes a boat trip.

The user guide, which comes with the CityCard Gent, tells you where to go and how to get there. All the information you need, in one publication.

All you need to do to use this all-in package is pay 25 or 30 euros! This will allow you to explore the city for 48 or 72 hours.

Your card will be scanned every time you enter a venue. Except on the bus or tram. That is why you have to fill out the date of first use on the back of the card and show your pass to the driver.

Additional advantage: Thanks to the CityCard you can also follow the restoration of the Mystic Lamb up close. This includes the triptych itself in the Cathedral as well as the panels, which are being restored in the Museum of Fine Arts (MSK) and the exhibition in the Carmelite Friary.

You can order the CityCard Gent online. Your order will be forwarded after receipt of your payment. Please count 14 working days before the goods ordered will be delivered.

3.2 Food and drinks in Ghent

A recurrent question during conferences is: "What are authentic places to have an evening meal?". Therefore, the local staff of the Department of Educational Studies has created a list with all of their favorite restaurants and bars.

Restaurants	Bars
Cafetheatre	’t Floere Foefke
Aula	Damberd
Multatuli	Trefpunt
Athene	Backdoor
De Drie Biggetjes	Marimain
Midtowngrill	Vooruit
Domestica	Trollekelder
Amadeus	Het Oeverloze Eiland
Mosquito Coast	Mokabon
De Groene Waaier	Dulle Griet
Tuin van Eten	Het Volkshuis
Il Folletto	Quetzal
Alix – Table & Jardin d’Amis	Pink Flamingo’s
Il Cortile	Hotsy Totsy
Jilles	’t Dreupelkot
Paul’s Boutique	Manteca
Volta	Multatuli

Belga Queen	Trappistenhuis
Patyntje	Café De Zoo
Cassis	Rococo
Grand Café Godot	Hot Club de Gand
In Bocca Lupo	The Cobbler
Le Baan Thai	Café René
Il Mezzogiorno	Cafetheatre
Korenlei Twee	
‘t Oud Clooster	
Pakhuis	
Clochard de Luxe	
Frietketel	
Café René	
Automat	
Holy food market	

4. HOW TO GET TO ANTWERP?

From Ghent, Antwerp is easy to reach by train. Standard tickets (single) from Ghent to Antwerp cost approximately 10 EUR. In Ghent, there are two railway stations that offer connections to Antwerp Central station. Below you can find more information on the train schedules (direct connections to 'Antwerpen-Centraal').

For more information: visit the NMBS website

- Gent-Sint-Pieters station

Tuesday 28/08	*Wednesday 29/08*
Departure: 17u27 Arrival: 18u23 Departure: 17u53 Arrival: 18u54 Departure: 18u11 Arrival: 19u09 Departure: 18u27 Arrival: 19u23 Departure: 18u53 Arrival: 19u54 Departure: 19u08 Arrival: 20u06 Departure: 19u27 Arrival: 20u23 Departure: 20u11 Arrival: 21u09 Departure: 20u27 Arrival: 21u23 Departure: 20u53 Arrival: 21u54 Departure: 21u27 Arrival: 22u23 Departure: 21u53 Arrival: 22u54 Departure: 22u27 Arrival: 23u23 Departure: 22u53 Arrival: 23u54 Departure: 23u27 Arrival: 00u23	Departure: 07u27 Arrival: 08u23 Departure: 07u53 Arrival: 08u54 Departure: 08u27 Arrival: 09u23 Departure: 08u53 Arrival: 09u54 Departure: 09u27 Arrival: 10u23 Departure: 09u53 Arrival: 10u54 Departure: 10u27 Arrival: 11u23 Departure: 10u53 Arrival: 11u54

- Gent Dampoort station

Tuesday 28/08	*Wednesday 29/08*
Departure: 17u02	Departure: 07u02
Arrival: 17u54	Arrival: 07u54
Departure: 17u36	Departure: 07u36
Arrival: 18u23	Arrival: 08u23
Departure: 18u02	Departure: 08u02
Arrival: 18u54	Arrival: 08u54
Departure: 18u36	Departure: 08u36
Arrival: 19u23	Arrival: 09u23
Departure: 19u02	Departure: 09u02
Arrival: 19u54	Arrival: 10u54
Departure: 19u36	Departure: 09u36
Arrival: 20u23	Arrival: 10u23

5. PROGRAM PER DAY

	Sunday 26	Room
13-14	Registration	Main entrance
14-14:30	RS-organizers and JURE-coordinator welcome you! *(Hilde Van Keer and Péter Fallman)*	1.2
14:30-15:30	Kick-off Training School: Writing research: An introductory overview *(David Galbraith)*	1.2
15:45-16:30	Poster session A: Feedback from peers and experts	Poster room
16:30-17	Break	Ground floor
17:-17:45	Poster session B: Feedback from peers and experts	Poster room
17:45-19:15	Networking event: beer reception	Ground floor
	Monday 27	
8:30-10	Parallel introductions	
	A. Assessing writing *(Renske Bouwer and Elke Van Steendam)*	2.1
	B. Writing processes *(Thierry Olive)*	2.2
10-10:30	Break	Ground floor
10:30-12	Parallel workshops	
	A1. Benchmarking and comparative judgment *(Renske Bouwer and Marije Lesterhuis):*	2.1
	B1. Analyzing writing processes: dual and triple task *(Thierry Olive)*	2.2
12:00-13:00	Lunch	Ground floor
13-14:30	Parallel workshops	
	A2. Automated essay scoring *(Scott Crossley)*	2.1
	B2. Think-aloud measures and analyzing pen movements and traces *(Emmelien Merchie)*	2.2
14:45-16	What after a PhD in writing research? *(Jessie De Naeghel, Monica Koster, and Emmelien Merchie):*	1.2
16-16:30	Break: Restaurant	Ground floor
16:30-17:30	Meet the editors *(Gert Rijlaarsdam)*	1.2
17:30	Surprise!	
	Tuesday 28	
8:30-10	Parallel introductions	
	C. Writing and motivation/Qualitative Linguistic Analysis *(Maarten Vansteenkiste)*	2.1
	D. Writing interventions *(Gert Rijlaarsdam and Huub van den Bergh)*	2.2
10-10:30	Break: Restaurant	Ground floor
10:30-12	Parallel workshops	
	C1. Measuring writing motivation *(Hilde Van Keer)*	2.1
	D1. Reporting writing interventions *(Raquel Fidalgo)*	2.2
12:00-13:00	Lunch	Ground floor
13-14:30	Parallel workshops	
	D2. Fidelity of implementation *(Monica Koster and Daphne Van Weijen)*	2.1
	D3. Collaborative writing *(Elke Van Steendam and Fien De Smedt)*	2.2
14:45-15:45	Closing: Key issues discussed during the Research School: Summary and elaboration *(David Galbraith)*	1.2
15:45-16:15	Break	Ground floor
16:15-17	Wrap up: Evaluation of the Research School	1.2

6. OVERVIEW OF THE PARTICIPANTS IN EACH SESSION PER TIMESLOT

Monday: 8u30-10u

Introduction A: Assessing writing		**Introduction B: Writing processes**	
Almasri	Meshail	Arrimada	Maria
Ariani	Nova	Aufgebauer	Marlene
Ayadi	Mouna	Brucher	Linda
Björk	Oscar	Butzek	Anne-Marie
Casado	Lidia	Cervero	Abraham
De Clercq	Orphee	Conijn	Rianne
Flores	Magdalena	Cordeiro	Carolina
Fogt	Jan	De Grez	Nore
Glerum	Michelle	Fitjar	Camilla Lausund
Hewitt	Celia	Grönvall Fransson	Camilla
Mendoza	Laura	Hinton	Romana
Molerov	Dimitri	Hope	Kate
Myklestad	Anne Sætersdal	Hurschler	Sibylle
Nobel	Kerstin	Lind	Hans
Olsen	Thomas	Lopez	Paula
Olujic Tomazin	Marina	Maryse	Nsangou
Rosalia	Christine	Mortensen	Signe Uldbjerg
Sägesser	Judith	Natalia	Bilici
Troutman	Phillip	Parra Escartín	Carla
van Ockenburg	Liselore	Pascual Peñas	Mariona
Vandermeulen	Nina	Rodríguez- Málaga	Lucia
Vansteelandt	Iris	Rossetti	Alessandra
		Sanchez-Rivero	Rut
		Silvente	Sara
		Simovic	Liana Joëlle
		Tran	Nguyen Huong Thao
		Wyss	Stefanie

Monday: 10u30-12u

Workshop A1: Benchmarking and Comparative judgement		**Workshop B1: Dual and triple task**	
Ariani	Nova	Almasri	Meshail
Arrimada	Maria	Aufgebauer	Marlene
ayadi	mouna	Björk	Oscar
Casado	Lidia	Brucher	Linda
De Grez	Nore	Butzek	Anne-Marie
Flores	Magdalena	Cervero	Abraham
Glerum	Michelle	Conijn	Rianne
Grönvall Fransson	Camilla	Cordeiro	Carolina
Hewitt	Celia	De Clercq	Orphee
Hope	Kate	Fitjar	Camilla Lausund
Lopez	Paula	Fogt	Jan
Mendoza	Laura	Hinton	Romana
Molerov	Dimitri	Hurschler	Sibylle
Puimège	Eva	Lind	Hans
Rodríguez- Málaga	Lucia	Mortensen	Signe Uldbjerg
Rossetti	Alessandra	Myklestad	Anne Sætersdal
Sanchez-Rivero	Rut	Natalia	Bilici
Silvente	Sara	nobel	kerstin
Tran	Nguyen Huong Thao	Olsen	Thomas
Vandermeulen	Nina	Olujic Tomazin	Marina
Vansteelandt	Iris	Parra Escartín	Carla
		Pascual Peñas	Mariona
		Rosalia	Christine
		Simovic	Liana Joëlle
		Troutman	Phillip
		van Ockenburg	Liselore
		Wyss	Stefanie

Monday: 13u-14u30

Workshop A2: Automated essay scoring		**Workshop B2: Analyzing think aloud measures, traces, and pen movements**	
Almasri	Meshail	Arrimada	Maria
Ariani	Nova	Aufgebauer	Marlene
Björk	Oscar	ayadi	mouna
Conijn	Rianne	Brucher	Linda
De Clercq	Orphee	Butzek	Anne-Marie
De Grez	Nore	Casado	Lidia
Fogt	Jan	Cervero	Abraham
Glerum	Michelle	Cordeiro	Carolina
Grönvall Fransson	Camilla	Fitjar	Camilla Lausund
Hewitt	Celia	Flores	Magdalena
Hope	Kate	Hinton	Romana
Mendoza	Laura	Hurschler	Sibylle
Molerov	Dimitri	Lind	Hans
Myklestad	Anne Sætersdal	Lopez	Paula
Nobel	Kerstin	Maryse	Nsangou
Olsen	Thomas	Mortensen	Signe Uldbjerg
Olujic Tomazin	Marina	Natalia	Bilici
Puimège	Eva	Parra Escartín	Carla
Rosalia	Christine	Pascual Peñas	Mariona
Silvente	Sara	Rodríguez- Málaga	Lucia
Tran	Nguyen Huong Thao	Rossetti	Alessandra
van Ockenburg	Liselore	Sägesser	Judith
Vandermeulen	Nina	Sanchez-Rivero	Rut
		Simovic	Liana Joëlle
		Troutman	Phillip
		Vansteelandt	Iris
		Wyss	Stefanie

Tuesday: 8u30-10u

Introduction C: Writing and motivation		**Introduction D: Writing interventions**	
Almasri	Meshail	Arrimada	Maria
Ariani	Nova	Aufgebauer	Marlene
Butzek	Anne-Marie	ayadi	mouna
Cervero	Abraham	Björk	Oscar
De Clercq	Orphee	Brucher	Linda
Fogt	Jan	Casado	Lidia
Grönvall Fransson	Camilla	Conijn	Rianne
Hewitt	Celia	Cordeiro	Carolina
Hinton	Romana	De Grez	Nore
Hope	Kate	Fitjar	Camilla Lausund
Maryse	Nsangou	Flores	Magdalena
Mendoza	Laura	Glerum	Michelle
Molerov	Dimitri	Hurschler	Sibylle
Olsen	Thomas	Lind	Hans
Olujic Tomazin	Marina	Lopez	Paula
Rodríguez- Málaga	Lucia	Mortensen	Signe Uldbjerg
Rosalia	Christine	Myklestad	Anne Sætersdal
Rossetti	Alessandra	Natalia	Bilici
Sägesser	Judith	nobel	kerstin
Troutman	Phillip	Parra Escartín	Carla
Vandermeulen	Nina	Pascual Peñas	Mariona
Vansteelandt	Iris	Sanchez-Rivero	Rut
		Silvente	Sara
		Simovic	Liana Joëlle
		Tran	Nguyen Huong Thao
		van Ockenburg	Liselore
		Wyss	Stefanie

Tuesday: 10u30-12u

Workshop C1: Measuring writing motivation		**Workshop D1: Reporting writing interventions**	
Almasri	Meshail	Arrimada	Maria
Ariani	Nova	Brucher	Linda
Aufgebauer	Marlene	Casado	Lidia
ayadi	mouna	Cervero	Abraham
Björk	Oscar	Conijn	Rianne
Butzek	Anne-Marie	Cordeiro	Carolina
De Clercq	Orphee	De Grez	Nore
Fogt	Jan	Fitjar	Camilla Lausund
Grönvall Fransson	Camilla	Flores	Magdalena
Hewitt	Celia	Glerum	Michelle
Hinton	Romana	Hurschler	Sibylle
Hope	Kate	Lind	Hans
Mendoza	Laura	Lopez	Paula
Molerov	Dimitri	Maryse	Nsangou
Mortensen	Signe Uldbjerg	Myklestad	Anne Sætersdal
nobel	kerstin	Natalia	Bilici
Olsen	Thomas	Parra Escartín	Carla
Olujic Tomazin	Marina	Pascual Peñas	Mariona
Rosalia	Christine	Rodríguez- Málaga	Lucia
Rossetti	Alessandra	Sanchez-Rivero	Rut
Sägesser	Judith	Silvente	Sara
Tran	Nguyen Huong Thao	Simovic	Liana Joëlle
		Troutman	Phillip
		van Ockenburg	Liselore
		Vandermeulen	Nina
		Vansteelandt	Iris
		Wyss	Stefanie

Tuesday: 13u-14u30

Workshop D2: Fidelity of implementation		**Workshop D3: Collaborative writing**	
Arrimada	Maria	Almasri	Meshail
Aufgebauer	Marlene	Ariani	Nova
Brucher	Linda	ayadi	mouna
Casado	Lidia	Björk	Oscar
Cervero	Abraham	Butzek	Anne-Marie
Cordeiro	Carolina	Conijn	Rianne
Flores	Magdalena	De Clercq	Orphee
Fogt	Jan	De Grez	Nore
Hurschler	Sibylle	Fitjar	Camilla Lausund
Lopez	Paula	Glerum	Michelle
Mendoza	Laura	Grönvall Fransson	Camilla
Molerov	Dimitri	Hewitt	Celia
Myklestad	Anne Sætersdal	Hinton	Romana
Natalia	Bilici	Hope	Kate
nobel	kerstin	Lind	Hans
Olsen	Thomas	Maryse	Nsangou
Parra Escartín	Carla	Mortensen	Signe Uldbjerg
Pascual Peñas	Mariona	Olujic Tomazin	Marina
Rodríguez- Málaga	Lucia	Rosalia	Christine
Sägesser	Judith	Rossetti	Alessandra
Sanchez-Rivero	Rut	Silvente	Sara
Simovic	Liana Joëlle	Vandermeulen	Nina
Tran	Nguyen Huong Thao		
Troutman	Phillip		
van Ockenburg	Liselore		
Vansteelandt	Iris		
Wyss	Stefanie		

7. ABSTRACTS

1: Cochrane Plain Language Summaries: a study of authors' satisfaction and users' comprehension

Alessandra Rossetti

2: Designing an evidence-based module for synthesis writing in secondary education

Liselore van Ockenburg, Daphne van Weijen & Gert Rijlaarsdam

3: The Adaptation of Interactive Writing as an Instructional Tool with Tunisian Learners of English and its Impact on their Writing Skill Development

Mouna Ayadi

4: Beginning teachers' reading attitude and motivation: A study into the evolution throughout teacher education and the first years of teaching and into the impact of a continuous professional development program

Iris Vansteelandt and Hilde Van Keer

5: Writing practices in Chilean public secondary classrooms: a National survey of L1 teachers

Magdalena Flores- Ferrés, Daphne van Weijen, & Gert Rijlaarsdam

6: Teaching Through a Writer's Lens: An Exploration of a Pre-service Teacher-Writer's Developing Practice

Kate Hope

7: Remedial instruction for young struggling writers: feasibility of a Response to Intervention approach

María Arrimada, Mark Torrance & Raquel Fidalgo

8: Making the invisible visible – the linguistic content of writing bursts

Stefanie Wyss

9: Digital sexual assault and shame – A participatory writing experiment

Signe Uldbjerg Mortensen, Aarhus University

10: Pluralization patterns and learning trajectories of pupils with French as a second written language

Natalia Bilici, Sonja Ugen, Michel Fayol, & Constanze Weth

11: Responding to Writing: The Power of Conferencing in the ELA Classroom

Michelle Glerum

13: The influence of participation in oral discussion contexts on the writing of argumentative syntheses: design and evaluation of an intervention to improve argumentative competence and the ability to take perspective in secondary school students

Lidia Casado, Elena Martín, & Isabel Cuevas

14: Effects of strategy instruction on students' metacognitive representations of the writing process

Paula López, Mark Torrance, Vibeke Rønneberg, Per Henning Uppstad, & Raquel Fidalgo

15: Analysis of Spanish teachers` use of evidence-based practices and beliefs in writing

Rut Sánchez-Rivero, Raquel Fidalgo & Rui A. Alves

16: Higher Education Students Tackling a Synchronous Online Collaborative Writing Task: Exploring the Relation Between Writing Process and Product

Nore De Grez & Bram De Wever

17: The use of direct quotes in L2 master's theses

Romana Hinton

18: The Cognitive Processes of Literary Writing

Anne-Marie Butzek

19: Machine Translation-Assisted Scientific Publication

Carla Parra Escartín, Ph.D.

20: 'Something different!' Does creative writing instruction influence students' writing performance?

Anouk ten Peze, Tanja Janssen & Gert Rijlaarsdam

21: Exploring Effect and Transfer on a Componential Analysis of Strategy-focused Instruction

Lucía Rodríguez-Málaga, mark Torrance, Gert Rijlaarsdam, Gert, Raquel Fidalgo, & Celestino Rodríguez

22: Craft Criticism: Towards a Methodology of Writerly Reading

Hans Lind

23: How and how well do Dutch secondary students write? A national baseline study on synthesis writing

Nina Vandermeulen, Brenda van den Broek, Elke Van Steendam, & Gert Rijlaarsdam

25: All possible worlds: Content-Thematic Space in early school writing

Oscar Björk

26: The effect of a multisensory learning tool on fifth graders' spelling of intra-sentential capitalization in German

Linda Brucher, Constanze Weth, Sonja Ugen & Reinold Funke

32: The Key(strokes) to Writing: Identifying patterns in students' writing processes

Rianne Conijn & Menno van Zaanen

35: Metacognitive regulation strategies in delayed revision of essay writing by pre-service teachers and expert writers in L1 and EFL

Abraham Cerveró-Carrascosa & Florida Universitària

36: The influence of cognitive processes in writing impairments: children at risk of writing difficulties

Mariona Pascual Peñas & Naymé Salas

37: Academic writing in English: Experiences and issues of Indonesian lecturers

Nova Ariani

38: Copy task? On struggling academic writers

Camilla Grönvall Fransson

40: Investigating the L2 Writing Processes and Real-time Fluency of Saudi Female EFL Students on Two Task Types Using Keystroke Logging

Meshail M. Almasri

41. Cognitive processes in text composing in adults with dyslexia: The Inputlog process analysis

Marina Olujic Tomazin

42: Differences in executive function abilities in low-, mid- and high- bilingual children: Impact on code-mixing during writing

Sara Silvente I Font & Naymé Salas

43: Factors Impeding or Promoting Success in Master's Thesis Writing

Laura Mendoza

46: Framing the Discussion: Understanding resources elementary writing teachers use to inform writing instruction

Christine Rosalia

47: “CARS Moves in the Humanities? A Corpus Study of Research Article Introductions in American History, American Studies, and American Literary Journals”

Phillip Troutman

48: Validating a Critical Thinking Performance Assessment – Scoring Argumentation and Creativity

Dimitri Molerov, Olga Zlatkin-Troitschanskaia, Susanne Schmidt, Marie Nagel, & Klaus Beck

49: The longitudinal contribution of executive functions to writing quality in Grade 2

Carolina Cordeiro, Teresa Limpo, Thierry Olive & São Luís Castro

51: “Not writing from the heart”: exploring the relationship between students’ beliefs about academic writing and the approaches they adopt

Celia Hewitt

52: Textmachines in Mother Tongue (L1) Teaching – Three Types of Mimesis in Writing Pedagogy

Jan Fogt & Thomas Olsen

53: Exploring correlates of handwriting ability at school entry

Camilla L. Fitjar

64: Finding the Correct Form for Corrective Written Digital Feedback in Asynchronous Writing Appointments

Falina Norred & Daniel Forgrave

65: Writing in L1 Norwegian and EFL in the Norwegian school context: Testing the effects of prewriting strategies on adolescent language learners' writing performance in L1 Norwegian vs EFL

Anne Sætersdal Myklestad

1: Cochrane Plain Language Summaries: a study of authors' satisfaction and users' comprehension

ALESSANDRA ROSSETTI

Background
Individuals with various language backgrounds search for healthcare content online (Thomas et al. 2013), which is mainly available in English only, since human translation is not always a feasible option (Von Elm et al. 2013). The Cochrane Collaboration is a not-for-profit organization which provides online information on the effects of healthcare interventions by means of Systematic Reviews. Each Cochrane Systematic Review is preceded by a plain language summary (PLS) that summarizes its content in simple English for the lay public. When producing PLS, Cochrane authors are asked to manually implement and check different sets of simplification guidelines (The Cochrane Collaboration 2013). However, manually simplifying health content might represent a challenging and time-consuming task (Aikawa et al. 2007). Moreover, variations and inconsistencies in the implementation of guidelines have been observed (Kadic et al. 2016).

Aim
Against this background, this study aims to determine whether introducing Acrolinx (a controlled language checker) in the authoring process of Cochrane PLS can increase both authors' satisfaction and comprehension of PLS among lay public. Acrolinx automatically and consistently checks texts for readability issues, and provides suggestions on how to solve them.

Sample(s)
Data on satisfaction were collected among 12 Cochrane authors of PLS. Comprehension was tested among native and non-native speakers of English with no background in healthcare (82 readers).

Method
Authors' satisfaction was measured with the System Usability Scale (Brooke 1996) and preference questions. We used recall, cued recall and readers' ratings to measure comprehension (Crossley and McNamara 2016).

Question(s) to discuss
Developing a simplification scenario that satisfies authors might boost their motivation, thus increasing the amount of online health information that is made available in simple English. Moreover, identifying a tool that increases the comprehensibility of health-related texts might reduce the communication-related vulnerability of Internet users with varying English proficiency levels.

Abstract book: SIG Writing Research School (2018). Ghent: University of Ghent
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2: Designing an evidence-based module for synthesis writing in secondary education

LISELORE VAN OCKENBURG, DAPHNE VAN WEIJEN
& GERT RIJLAARSDAM

Background
Thanks to modern media, information sources are numerous and accessible. One of the greatest challenges educators currently face is teaching students how to find, analyze and process reliable sources. These are essential, but cognitively demanding skills for students to acquire which come together in writing a synthesis text: a task which enables students to acquire and practice these skills.

Aim
Developing a learning module for synthesis writing.

Sample
We conducted a systematic review of 16 (quasi) experimental writing interventions (with 19 experimental conditions), coded relevant aspects, and calculated their effect sizes.

Method
We analyzed the content of the interventions with a large impact (ES> 0.80) to determine: (1) What characteristics do these effective interventions have in common? (2) Which of their learning activities were essential? (3) What other factors can affect the interventions' effectiveness? And finally, (4) how can we use this knowledge when designing a new learning module?

Results
Results suggest that: (1) effective interventions all focus on three subprocesses --evaluating, organizing, and connecting --, and the effectiveness of a synthesis writing intervention can be further increased by stimulating all three of them. (2) Students can best practice these subprocesses by engaging in several crucial learning activities, such as ranking sample syntheses, schematizing and comparing source features, schematizing and comparing source content, and visualizing connections between source information. (3) If we want to further increase the effectiveness of an intervention, we need to give students freedom of choice in the use of synthesizing strategies, and/or let them formulate their own strategies.

Conclusions
In conclusion, (4) we regard the selected learning activities as valuable input for a set of educational design principles, that can be used as guidelines for future interventions in synthesis writing or as a steppingstone for teachers wishing to develop synthesis writing educational materials.

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3: The Adaptation of Interactive Writing as an Instructional Tool with Tunisian Learners of English and its Impact on their Writing Skill Development

MOUNA AYADI

Background:
English language teaching/learning has always been challenging and interesting. Mastery of the four skills represents a necessity for the learner to achieve higher educational levels. In this respect, writing is considered an important and necessary skill to be taught and learned. Despite its importance, it represents a burden for EFL learners and teachers as well. Relating this to the Tunisian context, Ghrib (2004:69) states that "students agreed about the fact that writing was an arduous task". Learners are reluctant to write because of the various difficulties they encounter while composing a text, especially argumentative texts. Mahfoudhi (1999:25) admits that students traced this difficulty to the fact that "discuss topics are often ambiguous and uninteresting". Discarding this ambiguity depends on the teacher's guidance during the writing process. One of the strategies that can be used by teachers to help improve their students' level in writing is Interactive Writing. Mackenzie (2015:36) defines interactive writing as "a teaching strategy which provides opportunities for the explicit teaching of both authorial skills (text structure, grammar, and vocabulary) and proofing skills (spelling, punctuation and handwriting) as well as reading. Children become apprentice writers who work alongside an experienced writer-the teacher. The teacher and children share the authorship, and ownership, of co-constructed texts."

Aims:
Since the major purpose of this research is to provide some insights about how to improve the written performance in writing argumentative texts, the aim of this thesis is to investigate the effects of interactive writing on Tunisian EFL learners' output to see the extent to which this strategy can be useful. Accordingly, this research seeks to bring about a new vision to considering the value of interactive writing in teaching writing.

Samples:
About thirty pupils will participate in this study. It is worth noting that the choice of EFL secondary school pupils as representative in this study was not haphazardly done, but rather emanated from the fact that they face different types of difficulties in writing.

Methods:
The objectives of this thesis will be investigated using qualitative and quantitative methods. A questionnaire will be addressed to students in order to detect their attitudes towards writing and interactive writing as well. Teachers will be interviewed in order to get deep insights about their students' level as well as their attitudes towards interactive writing as a teaching strategy. In addition, pre-tests and post-tests writing essays will be analyzed using Jacobs et al. (1983) ESL Composition Profile

Questions:
Arising from the background of the study, and with the aim to fulfill the objectives of this study, the research questions can be stated as thus:
Does students' written performance improve after implementing interactive writing framework?
What are the attitudes of students towards implementing interactive writing as an instructional tool?
What are the teachers' attitudes towards interactive writing?

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4: Beginning teachers' reading attitude and motivation: A study into the evolution throughout teacher education and the first years of teaching and into the impact of a continuous professional development program

IRIS VANSTEELANDT AND HILDE VAN KEER

Background
Ideally, all teachers are inspiring reading models when they graduate from teacher education. However, there is a high prevalence of aliteracy among teachers, i.e., the ability to read but a disinterest in personal reading. To decrease the likelihood that children and adolescents are confronted with aliterate teachers in their educational careers, it first seems necessary to gain more insight in preservice teachers' reading attitude and motivation and in whether and how they evolve during teacher education and the first years in the profession. Second, it is important to examine which type of continuous professional development (CPD) works best for beginning teachers when it comes to promoting reading.

Aim(s)
(1)We aimed to examine how the reading attitude and motivation of preservice and beginning teachers evolve from preservice training into the profession and (2) which professional development approaches foster their reading attitude and motivation.

Sample(s)
Regarding the first aim a sample of preservice teachers are followed-up from entrance in teacher training until the first years in the profession. Regarding the second aim an intervention is executed/planned with two iterations with beginning teachers in an experimental and control condition.

Method
An annual inquiry by means of an online questionnaire was applied regarding the first aim. Using cluster analysis and repeated measures we followed the evolution of preservice and beginning teachers' reading attitude and motivation. Regarding the second aim two intervention studies are executed, using a quasi-experimental design, where beginning primary education teachers are engaged into one of two professional development approaches (i.e. individual versus in group).

Question(s)
1/How to keep participants involved in a longitudinal study?
2/ What with the double role of being a teacher educator and researcher 'at the same time' in case of CPD?

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5: Writing practices in Chilean public secondary classrooms: a National survey of L1 teachers

MAGDALENA FLORES- FERRÉS, DAPHNE VAN WEIJEN,
& GERT RIJLAARSDAM

Background
In Chile, little is known about writing practices at the Spanish (L1) classroom, especially at the secondary level.

Aim
To collect information about Chilean teachers' practices in order to provide a basis for future interventions.

Sample
374 teachers of Spanish from all Chilean regions.

Method
We developed an online questionnaire of 124 questions based on previous survey studies on writing instruction, a meta-analysis of writing practices and relevant literature and studies of the Chilean context.

Results
In June 2017, we collected 182 completed surveys from all Chilean regions (response rate: 47%)
Concerning *Domain specific practices*, 60% of teachers reported that they regularly implement General writing practices, such as planning, reviewing and sharing texts.
There is more variance in regard to Specific writing practices. The great majority of teachers often offer feedback before the final version of the written text (71%). On the other hand, a substantial number of teachers reported never asking students to write for real adressees (42%) or writing in the context of authentic projecs (30%).
Concerning *Generic approaches to instruction*, teachers reported paying attention to the phases of a lesson and also to collaborative learning. They reported implementing recommended practices for Assessment and that they mostly give feed-back on Linguistics aspects and Content learning.
Concerning *Preconditions*, teachers reported having on average 6 weekly contact hours, and that students write at least two hours per week. According to them, that lack of time, student's learning difficulties and group size have the greatest negative impact on their writing instruction.

Conclusions
We expect that this study will contribute to the improvement of writing instruction in Chile and that it will provide guidance to the international community of L1 researchers, by comparing it to similar studies conducted in countries such as the U.S, Belgium, Brazil, Portugal and Spain.

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6: Teaching Through a Writer's Lens: An Exploration of a Pre-service Teacher-Writer's Developing Practice

KATE HOPE

Background
As English Education undergraduates transition into the professional role of student teaching, they invariably experience a number of tensions. Research on the tension that exists for pre-service ELA teachers who identify as writers remains conflicted (Cremin & Oliver, 2017); through a critical sociocultural lens, this study shares the effects on a teacher and her students when the teacher is also a writer.

Aims
This qualitative case study employs critical sociocultural literacy theory (Moje & Lewis, 2007) to examine one pre-service teacher-writer to understand how her writing identity influences her developing teaching practice and how this impacts her students.

Sample
For a single participant, Lindsay, I examine her written literacy narrative and two interviews, pre-and post- student teaching. Classifying and coding of data underwent three iterations.

Method
Lindsay, a 22-year old student who identifies as European-American and a Secondary English Education student at a large public university in the southwest United States, was a self-aware, confident student in my *Methods of Teaching* course.

Preliminary Results
Lindsay's writing identity compelled her to teach writing as a personal, unique process, a conflict to formulaic models used in her placement school. Lindsay's attempts at weaving these approaches ultimately improved her confidence as a teacher and built confidence within students.

Conclusions
Teacher-writers face significant hurdles in secondary writing instruction; however, these hurdles present opportunities for improved teaching practice and authentic, purposeful writing tasks for students.

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7: Remedial instruction for young struggling writers: feasibility of a Response to Intervention approach

MARÍA ARRIMADA, MARK TORRANCE & RAQUEL FIDALGO

Background
Early writing difficulties can often remain hidden. Without early detection and remediation, they can escalate into serious academic deficits.

Aim
In our contribution, we describe and explore the efficacy of a year-long Response to Intervention approach to first-grade writing instruction aimed at identifying and supporting first-grade students who are slow to develop written composition skills.

Sample and method
During a baseline phase, 179 first-grade students received researcher-developed, teacher-delivered training in transcription and text-planning (Tier 1). Their writing performance was measured through frequent probe tasks. Based on these, we identified 38 students at risk of falling behind, with mean performance below the 25th centile or performing below the 50th centile be with no evidence of development. All students completed several literacy-related tests at the end of this phase. On the basis of inferences about their specific deficits based on scores from these tests, struggling students were given a program of transcription and text-planning designed to meet individual needs. Training took the form of remedial tasks completed at home, supervised by students' parents (Tier 2). This continued until the end of the school year, paralleled to Tier 1 instruction and regular probe assessment tasks. All students then completed the literacy skills battery.

Results
Preliminary analysis indicates that performance of most struggling students returned to within normal range following Tier 2 intervention. In our presentation, we will also report performance data from these students when they returned to normal (just Tier 1) intervention in the first 4 months of their second grade.

Conclusions[1]
Our results point to the value of a Response to Intervention approach as a mean of early identification and prevention of writing disabilities.

[1] *Project supported by a 2016 BBVA Foundation Grant for Researchers and Cultural Creators and developed under a predoctoral grant awarded by the Spanish Ministry of Education, Culture and Sports.*

8: Making the invisible visible
– the linguistic content of writing bursts

STEFANIE WYSS

Background
The writing process is divided between "writing" and "non-writing". In the present study this process is captured with smartpens and is evaluated with "HandSpy". Studies indicate that good writers write longer bursts and the burst length correlates with text quality (Alves et al. 2015, Chenoweth & Hayes 2001). Though, the linguistic content of each burst is still unknown. From psycholinguistics and writing research it is known that a linguistic unit (for instance a phrase) is retrieve as a whole. Such units relieve the working memory and should appear in the bursts. Only in two studies (Kaufer et al. 1986, Olive & Cislaru 2015) a linguistic investigation of bursts was carried out. For pupils a linguistic investigation of their bursts is missing.

Aim
The purpose of this study is to provide an understanding of the linguistic content of writing bursts.

Sample(s)
262 students of class 4 (age 10) with more than 40 % L2-background participated in an intervention study with pre-, post- and follow-up design.

Method
The coding manual has two main codes: bursts with complete grammatical units like sentences and incomplete bursts for e.g. parts of words. Every burst was coded. Correlation analyses between the bursts and text quality was examined. Finally, these correlations were evaluated to language and intervention groups.

(Preliminary) Results
The students wrote on average 42.34 incomplete bursts (SD: 17.8), 12.73 complete bursts (SD: 7.36) and 14.07 mixed bursts (SD: 6.47). The number of complete bursts correlates strongly with text quality. (t0: .55, t3: .63, t4: .62) The percentage of incomplete bursts correlates negatively with text quality for L3-speakers (-.61).

Conclusions.
This study has shown that the quality of writing bursts and text quality are strongly intertwined. An implication of this is the possibility that explicit grammar instruction and “the lexical approach” (Lewis 1993) could be promising didactical instruments.

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9: Digital sexual assault and shame – A participatory writing experiment

SIGNE ULDBJERG MORTENSEN, AARHUS UNIVERSITY

Context

This study deals with the much-debated practice of sharing sexualized pictures of young women and girls online without their consent (DSA). I view this practice through media- and affect theory (e.g. Ahmed; Papacharissi). When working with affect through writing attention must be payed to the affects produced in the writing processes, in order to understand and influence these productions, I draw on therapeutic writing as a theoretical and ethical framework. In working with affect, the study aims to move focus from the aggressors' illegal acts to the victims' experiences of the assault.

Sample

The data sample consists of texts written by three victims of DSA and recordings of their text-based conversations. It was produced using a method that combines writing interventions from three different disciplines: Creative writing as practiced at Danish author schools (Llambías; Zola Christensen); writing as a creative research method (Gauntlett; Kara); and therapeutic writing as described both within (McNichol; Rasmussen) and outside of (Bolton, Field, & Thompson) academia.

Method

Participants wrote the texts during four workshops over eight months. A workshop consisted of three parts: A collective text reading; lighter writing tasks to get started; and a final writing task on DSA to be read aloud at the beginning og the next meeting. These final tasks were designed to meet standards from therapeutic writing while also taking inspiration from creative research practices. A goal of these workshops was to create a participatory research setting in which participants could not only write about their traumas but also collectively analyze their texts and thus contribute to the data analysis.

Questions

The questions, I will raise in relation to this methodology, concerns the position of the participants as both informants, co-researchers, and practitioners/receivers of (self)therapy. How do these roles intervene and how can they have reflected back on the writing?

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Abstract book: SIG Writing Research School (2018). Ghent: University of Ghent
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10: Pluralization patterns and learning trajectories of pupils with French as a second written language

NATALIA BILICI, SONJA UGEN, MICHEL FAYOL, & CONSTANZE WETH

Background
In French, the plural markers on nouns, adjectives, and verbs are inaudible and therefore difficult to acquire. Pupils need to apply grammatical knowledge to spell them correctly. Children with French as a first language (L1) were found to first acquire the nominal, then the adjectival and finally the verbal plural (Thévenin, Totereau, Fayol, & Jarousse, 1999). Second language (L2) learners, however, were found to acquire the verbal plural before the adjectival plural (Ågren, 2009). Aim(s). Differently than in the previous studies that examined the plural acquisition based on the mean scores of entire groups, the present investigation focusses on the individual spelling patterns of L2 learners and their learning trajectories. Sample(s). 228 Luxemburgish fifth graders with two years instruction in French participated at a spelling test (pre-test) and were quasi randomly assigned to an intervention and to a control group based on their scores.

Method
Afterwards, both groups followed a training and wrote a post-test. The spelling test assessed the pluralization of nouns, verbs, pre-nominal and post-nominal adjectives.

Results
From the association of all failure/achievement possibilities of plural marking on these four categories, sixteen spelling patterns resulted. The pre-test analysis revealed that the distribution of pupils was highest in six of them, while the ten other patterns were quasi not existent. Additionally, we detected two different developments: pupils acquiring adjectival plural after nominal plural (L1 trajectory) and pupils acquiring verbal plural after nominal plural (L2 trajectory). We also observed the learning trajectory of the individual pupils after the training and detected that it corresponded to six spelling patterns established in the pre-test.
Conclusion. This suggests that the learning of plural occurs in a very structured way.

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11: Responding to Writing: The Power of Conferencing in the ELA Classroom

MICHELLE GLERUM

Background
As a teacher and student of English I have seen the benefits of talking through writing and getting feedback many, many times over. As a teacher, I have implemented writing conferences in my classes and have noticed positive effects in terms of my relationships with my students and my understanding of their topics, writing processes, abilities, styles, and struggles. Understanding what types of feedback are most meaningful to students allows educators to make stronger connections to novice writers and to assist them in their ability to write and communicate.

Aim(s)
This study aims to examine the curricular design and instructional implementation of teacher-student writing conferences and their effect on adolescent student learning and self-efficacy. The study also examines the importance of implementing meaningful writing conferences in secondary classrooms with particular focus on how students shape their identity through writing, how teachers can support student voice through conferencing, and how learning and growth in writing are enhanced through student-teacher discussions.

Sample(s)
I have conducted teacher research in my secondary classroom as well as a small scale study during a two-week summer writing camp. Future research will be conducted in a senior English course at a local public high school.

Method
Using a mixed methods design, I plan to collect data through open-ended interviews of secondary students, multiple writing samples and reflection letters, and pre and post writing self-efficacy surveys. I will also track the revision changes using a revision rubric to understand how students respond to feedback during and after the teacher-led writing conferences.

Questions to Discuss
1) What kinds of changes do students make to their writing after taking part in teacher-led writing conferences?
2) How do semester-long teacher-led writing conferences influence high school students' writing self-efficacy?
3) In light of findings, what practices are required to develop an improvement plan?

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13: The influence of participation in oral discussion contexts on the writing of argumentative syntheses: design and evaluation of an intervention to improve argumentative competence and the ability to take perspective in secondary school students

Lidia Casado, Elena Martín, & Isabel Cuevas

Background
Today's society requires people capable of valuing different points of view and of elaborating informed opinions that can be communicated. Taking this into account, and if we want to create critical and responsible citizens (Kuhn & Crowell, 2011), the school has to be a scenario in which activities that promote argumentative competency and the adoption of perspectives were developed.

Aim
This study has the aim of evaluating the efficacy of an intervention program in secondary education designed to improve these skills. The intervention is based on previous research that confirm the potential of two kinds of didactic activities to promote the argumentative competency and the perspectivism: the writing of argumentative syntheses from multiple sources (Segev-Miller, 2004; Spivey, 1997) and the participation in oral discussion contexts (García-Mila, Gilabert, Erduran & Felton, 2013; Moshman & Geil, 1998).

Sample
The study was implemented in three secondary schools in the community of Madrid (Spain), with students between 14 and 15 years old. The total sample of the study was formed by 237 students.

Method
The intervention had four different modes of instruction/conditions. In all the conditions students participated in reflective discussions, whose aim was to reach a conclusion that integrated both sides of a controversy. The controversy was presented through texts that exposed opposing views about different issues in science. Likewise, students from the four conditions wrote two argumentative synthesis (pretest –before oral argumentation activities- and posttest -after oral argumentation activities-). Students also answered a questionnaire about taking perspectives, and a learning task about the content of the texts (in pre and posttest tasks). Apart of these common activities, participants of three of the four conditions received a previous session of training in which they learnt the necessary processes to reach integrative conclusions (through modeling+ explanation of a discussion guide/ just modeling/ or just explanation of the discussion guide).

Question to discuss
The intervention include different modes of instruction because we want to answer the next question: what is the more suitable methodology to promote argumentative competency, perspectivism and the learning of specific contents in secondary school students?

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14: Effects of strategy instruction on students' metacognitive representations of the writing process

PAULA LÓPEZ, MARK TORRANCE, VIBEKE RØNNEBERG, PER HENNING UPPSTAD, & RAQUEL FIDALGO

Background
Despite strategy-focused instruction in one of the most effective approaches to improve students' writing competence, its multicomponent nature makes difficult its implementation in real classrooms. Several researchers have pointed to the need for component analyses. In a recent study modelling and direct instruction, which are two key components of strategy-focused interventions, shown to be equally effective to improve students writing competence (Lopez et al., 2017).

Aim
This study aimed to explore changes of both kinds of instruction (Direct teaching vs. Modelling) on students' writing process implemented during a collaborative writing task.

Sample
91 Spanish upper-primary students divided into 4 classes within the same school.

Method
All classes received instruction aimed at developing effective strategies for planning and drafting. In two classes this was taught directly with the aim of giving student direct, declarative strategy knowledge supported by mnemonics. The other two classes observed the teacher accurately modeling the use of the strategies without making explicit reference to the mnemonics. The study followed a pretest-posttest design in which students wrote in pairs an argumentative text. The pairs were composed of children of broadly similar ability working with writer-helper roles. Everything that they said during the compositions task was recorded as a way of exploring what they had learned. All the audio recordings were transcribed and analyzed using a thematic analysis procedure (Braun & Clarke, 2006).

Question(s) to discuss[2]
In our talk, we want to discuss how students' metacognitive representations of the writing process changed from pretest to posttest after strategy-focused instruction, and of how this differed across conditions.

[2] *This study is supported by the Spanish Ministry of Economy and Competitiveness grant (EDU2015-67484-P) and a pre-doctoral grant awarded by the Spanish Ministry of Education, Culture and Sports.*

Abstract book: SIG Writing Research School (2018). Ghent: University of Ghent
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15: Analysis of Spanish teachers` use of evidence-based practices and beliefs in writing

RUT SÁNCHEZ-RIVERO, RAQUEL FIDALGO & RUI A. ALVES

Background
Several meta-analyses of writing instruction have provided evidence-based practices to improve students` writing. However, the high number of students who fail to achieve an adequate competence in writing makes it necessary to know whether teachers apply this kind of practices in the teaching of writing. It is important to consider teachers` beliefs when analysing their teaching practices.

Aims
1) To analyze Spanish teachers` frequency of use of evidence-based practices in writing, considering differences depending on the educational stage.
2) To analyses the influence of teachers` level of preparation, level of efficacy and attitudes towards writing instruction on their use of evidence-based writing practices.

Sample
515 Spanish language teachers from primary education to high school from Castilla y León Autonomy.

Method
On-line survey, including three sections:
1) sociodemographic information;
2) evidence-based writing practices extracted from meta-analyses studies;
3) teachers` level of efficacy and attitudes towards writing instruction, adapted from previous studies.

Results
Teachers use evidence-based instructional writing practices infrequently. High school teachers use most evidence-based practices significantly less frequently than primary teachers. Teachers reported that their preparation for the teaching of writing is low, specially, high school teachers. Teachers felt moderately effective to teach writing and show good attitudes to this respect. Teachers who indicated to be better prepared and more self-efficacious and to have better attitudes for the teaching of writing were more likely to use evidence-based instructional writing practices. The predictive role of teachers` preparation, personal efficacy and attitudes in the use of evidence-based practices is maintained in all educational stages

Conclusions[3]
Extra efforts must be done to improve writing instruction at school not only considering evidence-based instructional writing practices as an important focus in Spanish educational curriculum but also in university teacher education programs.

[3] *Study supported by Spanish Ministry of Economy and Competitiveness Grant (EDU2015-67484-P).*

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16: Higher Education Students Tackling a Synchronous Online Collaborative Writing Task: Exploring the Relation Between Writing Process and Product

NORE DE GREZ & BRAM DE WEVER

Background
Collaborative writing (CW) tasks are ubiquitous within higher education. However, CW is also described as a highly complex process since it is often unstructured and includes multiple roles, sub tasks, and activities which all can be performed interactively (Lowry, Curtis, & Lowry, 2004). Previous research showed that the way groups tackle this complex task differ and that this seems related to the quality of final products (e.g. Engel & Onrubia, 2010) and performances (e.g., Mayordomo & Onrubia, 2015). Further, a relationship can be presumed between the temporal distribution of (meta-)cognitive activities and text quality based on individual writing studies (e.g. van den Bergh & Rijlaarsdam, 2001).
Recently, there is an increased interest in the possibilities of Web 2.0. CW technologies, such as Google Docs, which can allow a more synchronous form of CW. However, research on how groups tackle this kind of CW tasks and how this relates to outcomes is limited.

Aims
1) to enhance the understanding of the CW process;
2) to explore the relation of these process features with the quality of the group product;
3) and to shed light to the relation with students' own experiences and evaluation of this task.

Sample
50 Master students

Method
All students worked together during 90 minutes within Etherpad, an online text editor, to create a synthesis based on three provided sources. As a preparation to this task, each group member was provided with another source. Afterwards, they completed an online reflection task and a stimulated recall interview was conducted with each student.

Questions to discuss
1) How to gain more insight into these CW processes? (e.g. combine multiple data sources);
2) How to ensure a valid product assessment?
3) How can we connect the analysis of collaborative processes with individual characteristics?

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17: The use of direct quotes in L2 master's theses

ROMANA HINTON

Background
Majority studies have researched paraphrasing, summarizing, and synthesizing, but direct quoting has been addressed less in the studies. When L2 graduate writers decide to direct quote, they face many complicated decisions of how, where, when, why, and what to quote. Direct quoting, in comparison to summarizing and paraphrasing, is very different. Direct quoting requires the writer to use an author's words, phrases, sentences – and even whole paragraphs – as part of a context when building and supporting his or her argument (Petric, 2012).

Aim
The goal of my dissertation is to explain how L2 graduate students incorporate direct quotes into a literature review section of theses in the subfields of Communication and Information studies. I will explore direct quoting through students' reading to writing knowledge, discourse community knowledge, structural knowledge of literature review, and direct quotes' rhetorical functions in literature reviews.

Method
I will conduct qualitative research during the academic year of 2018- 2019 at the University of Tennessee, Knoxville. My qualitative research will be a case study that will consists of one semi-structured interview and one text-based interview. Additionally, textual analyses of students' literature review drafts (one or two drafts per student) will be conducted.

Sample
I will recruit five international graduate students from the College of Communication and Information at the University of Tennessee who are working on the sections of literature reviews of their theses.

Question (s)
1) How do L2 graduate writers incorporate direct quotes based on their rhetorical and structure knowledge into the literature reviews of their theses?
2) What is the role of the integrated reading-to write task in the use of direct quotes in literature reviews?
3) How does the framework of LPP explain students' participation in their own discourse communities?

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18: The Cognitive Processes of Literary Writing

ANNE-MARIE BUTZEK

Background
Since the 1980s' Flower & Hayes model, the cognitive processes involved in text production have been analysed in ever more detail and (cognitive) psychologists have proposed evolved or alternative views[4]. Besides, these days an increasing interest in interdisciplinary and specifically cognitive approaches is noticeable in literature studies across a range of disciplines such as genetic criticism (Critique génétique[5]), investigating manuscripts and other work-related material to trace how the literary work comes into being, or so-called cognitive literary studies, shedding light on cognition in connection to properties of the finished literary text as well as in the reader[6]. These different perspectives intersect without, as yet, joining forces to foster a deeper understanding of (literary) text production.

Aim
My project assesses the transferability of existing models of text production to the domain of literary writing. Investigating cognitive processes during literary text production could support claims for a general, synthesised model or elucidate the particularities of *literary* creation.

Samples
3 groups of 10-15 literary writers (professional authors, students, interested public)

Method
The experimental design, a mixed approach, uses questionnaires, think-aloud protocols and keystroke logging. Provided with a prompt, participants produce a literary text while thinking aloud. Over the session's course (60-90 minutes), a software (InputLog[7]) keeps track of their writing as it unfolds. After transcription, the verbal protocols obtained are the central elements of an analysis enriched by the quantitative data from keystroke logging (particularly on pauses and revision); working materials, a professional and biographical questionnaire as well as assessments of emotion/affect (PANAS) and motivation (SIMS) add psychological and contextual information.

Question(s) to discuss
Does, regardless of genre, communicative aim or individual writer, all writing build on the same set of mental processes? If so, at which point do the processes start to diverge to bring about the observable differences in text types?

---

[4] *cf. Flower, L. S. and J. R. Hayes. "A Cognitive Process Theory of Writing." College Composition Communication 32.4 (1981): 365–87. For an overview see Alamargot, Denis and Lucille Chanquoy. Through the Models of Writing. Dordrecht: Kluwer Academic Publishers, 2001.*

[5] *Contat, Michel and Daniel Ferrer (eds).* Pourquoi la Critique Génétique? Méthodes, Théories*. Paris: CNRS Editions, 1998.*

[6] *Zunshine, Lisa (ed).* The Oxford Handbook of Cognitive Literary Studies*. New York: Oxford UP, 2015.*
Wege, Sophia. Wahrnehmung, Wiederholung, Vertikalität: Zur Theorie und Praxis der Kognitiven Literaturwissenschaft. Bielefeld: Aisthesis, 2013.
Stockwell, Peter (2002). Cognitive Poetics: An Introduction. London: Routledge.

[7] *http://www.inputlog.net/*

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19: Machine Translation-Assisted Scientific Publication

CARLA PARRA ESCARTÍN, PH.D.

Background
In a globalised world, researchers such as medical practitioners, need to publish their work in scientific conferences and journals. To increase the outreach and impact of their activities they additionally have to publish their research in the de facto lingua franca for scientific research: English. However, very few researchers are native speakers of English. This leads to the need for mastering a second language or hiring linguistic brokers to ensure that content production meets the language quality required. In fact, more revisions are usually required for papers written by English as a Foreign Language (EFL) writers.

Aim
My project aims to provide writing assistance to professionals working in specialised domains through machine translation (MT). In so doing, the project will facilitate better and broader communication of scientific content globally.

Sample
Five Spanish physicians with various levels of command of the English language wrote 5 scientific texts in Spanish. The experiment uses the discussion section of the texts as it is more discursive than other sections.

Method
The Spanish physicians wrote their research papers in their L1 (Spanish) and we provided them with a machine translated version of it to post-edit. The post-edited texts were then subsequently reviewed and corrected by a professional proofreader and we analysed the edits made by the proofreader and the participants categorising the errors in essential, preferential and omissions.

Preliminary Results
The analysis of the collected data showed that while a proofreader is still needed, she also did a number of preferential edits. The authors were able to identify essential edits, but also did preferential edits and omissions.

Conclusion
This was an experiment to determine the feasibility of using machine translation for scientific publications. We are currently exploring the types of edits performed and which pre- and post-processing techniques can be used.

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20: 'Something different!'
Does creative writing instruction influence students' writing performance?

ANOUK TEN PEZE, TANJA JANSSEN & GERT RIJLAARSDAM

Background
There are complaints in Dutch higher education that students' writing skills are insufficient and many teachers and students in secondary education are not satisfied with the writing curriculum (Bonset & Braaksma, 2008). A meta-analysis by Graham et. al. (2012) indicates that the quality of texts can be improved if students received instruction in creativity. Even so, these instructions were not tied specifically to writing. Although creative writing is no longer part of the Dutch secondary school curriculum, instruction in creative writing might be an effective way to improve students' writing skills.

Aim
In two quasi-experiments we examine the effect of a six-lesson creative writing course on students' text quality and writing processes compared to the effect of regular, expository writing instruction.

Sample
285 students of 10 classes participated (105 in the first and 180 in the second experiment, 10th grade, 15-16 years).

Method
During the creative writing lessons divergent thinking was stimulated and students wrote short texts and received immediate peer-feedback. Students in the experimental condition received the creative writing lessons whereas students in the control condition received regular instruction in expository writing. In the first experiment, we used a switching replications design and in the second condition a pretest-posttest design. During the pre- and posttest and the deferred posttest students completed two tasks: an expository and a creative writing task. During these tasks, their writing processes were recorded via key stroke logging and screen recordings, texts will be rated holistically and questionnaires on students' writing beliefs and creative ability were administered.

Questions
1) Does education in creative writing improve the quality of students' creative and expository texts?
2) What is the effect of a creative writing course on the writing strategies that students apply while writing creative and expository texts?

Bonset, H. & Braaksma, M. (2008). *Het schoolvak Nederlands opnieuw onderzocht. Een inventarisatie van onderzoek van 1997 tot en met 2007* (A renewed investigation of the school subject Dutch. A stocktaking of research from 1997 till 2007). Enschede: SLO.

Graham, S., McKeown, D., Kiuhara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of educational psychology*, *104*(4), 879-896.

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21: Exploring Effect and Transfer on a Componential Analysis of Strategy-focused Instruction

LUCÍA RODRÍGUEZ-MÁLAGA, MARK TORRANCE, GERT RIJLAARSDAM, GERT, RAQUEL FIDALGO, & CELESTINO RODRÍGUEZ

Background
We designed a strategy-focused program, based on the Cognitive Self-Regulation Instruction program (CSRI). The program comprised three instructional components: (a) direct instruction focused on the explicit strategic knowledge of planning and drafting strategies supported by using mnemonic rules, (b) modelling of the strategies taught, and (c) practice in pairs (2 sessions for each component)

Aim
We explored cumulative effects and transfer of different instructional components of strategy-focused instruction to improve text quality.

Sample
Six 4th grade classes from three schools (N = 126).

Method
Classes were randomly allocated to two strategy-focused instruction conditions and to a control condition with two classes in each condition. The strategy-focused conditions differed in the order in which instructional components were implemented: Direct Teaching then Practice then Modelling (N =47), and Modelling then Practice then Direct Teaching (N =36). The control condition (N=43) was practice-matched and focused on teaching features of good text without any strategy-instruction. We used a lagged-group design with one group in each condition lagging one component behind the other group. Writing performance was measured through probe tasks at the start of intervention and following each component. Each probe involved completing a task in the genre that was the focus of intervention and in a task in a different genre to assess transfer. Rating texts have been evaluated for coherence, structure and overall quality, based on an anchor text procedure.

Questions to discuss
1) Is effective a short strategy-focused instruction to improve students' writing skills?
2) According to the accumulative effects of the instructional components, which does component provide higher effects on students' text quality? Is there any effect of order of implementation in their effectiveness?
3) After which element, in which sequence, the transfer effect occurs?

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22: Craft Criticism: Towards a Methodology of Writerly Reading

HANS LIND

Background
This ongoing research study is about the pedagogical use of shared reading in the teaching of creative writing in Danish writing schools. In Denmark, creative writing education tends to build on a practice of reading rather than actual writing. More often than not teaching thus takes place as improvised shared readings of student manuscripts directed by an experienced writer. These readings are thought to cultivate the students' ability to *read like writers*. Despite its pedagogical importance, the disposition, features and learning potential of *writerly reading* as a dialogical practice remain unexplored.

Aim
The study thus examines how shared readings in different Danish writing schools frame learning and creative collaboration with the aim of developing a methodology for conducting feedback in educational settings related to the practice of creative writing. I term this methodology *craft criticism*.

Samples
In finding cases for the study, I draw on the conclusions from a recently conducted survey study to choose three different writing schools that are *typical* in regards to how creative writing education is conducted in Denmark. Furthermore, I include an atypical case for comparison.

Methods
The study consists of four qualitative case studies that draw on ethnographic methods such as participant observation, semi-structured interviews with teachers and students, sound recordings of the shared readings and document analysis of the student manuscripts. I use NVivo to conduct open coding and to group these codes in significant themes in order to reveal the main analytical strategies, assumptions and interests that constitute the shared readings. I compare the different cases and theorise the findings with the field of creative writing studies as the main theoretical framework.

Questions
1) How do different reading strategies produce different forms of knowledge?
2) What is the potential of writerly reading strategies for literary education in general?

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23: How and how well do Dutch secondary students write? A national baseline study on synthesis writing

NINA VANDERMEULEN, BRENDA VAN DEN BROEK,
ELKE VAN STEENDAM, & GERT RIJLAARSDAM

Background
In synthesis writing, a writer constructs a new text based on information found in multiple sources. This is one of the most frequently required tasks in higher education. Many students experience difficulties with such tasks and produce poor quality syntheses as a result (Mateos & Solé, 2009).

Aim
We carried out a national baseline study to examine the synthesis writing skills of Dutch students, their writing processes and attitudes towards writing. We also aim to get insight into the differences between grade levels.

Sample
725 students (grade 10 – 2nd year academic bachelor) from 47 secondary schools and 3 universities throughout the Netherlands participated.

Method
All participants wrote four syntheses. Their writing processes were registered with keystroke logging software Inputlog (Leijten & Van Waes, 2013). Different aspects of the process were analysed (source use, pausing behaviour, text production and revision). Participants also completed questionnaires, which provided us with information on different writer characteristics such as the students' writing style (planning and revising behaviour). Text quality was rated holistically by 48 raters, using a rating scale with benchmark texts (taking into account language, cohesion & coherence, information and integration of the sources).

Preliminary results
We observe different patterns of growth. Students in the higher grades generally write better syntheses. Moreover, the writing process differs according to grade level. The students in the higher grades adopt a more goal-oriented approach in source use and generally produce text more fluently. We also observe changes in writing attitudes. The older students generally plan more in the beginning and revise more at the end of the process.

Conclusion
The national baseline gives us insight into text quality, writing processes and attitudes of students in different grades. These insights allow us to develop scientifically grounded feedback and instruction to improve students' synthesis writing skills.

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25: All possible worlds:
Content-Thematic Space in early school writing

OSCAR BJÖRK

Background
Formal aspects of language and literacy have often been foregrounded in research on early writing. While these aspects have given us valuable insights in how children write, few studies have focused content aspects in young children's texts.

Aims
The aim of this study is to focus content aspects of early school writing. The research questions are: (1) What linguistic resources regarding the system of transitivity are used by the students in their writing of narrative and informative texts, and (2) what content-themes (or worlds) are construed in the analyzed texts?

Sample
The analyzed data consists of 38 narrative texts written in relation to two writing assignments by children in their second and then their third year of elementary school. This data is accompanied by 68 informative texts written by two other classes in two different schools on two other assignments (one being a national test).

Method
The method used in the study is a combination of a socio semiotic analysis of transitivity and an analysis of topics construed in the texts.

Results
The results of the study show that the two groups of narrative texts are very different from each other regarding what content is construed; regarding both topics and transitivity (polythematic). The narrative texts therefore show quite dissimilar and broad so-called Content-Thematic Spaces. In contrast, the informative texts were very similar (monothematic), resulting in monotone Content-Thematic Spaces.

Conclusions
The main contribution of the study is that by using this method I show, on the on hand, the variation of content created by the students in relation to the task formulations. On the other hand, I suggest how we can talk about content in early school writing that can serve as prerequisites for a critical discussion of what writing in early school years entail.

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26: The effect of a multisensory learning tool on fifth graders' spelling of intra-sentential capitalization in German

LINDA BRUCHER, CONSTANZE WETH, SONJA UGEN
& REINOLD FUNKE

Background
Students in the Luxembourgish school system are literate in grade 1 in their second language: German. German has a predominantly syntactically based principle, marking the head of a noun phrase with an initial capital letter. To learn this feature, two didactic approaches exist: (1) a focus on the lexical-semantic category of nouns that does not include nominalizations and (2) a focus on phrase structures that highlights the head of the noun phrase. Although many linguists opt for the latter approach because of its consistency and regularities, no study has fully been able to confirm its superiority. The reason is probably that the learner is confronted with a complex task, the analysis of syntax. However, as capitalization is a marker of syntactic structures, introducing the syntactic approach (2) seems evident. Alternative syntactic training based on a multisensory learning tool that makes abstract structures visual and tangible may support students to grasp syntax.

Aims
The study evaluates the implementation of different didactic approaches and their effects on capitalization of nouns in German. First, it examines how explicit teaching of syntactical reasoning enhances spelling of capitalization. Second, it investigates if students benefit more from explicit teaching of syntactic structures compared to explicit teaching of lexical features.

Sample
The study's participants were 192 multilingual fifth-grade students from Luxembourg.

Method
An intervention study with pre-, post- and follow-up test design was conducted. Self-constructed gap-filling dictation and sentence dictation tasks assessed the spelling of capitalization of nouns. The sample was assigned to two intervention and two control groups. Intervention groups received both training in syntactical reasoning, and one group was additionally supported by the multisensory learning tool. In the control groups, either training in lexicon or in reading was implemented.

Question to discuss
Capitalization in German is a syntactic marker not audible in spoken language. How do learners acquire syntactic markers across languages and writing systems?

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32: The Key(strokes) to Writing: Identifying patterns in students' writing processes

RIANNE CONIJN & MENNO VAN ZAANEN

Background
Information on students' writing processes could be used to improve students' writing. Traditional methods analyzing students' writing processes are often intrusive and non-scalable. Nowadays, information on these processes can be collected automatically using keystroke logging. However, literature on automatically extracting information on the higher-level writing or (meta)cognitive processes, such as planning, revision, and self-regulated learning, from fine-grained keystrokes is still limited.

Aim
The aim of my PhD research is to identify how keystroke data can be used to gain insight into students' writing processes and to improve writing.

Sample
So far, three keystroke datasets have been collected from students in higher education while writing: 1) academic synthesis, 2) summary of an academic paper, 3) several tasks differing in cognitive load and time pressure. Moreover, personal characteristics were collected, such as writing quality and self-reported planning and revision scores for the first two datasets, and prior knowledge, motivation, self-regulated learning, and anxiety for the third. Lastly, data were collected from focus groups, indicating what students, teachers, and writing researchers would like to learn about students' writing processes.

Method
Several data mining techniques will be used to relate the keystroke data with writing processes, measured by self-reported questionnaires or by manually annotated datasets. In addition, sequential analyses are used to identify the temporal patterns of these processes. Focus groups will be used to identify which features from the keystroke data are desirable for teachers and students to enhance instruction and provide (personalized) feedback to improve students' writing.

Questions to discuss
1) Which keystroke properties are indicative of planning, revising, or metacognitive processes?
2) How much information on writing processes is absent/invisible in the keystrokes and how can we measure that?
3) How to provide feedback on students' writing processes when the optimal writing process is not identical across students?

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35: Metacognitive regulation strategies in delayed revision of essay writing by pre-service teachers and expert writers in L1 and EFL

ABRAHAM CERVERÓ-CARRASCOSA & FLORIDA UNIVERSITÀRIA

Background
The regulation of the metacognitive processes involved in writing is a key to master such linguistic ability efficiently. Revision plays a central role controlling writing and its acquisition is of great interest and need in teacher education.

Aim
The aim of this study is to identify, describe and quantify the metacognitive control strategies involved in the process of delayed revision of opinion essays carried out by pre-service teachers and expert writers in their L1 (Spanish or Catalan) and English as a foreign language.

Sample
Twelve participants (N=12) wrote two opinion essays on two topics related to two films: one in their L1 and one in English and revised their texts within a week on average. Participants were divided in three groups: four experts (PhDs and MA), four pre-service teachers who held a B2 level of English and four pre-service teachers with an A2 level of English.

Method
Participants watched two films before they completed a self-perception questionnaire on writing strategies. After that, participants wrote the first version of the text. Languages and topics were counterbalanced. In a second session, participants revised their texts on a computer following a think-aloud protocol. Revisions were recorded using screen recording and keylogging software. Later on, revisions were transcribed and actions were coded for analysis using a similar taxonomy to Allal's (2000). Finally, the same self-perception questionnaire was again administered.

Questions to discuss
The analysis of quantitative data is yet to be finished. Nevertheless, qualitative data from transcriptions has been triangulated with the pre-writing task questionnaires. So far, that information suggests that participants from all three groups have different styles of delayed revision. Discrepancies intra-subject and inter-subject were observed in the choice of strategies and the object of revision.

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36: The influence of cognitive processes in writing impairments: children at risk of writing difficulties

Mariona Pascual Peñas & Naymé Salas

Background
Writing is a task that requires the activation of transversal cognitive processes, from complex mental processes like planning or revising, to the activation of memory, to motor skills such as handwriting.

Aims
While several studies have dealt with the (impaired) writing skills of different learning-disabled (LD) children (e.g., dyslexia, ADHD, SLI), this study focused on the cognitive and writing profile of students at-risk of having writing difficulties, with and without comorbidities. A key goal is to identify critical risk-markers, to allow for early detection, and subsequently establishing effective treatment.

Sample
Drawn from a larger investigation of literacy development across elementary school, 470 3rd and 5th grade students were screened for the present study. At-risk students were grouped following Coker et al. 2017: children who scored below 1SD in text generation in two separate writing tasks (narrative text and opinion essay) (N=32), those who scored below 1SD in spelling accuracy (N=40) and those who performed below 1SD in handwriting fluency (N=40). We also selected a group of 42 typically-developing controls and a group of children who performed above average in all measures (N=18). Of the 172 students, only 18 had been previously diagnosed as special needs (8), ADHD (3), dyslexia (2), ASD (2) and SLI (3).

Method
Cognitive measures for the 172 children were taken to be able to assess their cognitive processes such as verbal and non-verbal short-term memory, executive functions, and IQ. Moreover, additional tests to analyze the characteristics of online text composition were applied, being able to take measures of handwriting fluency, bursts, pauses, sentence generation, writing fluency and spelling using SmartPen and HandSpy technology (Limpo & Alves, 2013).

Questions to discuss
1) Feasibility or adequacy of proposing a writing impairment with different profiles (i.e., low productivity, low spelling, low handwriting)?
2) Suitability of this type of groupings in the sampling?

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37: Academic writing in English: Experiences and issues of Indonesian lecturers

NOVA ARIANI

Background
Since the need to publish internationally is salient for lecturers to gain an entry into a global discourse community, Directorate of Indonesian Higher Education has attempted to boost the rate of publication by the circular numbered 152/E/T/2012 demanding graduates of doctoral program to publish articles in an international journal. However, since the implementation of the policy, the works published internationally by Indonesian academics have been relatively low compared to other neighboring countries in ASEAN context. Thus, further research is needed to understand the obstacles to publishing articles in English faced by Indonesian lecturers.

Aim
This research seeks to explore Indonesian lecturers' academic writing in English. Specifically, this study discusses the experiences and issues faced by Indonesian lecturers in English academic writing throughout their academic study and professional practice in their disciplines and how their experiences and issues impact on their international research publication.

Sample
Thirty lecturers from different faculties and universities in Indonesia participated in this study.

Method
This research is a case study which employs a qualitative method. Data is collected through semi-structured interview and a questionnaire which is distributed through google form.

Results
The results from the study show that the Indonesian lecturers emphasise their lack of experience in using English for writing their academic papers. In addition, they consider themselves as novice English writers and face significant challenges in English academic writing structure, vocabulary, and grammar. These findings have provided information regarding the urgency of improving Indonesian lecturers' academic writing competence in order to publish their work in the English-medium publications. Academic literacy training can be provided extensively to support Indonesian lecturers to increase the number of international publication from Indonesian academics.

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38: Copy task? On struggling academic writers

CAMILLA GRÖNVALL FRANSSON

Background
The past decades, there has been an increasing interest in students' academic writing in higher education. During this period, there have been two essential changes in conditions for academic literacy: Firstly, changed conditions for literacy practices of reading and writing as a result of digitalization, and secondly, the aim for a widening participation in higher education, including non-traditional students. But how do these students deal with problems in their digital academic writing processes?

Aim
The overall aim of my study is to analyze writing processes of students in higher education, who experience difficulties in academic writing. Of certain interest are different processes in academic writing, that is patterns of planning, producing, revising and inserting, and how patchwriting (copy-pasted text chunks from other sources) does appear? Of certain interest is, furthermore, the students' use of digital and other tools when writing, as well as the use of scaffolding helpful others.

Sample
Student informants are recruited through Swedish university writing centers, asked to complete a questionnaire concerning academic writing. Selected students are then asked for participation in a following study. These informants may have different language backgrounds, they study different courses and subjects. None has yet passed bachelor degree. All can be characterized as "struggling writers".

Method
The study has a mixed method's approach. The first part consists of a questionnaire for a larger number of students, focusing on attitudes and experiences of academic writing and writing tools. The second part focuses on a few students' actual writing, by a series of interviews as well as keystroke logging. The results will be related to a theoretical framework of academic literacies as well as writing sociolinguistics.

Questions to discuss
In what way may the data from the keystroke logging best be used? How fruitful is analyses of writers' use of insert bursts?

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40: Investigating the L2 Writing Processes and Real-time Fluency of Saudi Female EFL Students on Two Task Types Using Keystroke Logging

MESHAIL M. ALMASRI

Background
The Writing processes approach include many steps as planning, revising, re-arranging , deleing texts, re-reading and producing multiple drafts before their finished document. Since the establishment of the preparatory-year program at Saudi universities, students have been required to study general courses prior to selecting their majors. As a teacher in the preparatory-year program, the researcher has frequently encountered students who face enormous writing difficulties, which is the impetus for this study. This study will therefore use keystroke logging to examine the composing processes (e.g., pausing, revisions) and L2 writing fluency (from a process-based perspective) of Saudi female EFL students.

Aims
It will show how students' L2 writing processes vary from the two different levels and whether the English program makes any changes in their writing processes. In addition, it will highlight the importance of investigating writing processes for future researchers.

Sample
The study's participants will comprise 40–50 Saudi EFL preparatory-year university female students enrolled in General English course.Two groups of students will be tested, level 1 (beginner) and 4 (advanced) of the program.

Method
Inputlog, L2 writing tasks and stimulated recall interviews will be used.

Research Questions
1) How do Level 1 and Level 4 preparatory-year Saudi students enrolled in General English courses differ with respect to their L2 writing processes (e.g., pausing, revisions)?
2) How do Level 1 and Level 4 preparatory-year Saudi students enrolled in General English courses differ with respect to process-based writing fluency?
3) What is the relationship between students' process-based writing fluency/pausing types and their lexical/grammatical errors?
4) How does task type (narrative versus argumentative) influence Level 1 and 4 preparatory-year Saudi students enrolled in General English courses with respect to their L2 writing processes and process-based fluency.

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41. Cognitive processes in text composing in adults with dyslexia: The Inputlog process analysis

MARINA OLUJIC TOMAZIN

Background
There is a lack of research aiming at studying the cognitive processes in writing in people with developmental language disorders including dyslexia. Earlier KSL analyses showed that participants with dyslexia pause more frequently during writing; especially on the within words level, and also make a higher proportion of spelling-related editing (Galbraith & Torrance, 2011; Wengelin, 2007). In their recent KSL study Torrance, Rønneberg, Johansson & Uppstad (2016) reported that students with dyslexia have longer inter-key-press latencies in all positions in the text; on a preword, within word, and at the word level; and that they are somewhat slower in typing words after the initial character. Although KSL tools are very useful in online analyses of writing processes, the conceptual definitions and interpretation of thus obtained data are still not completely clear.

Aim
The aim of this study is to conduct the process and product analyses of the texts produced by adults with dyslexia by using Inputlog (KSL tool), and to discuss possible explanations of the results.

Samples
Two groups of adult native speakers of Croatian language were included in the study: (1) 20 adults with developmental dyslexia and (2) 20 adults with typical language skills. The groups were matched in age (range 18-38 years), gender (13 M and 7 F per group), education level and nonverbal cognitive abilities.

Method
All participants had to typewrite a narrative text elicited by a drawing. The writing processes data were collecting online via Inputlog. The product analysis was focused on productivity, complexity and accuracy of the texts, while process analysis included features of the pauses and revisions that occurred while typewriting.

Question(s) to discuss
What are possible conceptual levels of the KSL process variables? Can product analysis help in defining these variables? What are the possible clinical implications of the KSL process variables?

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42: Differences in executive function abilities in low-, mid- and high- bilingual children: Impact on code-mixing during writing

SARA SILVENTE I FONT & NAYMÉ SALAS

Background
Bilingualism provides some cognitive advantages over monolingualism, and early or high-performing bilinguals benefit from bilingualism to a larger extent (Bialystok, 2009). Code-mixing is a typical phenomenon of bilingual populations that would subserve socio-pragmatic purposes in speech. However, its presence in a text composition task requiring a *monolingual mode* (Grosjean, 2012) suggests the effect of other non-social factors such as individual differences in language proficiency as well as goal-directed cognitive abilities.

Aim
Our aim was to examine whether there was a relationship between EFs and the proportion of code-mixing (inserting Spanish into a Catalan text) in writing productions, as a function of the level of bilingualism (low, mid and high). We hypothesized (1) that the high-performing bilinguals would show better EFs skills than the mid- and low-performing bilinguals, and (2) that this advantage would be transferred to text composition, thus facilitating avoidance to mix codes.

Sample
Our sample was composed of 297 2nd graders and 267 4th graders (*N*= 564). All participants were recruited from public schools in Barcelona and were at least Spanish-Catalan bilinguals.

Method
Information about participants' languages uses or speech practices was obtained from a sociolinguistic questionnaire and used to determine degree of bilingualism (low, mid and high). Switching and inhibitory EFs tasks were also administered. Finally, instances of Catalan-Spanish mixing were identified in two text composition tasks (narrative and argumentative writing).

Questions
1) We have some concerns about our rationale for considering code-mixing in written language production. Would the phenomenon of *transfer* be more accurate? Boundaries between code-mixing and transfer phenomena.
2) Approach to levels of bilingualism?
3) Are the educational implications too local (i.e., just applicable to the linguistic and educational scenario in Catalonia) or are they seen as generalizable to similar settings?

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43: Factors Impeding or Promoting Success in Master's Thesis Writing

LAURA MENDOZA

Background
Within the Finnish higher education context, English is becoming the predominant language of scientific writing, especially in master's and doctoral theses. University students' skills in academic writing and in English are quite heterogeneous. As writing plays a pivotal role in learning processes as a whole, more knowledge is needed about students' approaches and experiences with scientific writing. It is also very important to pause to consider what effects the dominance of English poses for second language writers. To date, no research has focused on scientific writing in the Finnish university context, in which increasingly students write in English as a second language (L2).

Aims
This study aims to investigate the factors that promote or impede successful master's thesis writing within the Finnish higher education context (L1 and L2 writers).

Samples
100-150 Master's thesis writers (engineering) who have submitted their thesis for review.

Method
This study applies a survey, consisting of 60 items, based on earlier research (see below)

1) writing approaches: deep vs. surface approach to writing, self-efficacy, modified from the HowULearn questionnaire (Parpala et.al., 2013), + apprehension about grammar (Sanders-Reio, 2010);
2) experiences of the writing / supervision environment: aligned teaching/supervision, feedback, peer support + student engagement, modified from the HowULearn questionnaire (Parpala et.al., 2013);
3) conceptions of writing, block, procrastination, perfectionism, belief in innate ability, knowledge transforming, productivity modified from (Lonka et. al, 2014).

Survey results will be linked with the thesis grade and the overall GPA of the respondents.

Questions

1) Hypothesis: factors predicting success / impeding success in general?
2) Differences in L1 and L2 writers?
3) Theoretical framework?

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46: Framing the Discussion: Understanding resources elementary writing teachers use to inform writing instruction

CHRISTINE ROSALIA

Background

One of the biggest challenges teachers face is integrating the teaching of lexico-grammar into curricula that were not originally developed with the needs of English language learners in mind. Teachers may still be developing their own knowledge of language (Andrews, 2007) making it difficult to fully use student writing samples to inform quality feedback on students' writing.

Aims

To understand how language teachers prepare to meet learner's needs, two questions are asked:

1) What language teaching resources or strategies do elementary teachers use to support them as they prepare feedback on students' writing?
2) How does their analysis of student writing interact with language supports built into their curricula?

Sample

Two second grade elementary school teachers were participants in a pilot study. One was a new teacher with three years of experience, and the other had over twelve years. Both teachers were using the same scripted curriculum. They were motivated to improve materials and assess results, as part of their graduate study to become licensed language teachers.

Method

Teachers selected three 2nd graders to follow in the course of 10 weeks. After analyzing student writing, they prepared a one-week intervention, and tested it. Pre and post- stimulated think-aloud protocols were used while teachers analyzed student writing in order to: a) identify student lexico-grammatical errors, b) inform next instruction, and c) refine the use of the language models within texts students read. The more experienced teacher was followed for 15 more weeks through 4 classroom observations, and development of a non-fiction unit with the researcher. Next steps involve repeating part one of the study (the teacher following student writers) to investigate teacher development over time.

Question to discuss

What supports can help teachers to better analyze and match the linguistic demands of reading materials with the writing activities they expect?

Reference

Andrews, S. (2007). *Teacher Language Awareness*. New York: Cambridge University Press.

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47: “CARS Moves in the Humanities? A Corpus Study of Research Article Introductions in American History, American Studies, and American Literary Journals”

PHILLIP TROUTMAN

Background
John Swales’ CARS (“Create A Research Space”) model of research article introductions has been well established in the natural sciences and social sciences, where scholars routinely deploy three introductory moves: establishing the territory, identifying a niche or gap in the scholarship, and occupying that niche. But few have studied humanities article introductions. Scholarship on academic discourse in history and literary studies gives us reason to think article introductions in those fields may not follow Swales’ model.

Aim(s)
My corpus study will examine the introductions to research articles published in four landmark journals in the closely related humanities fields of history, literature, literary history, and American Studies, marking for the major “moves” they use in framing inquiry.

Sample(s)
I will limit my study to the following U.S.-based flagship journals: the *Journal of American History* (est. 1914, Organization of American Historians), *American Literary History* (est. 1989, Oxford University Press), *American Literature* (est. 1929, Modern Language Association), and *American Quarterly* (est. 1949, American Studies Association).

Method
This study builds on my article, “The Discourse of Comics Scholarship: A Rhetorical Analysis of Research Article Introductions,” *International Journal of Comic Art* 12: 2-3 (Fall 2010): 432-444, in which I analyzed 63 journal article introductions in comics studies, marking both full, explicit introductory moves (as Swales would expect them to appear) and implicit or partial versions of the three Swales moves.

Question(s) to discuss
I look forward to gaining feedback on my project design, especially corpus breadth (number of journals); corpus depth (how many RA introductions to include); and coding for the CARS moves, including sub-moves, partial moves, and implicit moves.

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48: Validating a Critical Thinking Performance Assessment – Scoring Argumentation and Creativity

DIMITRI MOLEROV, OLGA ZLATKIN-TROITSCHANSKAIA, SUSANNE SCHMIDT, MARIE NAGEL, & KLAUS BECK

Background
Following recent societal developments regarding the use of information sources and criticism by employers about academic graduates' lack of critical thinking, higher education researchers are currently developing so-termed performance assessments of critical thinking (Davey et al., 2015; Pellegrino, 2017). These tasks pose a realistic case-based scenario with a document library to be evaluated in terms of trustworthiness, and relevance. Students need to make an evaluative judgment and a written recommendation for action (with consequences), supported with arguments and warrants from given information. The students' performance was scored using a newly developed 6-point Likert-type anchored rating scheme. The rating accounts not only for information evaluation and argumentation, but also for quality of writing and for creative solutions, e.g., whether further options not explicitly mentioned in the background information were suggested.

Aims
1) Validating the task and scoring rubric according to the Standards of Educational and Psychological Testing (AERA et al. 2014) (overall study)
2) Developing an appropriate method of evaluating the creative component in the argumentative writing task

Sample
N=30 students
Male/female: 21/8
Bachelor/master: 25/5
Migration background no/yes: 26/3
Degree courses: business & economics (education) 21; others: 8.

Method
A newly developed 60-minute task was administered, focusing on an energy investment decision within a rural community. Task characteristics, such as the number of information sources, their quality parameters (trustworthiness & relevance), and affordances for judgment heuristics were controlled. Student responses were scored by respectively two trained scorers, using an analytic multi-dimensional rubric, scoring the following dimensions on a 6-point criterion-based scale (per sub-dimension): Recognizing and evaluating the relevance and reliability of given information; Evaluating and making a decision; Recognizing and evaluating consequences of decision-making and actions; and quality of writing.

Question for discussion
Suggestions for improvement of scoring rubric: writing quality & creative subdimensions.

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49: The longitudinal contribution of executive functions to writing quality in Grade 2

CAROLINA CORDEIRO, TERESA LIMPO, THIERRY OLIVE & SÃO LUÍS CASTRO

Background
Writing is an important activity involving many demanding processes. Given its complexity and goal-directed nature, writing is heavily dependent on executive functions (EF). EF can be defined as several top-down control processes that coordinate cognitive, behavioral and emotional functions to perform goal-oriented activities. EF are crucial to deal with the complexity and demands of writing. They allow writers to adopt self-regulation strategies that can guide and monitor the cognitive processes during writing. Though it is likely that EF may predict writing at early stages of learning to write, little is known on the relationship between EF and writing in Grade 2.

Aim(s)
This study aims to examine the longitudinal contribution of executive functions (viz., working memory, inhibitory control, cognitive flexibility, and planning) to writing quality in Grade 2.

Sample(s)
One hundred and thirty second graders.

Method
There were two measurement occasions with a six-month interval. The first occurred between October and November 2017, and the second occurred in May 2018. In the first occasion, we measured visual and phonological WM span in forward and backward order, inhibitory control (through a Big-Small Stroop-like task), cognitive flexibility (via semantic fluency and color trails tasks), reasoning (via Raven's Colored Progressive Matrices), and planning (through a tower task). We also measured transcription skills (i.e., handwriting fluency and spelling) and story quality. In the second occasion, we measured writing quality across two stories (through a holistic scale considering creativity, coherence, syntax and vocabulary).
Question(s)

Results
Data is currently being analyzed and we intend to have preliminary results to discuss. Specifically, we intend to discuss the unique contribution of different EF to writing, after controlling for transcription skills and writing quality measured at the beginning of school year. Also, the results will be crucial to plan a program aimed to improve children's EF and writing.

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51: “Not writing from the heart”: exploring the relationship between students’ beliefs about academic writing and the approaches they adopt

CELIA HEWITT

Background

Beliefs are defined as an individual’s “rules for action” (Stern & Porr, 2011, p. 8), although the relationship between beliefs and actions is not necessarily one of cause and effect. Thus far quantitative research (White & Bruning, 2005; Baaijen, et al., 2014, Sanders-Reio et al 2014) has found that undergraduates’ beliefs about the writing process have an impact on the quality of writing produced, the depth of understanding gained and the approaches to writing adopted.

As a teacher at a Further Education (FE) College delivering Higher Education (HE) level qualifications, I am keen to understand how to effectively support my students as they make the transition from writing at Level 3 to this next level. However, initial searches of the literature failed to identify any published research which captures the student voice by asking HE in FE students to share their perceptions and experiences of academic writing.

Aim

The aim of this study was to explore the relationship between the writing processes and approaches HE in FE students have developed and their beliefs about academic writing.

Sample

The 14 participants (age range 19-61) had just completed a year of studying HE level programmes in an FE College. Such students are more likely to be from non-traditional backgrounds, with lower levels of qualifications and less confidence in their skills than their UK university counterparts when first required to write at HE level (Parry, et al., 2012).

Method

This study, with a mixed method convergent parallel design, generated data from semi-structured interviews with 14 participants who also completed the Sanders-Reio et al (2014) Beliefs About Writing questionnaire.

Question

What is voice in academic writing and how does it relate to writing beliefs?

References

Baaijen, V. M., Galbraith, D. & de Klopper, K., 2014. Effects of writing beliefs and planning on writing performance. *Learning and Instruction,* Volume 33, pp. 81-91.

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Stern, P. N. & Porr, C. J., 2011. *Essentials of Accessible Grounded Theory.* Walnut Creek, CA: Left Coast Press.

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52: Textmachines in Mother Tongue (L1) Teaching – Three Types of Mimesis in Writing Pedagogy

JAN FOGT & THOMAS OLSEN

Background

Mother Tongue (L1) pedagogy in Scandinavia today is faced with a triple demand for: i) Authenticity and societal relevance of the curricular content, also integrating innovation and entrepreneurship; ii) Transmission of the cultural heritance (Bildung) and iii) Presenting the subject as a functional whole including *production* (mono- and multimodal writing), *reading*, *communication* and *interpretation*. In addition to this, we are also challenged by the general trends of subjectivation, informalisation and thematisation described by Ziehe (1999).

Aims

Our project is a series of design based interventions in L1 writing pedagogy aiming to meet these challenges. The prototype for *Textmachines* combines elements such as: i) Mono- and multimodal text praxes from the literary avant garde of the early 20th century; ii) Innovation and entrepreneurship in L1 and iii) A novel principle of mimesis in writing pedagogy. Following Wulf's (2008) notion of mimesis as a general learning principle, we identify three different forms of mimesis in contemporary writing pedagogy: 1) Subject-oriented, as e.g. in Process-oriented Writing (POW); 2) Text-oriented, as e.g. in Australian Genre Pedagogy (AGP) and 3) Writing-task oriented, as in our *Textmachines*, wehere the students neither imitate mental or motivational states, nor exemplary texts and genre schemes, but concrete writing-tasks that are specific for a given text praxis (pt. i).

Samples

The primary data corpus consists of student productions of mono- and multimodal texts in different genres. The main sampling criterion is that data should demonstrate examples of successful as well as less successful or unsuccessful products.

Method

Textmachines is a *DBR*-project (Design-Based Research Collective, 2003) based on a design protype for writing pedagogical interventions, iterative cycles of reflection, improvement and re-intervention. Data-analysis is based on Tanggaard's (2014) socio-material theory of creative learning.

Question

How do *Textmachines* contribute to the development of students creative learning of innovative, entrepreneurial, communicative and literary skills in L1?

References

Design-Based Research Collective. (2003). Design-based research: An emerging paradigm for educational inquiry. *Educational Researcher, 32*(1), 5-8.
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Ungdomsliv og læreprocesser i det moderne samfund. (). Værløse: Billesø og Baltzer.

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53: Exploring correlates of handwriting ability at school entry

CAMILLA L. FITJAR

Background
In the heated debate about the role of handwriting and typing the first year of school, some claim that letters must be practiced by hand first, while others claim that handwriting can be learnt more efficiently later.

Aim(s)
Both motor and linguistic skills have been linked to handwriting, and the aim of this study is to examine if they correlate with handwriting at school entry.

Sample
Approximately 170 Norwegian children, from 10 different schools. They will be tested within one month of school entry. Children start school at 6 years old.

Method
Each child will be tested individually, at school, within school hours. The tests have been selected from other studies. Literacy skills and graphomotor skills will be tested separately.
Literacy measures: letter naming, word reading, word spelling, phoneme segmentation, vocabulary, digit span (short-term memory), and synthesis (Lundetræ, Solheim, Schwippert, & Uppstad, 2017). Children will be tested individually with an iPad.
Graphomotor measures: Basic visuomotor abilities which are classified as pre-literacy skills, continuous movement patters, which are basic components of handwriting, letter dictation, and copying letters and letter-like symbols from print (Gerth et al., 2016). Children will be tested individually with experiment designed for OpenHandWrite

Question(s) to discuss
These are some of my concerns:
Handwriting is a complex activity, and all the tasks in this study are complex and require multiple skills or efforts. Every attempt has been made to cover as many sub-skills as possible, within the limited time available. Do the variables measure what they are intended to measure?

References
Gerth, S., Dolk, T., Klassert, A., Fliesser, M., Fischer, M. H., Nottbusch, G., & Festman, J. (2016). Adapting to the surface: A comparison of handwriting measures when writing on a tablet computer and on paper. *Human Movement Science*, *48*, 62–73. https://doi.org/10.1016/j.humov.2016.04.006

Lundetræ, K., Solheim, O. J., Schwippert, K., & Uppstad, P. H. (2017). Protocol: 'On Track', a group-randomized controlled trial of an early reading intervention. *International Journal of Educational Research*, *86*(October), 87–95. https://doi.org/10.1016/j.ijer.2017.08.011

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64: Finding the Correct Form for Corrective Written Digital Feedback in Asynchronous Writing Appointments

FALINA NORRED & DANIEL FORGRAVE

Background

Our writing centre at a branch campus in Qatar adopted asynchronous written e-feedback to address students' time-constraints and increase accessibility. Our model uses error identification, metalinguistic explanation, and links to digital resources. Little has been written that provides alternative models for feedback beyond grammar correction or error identification. Most research is restricted to either language learners or writing composition curricula.

Aims

We are investigating the effectiveness of our e-feedback practice and whether it promotes student autonomy or "feed-forward." Our aim is to encourage change that produces effective writers. We aim to determine best practices and specifically best standard format for the provision of asynchronous e-feedback in the context of writing centre pedagogy.

Sample

A convenience-purposeful sampling technique will be utilized in order to collect data from a representative sample of students in our baccalaureate nursing program, most of whom speak English as a second language. We plan to recruit 18 volunteer participants from a class of 50 students.

Method

We propose a mixed method study utilizing sequential quantitative-qualitative analysis.

Two writing samples over two sessions each will be analyzed to determine the level of transference of feedback from draft to revision. Two-types of e-feedback will be provided: (a) our current formula and (b) direct corrective feedback. A 5-point Likert-type scale questionnaire will be provided after each assignment. Two focus groups will be conducted based on participants' respective undergraduate programs (bachelor or post-diploma).

Questions

1) Students appreciate e-feedback because it is convenient and explanations are legible and clear, but does it positively affect revisions and writing competence?
2) What experiences, tools, and research investigations can others share on the provision of asynchronous written feedback?
3) Which written feedback methods resist the trap of corrective feedback or copyediting and appropriating students' voices?
4) What are the potential barriers to operationalizing e-feedback?

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65: Writing in L1 Norwegian and EFL in the Norwegian school context: Testing the effects of prewriting strategies on adolescent language learners' writing performance in L1 Norwegian vs EFL

ANNE SÆTERSDAL MYKLESTAD

Background

Studies on L1 and L2 writing report mixed results related to the benefits of using prewriting strategies (cp. e.g. Galbraith & Torrance 2004 vs Johnson et al. 2012). This warrants a cross-linguistic study that within the same research design tests the effects of prewriting strategies on L1 and L2 writing.

Aims

The main objective is to compare the effects of two prewriting strategies on adolescents' L1 vs FL/L2 writing performance, specifically on the use of online revisions (Aim 1), on the syntactic complexity of the final texts (Aim 2), and on the quality of the final texts (Aim 3).

Samples

The samples are extracted from 65 students' (age 15-16; L1 Norwegian, EFL/ESL) writing. Datasets (a)-(c) are used to achieve aims 1-3 respectively: (a) Online revisions; (b) the written texts; (3) holistic text quality scores. The participants' EFL/ESL proficiency is supplementary data.

Method

The participants get instructions in the prewriting strategies under investigation. Using *Inputlog,* each participant answers writing tasks in which the following variables are manipulated (1) prewriting strategy (strategy A vs B); (2) language (L1 Norwegian vs EFL/ESL); (3) topic. The keystroke data, final texts and EFL/ESL proficiency scores (measured by a test) are subject to analyses, cf. aims 1-3.

Questions to discuss

This PhD project is at an early stage. Any comment is welcome.

1) The design (within-subject/between subject design; pre/posttest design?).
2) Which prewriting strategies should be compared?
3) How to enable all the participants to use the strategies?
4) Is 'writing ability' a relevant variable?

References

Galbraith D and Torrance M. (2004) Revision in the context of different drafting strategies. *Revision cognitive and instructional processes.* Springer, 63-85.

Johnson MD, Mercado L and Acevedo A. (2012) The effect of planning sub-processes on L2 writing fluency, grammatical complexity, and lexical complexity. *Journal of Second Language Writing* 21: 264-282.

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8. ACKNOWLEDGMENTS

The organizing committee of the Research School would like to express their acknowledgements to the following partners for supporting and/or funding this event: