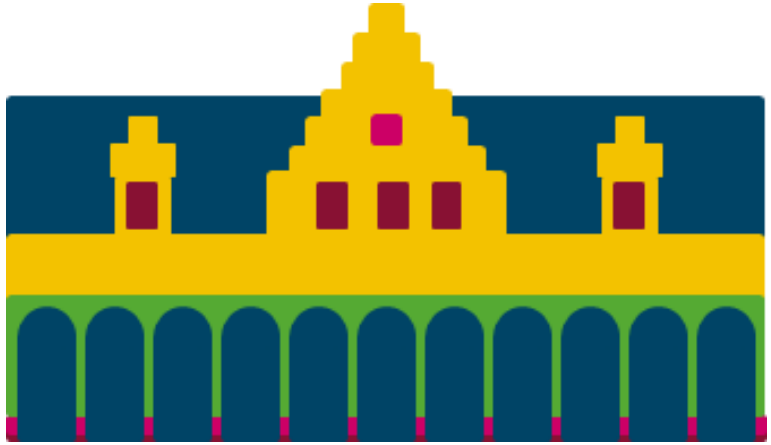
sig writing 2018

16th international conference of the EARLI special interest group on writing



highlights overview

Abraham Cerveró

Metacognitive regulation of pre-service teachers in different writing tasks in L1 and in L2

Ángela Gómez López, Anna Devís & Vicente Sanjosé| 08/31/2018, 02:30PM-03:00PM

- Aim: To evaluate pre-service teachers' metacognitive regulatory actions in delayed revision and its correlation with text quality.
- Method: Participants wrote 2 texts(essay and summary), 1 in L1 and 1 in L2 (EFL), with delayed revision. Metacognitive regulatory actions were classified and text quality was assessed.
- Results: Participants implemented more control actions in the summary than in the essay. 70% of participants' regulatory actions were superficial, mostly substitutions of words.
- Discussion: Low-competence Ss showed more difficulties in L2 in more cognitive demanding tasks (essay) and a superficial representation of the task

Afra Sturm

Symposium: Writing fluency: Conceptual differences and their implications for research and pedagogy

08/31/2018, 02:00PM-03:35PM

- Context: Several studies show a moderate relationship of writing fluency with text quality. However, they are based on quite different conceptions of writing fluency.
- Aim: One goal of this symposium is to clarify the various concepts and measurement methods as well as their relevance in relation to writing competence within different genres.
- Method: The three papers contained in this symposium present process- and product-oriented approaches as well as different conceptualisations of writing fluency.
- Results: The studies presented cover grades 3 to 9 and focus on the narrative and instructive genre.
- Discussion: A key question is to what extent these approaches are compatible and what conclusion can be drawn with regard to fostering writing fluency.

Writing fluency in narrative and instructive tasks (grade 4): process and product data in comparison

Hansjakob Schneider| 08/31/2018, 03:00PM-03:30PM

- Aim: One central aim of the study is to clarify how writing fluency can be fostered in grade 4/5 and how a training of writing fluency can be integrated in text generation.
- Method: The intervention study (N=317) consisted of two experimental groups (process-oriented and training of writing fluency versus only process-oriented) and a control group.
- Results: Related to a writing fluency task e.g. a decrease of writing fluency can be observed from t0 to t1 whereas accuracy increases significantly during this period.
- Discussion: Such results also have to be discussed with a focus on the measurement and conceptions of writing fluency.

Aliza Amir

The influence of personal and topic interest on students' stances toward writing

Hilla Atkin| 08/29/2018, 04:35PM-05:05PM

- Aim: To examine how learning, which stems from personal and topic interests can influence students' attitudes towards writing, quality of writing products and achievements.
- Method:128 5th grade and 141 8th grade students distributed to research and control conditions in pre- and post-intervention: (a) completed a questionnaire on their attitude toward writing and areas of interest; (b) wrote an argumentative text.
- Results: show that following intervention, research condition students' stances toward writing changed significantly, and their writing products outperformed control condition students' writing.
- Discussion: Writing which stems from interest and choice had influence on writing performance. Hence, learning environments in which interest and choice are major considerations of instruction planning are important in the improvement of writing.

Alessandra Rossetti

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

08/29/2018, 02:00PM-02:30PM

- Aim: Assessing if integrating Acrolinx (a controlled language checker) in the simplification task increases authors satisfaction and text comprehension.
- Method: Satisfaction of 12 authors was measured with the System Usability Scale. Reading comprehension (by means of recall and cued recall) was tested with 82 participants.
- Results: Most authors would be more satisfied if Acrolinx was integrated in their simplification workflow. Data analysis on reading comprehension is ongoing.
- Discussion: A satisfactory simplification task can boost authors motivation. Producing comprehensible PLS can reduce the vulnerability of lay users of health information.

Ambra Fastelli

The contribution of verbal WM and visual motor integration to the story production of deaf children

Barbara Arfe| 08/30/2018, 04:05PM-05:05PM

- Aim: We investigated oral and hand-written story productions of deaf and hearing children at micro- and macro-structural levels, examining the correlation with verbal WM and VMI scores.
- Method: Oral and written stories from 27 deaf and 36 hearing children (7-14 yo) were analysed at microstructural (productivity, complexity, accuracy) and macrostructural (discourse) level. WM and VMI were also assessed.
- Results: Preliminary results show an interaction between narrative modality and hearing status for the productivity index.
- Discussion: Verbal WM and VMI skills seem to contribute differently for deaf and hearing children's narrative abilities in oral and written modality.

Ana Camacho

Writing and motivation: A conceptual review

Pietro Boscolo & Rui Alexandre Alves| 08/30/2018, 10:10AM-10:40AM

- The current paper reports a conceptual review on writing motivation research from 2000 onwards.
- Results showed that most of the studies were conducted in the USA, with Europe and Asia also represented.
- Self-efficacy was the most studied construct and elementary and middle school students were the group most studied.
- Conceptualization problems, such as vague definitions and different constructs used as synonyms, were frequent.

Ana Ruth Miranda

On the nature of the spelling errors produced by Brazilian Primary School children

08/30/2018, 03:00AM-03:30AM

- Context: This study presents results on the spelling errors produced by Brazilian children of Primary School.
- Aim: To discuss the nature of the spelling errors produced by children attending primary school.
- Method: The empirical material was extracted from two thousand spontaneous texts produced by children in the classroom.
- Results: The phonological errors predominate and are relate to segmental and prosodic complexities of Portuguese

Andreas Weber

Fostering language development by content based learning in German secondary schools

Astrid Neumann & Susann Entrich| 08/30/2018, 09:10AM-09:40AM

- Results of the formative evaluation of 35 schools in Bavaria, Berlin and North Rhine-Westphalia (n=682 students).
- Objective: Language fostering by content-based language learning.
- Key topics: productive and receptive language competencies, mathematical terminology, including student's self-assessment of their own language development process.
- Cooperative Project EvaFa between the University of Hamburg and the Leuphana University of Lüneburg

Anke Herder

Reflective practices in collaborative writing of primary school students

08/30/2018, 09:10AM-09:40AM

- Aim: To describe how reflective practices function in naturally occurring peer interaction in the process of writing together.
- Method: Video data of collaborative writing in the context of inquiry learning were analysed using (applied) Conversation Analysis.
- Results: Students reflect on (a) appropriateness when (accounting for) rejecting a proposal, and (b) on correctness by recruitments, instructions and corrections.
- Discussion: Students share a strong orientation to writing norms and basic communicative principles that are merely made relevant in a responsive manner

Anke Wischgoll

Symposium: How to support academic writers effectively – Investigating the impact of metacognition

08/29/2018, 04:05PM-05:40PM

- Context: Applying metacognitive strategies has been shown to be conducive for improving academic writing skills.
- Problem: Little is known about the effects of instructional designs to foster academic writing skills with metacognitive strategies.
- Method: Three different approaches of instructional designs and their effects are presented.
- Result 1: Qualitative and quantitative analyses reveal insights into how writing support can be designed effectively.
- Result 2: All contributions point out the powerful impact of metacognitive strategies.

Fostering text structure knowledge by contrasting cases - does it work?

Annalena Becker| 08/31/2018, 02:00PM-02:30PM

- Context: Text structure knowledge is predictive for text quality. Contrasting cases helps learners to notice ratio structures.
- Aim:We investigated whether training with contrasting cases supports applying text structure knowledge in order to impro

Anna Nordlund

Metalanguage and the use of expansions when primary teachers discuss narrative texts

08/30/2018, 02:00PM-02:30PM

- Context: The study reports from a professional learning- and training series of 6 workshops concerning the use of literary resources to express and develop narrative coherence and relationship to the reader in student's narratives.
- Method: Teachers' text discussions before and after the professional training were analyzed with respect to what degree expansions (consisting of examples from the texts) were used.
- Results: show a significant increase in the use of expansions after the professional workshops.
- Questions of concern: What qualitative differences are there between expansions the teachers make to illustrate narrative coherence and relationship to the reader before and after the professional workshops?

Anna Sala-Bubaré

Post-docs' approaches to writing: Relationship between conceptions, experiences and networks

Marta Pardo Estruch & Montserrat Castelló| 08/29/2018, 04:35PM-05:05PM

- Context: Writing is a crucial competence for post-PhD researchers, especially due to the pressure to publish and be productive.
- Aim: To identify post-docs' writing perceptions profiles and compare the way each profile experiences writing, social support and participation in the research community.
- Method: Mixed-method study. 134 post-docs responded the Post-doctoral experience survey. A subsample of 22 post-docs were interviewed using Journey and Network plot one year later.
- Results: Three profiles were identified, which differed in their perception of their post-doc trajectory, their network and relational agency and also their scientific productivity. Post-docs' writing perceptions can mediate in different ways the post-doc

Annegret Klassert

Children's spelling of consonant clusters and its relationship to morphological awareness

Sarah Bormann, Julia Festmann & Sabrina Gerth| 08/31/2018, 04:05PM-04:35PM

- Aim: We aim to explore the ability of morphological awareness and its impact on spelling in German.
- Method: 209 first to third graders performed a spelling (writing of single words with mono- or polymorphemic final consonant clusters) and a morphological awareness task.
- Results: We found orthography-specific error patterns as well as age- and item-specific correlations to morphological awareness.
- Discussion: Our results highlight the importance of cross linguistic research in the area of spelling.

Anouk ten Peze

The relation between writing process and text quality in students' creative and expository writing

Gert Rijlaarsdam & Tanja Janssen| 08/29/2018, 05:05PM-05:35PM

- Aim: We examined whether students distribute writing activities of their writing process differently when writing short creative texts compared to expository texts.
- Method: In our study 21 students (15-18 years old) wrote four creative and four expository texts, while their writing process was recorded (Inputlog).
- Results: Creative texts were longer and more fluently written. Longer texts and a more fluent process contribute to the quality of creative as well as expository texts.

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

Tanja Janssen & Gert Rijlaarsdam| 08/30/2018, 04:05PM-05:05PM

- Aim: We examine the effect of a six-lesson creative writing course on students' text quality and writing processes compared to the effect of expository writing instruction.
- Method: Students' (256) writing processes are recorded via keystroke logging, texts are rated and questionnaires on students writing beliefs and creative ability are administered.

Arja Kangasharju

Writing poems with the support of the poem machine

Liisa Ilomäki & Auli Toom| 08/30/2018, 04:05PM-05:05PM

- Aim: The study aims to investigate pupils' production of poems written with the support of the Poetry Machine, and the possible changes in their perceptions towards poetry.
- Method: The Poetry Machine provides new opportunities to investigate the process of producing in the school because it collects the log data to be easily available
- Results: The results of the study show that the Poetry Machine made the writing of poems easier and funnier and helped with the challenges of creative use of digital literacy

Åsa af Geijerstam

Primary teachers' use of formal metalanguage when discussing early informational writing

Caroline Liberg| 08/29/2018, 11:45AM-12:15PM

- Aim: Discuss the use of formal metalanguage in primary teachers talk about strengths and weaknesses in students' informational texts before and after professional workshops
- Method: Professional workshops on content aspects in early informational school writing. Analysis of primary teachers' use of formal meta language before and after workshops.
- Results: Formal metalanguage can be categorized as established /within reach /not used. When teachers talk about coherence the largest amount of established metalanguage is found.
- Discussion: Question of concern: function and use of formal meta-language in early school years

Åsa Wengelin

Symposium: Current issues in developmental and acquired writing difficulties

08/31/2018, 02:00PM-03:35PM

- Context: We live in a world of "mass writing", and writing difficulties may therefore lead to limited participation in today's information societies.
- Situation: Research on writing difficulties is limited as is the interaction between research on different types of writing difficulties.
- Papers: This symposium brings together research on developmental writing difficulties, writing by persons with post-stroke aphasia, and elderly with Alzheimer's disease.
- Aim: Each contribution presents an empirical study of writing by a group of writers who are challenged by writing, and identifies methodological challenges with research and/or practice related to writing difficulties.

Asimina Ralli

Teachers' practices for teaching writing in Greece

Ioannis Dimakos, Julie Dockrell & Maria-Christiana Bougioukou| 08/31/2018, 03:00PM-03:30PM

- Aim: to identify the approaches for teaching writing, using the 'simple view of writing' as a theoretical framework.
- Method: One hundred and twenty-six teachers responded to an online questionnaire.
- Results: Overall, half of the teachers felt confident enough to support pupils' writing, while struggling students were problematic for them. Teachers focused on practicing children's handwriting skills once a week, while they did not focus as much on typ

Astrid Neumann

Learning written argumentation in mathematic´s contexts

Solvig Rossack| 08/31/2018, 04:35PM-05:05PM

- Aim:We asked how to model relations between language learning and learning in subjects. We fostered argumentation skills htrough learning in math.
- Method:We performed an intervention with N=256 7th graders. Pre, post and follow-up tests were argumentative writing tests and mathematical modelling tasks. Relationships were examined through cross-lag panel analyses.
- Results: After intervention students wrote significantly better texts. Students weaker in language structure benefit more from intervention.
- Discussion: Language learning in other subjects must be defined more precisely. It is not enough to promote language support as constant and general help.

Aysel Saricaoglu

A meaning-based approach to complexity in L2 writing

Zeynep Bilki & Lia Plakans| 08/29/2018, 02:30PM-03:00PM

- Aim: To explore syntactic complexity in research proposal introductions written by L2 writers and try to find out if any relationship exists between move realization and syntactic complexity.
- Method: We collected data from 78 undergraduate students (five males) enrolled in three sections of a second-year research methods course at a university in Turkey.
- Results: Our results revealed correlations between move realization and three syntactic complexity measures: overall T-Unit complexity, clausal elaboration and nominal complexity.
- Discussion: As a genre-specific evaluation of complexity, our study makes important contributions to L2 writing research.

Baran Johansson

Writing fluency of bilingual biscriptal children with and without reading and writing difficulties

Eva Lindgren| 08/30/2018, 02:00PM-02:30PM

- Aim: This paper focuses on the handwriting fluency of biscriptal children and how writing in typologically different languages can be defined.
- Method:26 students participated in the study. Each student wrote two texts in Persian and two texts in Swedish. Different fluency measurements are analysed.
- Results: Data analysis shows that definitions of text length should be carefully considered when comparing fluency in typologically different languages, and that there is greater variation between student fluency in Persian as compared with Swedish.

Barbara Arfe

The effects of articulatory gestures on phonemic segmentation and letter recognition

Alberto Mariotto & Renan Sargiani| 08/31/2018, 04:35PM-05:05PM

- Aim: We examined the benefit of modeling preschoolers articulatory gestures during letter-phoneme mapping
- Method: Five-year olds Italian preschoolers were randomly assigned to i) letters plus articulation instruction, ii) Letter-phoneme mapping, iii) phonemic awareness instruction
- Results: The findings confirm that a focus on articulatory gestures enhances letter-phoneme mapping processes that are foundational for spelling and decoding.

Betty Laroche

The Role of Visual Feedback in Written Word Production: A Topographic ERP Analysis

Thierry Olive & Cyril Perret| 08/30/2018, 04:05PM-05:05PM

- Aim: We aim to determine whether central or/ and peripheral processes are affected by suppression of visual feedback during response planning.
- Method: 30 adults performs a written picture naming tasks with and without visual feedback of the graphic trace. Latencies and EEG signal were recorded during the tasks.
- Results: We conducted a topographic ERP analysis to compare the time course of the processing levels with and without visual feedback.

Bojana Petric

Symposium: Thesis supervision and students' academic literacy practices: Insights from qualitative research

08/29/2018, 02:00PM-03:35PM

- Aim: Explore the relationship between thesis supervision and students' academic literacy practices from the perspective of supervisors and supervisees.
- Three research teams report on the results of qualitative studies of thesis writers' and their supervisors' views in different national, institutional and linguistic contexts.
- Discussion of the role of supervision in thesis writing across multiple contexts.
- Discussion of the implications of uncovering students and supervisors' views on writing for research and pedagogy.

Brenda van den Broek

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

Nina Vandermeulen, Elke Van Steendam & Gert Rijlaarsdam| 08/30/2018, 04:05PM-05:05PM

- Method: Participants wrote 4 synthesis texts while their writing processes were logged via KSL software Inputlog.The quality of 2800 syntheses was rated using a scale with benchmark texts. Participants also completed questionnaires measuring their writing
- Results: This poster will provide insights into the writing skills, processes and attitudes of Dutch students and differences between grade levels.

Carmen Sotomayor

Contextualized teaching of grammar and vocabulary in writing

Carmen Julia Coloma, Elvira Jéldrez, Gabriela Osorio & Gabriela Chaf| 08/30/2018, 10:10AM-10:40AM

- Aim: To measure the impact of an intervention in grammar and vocabulary contextualized to the teaching of writing narrative and expository texts.
- Method:12 teachers (455 students) were divided into control and intervention group. The latter were trained in grammar, vocabulary, writing and meta-linguistic reflection.
- Results: Despite the low level of teachers' knowledge in grammar and vocabulary, students understood these contents when they are contextualized to the written production.
- Discussion: Current analysis will show the impact of the intervention in the students' quality of written texts and content knowledge. These results will be presented at the conference.

Teaching, assessment and feedback using a collaborative technological platform

Elvira Jéldrez, Natalia Ávila & Jorge Villalon| 08/31/2018, 10:10AM-10:40AM

- Aim: To develop an online collaborative platform that allowed teachers to download and create writing activities, assess, and give feedback to their students.
- Method:
- Participants: 12 teachers (538 6th grade students). Control group: 12 teachers. Writing activities and feedback were registered before and after the intervention.
- Results: Teachers improved significantly the quality of their feedback to the writings of the students. Development of ideas appears as a new focus of their feedback.
- Discussion: The time perceived is higher than the time effectively used by teachers for assess and give feedback in the platform. This could be related to their conceptions of writing.

Catherine Meulemans

Inter- and intra-word measures of sentence production for describing language capacity in AD

Mariëlle Leijten & Sven De Maeyer| 08/29/2018, 09:45AM-10:15AM

- Context: Writing tasks could provide valuable information on Alzheimer's patients' language capacity.
- Aim: With written (typed) sentence production, we aim to describe process variables at the inter- and intra-word level of writing.
- Method: 100 healthy participants of 50 years and over were recruited. Each participant performed a copy and a sentence production task (logged with ScriptLog - analyzed with Inputlog).
- Results: Our findings focus on cognitive activities surrounding word categories, syllables and bigrams.
- Discussion: The discussion will focus on (1) the elicited sentence structures.

Charles Bazerman

Developing a Method for Coordinated Longitudinal Projects: The Lifespan Writing Collaboration

08/29/2018, 10:45AM-11:15AM

- Investigation of writing development across the lifespanIncludes over 40 researchers on 5 continents.
- Discusses potential impacts of the project teachers, learners, and future research.
- Explores challenges of multi-sited, coordinated, longitudinal projects.Explores challenges of participating in and managing a large and diverse research team.
- Reports on principles, strategies and choices developed at the Theory, Identity, and Society in Lifespan Writing Research conference.

Inscribing Data in Disciplinary Academic Writing

08/29/2018, 11:45AM-12:15PM

- Aim: This series of studies examines how students learn data gathering and representation practices within different disciplines and what the consequences are.
- Method: The studies use combinations of surveys, interviews, and textual analysis.
- Results: We identify crucial aspects of the process including criteria of adequacy, relevance, sequence of data collection, prior experience with data, and conceptual change resulting from working with data.
- Discussion: Data gathering and analysis methods are discipline specific and closely tied to quality of argument and thought.

Charles MacArthur

Self-Regulated Strategy Instruction For Basic College Writers: Results from Randomized Experiment

Zoi Philippakos, Henry May & Jill Compello| 08/31/2018, 09:40AM-10:10AM

- Context: In the USA, beginning college students with weak writing skills are required to take basic writing courses: few of them persist to earn a degree.
- Aim: The study evaluates a curriculum based on self-regulated strategy instruction

Charlotte Engblom

Dealing with digital resources – Repair practices in young children's real time text-making

08/31/2018, 04:35PM-05:05PM

- Aim: We aimed to explore young children's repair practices in digital writing processes, and the consequences they have on text content.
- Method: Students in nine classes in grade 1 (age 7) and 3 (age 9), in three Swedish cities during 2017, were recorded with screen recording software and video.
- Results: The student's repairs made in response to the software's marking of spelling errors influences word choice and hence text meaning.
- Discussion: Our findings strengthen the knowledge of the specifics of the digital writing process, establishing a ground for a relevant digital writing pedagogy.

Charlotte Johansson

Narrative writing by persons with post-stroke aphasia

Lena Hartelius, Åsa Wengelin & Ingrid Henriksson| 08/31/2018, 02:30PM-03:00PM

- Context: Knowledge is limited in how aphasia affects narrative writing.
- Aim: The aim was to investigate narrative writing for persons with aphasia and to relate measures of the writing process to results from language and verbal working memory tests.
- Method: Fifteen participants with aphasia and twenty six participants without aphasia wrote a copytask and two narratives using a keystroke logging software, and were tested with tests of language function and verbal working memory.
- Results: Results will be discussed in relation to the methodological challenges in investigating writing and verbal working memory in persons with aphasia.

Christian Burkhart

Automated Concept Map Feedback as Scaffold to Support Students' Cohesive Writing– a Validation Study

Andreas Lachner & Matthias Nückles| 08/30/2018, 02:30PM-03:00PM

- Validation study: Despite promising results, a systematic validation study of CohViz was still missing.
- Study 1:Accuracy of CohViz concept-maps compared to concepts-maps generated by trained human raters.
- Study 2:Convergent and discriminant validity of the concept map feedback with measures from published discourse psychology studies as a benchmark.
- Results: CohViz is a valid and relatively accurate methodology to assist particularly novice writers in cohesive writing.

Christian Weinzierl

Measuring coherence management as a predictor of text quality

Moti Mathiebe & Joachim Grabowski| 08/29/2018, 02:30PM-03:00PM

- Aim: We aim to answer the question if there are specific abilities regarding coherence which help a writer in writing better texts.
- Method: 5th-and 9th-graders composed texts (three different text genres) and worked on a task battery measuring coherence management abilities.
- Results: Factor analyses reveal general factors for both grade levels. Factor scores predict up to 38% of the variance of text quality measures.
- Discussion: Coherence management can be considered as a general prerequisite of writing good texts which can be measured by the task battery presented.

Christiane Golombek

Effects of (meta)cognitive strategy instruction on self-efficacy, writing beliefs, and text quality

Anke Wischgoll & Katrin B. Klingsieck| 08/29/2018, 05:05PM-05:35PM

- Aim: We investigated the effects of these strategies on students' self-efficacy for self-regulating the phases of planning, performing, and evaluating academic writing activities.
- Method: We conducted an experimental intervention study with a pretest-posttest follow-up design.
- Results: We assessed 1) students' self-efficacy for self- regulating of academic writing, 2) their writing beliefs, and 3) text quality.
- Discussion: Results provide evidence for the beneficial impact of metacognition in writing.

Evaluating Writing Interventions in Higher Education – A Quasi-Experimental Approach

Katrin B. Klingsieck & Ingrid Scharlau| 08/30/2018, 03:00PM-03:30PM

- Evaluations of writing center interventions in higher education are scarce and economic evaluation designs need to be developed.
- We assessed writing competence, self-efficacy for self-regulation of academic writing, implicit theories, and metacognitive strategy knowledge with self-assessment instruments.
- Repeated measurement ANOVAs and planned contrasts show significant gains for some of the instruments. Implications derived from our study for evaluating writing center interventions will be discussed.

Christine Portier

Describing verbal, written and graphic meaning-making patterns of young northern Canadian children

Shelley Stagg Peterson & Nicola Friedrich| 08/31/2018, 04:35PM-05:05PM

- Participants: 150 Indigenous and non-Indigenous children (ages 4-7) living in 10 isolated northern rural Canadian communities.
- Context: During two (fall and spring) one-on-one interviews, children were asked to draw and write in response to an administrator's prompt for information.
- Method: Content analyses of videos of the children responding, their graphical representations, and administrator's notes made during the tasks.
- Results: Patterns were found in the graphic forms the children used to represent, the process through which they communicated their intended meaning, and in the complexity of their message.

Christoph Schroeder

The word in Turkish heritage writing

08/31/2018, 09:10AM-09:40AM

- Aim: The presentation aims to show how the analysis of the word in the writings of Turkish pupils in Germany emerges as a conflict between the different strategies the orthographical systems of the languages of the bilinguals offer.
- Method: We adopt a pseudo-longitudinal viewpoint and investigate handwritten texts from bilingual pupils of different grades (5th, 7th, 9th, and 12th year of schooling) in Germany.

Cindy Kuiper-Nijland

Promoting tertiary students' writing: A subject-specific genre-based approach

08/29/2018, 04:05PM-04:35PM

- Aim: By designing, enacting and evaluating genre-based writing interventions in subject classes, we aim to understand how students' writing proficiency can be supported.
- Method: Design-based research involving 2 subject lecturers and 77 first-year students, data collected on enactment (e.g. video recordings) and evaluation (pre- and post-tests).
- Results: Findings show that a combination of designed and interactional support in the interventions contribute to students' writing proficiency, mainly in terms of structure and style.

Constanze Weth

Spelling Patterns of German 4th graders in French. Transfer, translanguaging and more

08/31/2018, 02:00PM-02:30PM

- Aim: We aim to gain insight into the spelling patterns that occur with spelling in a second writing system.
- Method: Descriptive analyses of the pupils' spelling noted how the pupils coded the phonological and morphological structure of French words into writing.
- Results: Because of their first writing system, the pupils are able to invent a spelling system for a language that is familiar to them but they have not yet learned to write.

Symposium: Re-visiting the written word unit in multilingual texts

08/31/2018, 09:10AM-10:45AM

- Context: Words are a core feature of written language. In multilingual texts, parameters of the word unit belonging to different language and writing systems are creatively mixed.
- Aim: The symposium aims to highlight the word unit in multilingual texts, words being are a core feature of written language.
- Method: The symposium will look (1) at the spellings of plurilingual learners and (2) at recurrent multilingual texts such as posters, advertisements or train tickets.
- Results: The focus of the word unit in writing enlightens questions on form, function and practice of multilingual writing. This influences the cognitive awareness of what a word is.

Daphne van Weijen

Comparing source use and argumentation behaviour within and between writers in L1 and L2 writing

Gert Rijlaarsdam & Huub van den Bergh| 08/30/2018, 02:00PM-02:30PM

- Aim: To test whether Cummins' LIH applies to writing by checking relations between writers' L1 & L2 text quality, source use & argumentation behaviour.
- Method: 20 first year BA students wrote 4 short source-based texts each in L1 (Dutch) & 4 in L2 (English). Source use, argumentation behaviour and text quality were analysed.
- Results: A within-writer cross-linguistic comparison of their texts revealed that their L1 and L2 source use, argumentation behaviour and text quality appear to be related.
- Discussion: Results provide some support for Cummins' LIH. Writers might have a common source of writing related knowledge & practices they can apply in multiple languages.

Debra Myhill

Writing like a reader: Developing metalinguistic understanding for reading-writing connections

Susan Jones & Helen Lines| 08/29/2018, 02:30PM-03:00PM

- Aim: To explore how students' metalinguistic understanding of writing developed over time.
- Method: Longitudinal study of 2 primary classes (age 9-11: n = 57) and 2 secondary classes (age 12-14: n = 52), each in four different comprehensive schools.
- Results: Evidences benefits on metalinguistic understanding of addressing grammatical choice through integrating reading and writing, but also the challenges that some students face in verbalising their metalinguistic understanding.
- Discussion: Emphasises the bidirectionality of reading and writing through attention to writers choices in published texts and young writers choices in their own texts

Writing Standards in England and Wales: Writing in a high-stakes assessment regime

Rebecca Clarkson| 08/29/2018, 10:45AM-11:15AM

- Context: The paper draws on the national context of a statutory curriculum in England and Wales which sets out expectations for the teaching of writing.
- Aim: To present a systematic analysis of the construct of writing as revealed in the National Curriculum for English in England and Wales.
- Method: The analysis draws on Ivanic 's (2004) 'six discourses of writing and learning to write' (p225). Every curriculum represents 'constellations of beliefs' about writing, how we learn to write and how we should teach writing, and our analysis will un
- Results: Will highlight the dissonance between educational professionals and policy-makers in what they value in writing, and how even in a high-stakes assessment context, national assessments are selective in what they choose to assess.

Dimitri Molerov

Validating a Critical Thinking Performance Assessment – Scoring Argumentation and Creativity

Olga Zlatkin-Troitschanskaia, Susanne Schmidt2, Klaus Beck, Emilio Schraner, Walter Bisang & Patryk Czerwinski| 08/30/2018, 04:05PM-05:05PM

- Performance assessment of learning (critical thinking).
- Higher education - Argumentative writing task - Based on document library.
- Real-life decision-making scenario.
- Judgment of source and information trustworthiness, relevance, reliability, validity.
- We present results from the validation analyses, before going on to critically discuss intricacies of the scoring, such as operationalizing creative responses on a task format with a specified information pool.

Dyanne Escorcia

What factors determine the metacognitive components of writing?

08/30/2018, 09:10AM-09:40AM

- Aim: The study aimed to determine the predictors of metacognitive components of writing by taking into consideration the self-perception of writers.
- Participants: one thousand five hundred one (1501) university students enrolled in several courses voluntarily participated in the research study.
- Method: we used a questionnaire in order to measure the metacognitive processes self-perceived by the students in relation with their academic writing activities.
- Results: Gender, area of study, and educational track appeared as significant determinants of metacognitive processes of writing in higher education.

Symposium: Writing and reading students strategies when producing texts in higher education

08/30/2018, 09:10AM-10:45AM

- Context: writing in higher education is a complex and crucial activity that requires use of various strategies.
- Aim: the main purpose of this symposium is to explore how writing and reading strategies contribute to writing and reading activities of university students.
- Method: The symposium includes three papers presenting researches conducted France, Spain and Colombia. The researches displayed qualitative and quantitative methods.
- Results (1): specified self-regulation strategies related to writing and reading are correlated with the students' performances when they produce synthesis.
- Results (2): however, the relationship between self-regulation strategies and writing performances are complex.

Managing a synthesis writing activity: strategies and quality of texts

08/30/2018, 09:40AM-10:10AM

- Aims; The present research aimed:
- - to describe the strategies (writing, reading, and self-regulation) that university students used when they produced a synthesis and
- #NAME?
- Participants: The participants were twenty-seven university students enrolled in the program of humanities in the first and third year. We asked the students to produce a synthesis, and we videotaped their writing activity.
- Results: The findings revealed that specifics reading and writing strategies characterized each phase of the writing activity, and that mainly reading strategies were correlated with the quality of texts.

Eduardo Calil

Spelling problems recognized by two Portuguese students (7 years old) during the ongoing text

Luísa Alvares Pereira| 08/30/2018, 04:05PM-05:05PM

- Aim: Our goal is to describe the spelling problems identified by a pair of students during the ongoing text.
- Method: We recorded six writing processes in which the teacher asked them to write invented stories. These processes were filmed through the technique proposed by the Ramos System.
- Results: Our findings indicate that the later recognition of spelling problems are related to the student who writes, while the early recognition are related to the student who dictates.
- Discussion: The search of students for solutions to solve these problems involve spelling teaching contents.

Elfriede Witschel

From Reading to Writing and Back Again. An Intervention Study at Secondary Level.

08/30/2018, 04:05PM-05:05PM

- Aim: We aim to show changes in text quality, student motivation, metacognitive knowledge and teachers' attitudes towards teaching reading and writing texts.
- Method: In this qualitative study we use a multimethod approach, carrying out questionnaires, guided interviews, student observations, and text analyses.
- Results: Our first results focus on text quality in comparison to a control group, student motivation in the intervention group and teacher habitus after the first intervention.
- Discussion: Our findings after the first four-week-intervention show instances of surface learning and slight tendencies of deep learning and transfer.

Elisa Rosado

Contribution of pedagogical work & school experience to the linguistic shaping of analytical writing

Rocío Cuberos, Melina Aparici & Liliana Tolchinsky| 08/30/2018, 09:40AM-10:10AM

- Aim: To trace micro- & macro-developmental linguistic changes in texts produced before & after pedagogical work on content & rhetorical features of analytical writing
- Method: 227 Spanish speakers, 3 school-levels (primary, secondary, university), produced 454 texts before & after pedagogical work on analytical writing.
- Results: Results show features unaffected by (e.g. word length) vs. sensitive to pedagogical work (e.g. lexical diversity, words per clause) as well as differences by age.
- Discussion: While certain linguistic devices are developmental, others are more prone to malleability.

Elise Drijbooms

A cognitive load perspective on the effectiveness of collaborative writing

Elke Van Steendam, Huub Van den Bergh & Gert Rijlaarsdam| 08/31/2018, 09:40AM-10:10AM

- Context: The effectiveness of collaborative writing was examined as a function of task complexity. Writing performance and cognitive load were assessed during learning and writing.
- Results: For complex tasks, learning collaboratively proved to be more advantageous than individual learning. For highly complex tasks, collaboration was disadvantageous compared to individual learning.

Elvira Jéldrez

Development and automatization of the writing process in Chilean school students

Carmen Sotomayor & David Maximiliano Gomez Rojas| 08/29/2018, 02:30PM-03:00PM

- Aim: This study aimed at analyzing the relationship between age, working memory, lower and higher level processes of writing (planning and revising), and text quality.
- Method: 24 Chilean students from 3rd, 6th and 9th grade were assessed using a mixed method approach (working memory task, dictation, writing task, retrospective protocol).
- Results: The results show more automatization and complexity of planning and revising with age and higher working memory capacity, but no relationship with text quality.
- Discussion: There seems to be a complex relationship between the higher level processes of writing and text quality, with important consequences for teaching practices.

Emilie Ailhaud

Link between chronometric measures and text quality in French narratives

Florence Chenu| 08/29/2018, 05:05PM-05:35PM

- Method: Narrative texts were written by 30 French undergraduate students; chronometric data were collected with Eye&Pen software; text quality was evaluated by 8 judges.
- Results - 1: Prewriting pause is related to the quality of the text as evaluated with the rubric atmosphere created.
- Results - 2: Texts of writers who pause more within words are evaluated as less good than those of writers who pause less within words.

Relating rubric scores to linguistic features and holistic evaluation of text quality in narratives

Florence Chenu| 08/30/2018, 11:15AM-11:45AM

- Research questions: 1) Which linguistic features explain rubric scores? 2) How can this be related to holistic scoring?
- Method: Narrative texts were written by 30 French undergraduate students; chronometric data were collected with Eye&Pen software; text quality was evaluated by 8 judges.
- s
- Results 1: Scores of atmosphere created

Emily Grenner

Self-efficacy beliefs about narrative writing in children with and without hearing impairment

Victoria Johansson, Joost van de Weijer & Birgitta Sahlén| 08/31/2018, 02:30PM-03:00PM

- Context: Self-efficacy beliefs (SEB) are an important predictor for school performance.
- Aim: Studying SEB before and after an observational learning intervention for narrative writing, in relation to rated text quality (TQ).
- Participants: Grade 5 children (10-12 years old)
- Method: Children filled out SEB questionnaires before and after intervention. These were compared and related to text quality before and after intervention.
- Results: All children had considerably higher SEB compared to rated TQ pre and post intervention. There is a moderate, significant correlation between SEB and TQ.

Esther Breuer

Execution Processes in L1 and FL writing

08/30/2018, 11:15AM-11:45AM

- Context: Writing in a foreign language is everyday business and an action needing a high amount of cognitive capacities.
- Aim: The study shall test to what extent the execution process differs in L1 and L2 writing (and with this has an impact on ohter text production processes).
- Method: 260 students performed a copy task in German and English. The results were compared in different areas.
- Results: Performances of L1 and L2 students differed in various aspects, like speed, correctness and automated corrections.

Writing and reading competencies of monolingual and bilingual students in Germany

Christin Cöppicus, R Malatesha JOSHI, Ryan Xuejun & Matthias Grünke| 08/31/2018, 05:05PM-05:35PM

- Method: 507 pupils (9-14 years) at German schools were tested in reading and spelling. 43% of the pupils had a migration background (with different first languages). They performed a reading test with words and non-words and they wrote a short story. The
- Results: There are significant differences between L1 and FL backgrounds. These differences vary depending on the pupils' L1. The L1 has an impact on spelling in the L2.

Symposium: Fostering Wiriting Skills in Students with Special Needs

08/31/2018, 09:10AM-10:45AM

- Context: Composition writing problems are prevalent in students at all levels of education. Fortunately, research provide some guidance for educators faced with the task of teaching text production skills to diverse and struggling students.
- Method: Effective interventions for students with or at risk for writing problems are characterized by the explicit teaching of different strategies related to planning, translating thoughts into text, and revising.
- Papers: The three presentations in this symposium provide perspectives on how to foster different skills in diverse and struggling students through strategy instruction, computer-assisted teaching, and peer-tutoring.

Eva Lindgren

Writing across languages: towards a model of young learners writing in multiple languages

Marie Stevenson| 08/29/2018, 12:15PM-12:45PM

- Aim: Using a meta-analysis of previous studies we aim to describe what young writers bring across languages.
- Method: the analysis is divided into aspects of language form, function, style and other factors, e.g., agency, motivation, exposure and the immediate context.
- Results: Findings show similarities in ideational, interpersonal and textual resources across languages, but depth and detail of expression vary, immediate context seems important.

Researching writing WITH society, challenging what we know about methods

Montserrat Castelló| 08/30/2018, 09:40AM-10:10AM

- Aim: This round-table invites an open discussion about theory and methods and how they may have to be developed to account for participatory (and similar) designs in writing research.
- Discussion: For example, is there a need to re-conceptualise concepts in order to secure research rigour and validity?

Evgeny Chukharev-Hudilainen

A Quantitative Approach to Rhetorical Move Schema Selection for Genre Analysis of Academic Writing

Aysel Saricaoglu| 08/30/2018, 02:30PM-03:00PM

- Aim: To propose a quantitative model for evaluating the relative fit of alternative move schemata to a certain genre of written texts, based on two scalar metrics and one vector metric.
- We argue for the validity of the proposed model and illustrate its application on a specialized automated writing evaluation system for RA abstracts. Specifically, we compare the fit of the CARS schema and the IMRD schema for Engineering RA abstracts.
- Results: From all three proposed metrics, the IMRD schema was found a better fit for the target genre.

Where do L1 and L2 writers look when they pause? A method for capturing biometric data at scale

Hui-Hsien Feng, Brody Dingel & Emily Dux| 08/31/2018, 04:05PM-04:35PM

- Context: Writing-process research combining keystroke logging with eye-tracking is limited to laboratory experiments and impeded by the need for the manual coding of eye-fixation data relative to the text.
- We present a proof-of-concept of a novel method for large-scale collection and real-time analysis of concurrent keystroke logging and eye-tracking data.
- This method is applied to analyze the differences in pausing and eye-fixation behavior in university students writing in their L1 and L2.
- In this study, university students composed essays in their L1 and L2.
- Results: Significant differences between L1 and L2 writing process were found in both pausing and eye-fixation behavior.

Fien De Smedt

Promoting primary students' writing: Results of a second iteration intervention study

Steve Graham & Hilde Van Keer| 08/29/2018, 04:05PM-04:35PM

- Method: Participating classes (N=431 students, N=20 teachers) were randomly assigned to either EI+CW (i.e., explicit instruction + collaborative practice), EI+IND (i.e., explicit instruction + individual practice), or the business as usual condition (BAU)
- Results: Results showed that EI+CW students outperformed both EI+IND students and BAU students on the writing test.
- Results: EI+CW students were less motivated to write because of internal or external pressure and were more confident in their ability to invent ideas compared to EI+IND students.

Does the teacher matter? A study into teacher beliefs on writing and instructional writing practices

Hilde Van Keer| 08/29/2018, 09:45AM-10:15AM

- Context: In Flanders, there are neither assessments nor teacher surveys to provide insights into the current state of writing instruction.
- Aim: to study (a) teachers beliefs on writing and to investigate how writing is taught in daily instructional practice and (b) how these beliefs and instructional writing practices relate to students writing performance.
- Method: questionnaires (teachers) and writing tasks (students)
- Results: Upper-elementary school teachers spent only about 65 min each week on writing. Teacher efficacy was positively related to informational text quality. The integration of collaborative writing was negatively related to the length of narrative texts

Gareth Williams

Secondary school children's writing outcomes under different planning and transcription conditions.

Rebecca Larkin, Emily Coyne-Umfreville & Toni Herbert| 08/29/2018, 03:00PM-03:30PM

- Aim: To explore quantitative writing outcomes for secondary school children under different conditions.
- Method: Eighty-five children, with a mean age of 13 years and five months, were asked to handwrite texts under different planning and transcribing conditions.
- Results: planning enhanced the number of sentences, particularly for female writers. While changing the transcription conditions affected the number of tokens in the text.
- Discussion: The study will be discussed in the context of the model put forward by Chenoweth and Hayes (2003).

Gary Troia

Predicting Narrative Writing Quality with Levels of Language Measures in Grades 4-6

08/29/2018, 10:45AM-11:15AM

- Aim: To determine the viability of a levels of language assessment framework for predicting narrative quality and differentiating poor and good writers.
- Method: Students papers were hand scored for a number of measures as well as overall quality. Additional measures were computed automatically using the online tool Coh-Metrix.
- Results: Word accuracy, sentence grammaticality, word and text productivity, handwriting style, and process use were all predictive of grade differences, quality differences, and good versus poor writers.
- Discussion: Analyses suggest a levels of language framework is a productive approach to evaluating writing in this genre.

Relations between teacher pedagogical content knowledge and student writing outcomes

08/30/2018, 10:10AM-10:40AM

- Context: Teacher Knowledge of Writing Test (TKWT) is a new instrument to measure teachers' writing content and pedagogical content knowledge.
- Aim: The first objective of this study was to determine the internal consistency reliability of the TWKT. The second objective was to determine the degree to which performance on the TWKT predicted students' own writing knowledge and writing performance.
- We present preliminary findings related to these objectives based on a small number (10) of teachers.

Giulia Vettori

Relationships between reading, writing and oral narrative skills in primary school children

08/30/2018, 04:05PM-05:05PM

- Context: This study addressed to some of the questions moved by literature concerning the relations between text-level writing skills and other processes in a transparent language system.
- Aims: The development of Italian children's text-level writing skills and oral narrative skills was explored as well as the interrelationships with spelling and reading skills.
- Method: 7- to 10-year-old children (n = 172) produced both oral and written narrations (structure, cohesion, coherence, and productivity). Further, they completed two standardized tasks assessing spelling and reading skills.
- Results: Finding will therefore consider how the text-level writing skills might be underpinned or not by other processes.

Guido Nottbusch

Graphomotor Execution in Children with and without Dyslexia and Adults

08/29/2018, 10:15AM-10:45AM

- Comparison of graphomotor execution in basic strokes, geometrical shapes, numbers, letters and single words between and within groups of children of different ages and adults.
- How to calculate and compare automaticity of handwriting movements in different degrees of mastery.
- Differences between groups can be smaller than within groups, depending on the type of task, i.e., the more non-motor components are involved the larger the differences between groups.

Gulay Tiryakioglu

The relationship between typing skill and writing processes in multilingual writing

Heather Hilton| 08/30/2018, 11:45AM-12:15PM

- Analyses of Copy Task measures reveal important differences between typing in the L1, L2 and L3.

The relationship between writing processes and text quality in L1 and L2 writing

Heather Hilton| 08/31/2018, 03:00PM-03:30PM

- Aim: This study investigates the relationship between writing processes (writing fluency, pauses and revisions) and text quality by 30 French students in their L1 and L2.
- Method: We analyzed the keystroke loggings from Inputlog Copy Tasks, a descriptive and a narrative task and text quality in each language.
- Results: We found important differences between writing processes and text quality in the L1and L2.
- Discussion: The complex relationship between writing processes and text quality in L1 and L2 writing will be discussed.

Gustaf Bernhard Uno Skar

Young students' writing development: a longitudinal study

Kjell Lars Berge & Kristin Torjesen Marti| 08/30/2018, 10:10AM-10:40AM

- Context: Longitudinal study of writing development. Data from writing intervention project (2012-2014) with two modes of participation: intervention and comparison.
- Method: Participants: students in primary and upper primary school. Writing development measured on 24 variables including text length, sentence length and SFL-derived variables (e.g. mental processes).
- Results: Within-group analysis reveal significant differences between baseline and end line. Between-group analysis reveal no systematic differences between intervention and comparison groups. Results suggest a general trajectory of writing development (7

Gys-Walt Van Egdom

And just how in creation should translative creativity be tested?

Winibert Segers, Henri Bloemen & Fedde Van Santen| 08/29/2018, 04:05PM-04:35PM

- Context: According to specialists, creativity is indispensable to translators.
- Aim: We want to get a firmer handle on the alleged correlation between general creativity and the creativity displayed in the activity of translation.
- Methods: Students of KU Leuven, ITV University of Applied Sciences and Zuyd University of Applied Sciences were asked to take a test measuring their general creativity as well as what we conceived of as translative creativity.
- Results: We found that the students that performed well on the general creativity task performed relatively well on the translative creativity task. Does this mean that we can distinguish between good and bad translators by evaluating general creativity t

Haesik Min

Testing the Validity of On-line Text Production Measures in Copying and Narrative Generation Tasks

Ling-Yu Guo| 08/29/2018, 10:45AM-11:15AM

- Aim: To assess developmental changes in writing processes, we used elaborated on-line writing measures and compared their utility in 2 pause thresholds (1 sec. & 2 sec.).
- Method: 101 typically developing children (34 in Grade 3, 36 in Grade 5, and 31 in Grade 7) performed the copying and narrative tasks in handwriting (Eye and Pen 2).
- Results: Most measures were effective in differentiating the operation of writing processes and 1-sec. pause threshold was more sensitive in tracking developmental changes.

Hampus Holm

Affordances for L2 English literacy in Swedish upper secondary students' media use

Eva Lindgren| 08/30/2018, 02:30PM-03:00PM

- Aim: We aim to investigate the relationship between literacy practices afforded by different media and L2 English national test results.
- Method: 90 Swedish Upper Secondary School students' self-reported use (questionnaire) of media and their L2 English national writing test results were collected and tested with regression analysis.
- Results: Preliminary analysis indicates that using books and other media that offer a lot of reading in Swedish correlates with high L2 English national writing test results.
- Discussion: Possibly, structure knowledge is necessary and just writing is not enough to support writing achievement in the genres tested in L2 English national writing tests.

Helen Lines

Able Writers Making Meaning With Grammar: Exploring their Metalinguistic Understanding

Susan Jones & Debra Myhill| 08/29/2018, 03:00PM-03:30PM

- Context: The statutory curriculum in England mandates the explicit teaching of grammar in the drive to raise writing standards, with the under-achievement of able students continuing to cause concern.
- Aims: To gain insights into how able young writers aged 9 - 14 develop metalinguistic understanding and apply what they have been taught about grammar.
- Method: Data was drawn from a longitudinal qualitative study tracking one primary and one secondary cohort of students over three years of schooling. Case studies of higher-attaining writers in the study (n=8) were compiled from lesson observations, stude
- Results: Writing ability seems more significant than age in moving students along a trajectory of metalinguistic understanding characterised by increasing control over grammatical choices and understanding of rhetorical impact. However, this is not a smoo

Hélène Edberg

Creative writing for critical thinking; narrative imagination in academic writing

08/30/2018, 02:00PM-02:30PM

- How can creative writing serve as a method for critical thinking? In this case study, the narrative imagination and emotions are explored as resources for critical thinking.
- Method: The method is ethnographic. Data consists of narratives written by 47 students and their reflective texts about what they learn while writing narratives.
- Model: A model for text analysis based on activity theory to trace learning trajectories in students' texts is developed and applied.
- Results show student reflection texts as sites of negotiation about identity, which in turn impact on learning.
- Implications: Results indicate new pedagogical approaches to creative writing for critical thinking.

Henk Pander Maat

Explicating learner text quality: an annotation study

Dennis Vermeulen, Kay Raaijmakers & Kees de Glopper| 08/29/2018, 11:45AM-12:15PM

- Context: This paper presents the Utrecht System for Learner text Annotation (USLA). USLA covers both general text quality features (orthography, punctuation, wording, coherence) and genre-specific elements (such as openings, structuring devices and ending
- Method: We report an USLA analysis of 371 texts produced by Dutch students, aged 12 to 15 years.
- Results: USLA reliabilities were adequate. In terms of frequency, we were struck by the pervasiveness of punctuation problems. In a regression analysis, annotation frequencies per text account for 45% of the holistic quality score variance, with a promine

Hermine van Beek

Teaching Adolescents to Write: Effects of SRSD on Writing Performance and Self-Efficacy

Olga Firssova| 08/30/2018, 09:40AM-10:10AM

- Context: The SRSD instruction model has proven effective in enhancing the writing skill development of mostly younger students.
- Aim: We examined the effectiveness of a SRSD program designed to improve the writing performance and the self-efficacy for writing of Dutch 11th grade students.
- Method: 59 students participated in an SRSD program or a conventional writing program. They carried out two writing tasks, and completed two questionnaires on self-efficacy.
- Results: After treatment, students in the SRSD program wrote essays that were significantly better and longer. They scored significantly higher on self-efficacy for writing.
- Discussion: The SRSD model can be applied for teaching writing to older students in a regular classroom. A follow-up involving more participants and conditions is needed.

Hideyuki Sakihama

Effect of initial planning and of limiting the number of words on university students' writing

08/30/2018, 04:05PM-05:05PM

- Aim: To examine the effect of initial planning and of limiting the number of words on essay writing in second language of 35 undergraduate and graduate university students in Belgium.
- Method: Sixteen completed initial planning before writing/drafting (initial planning group) and 19 combined planning and writing (combining group). They wrote an essay in either shorter-, normal-, or longer-length conditions per session.
- Results: Process time per 150 words was longer in the shorter-length condition (as compared to the other two) and shorter in the initial planning group (as compared to the combining group). The condition was also associated with pausing.

Hilde Van Keer

Symposium: Research on writing instruction on two continents: South America meets Europe

08/29/2018, 09:45AM-11:20AM

- Context: Effective writing is crucial for successful participation in the knowledge society. writing instruction is needed in order to foster students writing competence.
- Surprisingly little is known about how writing is taught worldwide. The current symposia address this gap in the literature by presenting studies that examine teachers (self-efficacy) beliefs, contextual factors affecting writing practices, and writing in
- Aim: The symposia aims to contribute to more adequate writing instruction worldwide.

Hildegunn Otnes

Noun phrases in 6th and 7th graders' written texts

| 08/30/2018, 11:45AM-12:15PM

- Context: This study is part of a larger project on writing and assessment.
- Aim: This part study is focusing on the linguistic feature noun phrase (NP) in a sample of texts written by students in grade 6/7.
- Method: The noun phrases in the texts have been categorized according to the distribution and types of pre- and post-modifiers.
- Results: The analysis suggests that there is a development in complexity of NPs from the beginning of grade 6 to the end of grade 7.
- Discussion: NPs appear to be a relevant aspect to apply in text analysis as well as writing instruction.

The design of writing assignments in teacher education

Ingunn Ofte| 08/31/2018, 09:10AM-09:40AM

- Context: The design of didactic writing assignments at a teacher training institution in Norway.
- Aim: To promote instructors awareness of how to design effective and relevant didactic writing assignments.
- Method: Using coding and categories, we identified, compared and analyzed textual (linguistic and structural) features in 25 didactic writing assignments.
- Results: Assignments differ in length, information load, the explicitness of the writing act and the use of writing frames.
- Discussion: Our findings indicate that linguistic and structural awareness and competence is a crucial component in assignment design.

Hugo Vilar Weber

The argumentative structure in analytical writing: a macrodevelopmental approach

08/30/2018, 04:05PM-05:05PM

- Context: analytical writing is related to critical thinking and it is a key component in the academic community.
- Aim: to characterize the rhetorical structure of analytical writing distinguishing between expository and argumentative components and to portray its development.
- Method: 226 participants from primary, secondary and higher education wrote 5 analytical texts each.
- Results: younger students focus on stating and defending their standpoint while older students advance information to support their positioning.

Ide O'Sullivan

Mapping institutional models of support for writing across Europe

Lisa Ganobcsik Williams, Katrin Girgensohn Girgensohn, Magnus Gustafsson & Alison Farrell| 08/29/2018, 02:30PM-03:00PM

- Context: Cost Action CA15221 aims to explore alternative, institutional models of centralised support for teaching, learning, research and writing.
- Aim: This round table specifically addresses the models of support for writing adopted in a number of international contexts across Europe, namely, Estonia, Germany, Ireland, Sweden and the UK,
- Methods: The current models are challenged in light of this contrastive exploration across European models and emerging research on desirable models of support.
- Results: The result should lead to a clearer understanding of how different writing models emerge in different contexts, and more specifically, if centralised models would benefit the relationship development of these four key areas.

Ina Alexandra Machura

Optimizing the Use of Plurilingual Resources in Foreign-language Academic Writing Processes

08/30/2018, 04:05PM-05:05PM

- Resorting to plurilingual mental resources during EFL academic writing processes could help EFL undergraduates manage cognitive load during writing.
- Managing cognitive load more successfully with multilingual writing strategies may allow students to compose better EFL texts.
- The undergraduates' plurilingual behavior during EFL academic writing processes may depend on the students' beliefs/attitudes towards multilingual writing.
- Method: Survey and process as well as product data were collected in a multilingual (n=23) and a monolingual (n=34) linguistics course.
- Results: Observations on the students' beliefs/attitudes, their plurilingual behavior, and the quality of the students' EFL academic texts will be presented.

Ioannis Dimakos

When is a Pause a Pause?

Cerstin Mahlow| 08/29/2018, 10:15AM-10:45AM

- How to define a pause?
- Does the pause threshold depend on the research question?
- What is the "best" pause definition to investigate linguistic structures? Should the pause threshold be individualized?
- Is there an easy way to integrate individualized analyses in Inputlog?

Greek University Students' Typing Skills: A preliminary investigation

Cerstin Mahlow| 08/29/2018, 12:15PM-12:45PM

- First study on writing in Greek using keystroke-logging (i.e., Inputlog).
- Collected samples from college age students.
- Short argumentative essays on student-related topics.
- Analyzed writing/typing habits and skills.
- Investigation of general indices of production and process measures of writing/typing.

Isabelle Skakni

Early career researchers and academic writing: A love-hate relationship?

| 08/30/2018, 12:15PM-12:45PM

- Context: Academic writing is at the core of doctoral and postdoctoral journeys.
- Aim: This paper addresses the paradoxical relationship with writing often reported by these researchers and its underlying identity issues.
- Method: A mixed-methods analysis was conducted on a sample of 250 PhD students and 113 postdocs from Switzerland and the UK.
- Results: Many participants are experiencing a love-hate relationship with writing. Participants' emotions towards writing and their perceptions of its challenges differ depending on the writing genre and authoring modality. By discussing their relationshi

Janete Silva Moreira

Portuguese writing instruction as an adventure: CriaTivo project

Ana Veiga Simão, Ana Lúcia Agostinho, Anabela Malpique, Sara Carvoeiro e Cabaço, Telma Fernandes & Sofia Oliveira| 08/30/2018, 12:15PM-12:45PM

- Method: CriaTivo was implemented in a quasi-experimental design to 281 students enrolled in 16 classrooms from 5 Portuguese public schools in the Lisbon area. students narrative writing skills and self-regulation strategies were collected assessed in the
- Results: Preliminary results show a significant increase in students' self-regulatory strategies (e.g., planning), writing performance (i.e., quality and length) and creativity. Results were also positive in terms of social validity for both students and
- Discussion: Using CriaTivo to support writing instruction may promote students' self-regulated writing and creative writing in educational contexts. As we see, it has implications for research and teaching practices for writing instruction.

Janina Kahn-Horwitz

Symposium: Spelling across languages, language abilities and ages: individual differences and interventions

08/31/2018, 04:05PM-05:40PM

- Context: Spelling as a component of linguistic knowledge contributes to reading and writing. Intervention studies may provide insights regarding spelling acquisition.
- Aim: The current studies address issues involved in acquiring spelling in first and foreign languages across ages and abilities.
- Method: Emergent spellers, children with weaker linguistic abilities and EFL adolescents participated in two intervention studies and a meta-analysis.
- Results: Findings highlight linguistic components underlying spelling at different ages, abilities and languages.
- Results: Phonological and orthographic components as well as motoric articulation of phonemes facilitated literacy acquisition.

Adolescents learning to spell in English as a foreign language: self-efficacy and reflections

08/31/2018, 05:05PM-05:35PM

- Aim: The study examined the impact of orthographic conventions taught explicitly on the spelling, self-efficacy and self-reports of stronger and weaker EFL adolescents.
- Method: 94 Hebrew-speaking ninth grade intervention and control groups completed Hebrew and English spelling, and self-efficacy measures pre- and post- intervention.
- Results: Explicit orthographic instruction improved spelling and self-efficacy. Strong EFL spellers reported that the intervention impacted additional language skills.

Janneke van der Loo

Effect of Modeling Type and Reflection in Observational Learning on Writing-Revision Proficiency

Emiel Krahmer & Marije van Amelsvoort| 08/31/2018, 03:00PM-03:30PM

- Aim: We investigated the effect of modeling type and reflection in observational learning on writing-revision proficiency, self-efficacy and solution strategies.
- Method: 108 students learned to combine kernel sentences into one complete sentence by observing a coping or mastery model, or by practicing. Half of the students reflected on their activities.
- Results: Students who learned by observing followed the solution strategies to combine sentences more closely. This, however, did not yield higher writing-revision proficiency. The role of reflection remains unclear.

Jara González-Lamas

Improving written argumentative syntheses in Secondary Education: an intervention program

08/31/2018, 04:05PM-04:35PM

- Aim: to evaluate the effectiveness of an intervention program in Secondary Education designed to improve the writing of argumentative syntheses from reading texts that present opposing views of an issue.
- Context: The program is based on Teaching Self-Regulation Strategies (Explicit Instruction-with modeling- + Guide + Collaborative Practice).
- Method: In order to test its efficacy, it was compared to a more traditional program (Explanation + Argumentation Exercises + Collaborative Practice). In addition, we analyzed the role of students' writing beliefs on the program's effectiveness.

Jenny W. Folkeryd

Formal and informal metalanguage in primary teachers' talk about informational student texts

08/29/2018, 12:15PM-12:45PM

- Context: How do primary teachers discuss student informational texts in early school years using both formal and informal metalanguage before and after professional workshops?
- Method: Teachers' text discussions were analyzed with respect to use of formal as well as informal metalanguage.
- Results: show significant differences between the use of formal and informal metalanguage before and after training.
- Discussion: What qualitative differences are there between formal and informal metalanguage? What type of metalanguage do teachers need?

Jeppe Bundsgaard

Innovation as Writing Strategy and Assessment of Writing in Danish 1st grade

08/29/2018, 04:05PM-04:35PM

- Aim: Development and validation of an assessment of innovative aspects of multimodal production (including writing) in early years.
- Method: Multimodal pre- and post-test. Validation using a Rasch/Item Response Theory approach.
- Results: Instrument validated. Low correlations between Technical writing skills and Innovative writing. Suggesting focus on higher order aspects in early writing instruction.

Jill Jeffery

Developmental frameworks for writing in Denmark, Norway, and the US: A Cross-national comparison

Nikolaj Elf, Gustaf Skar & Kristen Wilcox| 08/29/2018, 09:45AM-10:15AM

- Context: This paper undertakes a cross-national examination of writing standards.
- Aim: Informing policymakers, those in charge of the research and development of writing standards, and researchers interested in writing development.

Symposium: Educational standards for writing in cross-national perspective

08/29/2018, 09:45AM-11:20AM

- Aim: We compare how standards for writing are conceptually framed across six nationwide education systems (Denmark, Norway, the US, England, Wales, and New Zealand)
- Context: Outcomes-based education policies worldwide have increasingly included standards for writing achievement in nationwide curricula. Little is known regarding how these standards vary cross-nationally.
- Paper 1 explores how standards variously frame writing development in Denmark, Norway, and the US.
- Paper 2 analyses the construct of writing as revealed in the National Curriculum for English in England and Wales.
- Paper 3 considers how the construct of writing and its development is framed across three documents in New Zealand.

Joachim Grabowski

Improving reading and writing through teachers' semi-standardized counselling: An intervention study

Anne Berkemeier, Moti Mathiebe & Marei Kotzerke| 08/29/2018, 10:15AM-10:45AM

- Aim: Can teachers' semi-standardised individual cues during lessons improve subsequent editing cycles?
- Didactical measures: Visualisation is offered to support the structuring of the writing process and to make writing more independent of reading skills. A card index was developed to facilitate teachers' individual counselling during writing lessons.
- Method: An intervention study was conducted (control-group design) with three measurement points (pre, post, follow-up). N=248 6th-grade students.
- Results: Intervention group students improved on many ability aspects, but the effects were not sustainable. Qualitative analyses would complement the picture.

Joel Bloch

Flipping the Multilingual Composition Classroom

| 08/29/2018, 11:45AM-12:15PM

- Aim: Familiarize participants with flipped classroom and begin discussion over their implementation.
- Method: Videos will be provided before conference; session will include review and discussion.
- Results: Participants understand issues surrounding flipped classroom and implications for their own course
- Discussion: Discuss what issues participants raise and plans for future classes

Joerg Jost

Writing from Sources: Students' Reading-Writing-Processes and Text Composition

Michael Krelle, Anica Betz & Lena Krüppel| 08/30/2018, 04:05PM-05:05PM

- Aim: To describe how students reading-writing-activities and the resulting texts refer to each other.
- Method: In a pilot study, students (11th grade, N = 5) worked on an argumentative writing-from-sources tasks. Recorded videos and written texts were assessed.
- Results: We show how students process documents with regard to text planning, and how they integrate them into their own texts.
- Discussion: From an educational perspective adequacy of processing reading and writing in writing-from-sources-tasks has to be discussed

Johan van Driel

Writing about historical significance. An exploration of reading and writing processes.

Jannet van Drie & Carla Van Boxtel| 08/30/2018, 04:05PM-05:05PM

- Aim: To identify difficulties that novices experience when writing in history.
- Method: All participants (4 experts and 12 novices) perform an argumentative writing task, based on the reading of two texts, while thinking aloud.
- Results: Analyses focuses on the differences between experts and novices on reading and writing processes.
- Discussion: Insights are used to design and test domain-specific writing interventions.

José Brandão Carvalho

Changing students´ perceptions of the role of writing in academic life

08/31/2018, 09:40AM-10:10AM

- Context: The description and discussion of a30-hour course on academic literacy taught at a Portuguese University
- Aim: to describe students conceptions and perspectives about academic writing before and after attending the course.
- Method: Students answered two questionnaires, one at the beginning of the course and other after its conclusion.
- Results: Besides the development of students' writing skills, there is a change of the students´ conceptions about academic writing and their awareness of the role of writing as a learning tool.

Judith Sägesser

Inclusive graphomotor support in learning to write – an interdisciplinary intervention program

Liana Joëlle Simovic| 08/30/2018, 04:05PM-05:05PM

- Aim: Development and evaluation of a concept for interdisciplinary cooperation
- Method: Theory-based development, testing and evaluation of materials for inclusive handwriting.
- Results: The project will be evaluated in July / August 2018 via group-interviews and questionnaires.

Judy M. Parr

Symposium: Creativity and teaching and learning in writing

08/29/2018, 02:00PM-03:35PM

- Making meaning from understandings is a form of creating.
- Digital learning objects involve meaning making combining written text, image, sound, movement and spatial patterns: a form of reinvention and creative writing.
- Experience within the context of schooling may constrain the novelty of written response.
- Specific teacher experience with writing is shown to promote more expansive pedagogical moves that result in greater engagement.
- Contexts, experiences and interactions are key to developing creative meaning-making in writing

Writing standards in New Zealand: A failed ‘experiment’?

08/29/2018, 10:15AM-10:45AM

- National Standards in New Zealand are one explication of expectations in writing; the Assessment Tools for Teaching and Learning (asTTle): Writing, and the Literacy Learning Progressions provide others.
- This paper considers how the construct of writing and its development is framed across the three documents.
- It analyses the underpinning theoretical rationales and the nature of the indicators in each.
- It also identifies the synergies and differences and the articulation one with another.
- Given that other documents arguably provide superior rationale and depth, implementation of National Standards left open the accusation of political use to monitor schools, not students.

Julie Dockrell

Struggling writers in later elementary school: Capturing drivers of performance

Barbara Arfe & Vince Connelly| 08/31/2018, 03:00PM-03:30PM

- Context: Current understanding of the problems experienced by struggling writers in upper elementary school islimited.
- Method: The performance of 49 struggling writers and 57 typically developing (TD) writers at ages 8-11 were compared across a range of writing measures (CBM, sentence generation, and writing burst length).
- Analysis: Diagnostic sensitivity of the writing measures was examined using ROC analyses. Distal (verbal WM, oral vocabulary, oral sentence generation, reading comprehension) and proximal (handwriting, spelling) factors of writing development were also e
- Results: Written sentence generation discriminated struggling versus TD writers most accurately. Only handwriting, oral sentence generation and WM account for the variance in written sentence generation.

Spelling in children with Developmental Language Disorder: A meta-analysis

Nelly Joye, Lucie Broc & Thierry Olive| 08/31/2018, 04:05PM-04:35PM

- Method: Child-based factors (age, language spoken, profile of difficulties) and task-based factors (text production or dictation) were examined as potential moderators of the impact of language disorder on spelling performance.
- Method: Meta-analyses were conducted including 32 studies (984 children with language disorders).
- Results: Large differences between the spelling of children with DLD and their age-matched peers were found but not language matched peers. Phonological problems and associated reading difficulties resulted in more impaired spelling.
- Discussion: The results are discussed with respect to the underlying processes that impact on spelling across languages. Specific recommendations for future studies are made.

Justin Young

The Role of Frequency and Timing in Achieving Writing Intervention Outcomes

Charlie Potter & Hung Nguyen| 08/30/2018, 04:05PM-05:05PM

- Aim: Controlling for demographic factors, this project assesses empirically whether the number of visits to a university writing center predicts:
- improvement in students' confidence in writing ability
- improvement in writing skills in introductory writing courses
- ability to transfer writing skills to multiple classes.

Karl-Heinz Pogner

How does “vejledning” influence the research literacy of master’s thesis students?

08/29/2018, 03:00PM-03:30PM

- Research question: How can supervision that emphasizes guidance instead of control enhance development of academic literacy?
- Analytical framework: matrix combining different models of student-supervisor relationships (e.g. 'apprenticeship') with different types of supervisors (e.g. 'guide').
- Results: Partnership model can enhance research literacy - independent of supervisor type - when it empowers students to make choices on well- informed basis.
- Discussion: Supporting students' insights into academic writing and research practices facilitates deeper learning and greater awareness of research skills and competencies.

Kelsey Inouye

Feedback, research proposal approval, and beyond

08/30/2018, 11:45AM-12:15PM

- Aim: To describe the changing purposes of writing and feedback from the research proposal defense and through fieldwork.
- Method: A single interview-based case study.
- Results: Fieldwork represents independence and demands flexibility, as the source of feedback shifts from the supervisor/institution to the research participants, and writing becomes a means of reflection.

Kirk Sullivan

Fluency and typology: a study of trilingual writers’ fluency

Eva Lindgren & Yvonne Knospe| 08/29/2018, 03:00PM-03:30PM

- Context: Due to colonization, Sápmi, the indigenous Sámi people's ancestral land, is divided into four national states, Norway, Sweden, Finland and Russia. This has resulted in individuals growing up in North Sápmi learning to write in the language of
- Aim: Using keystroke logging, this paper considers the interaction of fluency and typology in trilingual school-aged writers.
- Method: Writing in three languages and two genres was collected in Finnish, Norwegian and Swedish regions of Sápmi.
- Discussion: Based on 746 texts, the ways typology mediates fluency is discussed in relation to educational contexts.

Dissertation writing: exploring doctoral researchers' directed motivational currents

Virginia Langum| 08/29/2018, 05:05PM-05:35PM

- Context: Writing a doctoral dissertation is challenging and doctoral researchers talk about the difficulties academic writing.
- Aim: Dörnyei and colleagues have researched the situated complexity of L2 motivational processes, and in this paper use their ideas of motivational energy and Directed Motivational Currents to investigate doctoral researchers' motivation during their doc
- Method: We asked doctoral students to draw their motivational trajectories and then we interviewed them, discussing their experiences of academic writing.
- Discussion: We present five cases and discuss their motivation in relation to academic writing support.

Klaske Elving

Learning to write in the upper grades of secondary education

Huub van den Bergh| 08/29/2018, 05:05PM-05:35PM

- An adjustment of writing education for students aged 15 to 18 is required in The Netherlands.

Kristie Asaro-Saddler

Effects of Strategic Planning Instruction on the Writing of Pupils in Inclusive Classroom Settings

08/31/2018, 09:10AM-09:40AM

- Aim: We sought to determine if strategic planning instruction would assist writers in creating higher quality stories that include more elements and story construction items.
- Method: Thirty-seven third graders participated. Those in the experimental condition were taught a planning strategy through the self-regulated strategy development approach.
- Results: The intervention had a statistically positive effect favoring the experimental condition for narrative and holistic quality, story elements and story construction.

Larissa Yousoubova

Feedback is everything: The role of disciplinary interactions in research funding success

| 08/30/2018, 11:15AM-11:45AM

- Aim: To consider how successfully funded researchers draw on their disciplinary interactions to inform construction of a winning proposal.
- Method: Case study of grant writing by an experienced and successful principal investigator (PI) in the sciences.
- Results: Findings highlight inter-discursive nature of writing a successful grant proposal.
- Discussion: Concept of feedback on writing expanded to encompass inter-discursive and ongoing disciplinary interactions.

Leah Haim

The language of information: A comparison of genres in text writing across the school years

Dorit Ravid| 08/29/2018, 09:45AM-10:15AM

- Context: 6th grade students learn to write simple expository texts on the basis of texts they previously read.
- Aim: Can teachers' semi-standardised individual cues during lessons improve subsequent editing cycles?Didactical measures: Visualisation is offered to support the structuring of the writing process and to make writing more independent of reading skills. A
- Method: An intervention study was conducted (control-group design) with three measurement points (pre, post, follow-up). N=248 6th-grade students.
- Results: Intervention group students improved on many ability aspects, but the effects were not sustainable. Qualitative analyses would complement the picture.

Lennart Jølle

Digging for Gold or Sticking to the Criteria - Teachers Training to be Raters of Texts

Gustaf Bernhard Uno Skar | 08/30/2018, 11:45AM-12:15PM

- Context: A Norwegian writing test program called The National Panel of Raters (NPR) consisted of teachers who rated the national sample-based writing test. Previous research found individual differences between the raters.
- Aim: To identify ways of reasoning in rating situations.
- Method: 63 raters surveyed with 23 dilemma-items in a questionnaire.
- Results: Indicate two distinctly different rationales toward rating work.

Lieve Vangehuchten

The use of external sources in a reading-to-write task in L1 and L2

Mariëlle Leijten, Luuk Van Waes, Iris Schrijver & Sarah Bernolet| 08/30/2018, 03:00PM-03:30PM

- Context: Research gap regarding the use of external sources in reading-to-write tasks.
- Aim: Provide more insight into the processing of external sources in reading-to-write tasks in L1 and L2, with the ultimate aim of improving the training in this particular type of writing.
- Method: Empirical study among 80 MA students in L1 and L2; 2 test moments: beginning and end of academic year; Registration of the writing process with the keystroke logging program Inputlog; Holistic product assessment (comparative judgement) by 4 raters
- Results: L1 factor analysis: high quality correlates with long initial reading, less switching between sources during reading, and more source switching during the actual writing; L2 results: differences between L1 and L2, as well as between the L2s will

Linda Brucher

The effect of a multisensory learning tool on the spelling of capitalization of fifth graders

08/30/2018, 04:05PM-05:05PM

- Context: Two didactic approaches exist in teaching capitalization of nouns.
- Aim: The study evaluates the implementation of different didactic approaches and their effects on capitalization of nouns in German.
- Method: 192 multilingual fifth-graders from Luxembourg participated in an intervention study with pre-, post- and follow-up design.
- Results: The findings focus on difficulty patterns related to the capitalization of nouns in multilingual fifth-grade students.

Lise Fontaine

Fluency in bilingual writing: a case study

Michelle Aldridge| 08/29/2018, 05:05PM-05:35PM

- Aim: We aim to compare typing performance and fluency in two different orthographies.
- Method: 10 bilingual adults were recruited to perform a copy task and written production task (InputLog).
- Results: Our results focus on indicators of typing resilience as task difficult increases.

Lise Paesen

Creative writing to measure the effect of aging upon language

Mariëlle Leijten| 08/30/2018, 04:05PM-05:05PM

- Aim: We aim to describe different creative processes and connect them to product variables.
- Method: 170 healthy elderly participated in our study. Each participant performed a typing task and a narrative task (logged with ScriptLog, analysed with Inputlog).
- Results: The creative writing processes revealed age-related differences. A case study will be provided.

Writing process analysis to describe language decline in Alzheimer's disease

Mariëlle Leijten & Catherine Meulemans| 08/31/2018, 02:00PM-02:30PM

- Context: Writing tasks could provide valuable information on Alzheimer's patients' language capacity.
- Aim: With written (typed) sentence production, we aim to describe process variables at the inter-and intra-word level of writing.
- Method: 100 healthy participants of 50 years and over were recruited. Each participant performed a copy and a sentence production task (Scriptlog - Inputlog).
- Results: Our findings focus on cognitive activities surrounding word categories, syllables and bigrams.

Liselore van Ockenburg

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

Daphne van Weijen & Gert Rijlaarsdam| 08/30/2018, 04:05PM-05:05PM

- Context: One of the greatest challenges facing todays educators is to teach students how to evaluate and synthesize information from the many available sources.
- Main question: What learning activities are crucial when students learn to write synthesis texts?
- Method: We conducted a systematic literature search and found 16 (quasi-)experimental intervention studies about learning how to write synthesis texts.
- Conclusion 1: The six most effective studies yielded a set of learning activities all focused on a combination of three processes: evaluating, organizing and connecting.
- Conclusion 2: Other factors that may affect the effectiveness are: freedom of choice in the use of strategies, or the freedom of formulating own strategies.

Preferred learning activities for teaching synthesis writing in secondary education

Daphne van Weijen & Gert Rijlaarsdam| 08/30/2018, 11:15AM-11:45AM

- Context: Writing is a complicated process. To prevent cognitive overload, many (inexperienced) writers develop their own approach: a preferred writing routine.
- Main question: Does this preferred writing routine relate to students' preferences for learning to write synthesis texts?
- Method: We presented 186 students (9th grade) with two questionnaires: one about their writing routine and one about their preferences for learning activities.
- Results: The results indicate that students differ in their writing routines and that these differences are related to preferences for learning activities.
- Discussion: Should teachers offer learning activities that match students' writing routines when they want to increase the effectiveness of their instruction?

Louise C. Wilkinson

Writing in the Science Register and the Multiple Levels of Language

Elaine Silliman & Maria Brea| 08/31/2018, 04:05PM-03:30PM

- Aim: The paper highlights the critical functions that the multiple levels of language play in scientific writing in general and, specifically, in the conceptualization, development, and expression of scientific literacy and deployment of the science regis
- Method: A case analysis of one U. S. female adolescent's science writing report is given; the focus is on the linguistic levels representing the local context of her writing: the words, phrases, and syntax that are that are stitched and re-stitched to

Lucía Rodríguez

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

Mark Torrance, Raquel Fidalgo & Celestino Rodríguez| 08/30/2018, 11:45AM-12:15PM

- Aim: In this study we explored cumulative effects and transfer of different instructional components of strategy-focused instruction to improve 4th grade students' text quality.
- Method: There were three conditions (two strategy-focused instruction and one control condition) two intact groups each, one of them lagging one component behind in each condition.
- Results: Writing performance was measured through probe tasks (pre/post and following each component). The rating of the texts is based on an anchor text procedure.
- Discussion: In our paper we will present full findings. Note: Project supported by the Ministry of Economy, Industry and Competitiveness of Spain (supervised by Dr. Raquel Fidalgo).

Lucy Oliver

Student Voices: Craft and Creativity in Writing

08/29/2018, 02:30PM-03:00PM

- Aim: To understand the impact of a teachers as writers residential on their identity as writers, their teaching of writing, and student attainment in writing.
- Method: A mixed methods study combining an RCT with in-depth qualitative data.
- Results: Showed that student motivation to write strongly increased but their attainment decreased.
- Discussion: The pathway from teachers' identity as a writer to improved student attainment is causally complex.

Luísa Alvares Pereira

The metalinguistic competence in the collaborative writing of narratives in the 2nd grade

Neusa Castanheira| 08/30/2018, 04:05PM-05:05PM

- Writing of stories in the 2nd grade from Elementary School.

Luuk Van Waes

Constructing an easy to use (and analyse) multilanguage copy task

Mariëlle Leijten| 08/30/2018, 09:10AM-09:40AM

- Context: Little research has systematically explored the relation between typing skills and the dynamics of text production.
- Aim: We want to validate a multilingual copy task to create a writing context in which text production is purposely deconstructed into various degrees of process complexity.
- Method: A web based, standardized copy task is presented (freely available as part of Inputlog).
- Results: Keystroke logging analysis of the copy task data show that it is possible to create a set of contexts in which the cognitive load is low, eliminating higher processes.
- Future: The current copy task is developed in 8 languages. We hope to meet researchers that are interested to add new languages.

Symposium: Tell us how you type, and we tell you how you write: What does a copy task tell us about writing?

08/30/2018, 09:10AM-10:45AM

- Context: Transcription skills are a part of writing skills. Copy tasks isolate transcription processes from high level writing processes and allow determining writers transcription skills.
- Paper 1: We first briefly present the rationale behind a new multi-language copy task that we have developed and implemented in Inputlog.
- Paper 2: Then the Inputlog Copy Task is compared to copying a text, and to a typed Alphabet Task.
- Paper 3: Finally, Bayesian linear mixed effect models are presented as a way to analyze copy task data.

Lynn McAlpine

Symposium: Examining 'research' genres: Developing paths to success

08/30/2018, 11:15AM-12:50PM

- Communicating research successfully is a learning challenge for all researchers, regardless of experience.
- This symposium offers a rare opportunity to explore how researchers with a range of experience develop paths to success in their research writing.

Mafalda A. Mendes

The role of creativity in learning the concept of sentence in primary school : a case study

08/30/2018, 04:05PM-05:05PM

- Aim: To reveal meaning making strategies explored by children in order to develop the concept of sentence as an information unit of written language.
- Method: Case study constructed over 3 years (2nd to 4th year PS), classroom semi participant observation and corpus-based SFL analysis of stories produced by 4 PS students.
- Results: The study suggests each child builds on own socio-semiotic framing of experience (e.g. time or turn taking in dialogue) to develop the concept of sentence.
- Discussion: The development of the concept of sentence is a creative non-trivial meaning making process not finished by the end of PS. It requires abstraction from context.

Maik Philipp

Do I analyze syntheses the WRITE way? On analyzing students' syntheses to find cognitive traces

Yves Furer & Alex Rickert| 08/29/2018, 12:15PM-12:45PM

- Aim: Our main focus in analyzing students' syntheses is both selection and transformation of information.
- Method: In our (pre-)study we collected 30 written syntheses in which students had to compare the functions of a foreign school system.
- Discussion: We want to discuss a newly developed instrument with the audience, this instrument is in progress. We stress the importance of document models as part of rubrics for this kind of writing tasks.

María Arrimada

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

Mark Torrance & Raquel Fidalgo| 08/30/2018, 02:00PM-02:30PM

- Aim: We explore the efficacy of two tiers of intervention in identifying and supporting young struggling writers.
- Method: 179 first-grade students received classroom instruction. 38 of them, identified as struggling writers, received additional support.
- Results: Preliminary results show struggling students improving at a greater pace than their average peers.
- Discussion: RTI seems feasible at early ages.

Maria Levlin

Written text production in students with and without reading difficulties

Christian Waldmann| 08/31/2018, 04:05PM-04:35PM

- Aim: We explore lexical complexity, narrative quality, text production and spelling in narrative texts written by students with and without reading difficulties.
- Method: A comparison of written text quality was conducted in grade 3 between students identified with and without reading difficulties in grade 2 (N= 64).
- Results: Our findings focus on the specific challenges in writing experienced by students with different types of reading disabilities.

Maria Luna

Teaching to integrate conflicting information in written synthesis with an online intervention

Ruth Villalon, Mar Mateos & Elena Martín| 08/30/2018, 04:05PM-05:05PM

- Context: Synthesis from multiple texts is a highly complex task, even more in an e-learning context.
- Aim: This pilot intervention at a distance-learning university is aimed to improve students' argumentative writing in a virtual environment.
- Method: Thirty-four undergraduates followed a Moodle course where they resolved guided exercises, watched videos and used a graphic mediator.
- Results: They improved the degree of integration of their final synthesis, changed their declared argumentative strategy and improve their perception of competence.
- Discussion: New technologies can be used to conduct an intervention on argumentative writing strategies in virtual higher education environments.

Marie-Laure Barbier

Handwriting or Hand Typing on Tablet for Note-Taking and Learning

Antoine Martin| 08/31/2018, 02:30PM-03:00PM

- Aim: This paper compares longhand note-taking and note-taking on a computer tablet with Word as word processor (and with OneNote as a specific note-taking software for the first study).
- Method: Two studies are presented using comparable experimental device, with 40 undergraduate students each.
- Results: Note-taking and note-reviewing productivity and processes are studied, as cognitive load associated with these tasks, and memory performances of students.

Marilisa Birello

Language teachers' beliefs about writing: contrast between narrated practices and beliefs.

Anna Cros| 08/29/2018, 11:45AM-12:15PM

- Context: The paper is part of a larger empirical study about writing in Compulsory Education in Catalonia. The qualitative study we present is about teachers' beliefs about teaching writing and grammar.
- Method: The data collected consist of 10 interviews conducted at the beginning of the larger study on ten teachers (2nd and 4th year of Primary school and 2nd year of Secondary School). The analyses take two dimensions into account: content and discourse.
- Results: From the analyses, it emerges that teachers' beliefs about teaching writing are at odds with current tendencies in writing even if they use the terminology.

Marina Olujic

Does the triple task affect the text quality in adults with dyslexia?

Jelena Kuvac Kraljevic| 08/30/2018, 04:05PM-05:05PM

- Aim: It is important to measure the potential reactivity problem within the triple task technique when applying it to persons with dyslexia.
- Method: Two groups of 20 adults were included: (1) dyslexia group and (2) typical language skills group.
- Results: The quality of text written with or without the triple task does not differ significantly in adults with dyslexia and adults with TLS.

Mark Sebba

A multimodal approach to written multilingual texts

| 08/31/2018, 09:40AM-10:10AM

- Context: Multilingual written texts require a multimodal as well as linguistic analysis.
- Data: Multilingual texts such as advertising, packaging and ephemera.
- Aim: to demonstrate linguistic and multimodal analysis of such texts.

Mark Torrance

OpenWrite: Open source programs for the capture and analysis of pen movement and keystroke data

Sol Simpson & Guido Nottbusch | 08/30/2018, 03:00PM-03:30PM

- Approach: The OpenWrite suite of programs provides methods for capturing and analysing handwriting and typing set within the PsychoPy experiment-building environment.
- Method 1: Handwriting, including in-air movement, is captured via digitising tablet and segmented automatically into strokes, then manually into larger linguistic units.
- Method 2: Keystroke recording can be combined with eye-tracking, returning in real time the text that is currently fixated. This allows gaze-contingent display.
- Users: Experimental researchers, ideally with basic programming skills / Researchers wanting to mark up handwriting process data very rapidly into analysable units.

Analysing interkey intervals: Beyond means, medians and pause frequencies

Jens Roeser, Mariëlle Leijten & Luuk Van Waes | 08/30/2018, 10:10AM-10:40AM

- Aim: We demonstrate this through analysis based in Bayesian linear mixed effect models with a mixture of normal distributions as the underlying data-generating process.
- Data: Keystroke data were provided by 64 adults completing sentence and word-list copying tasks and composing full text.

Markus Hörmann

Examining web-based writing processes: collecting and pre-processing data with ScreenAlytics

Maria Bannert | 08/30/2018, 02:00PM-02:30PM

- Method: Mouse, keyboard and web-content data is collected. Automated extraction and pre-processing of typing behaviour is supported.
- Unobtrusive: Using the software in online field research is feasible as there is no need to install software on the learners' computer.
- Visualizations: Data can be visualized through video-replays, heat maps of mouse behaviour, or charts of navigation patterns. Adapted writing visuals are under development.
- Real-time feedback: We present an example of how we used ScreenAlytics for providing real-time feedback in learning dashboards.

Martin Aßmann

A Challenge for Researchers: Is there really "Process" in Writing Process Research?

Joachim Grabowski, Luuk Van Waes & Mariëlle Leijten | 08/31/2018, 09:10AM-09:40AM

- Context: This research project examines the relation between writing tasks and cognitive processes during writing.
- Aim: We want to provide a taxonomy of writing tasks, including respective task-related features, esp. specific process activation.
- Method: We systematically reviewed and categorized contributions of the 7 most relevant writing research journals by using a set of 63 coding variables.
- Results: Only 15 out of 88 articles report 'true' process data, hence a satisfactory description of process-related features for each writing task category is incomplete.
- Discussion: Writing process researchers are challenged to implement process-oriented measurements to address this research gap.

Masumi Narita

Use of Initial “This” in Sentences as Cohesive Device by Native and Japanese Writers of English

08/30/2018, 04:05PM-05:05PM

- Aim: We aim to explore similarities and differences in how native and non-native writers of English use the demonstrative this to start sentences.
- Method: We analyzed argumentative essays produced by 200 native English speakers and 200 Japanese EFL learners with the aid of the online concordancer, AntConc.
- Results: Both groups used this to start sentences more frequently as a pronoun than a determiner. Yet Japanese writers used this in this position less frequently.
- Discussion: The findings suggest the importance of teaching how text cohesion can be established through demonstrative anaphors in L2 writing instruction.

Matthias Grünke

The Effects of a Peer-Tutoring Intervention on the Text Productivity and Quality of Narratives

Bruce Saddler, Kristie Asaro-Saddler & Mariola Moeyart| 08/30/2018, 03:00PM-03:30PM

- Context: Many students with learning disabilities (LD) struggle severely with composing meaningful text. One key reason for them failing to master the process of text production is their inability to engage in effective planning prior to writing.
- Aim: Graphic organizers are a promising tool to help students with LD to better plan before composing.
- Method: In this study, the use of graphic organizers gets taught to secondary students with LD by non-labeled classmates.
- Results: The results are very promising and demonstrate the benefits of our approach.

The Effects of Computer-Assisted Writing Instruction on the Length and Quality of Essays

Kerstin Nobel| 08/31/2018, 09:40AM-10:10AM

- Aim: With a computer-assisted method we aimed to improve the writing process of students with weak performance.
- Method: The software used story cards as a graphic template to help students during planning. Participants were 20 fifth graders who produce very few words when writing a text. Participants wrote stories and personal narratives at pretest and posttest. Du
- Results: Compositions were scored for length (TWW) and quality (TESE). The intervention showed a high improvement in the length and a medium improvement of the quality of the composed texts.

Matthias Schulden

Peer-assisted training of narrative writing skills: An evaluation study of a developed training

Julia Rensing, Clemens Hillenbrand & Marie-Christine Vierbuchen| 08/31/2018, 10:10AM-10:40AM

- Writing texts is of great importance for all school subjects and in many other areas of life.
- Urgent need for effective programs to support children struggling with writing: 67-79% of the students ever participating in the NAEP study are ranked at or below the lowest level.
- We have developed a training program in which students work together in performance-heterogeneous tandems and develop a narrative in seven working steps.
- The training is embedded in an illustrated background story in which students take on the roles of pilots and co-pilots 'traveling around the world' .

Mayilin Moreno

Self-perception of writing strategies: differences among writers and effects on performances.

Maria Leonor Cantillo & Dyanne Escorcia| 08/30/2018, 09:10AM-09:40AM

- Aim: To determine whether education variables (area of study, high school track) and sociodemographic factors (gender, sex) determine significant differences on the level of writing self-regulation strategies.
- Method: The sample included 548students from a Colombian university. A self-reported instrument measured five factors: generating ideas strategies, selecting content, personal self-regulation, environment self-regulation and behavioural self.
- Results: We found that there are relevant differences regarding selecting content, generating ideas, and personal self-regulation. In contrast, we did not identify variations concerning two categories of self-regulation processes: environmental and behavi
- Discussion: We will discuss these results using a socio-cognitive approach and considering cultural variables.

Melina Aparici

Beyond tense and aspect in L1 & L2 Spanish: Development of temporality in written & oral narratives

Judy Kupersmitt & Elisa Rosado| 08/31/2018, 05:05PM-05:35PM

- Aim: Does the expression of temporal relations in narratives follow similar patterns in L1 vs. L2, and in written vs. spoken discourse?
- Method: Temporality is examined in oral vs. written narratives by 30 L1 & 60 L2 speakers of Spanish, from 3 age groups: 9-10, 12-13 years, adults
- Results: Linguistic devices employed vary in written vs. spoken texts; L2ers produce complex narratives but resort to specific strategies for different temporal functions.
- Discussion: The expression of temporality is modulated by specificities of written vs. spoken discourse; specific discourse functions must be considered for assessing L2 production

Merel Muylle

Bilingualism and writing: The influence of L1 on L2 writing in cognates

Eva Van Assche & Robert Hartsuiker| 08/31/2018, 04:35PM-05:05PM

- Aim: The aim of the current study is to investigate whether the cognate effect is also present in written production and to compare this with spoken production.
- Method: 40 first-year psychology students at Ghent University completed a written picture naming task in English (their L2). Part of the pictures depicted Dutch-English cognate words.
- Results: Participants had faster reaction times for cognates compared to control words, indicating that the cognate effect is also present when Dutch native speakers typewrite the names of pictures in their L2 (English). The magnitude of this effect is
- Discussion: This experiment shows that there is evidence for L1 activation during L2 writing.

Mira Bekar

BA and MA Students' Perceptions on the Supervisory Relationship: A European Context

Kristin Solli| 08/29/2018, 02:30PM-03:00PM

- Student perspectives on the complexity of the thesis writing process with special focus on the supervisory relationship.

Miriam Granado Peinado

Teaching to write argumentative synthesis collaboratively in higher education

Isabel Cuevas, Mar Mateos & Elena Martín| 08/31/2018, 09:10AM-09:40AM

- Aim: The aim was to evaluate the effectiveness of four types of intervention programs on the quality of the synthesis written collaboratively and individually.
- Method: The participants were 160 Psychology students. They performed a total of six written syntheses in six sessions, consisting in reading two texts on a controversial topic and elaborating a reasoned conclusion.
- Results: Collaborative practice supported by a written guide with explicit instruction and video modeling was necessary to include more arguments in the syntheses. Additionally, to teach explicitly in collaborative writing processes was essential to reach

Monica Broido

Academics' Plurilingual Voices: Fostering Creativity in Writing

Harriet Rubin| 08/31/2018, 05:05PM-05:35PM

- Aim: To examine the obstacles as well as the gains encountered by plurilingual writers on the road to publication in English.
- Method: We performed a content analysis of in-depth interviews conducted with graduate writing students, writing teachers and tutors, expert writers, and journal editors.
- Results: Initial findings indicate writers feel their voices and styles get lost in the process, whereas some feel that writing in English helps them achieve greater clarity.
- Discussion: So as not to lose the contributions of plurilingual researchers, we should consider ways in which academic writing boundaries can become more elastic and inclusive.

Montserrat Castelló

Supervisors' perspectives on doctoral writing

08/29/2018, 02:00PM-02:30PM

- Method: 61 supervisors in the social sciences and humanities with different expertise responded an on-line interview.
- Results: roles attributed to doctoral writing: a) producing appropriate academic texts, b) generating epistemic activity, and c) promoting communication and socialization.
- Results: 3 categories of writing support have been identified: 1) telling students what to do, 2) reviewing and editing students texts, 3) collaboratively discussing students texts.
- Discussion: Complex relations between the role supervisors attribute to writing, the type of writing support they provide, and their awareness and resources for writing.

Mujgan Buyuktas Kara

Reactivity of Time-Sampled Self-Reporting in Intervention Studies: Learning from the Test

Elke Van Steendam| 08/30/2018, 12:15PM-12:45PM

- Context: We investigated the reactivity of the time-sampled self-reporting (TSSR) process registration technique. TSSR involves directed immediate retrospection by students by means of a writing log at regular intervals when hearing an auditory probe.
- Aim: Can a peer-video used for training for TSSR trigger observational learning and directions in TSSR improve performance?
- Method: A pretest-posttest experimental study with six classes randomly assigned to conditions at a Belgian university. A two-by-two factorial design with four treatment groups to teach TSSR, that is, peer-video and teacher instruction with and without TS
- Results: TSSR during writing improves content. Training students in TSSR with a peer-video increases plagiarism.

Naomi Rosedale

Reconsidering ‘Creative Writing’ through Digital Learning Object (DLO) and Multimodal Creation

08/29/2018, 02:00PM-02:30PM

- Aim: Drawing on Vygotsky's everyday notion of creativity, we aim to demonstrate ways writing functions in hybrid digital composition such as multi-modal mashup and remix.
- Method: Student-created Digital Learning Objects (DLOs), from a corpus of 500 artefacts, are used to illustrate new roles of writing in multi-modal representation.
- Results: Our findings focus on DLO for knowledge design and sharing by reporting on patterns of creativity in student explication, cueing and coherence.
- Discussion: We discuss the implications of extending the notion of creative writing to multi-modal authorship such as DLO.

Naomi Weintraub

Do students with handwriting dysgraphia also have "keyboarding dysgraphia"?

Tali Rosenberg| 08/29/2018, 09:45AM-10:15AM

- Context: Keyboarding is commonly recommended to individuals with dysgraphia. Due to shared underlying skills, students with dysgraphia may also encounter keyboarding difficulties ("keyboarding dysgraphia").
- Aim: We examined if students with handwriting dysgraphia are more prone to having 'keyboarding dysgraphia' compared to normally achieving students (NA).
- Method:72 higher-education students with dysgraphia (n=28) and NA (n=44) were individually administered handwriting, keyboarding, fine-motor and executive functions tests.
- Results: We found a significantly higher rate (5 fold) of slow keyboarders among students with dysgraphia, as compared to NA students.
- Discussion: Students with dysgraphia may require additional or other accommodations than keyboarding.

Cross language transfer of handwriting performance in bilingual and monolingual students

Abeer Salameh-Matar & Naser Basal| 08/30/2018, 02:30PM-03:00PM

- Aim: We compared the transfer effect from Hebrew (L2) to Arabic (L1) on handwriting performance of students in bilingual and monolingual schools.
- Method:123 native Arabic-speaking 4th-grade students (monolingual=64, bilingual 59) Students were individually administered an Arabic handwriting test and several tests to control for possible confounding variables.
- Results: the handwriting speed of the monolingual students was significantly faster.

Natalia Bilici

Morphosyntactic training in spelling: The effects of an intervention study with multilingual pupils

Constanze Weth, Michel Fayol & Sonja Ugen| 08/29/2018, 09:45AM-10:15AM

- Context: The acquisition of French plural markers is very difficult because they are inaudible.
- Aim: To determine the difficulty patterns related to the plural marking in French as a second written language and the effects of a morphosyntactic training on pupils' spelling.
- Method: Intervention study with 228 multilingual fifth graders with pretest-posttest design.
- Results: Difficulty patterns are similar as in French monolinguals. Positive effects of the morphosyntactic training on pupils' spelling performance.
- Discussion: The results highlight the importance of morphosyntactic awareness for the L2 spelling development in deep orthographies.

Naymé Salas

Impact of an SRSD writing intervention on low and average SES classrooms

Teresa Ribas & Anna Cros| 08/29/2018, 03:00PM-03:30PM

- Context: There is little research on the effectiveness of SRSD writing interventions with disadvantage students.
- Aim: We aimed to test the effectiveness of an SRSD intervention on opinion essay writing in classrooms with average vs. disadvantaged children.
- Method: Children in the experimental group received an intervention on planning and we assessed productivity and spelling skills at pre- and posttest.
- Results: Children in the experimental condition improved on measures of writing productivity and also on their spelling skills, which had not been explicitly taught.
- Discussion: Providing elementary students with self-regulation skills and strategies to better manage the writing process allows them to use low-level writing skills (such as spelling) more successfully.

Nguyen Huong Thao Tran

Improvement of Writing and Literary Understanding: Learning to Write Based on Sources

Tanja Janssen| 08/30/2018, 04:05PM-05:05PM

- Aim: Identifying how well high school students perform on argumentative tasks required by the new curriculum; and designing a course to instruct them to write texts based on sources.
- Method: 70 high school students wrote 2 argumentative texts based on sources (Inputlog) and completed the writing process questionnaire.
- Results: The training course would have a significant impact on writing processes, written texts, and literary understanding.

Nichola Stuart

Written verb argument structure in children with language learning difficulties

Vince Connelly & Julie Dockrell| 08/30/2018, 11:15AM-11:45PM

- Aim: To evaluate the role of verb argument structure and verb diversity in written texts by children with Developmental Language Disorder and age and language matched peers.
- Method: 90 children completed a standardised writing task and the texts were examined for verb argument structure, verb production and verb diversity.
- Results: Differences were found for verb diversity but not for argument structures and all children were found to rely on a very small group of high frequency verbs.
- Discussion: Moving beyond a small set of verbs is important for academic writing but children with DLD will require particular help to develop verb use in their writing.

Nina Vandermeulen

Symposium: Innovative ways and tools to give feedback on students' writing processes

08/30/2018, 02:00PM-03:35PM

- Context: Feedback usually focuses on text quality, while feedback aiming to improve the writing process is scarce.
- Aim: In this symposium we present three projects which aim to make the writing process comprehensible for students.
- Presentation 1: ScreenAlytics, web-based software to record, visualise and pre-process interactions between participants and web-based environments.
- Presentation 2: CohViz, a computer-based feedback tool that visualises cohesion deficits of texts in a concept-map.
- Presentation 3: LIFT feedback tool, used in an intervention study to explore the effect of absolute and relative process-oriented feedback.

How to provide students with feedback on their writing process? An intervention study.

Brenda van den Broek & Elke Van Steendam| 08/30/2018, 03:00PM-03:30PM

- Process-oriented feedback: Depending on the condition (position setting/ feed forward), students compared their process to equally or better scoring students.
- Process measures: Feedback gives students insight into their writing and pausing time, production and fluency, revision, and source use(measures based on Inputlog data).
- Results: We will present the development and implementation of our feedback tool (LIFT), andthe (preliminary) results concerning the effects of process feedback.

The relation between source use during the writing process and text quality in synthesis writing

Brenda van den Broek & Elke Van Steendam| 08/30/2018, 11:45AM-12:15PM

- Aim: Exploring the relation between source use during the writing process and text quality.
- Method: 700 students - 2800 syntheses - processes logged with Inputlog - text quality rated using rating scales with benchmark texts.
- Analyses: Polynomial regression analyses provide an insight into patterns leading to more successful syntheses.
- Results: The source use patterns explain 14% (informative syntheses) to 20% (argumentative syntheses) of variance in the data.

Nore De Grez

An Exploration of the Relation Between Individual Preferences and Collaborative Writing Processes

Bram De Wever| 08/31/2018, 10:10AM-10:10AM

- Aim: This exploratory study aims to gain more insight in the complex process of collaborative writing by taking into account individual, collaborative and contextual factors.
- Method: Master students (N=50) completed a survey, collaborated in triads during a 90-minutes synthesis task in Etherpad, and participated in a stimulated recall interview.
- Discussion: reported individual preferences and experiences concerning collaborative writing were examined in relation to the way groups tackled the collaborative writing task.

Nur Najla Zainal Anuar

A study on syntactic complexity and sophistication of writing among Malaysian young writers

08/31/2018, 03:00PM-03:00PM

- Aim: To explore the nature of students' syntactic constructions in English essays and teachers' and students' metalinguistic understanding of syntactic constructions.
- Method: A corpus-based study that employs a mixed-method research design to provide teachers' and students' voice to further explain statistical findings.

Núria Castells

Does Writing a Synthesis Improve Multiple Sources Comprehension? Analyses of the Processes Involved

Marta Minguela, Isabel Solé, Mariana Miras & Esther Nadal| 08/30/2018, 10:10AM-10:40AM

- Aim: Level of comprehension achieved by undergraduates after reading multiple sources and processes involved in performing different tasks: reading vs. reading and writing a synthesis.
- Method: 161 undergraduates in Psychology were recruited. Four different conditions: reading vs. reading and writing a synthesis

Olga Firssova

Teaching writing in pre-service teacher education in the spotlight: A Group Concept Mapping Study.

Eline Seinhorst & Slavi Stoyanov| 08/30/2018, 12:15PM-12:45PM

- Context: The body of knowledge on effective methods of teaching writing is substantial. Knowledge on teaching writing pedagogies is less consolidated.
- Aim: To get insights in what pre-service teacher education curricula should include on effective teaching writing methods.
- Method: About 50 primary school teachers, teacher educators, researchers and pre-service teacher students took part in a group concept mapping study.
- Results: Priority areas are writing strategies, process instruction, feedback and assessment, general pedagogical knowledge, design skills and motivation.
- Discussion: The relevance is not doubted, integration of teaching writing pedagogies in teacher training curricula is seen as a challenge.

Olivia Afonso

The involvement of phonological and visuospatial working memory during handwriting

Anna L. Barnett & Vince Connelly| 08/29/2018, 04:35PM-05:05PM

- Aim: We aim to evaluate the relative contribution of the phonological loop and the visuospatial sketchpad to both spelling and handwriting processes.
- Method: 31 young adults copied words in isolation and concurrently to phonological and visuospatial working memory tasks (Ductus gave writing latencies and durations).
- Results: Writing latencies and writing durations showed different patterns of interference depending on the nature of the working memory task.
- Discussion: Different working memory resources are recruited by central and peripheral processes during word writing.

Oscar Björk

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

08/30/2018, 02:30PM-03:00PM

- Context: content aspects of narrative texts written in school by children of ages 8 to 9.
- Data: Two groups of narrative texts written in relation to two comparable tasks .
- Method: A content-thematic analysis, as well as a transitivity analysis of the content of the texts.
- Results: The combination of analyses illustrates a great difference of what content, or worlds, are created in the texts in relation to the two tasks.
- Discussion: The study offers a meta linguistic model for addressing content aspects of early school writing: Content-Thematic Space .

Pablo Pirnay-Dummer

New Methods and Limitations of using Syntax-Based Prescoring on Short Answers

Kay Wijekumar & Karen R. Harris| 08/29/2018, 12:15PM-12:45PM

- New methodological approach: Auto- and prescoring small essays (down to 4 sentences) on higher writing skills and semantics with high predictive power (between .71 and .99).
- Linear models predict higher order and complex quality scores on the basis of easily computable syntactic chains of word form.
- Two studies for validation and cross-validation (n1 = 238; n2 = 4482).
- Evidence shows: about 200 scores by trained raters allow for predictive models for larger datasets.
- Prescoring is interesting for teachers who grade large groups,and for researchers who have large sets of written data to be scored.

Paula Lopez

Comparative report of two effective revision interventions to improve writing

Gert Rijlaarsdam, Mark Torrance & Raquel Fidalgo| 08/30/2018, 03:00PM-03:30PM

- Aim: provide an in-depth analysis of two effective revision interventions to improve upper-primary students writing skills.
- Method: the system proposed by Rijlaarsdam and colleagues (2018) was considered.
- Results: the use of the proposed report system allowed us to critical analysis and comparison between the interventions according to what was taught and how it was taught.
- Discussion: the implications of the use of this kind of report system will be discussed.

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

Per Henning Uppstad, Vibeke Rønneberg, Mark Torrance & Raquel Fidalgo| 08/30/2018, 11:15AM-11:45AM

- Aim: explored changes of both kinds of instruction (Direct teaching vs. Modelling) on students' writing process implemented during a collaborative writing task.
- Method: Students' dialogues during collaborative writing at pre-test and post-test were recorded and analyzed following a thematic analysis procedure.
- Results: We will discuss how students' metacognitive representations of the writing process changed from pre-test to post-test and across conditions.

Pernille Fiskerstrand

Interdisciplinary writing – Teacher's beliefs facing new contexts

08/30/2018, 09:10AM-09:40AM

- Aim: to reflect upon how a teacher in Norwegian and a teacher in Social Science choose their actions in a certain classroom context involving an interdisciplinary writing project.
- Method: "teacher's beliefs" (Fives & Buehl, 2012) as a concept for interpreting the teacher's descriptions as well as their actions in both the interdisciplinary project and their usual teaching.
- Results: identify a gap between the teachers' general writing beliefs and their beliefs in the specific writing project.

Peter Falmann

Language bursts as predictors of text quality in hand written texts

Werner Wicki & Sibylle Hurschler Lichtsteiner| 08/29/2018, 02:00PM-02:30PM

- Context: Studies indicate the quality of texts produced are influenced by transcription skills, language bursts also playing a role.
- Aim: A longitudinal study was carried out in the German-speaking part of Switzerland, investigating these tendencies, furthermore exploring the relationship between bursts and text quality.
- Method: Handwritten short texts (3-minutes) of 175 third graders were recorded (over three measurements) on a digital tablet with CSWin (2012) and consequently annotated in MarkWrite (V0.3.2). Text quality was determined by holistic and analytic items.
- Results: Pause bursts not only predicted the corresponding text quality but also the bursts measured at the subsequent wave.

Peter Hobel

Writing assignments – a challenge to writing orientated didactics

08/30/2018, 02:00PM-02:30PM

- Aim: The intention is to get knowledge about the writing practices embedded in the writing assignments and the writer identities offered to the students in the writing assignments.
- Method: The study combines a cultural and textual ethnographic approach. Ten students were observed for three years and their written products were collected.
- Results: Primarily, the students are invited to reproduce the knowledge of the textbooks.
- Discussion: The results will be discussed in a Bildung-perspective

Phillip Troutman

WID Action to Theory: a Hands-On Workshop in STEM & the Social Sciences

Lowell Abrams, Royce A. Francis & Shelley B. Brundage| 08/31/2018, 02:00AM-03:30AM

- Writing in the Disciplines (WID) / Writing Across the Curriculum (WAC) theory might be enhanced by reflection on hands-on exercises.
- Roundtable audience/participants will perform hands-on WID exercises in speech and hearing

Raffaella Negretti

Visualizing genre knowledge: metacognitive scaffolds in academic writing

Lisa McGrath & Magnus Gustafsson| 08/29/2018, 02:00PM-02:30PM

- Aim: Help students develop metacognition about the various facets of genre knowledge.
- Method: Data in the form of course assignments (scaffolds) was analysed qualitatively.
- Results: The results are not complete. In the roundtable, examples of common themes will be discussed.
- Discussion: The study suggests a benefit of introducing metacognitive scaffolds in academic writing. However, careful consideration needs to go to the analysis of the learning generated by these scaffolds.

Scaffolding genre knowledge and metacognition: insights from an L2 doctoral research writing course

Lisa McGrath| 08/29/2018, 04:35PM-05:05PM

- Context: Metacognition may support research writers' deliberate use of genre knowledge.
- Aim: To investigate how metacognition can be scaffolded within genre pedagogy: if/how scaffolding tasks enhance students' development of genre knowledge, and whether students subsequently report using their genre knowledge metacognitively.
- Method: Qualitative analysis of course tasks (metacognitive scaffolds) and interview data collected 2-6 months after course (8 participants).
- Results: the metacognitive scaffolds helped students to integrate and verbalize various facets of genre knowledge. They reported using genre knowledge as a tool for planning, monitoring and evaluating their writing, and an increased awareness of variation

Rebecca Larkin

Longitudinal predictors of the process and product of early writing

Gareth Williams| 08/31/2018, 05:05PM-05:35PM

- Aim: The present longitudinal study investigated the relationship between spoken language and emergent writing ability.
- Method: Forty-three children (Time 1: mean age = 49 months) participated in the study, with data collection taking place at three time points across the school year.
- Results: Time 1 phoneme awareness predicted Time 2 letter writing quality and Time 2 spelling quality. Time 2 spelling quality was predicted by letter sound identification and rhyme awareness.
- Discussion: The findings are discussed relative to the language resources available to young children.

Renske Bouwer

Cultivating a community of practice for the assessment of writing

Marije Lesterhuis & Sven De Maeyer| 08/31/2018, 09:10AM-09:40AM

- Challenge: What if we share our knowledge, expertise and materials for the assessment of writing on a more regular basis?
- Aim: The aim of this round table is to explore the value and needs of a community of practice for the assessment of writing.
- Discussion 1: We will share current practices in D-PAC, a digital platform for comparative judgment, and discuss its potential to foster collaboration between researchers.
- Discussion 2: We will discuss how to share writing tasks, writing scales and assessor expertise for cultivating a community of assessment practice across writing researchers.

Rianne Conijn

Towards the automatic discovery of students' writing processes using keystroke logging

Janneke van der Loo & Menno van Zaanen| 08/30/2018, 09:10AM-09:40AM

- Aim: We aim to investigate how writing style (planning and revision) can be automatically extracted from keystroke data.
- Method: Keystroke data and self-reported writing style were collected from 73 undergraduate students.
- Results: The planning and revision features extracted from keystroke data are found to relate minimally with self-reported planning and revision style.
- Round table Discussion: We would like to discuss how to extract meaningful features (e.g., indicating planning and revision behaviour) from keystroke data.

Using a copy task to control for typing characteristics in the prediction of writing quality

Menno Van Zaanen| 08/30/2018, 12:15PM-12:45PM

- Context: Keystroke data show large variance between typists, which may be explained by differences in typing characteristics (motor skills).
- Aim: We aim to identify how a copy task can be used to extract typing characteristics from keystrokes and how this affects writing quality prediction.
- Method: Keystroke data from 141 ESL students were collected during a copy task and an academic writing task.
- Results: Keystrokes could be used to predict writing quality in the academic writing task. Prediction accuracy improved when typing characteristics, extracted from the copy task, were added.

Rikke Hartmann Haugaard

Journalistic text production: A case study on revisions of content and form

08/30/2018, 09:40AM-10:10AM

- Context: Revisions during writing yield insights into the progression of a text and into some of the decisions of content and linguistic form made by the text producer.
- Aim: By studying journalists' revisions when writing a news article, the paper aims to enhance our knowledge of how journalists work with content and linguistic form.
- Method: Keystroke logging, participant observation and retrospective interviews were applied to study three journalists' naturally occurring news writing at a Spanish newspaper.
- Results: Results show that revisions are related to form markedly more often than to content suggesting that the journalists have an ability to generate appropriate content.
- Implications: The study can help generate hypotheses about how other text producers, in similar and different contexts, produce texts and how they juggle content and form.

Robert Yagelski

Feedback on Writing for College Success: Machine Scoring of Essays on Self-Regulated Learning

Jason Bryer| 08/30/2018, 09:40AM-10:10AM

- Aim: Evidence of the validity and reliability of human and machine scored essays on self-regulated learning written by college students.
- Method: An open source, automated program, LightSide, was trained with hundreds of essays scored by human raters.
- Results: Preliminary results indicate acceptable agreement between human and machine scores.

Roger Yallop

Writing groups as a means of supporting the publishing process of doctoral students

Djuddah Leijen| 08/29/2018, 04:05PM-04:35PM

- Aim: We identify variables that influence the 'effectiveness' of written feedback comments that will enable instructors to improve upon current practice.
- Method: We induce these variables from the analysis of participant interviews and from inspection of their written artefacts (e.g. feedback comments and cover letters).
- Results: We develop a model to explain how revision and non-revision written feedback comments may interact and their subsequent impact on the peer feedback process.
- Discussion: The assessment criteria the author gives to his/her reviewers (i.e. the cover letter) have a strong impact on the peer feedback process.

Rut Sanchez

Analysis of Spanish Teachers` Use of Evidence-based Practices and Teachers` Beliefs in Writing

Raquel Fidalgo & Rui Alexandre Alves| 08/29/2018, 10:15AM-10:45AM

- Aim: To analyse differences in teachers` use of evidence-based practices in writing; and to analyse the influence of teachers` theoretical orientations, level of self-efficacy and attitudes towards writing on teachers` writing.
- Method: Participants were about 800 Spanish language teachers (Primary and Secondary Education). We measured sociodemographic information; use of evidence-based writing practices; and teachers` beliefs about writing.
- Results: Will be presented in the Conference.

Authoritative and Dialogic Interplay in Metatalk about Writing

Annabel Watson| 08/30/2018, 09:10AM-09:40AM

- Aim: To explore how metatalk was realised in classrooms during a large-scale RCT in England (155 schools).
- Method: A qualitative investigation of observational and written data gathered from 13 schools.
- Results:Illustrate how metatalk can open up or limit students' consideration of the relationship between linguistic choice and effect.

Sabine Stephany

Definition and Assessment of Writing Fluency and the Effects of a Fluency Training

Valerie Lemke, Pia Claes, Evghenia Goltsev, Marion Krause-Wolters & Michael Becker-Mrotzek| 08/31/2018, 02:30PM-03:00PM

- Aim: Defining writing fluency, clarifying the relationship between writing fluency and writing competence along with the implementation of a fluency training in school.
- Method: Correlational study and intervention.
- Study 1: Writing fluency scales were developed to test these relationships with 150 4th to 9th grade students.
- Results: We found a two-factorial construct of transcription fluency and text generation fluency and a substantial relationship with writing competence.
- Study 2: A training of transcription fluency was carried out with 180 6th grade students.

Sabine Hachmeister

Developing a writing course on the basis of self-learning materials

Joachim Grabowski, Michael Becker-Mrotzek & Moti Mathiebe| 08/29/2018, 02:00PM-02:30PM

- Aim: With an intervention study, we tried to establish whether a training of the ability to establish coherence and the ability to take a partner's perspective will influence text quality across genres.
- Method: The intervention study was conducted in 5th and 9th grades of different school types in Germany. Some 1.145 students (each 12 intervention and control classes) participated in a pre-post-follow-up design.
- Results: We will detail the theoretical, methodological and operational aspects of the intervention study and the developed learning material as well as reflect on the potentials and limitations of the approach.

Sanna Kraft

Writing with speech recognition - challenges and possibilities?

Fredrik Thurfjell, John Rack & Åsa Wengelin| 08/30/2018, 04:05PM-05:05PM

- Aim: To see whether a) speech recognition could be one key to help struggling writers produce text and b) how the modality of text production affects the final text.
- Method: 30 children with reading and writing difficulties and a reference group are producing expository texts in three modalities: 1) oral, 2) typed and 3) written by speech recognition.
- Discussion: Preliminary results will compare the texts, with a focus on different linguistic measures and the strategies the children may use, when they write with or without speech recognition.

Sarah Faye

Bringing Innovation to Professional Genres: “Control and Carnival” in Business Writing

08/30/2018, 04:05PM-05:05PM

- Aim: Breaking with traditional sets of rules means reevaluating the ideology that is revealed through genres.
- Method: The poster will reflect my pedagogy in a Business Writing course where students innovated with professional genres.

Saskia Rietdijk

Does Teaching Matter? Practices and learning outcomes

Daphne van Weijen, Tanja Janssen & Gert Rijlaarsdam| 08/29/2018, 10:45AM-11:15AM

- Context: We examined: the variation in practices: the extent to which domain-specific approaches and general features of high-quality instruction were implemented.
- Aim: To provide insight into the variation of current practices of writing instruction in the upper grades of Dutch primary education.

Scott Beers

The effects of spelling errors on writing fluency for students with dyslexia: An eye movement study.

08/30/2018, 02:30PM-03:00PM

- Aim: This study examines the eye movements of adolescent students with and without dyslexia upon their spelling errors made while writing autobiographical narratives.
- Method: Typically developing students (n = 10) and students with dyslexia (n = 13) wrote narratives upon a digital tablet. Eye fixations upon misspelled words were compared with fixations upon correctly spelled words.
- Results: Students with dyslexia had more frequent spelling errors and exhibited longer average fixations upon misspelled words (compared to correctly spelled words), negatively affecting writing fluency.

Sharifa Al'Adawi

Can self-regulated learning strategies improve college students’ written production?

08/31/2018, 04:05PM-04:35PM

- Aim: To investigate the effect of modelling self-regulated learning strategies on students' writing performance by comparing their writing tasks and test with a control group.
- Method: Quasi-experimental, experimental and control, pre and post-treatment study that involves intervention in the form of modelling self-regulated learning strategies, observation, and interviews for both teachers and students.
- Results: No significance difference between the two groups in writing performance, resistance from students to make effort, lack of motivation, peer pressure and low aptitude towards learning the language.
- Discussion: A more intensive and a longer intervention is needed for a better influence of self-regulation on students' affect and performance. The structure, learning goals and type of assessment in the course needs to be reviewed.

Sharon Zumbrunn

Individual Differences and the Development of Multiple Dimensions of Writing Self-Efficacy

Sarah Marrs, Lars-Erik Malmberg, Eric Ekholm, Michael Broda & Morgan DeBusk-Lane| 08/30/2018, 04:05PM-05:05PM

- Context: Though decades of research show the consistent power student self-efficacy for writing beliefs have on student writing motivation, self-regulation, and achievement, no longitudinal investigations of writing self-efficacy exist.
- Aim: The current study used an accelerated growth model to understand individual differences and the development of student writing self-efficacy across grades 3-11 (N = 1200).
- Results: Findings suggest different trajectories for different groups of students.
- Results: This study contributes to our understanding of the development of writing self-efficacy across developmental levels over time.

Sibylle Hurschler Lichtsteiner

Writing bursts among third graders and correlations with measurements of handwriting fluency

Werner Wicki & Peter Falmann| 08/31/2018, 02:00PM-02:30PM

- Context: Disentangling the components of handwriting fluency.
- Aim: We aimed to examine burst length of handwritten German informative texts of 3 min duration and its relation to other fluency measures.
- Method: The sample consisted of 87 Swiss third graders 9 years of age (SD = 0.5). Longitudinal data were collected on a digitizing tablet and analyzed by the software CSWin for velocity and automaticity as well as by the software MarkWrite in order to mea
- Results: We found a significant increase of bursts lengths over time. In addition, the more automated the children wrote, the longer were their bursts.
- Discussion: Analysis of handwriting fluency is helpful to create individualized trainings.

Sinead Harmey

Logics of Inquiry in Research on Early Writing Development: Making a Case for Coherence

Ian A.G. Wilkinson| 08/30/2018, 09:40AM-10:10AM

- Aim: To examine the logics of inquiry in research on early writing development, how they varied according to theoretical perspective and the constraints and affordances of methodological choices.
- Method: We conducted a critical review of the logics of inquiry in 28 longitudinal studies of early writing development with attention to theoretical frame, methods, and key findings
- Results: Few studies considered cognition and context or presented strong theoretical orientations towards writing with coherence between problem formulation and design.
- Discussion: To advance the field, integrated approaches are needed that account for the multiple dimensions of writing development accounting for both cognition and context.

Sirine Bouriga

Is typewriting more resources-demanding than handwriting?

Thierry Olive| 08/29/2018, 04:05PM-04:35PM

- Aim: to test whether typing is more resources demanding than handwriting.
- Method: Participants performed a memory task and recalled a list of items by handwriting and by typing.
- Results: indicate that transcription process in typing is more resources demanding than transcription process in handwriting.

Effects of Handwriting vs. Typing on Translating

Thierry Olive| 08/30/2018, 04:05PM-05:05PM

- Context: This study examined the impact of composing a text with a computer on the translating process.
- Method: Participants composed their texts by hand and by typing, and half of them listened an irrelevant speech while they writing their texts.
- Results: We examine bursts and pauses characteristics, as well as characteristics of the texts produced (e.g., orthographic errors and syntactic complexity, holistic quality).

Sofia Pulls

Dreams of what to (be)come. Constructions of creative writing in Swedish handbooks 1979- 2015.

08/29/2018, 04:35PM-05:05PM

- Aim: To analyse if and how the constructions of creative writing in Swedish handbooks are changing over time.
- Focus: The paradox between work and play, and its connection to the purpose of creative writing, according to the handbooks.
- Results: According to the handbooks, creative writing might lead to social change, or to a better life for the individual writer.

Solvig Rossack

Planning argumentative texts

08/30/2018, 04:05PM-05:05PM

- Aim: to analyze planning profile groups to identify a successful planning strategy for argumentative writing.
- Method: In an intervention study, we developed a 15-week writing training course to improve the written argumentation ability of middle school students. During this course, 50 students produced three argumentative texts and related plans. Quantitative and
- Results: I will describe the planning profiles and will answer the following questions: Is there an interdependence between a profile group and text quality? Is one profile group particularly successful in writing argumentative texts?

Susan Jones

Struggling writers 'learning how to mean'

Debra Myhill & Helen Lines| 08/31/2018, 02:00PM-02:30PM

- Context: In classrooms informed by a contextualised grammar pedagogy, rhetorical expertise in writing is perceived as achieved through talking about linguistic writing choices (analysis) to support the transfer of metalinguistic understanding into writing
- Aim: To explore how lower-achieving writers draw on grammatical knowledge to shape rhetorical purpose in text.
- Method: From a three-year longitudinal study following 24 young writers from primary and secondary schools in the UK we will present a sample of 8 case studies using classroom observations, interviews and writing samples.
- Results: within the limits of their metalinguistic understanding, lower achieving writers are 'learning how to mean'

Synnøve Matre

Primary Students' Writing: Creativity and 'Schooled' Writing

Randi Solheim | 08/29/2018, 03:00PM-03:30PM

- Context: Primary school students (aged 8-12) have written texts on a science topic all based on the same task. The texts have been collected within a large intervention study focusing on functional writing.
- Aim: We aim to describe and discuss what kind of text norms the students lean on and to what degree they use different text resources in an independent way.
- Method: We investigate a sample of 320 texts focusing on structure, use of different semiotic resources, and use of personal experiences versus/combined with elements from subject related discourses.
- Results and Discussion: Preliminary findings show that the young students' texts to a larger extent are characterized by creative diversity. The older students display more homogeneous and conventional ways of writing.

Tanja Janssen

Effective writing instruction in Dutch primary education; A framework for national assessment

Daphne van Weijen| 08/30/2018, 02:30PM-03:00PM

- Oopsâ€¦ we have not received these highlights yet.

Teresa Mateo

How to write academic genres: review, description, essay, research project and infographics

Silvia Eva Agosto Riera, Jesús Pedro Hilario Silva, Teodoro Álvarez Angulo & Graciela Uribe| 08/30/2018, 04:05PM-05:05PM

- Aim: To show teacher perceptions regarding the writing requirements.
- Results: We present the following genres as models: reviews, descriptions, essays, encyclopedia entry, research projects and infographics. These tools can be used to improve the teaching of academic writing.
- Discussion: These and more genres and strategies need to be taught when adressing writing academic texts in High School.

Teresa Mateo

Teachers' conceptions of writing strategies and academic genres in disciplines in High School

Silvia Eva Agosto Riera, Alejandra Andueza, Teodoro Álvarez Angulo & Jesús Pedro Hilario Silva| 08/31/2018, 10:10AM-10:40AM

- Aim: To lay the foundations for improving the teaching/learning process and outcomes of writing.
- Method: The research tools employed consisted of a survey to collect data on teacher perceptions about the issues as assessment of their own training enabling them to teach writing and their own competence.
- Results: A map including academic genre and strategies for writing was created with the data obtained.
- Discussion: Proposals for the improvement of the writing process have been elaborated.

Thierry Olive

Differences between production- and revision-bursts of written language

Georgeta Cislaru & Sirine Bouriga| 08/29/2018, 04:05PM-04:35PM

- Context: Production bursts refer to production of new segments of text that continue the already written text, while revision bursts modify the text already written.
- Method: Analysis of more than 6000 bursts extracted from a corpus of texts typed by social workers.
- Results: Preliminary analyses indicate that, relative to R-busts, P-bursts are more numerous, contain more letters and words, and the pauses before are shorter.
- P-bursts also seem to be constituted of more complete syntactical structures than R-bursts

Assessing typing skills: comparing alphabet task, copying cognitive effort, and interkey intervals

Sirine Bouriga| 08/30/2018, 09:40AM-10:10AM

- Aim: To compare measures of typing skill from the Inputlog Copy Task to (1) writers' cognitive effort when copying a text, and to (2) a typed Alphabet Task.
- Hypothesis: Positive correlations would indicate that the Inputlog Copy Task is a valuable tool for assessing typing skills.

Trine Gedde-Dahl

Critical literacy. A comparativ study of explorative and persuading texts

Anne Kristine Øgreid & Gro Stavem| 08/30/2018, 12:15PM-12:45PM

- Aim: Explore the potential of critical literacy in two different text materials written by fourth graders (9-10-year-olds) concerning waste sorting.
- Method: Comparative text analysis based on text-analytical tools derived from literacy studies concerning text-norms and text-cultures.
- Results: The potential for critical literacy is latent in both tasks, and the two groups of students find their arguments within all three domains.
- Discussion: Critical literacy in the classroom of fourth graders, expectations and challenges.

Ulrich Mehlem

What is a Word? Word segmentation of novice writers in Arabic and French

08/31/2018, 10:10AM-10:40AM

- Context: dictations in school in multilingual contexts: France, 19th century, Breton and Gascon speaking areas vs. Germany, 20th century, Moroccan Migrants.
- Aim: (1) Analysis of word segmentation by bilingual students whose first language is not taught at school in dictations (2) reconstruction of influences of first languages.
- Method: Corpus analysis of dictations focusses on hyposegmentation and hypersegmentation of prepositional phrases in French and Moroccan Arabic.
- Results: the analysis reveals divergent strategies of writers depending on their first language and their adaptation to official school language.

Ursula Canton

What can we gain by visualising the writing process?Exploring the uses of an education-focused model

Sarah Dargie| 08/30/2018, 11:15AM-11:45AM

- Reason: Lack of shared terminology can also hinder exchange between researchers from different fields.
- Challenge: An evidence-based visual model of the writing process could address these difficulties.
- Before the session: The teaching-focused model is introduced and explained.
- In the session: The aim is to explore how writing practitioners (and researchers) could benefit from this visual model in their work.

Veerle Baaijen

Identifying writing beliefs

David Galbraith | 08/29/2018, 10:15AM-10:45AM

- Context: Writing beliefs may be an important target for writing instruction, since writing beliefs influence writing performance.
- Aim: Development of an reliable questionnaire that captures academic writing beliefs in different cultural contexts.
- Method: A revised version of the writing beliefs questionnaire was administered to 464 undergraduate students in the UK (245students) and the Netherlands (219 students).
- Results: We identified a higher order 3-factor model as the best fitting model and assessed the relationship between writing beliefs and text quality.

Vibeke Christensen

Discourses of disciplinary writing in BA programs

08/29/2018, 12:15PM-12:45PM

- Aim: By analyzing curricula in the BA programs we aim to gain knowledge about how academic writing is covered, described and understood.
- Method: Document analysis at three levels. First, quantitative analysis of the occurrence of selected words. Second, examination of requirements to students writing competencies. Third, identification of writing discourses.
- Results: Skills discourse seems strongly marked. The description of academic writing seems to vary with the history of the BA program.

Vibeke Rønneberg

The relationship between transcription, word-level fluency and quality in written composition

Mark Torrance, Christer Johansson & Per Henning Uppstad | 08/29/2018, 04:35PM-05:05PM

- Method: 120 Norwegian 6th graders completed a key-finding task, spelling test, sentence copying, and composition tasks. We describe a piecewise structural equation model of keystroke and text-quality data.
- Results: Word level disfluency predicted text quality and was predicted by spelling disfluency, and copying and keyfinding speed.

Victor Millogo

How do young writers manage the similarity of characters' in written narrative?

08/30/2018, 04:05PM-05:05PM

- Aim: Our goal is to examine the mechanisms involved in the choice of the referring expressions when referent and competitor share relevant features and when they don't.
- Method: 3rd and 5th grades students were asked to listen to a sentence and then produce a semantically related sentence on a digital tablet (Eye and Pen).
- Results: Our findings focus on the duration of the prewriting pauses in relation to the accessibility of the referent and the students' level.

Victoria Johansson

Symposium: Typing in a foreign language - how does it affect your writing?

08/30/2018, 11:15AM-12:50PM

- Context: Distinguishing between typing skills from higher level processes in writing is challenging but necessary.
- Problem: It is unclear to what extent typing skills in one language transfer to another and how that influences text production.
- Papers: We present three papers on second and/or foreign language writing who have all investigated the relation between execution processes and higher-level writing processes in first and second/foreign language writing.
- Method: All three papers have used a recently developed extended copy task battery implemented in different European languages to control for typing skills.

Writing development in adult advanced learners: a study of written product and writing processes

Roger Johansson, Pia Gustafsson & Johan Frid | 08/30/2018, 12:15PM-12:45PM

- Aim: Explore changes in writing processes and written product in advanced adult learners before and after a 2-year university program in creative writing, and relate it to WMC.
- Method: Experimental setting using keystroke logging and eye tracking. 11 adults produced multiple texts. Writing processes and written texts are correlated with background factors.
- Results: Beginning of program: long texts correlate with less reading. End: high WMC correlates with less reading. Beginning and end: pausing correlated with reading.
- Conclusion: Writing development in advanced adult writers occurs and is complex. WMC seems to play a crucial role, especially regarding the writers need for reading.

Winnie-Karen Giera

A Pre-vocational Writing Project: Writing Advertisement Letters with "SRSD" and Peer Feedback

08/30/2018, 10:10AM-10:40AM

- Context: We have investigated students' writing skills in writing of advertisement letters.
- Method: Pre-vocational writing project was designed as a long-term intervention of eleven weeks with pretest-posttest-control group design, data were evaluated qualitatively and quantitatively. Writing products and processes (advertisement letters/sales letters) were monitored and collected by two kinds of assignments, as well as tape recordings of peer feedback, questionnaires, and "Inputlog" data.
- Results: Final dissertation results about affect, behavior, content learning, and metacognition.
- Discussion: After intervention positive effects, discussing models of writing processes.

Xavier Fontich

Classroom intervention and reflective practice in writing: school tasks and communicative tasks

08/29/2018, 04:35PM-05:05PM

- Context: Case studies on writing show the benefits that formative interventions have in stimulating metalinguistic activity.
- Method: We explore the extent to which these reflective practices can also be promoted through a standard and closed intervention-design.
- Results: Some students follow the guidelines regarding the use of causal and temporary connectors for argumentative writing (but not concessive or adversative), but others introduce elements not considered in them (e.g., counterarguments).
- Discussion: The closed nature of standard interventions has left no space for drawing on such reflective process, suggesting the need to rethink forms of intervention and protocols for classroom study.

Xiaojun Lu

Assessing Chinese as second language writing processes and outcomes

08/31/2018, 11:15AM-10:40AM

- Aim: To describe and compare the temporal distribution of revision behaviour of Chinese learners and native Mandarin speakers. We also aim to examine the role genre plays in revisions while writing essays in Chinese.
- Method:32 Chinese L2 learners and 32 Mandarin native speakers were recruited. Each performed two argumentative and two narrative writing tasks (Translog II).
- Results: Our findings show that Chinese L2 learners and Mandarin native speakers had a different focus on revisions while writing. Revision behaviour did not have an equal probability to be activated during text production process.

Yvonne Knospe

Third language writing in upper secondary school – texts, processes and metacognition

08/29/2018, 11:45AM-12:15PM

- Aim: This study investigates the influence of writing strategy training and metacognitive reflections on L3 German students writing.
- Method: Students texts, writing processes and metacognitive writing knowledge were investigated during an intervention study at a Swedish upper secondary school.
- Results: The results show that text quality improved, amount and allocation of different writing process elements changed and metacognitive knowledge became more advanced.

Zoi Philippakos

Collaborative argumentation and strategy instruction in second Grade: An experimental study

Charles MacArthur | 08/31/2018, 02:00PM-02:30PM

- Aim: to examine the effects of a 10-day intervention and its professional development (PD) model on second-graders' quality of opinion papers.
- Method: This was a randomized control group design. The intervention was based on cognitive strategy instruction with self-regulation and collaborative argumentation. Participants were 80 second-grade students who were randomly assigned to condition and t