

11:TH INTERNATIONAL CONFERENCE OF THE EARLI SPECIAL INTEREST GROUP ON WRITING

# SIG Writing 2008 Program & Abstracts



Lund University  
June 11–13 2008

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## Acknowledgements

The SIG Writing 2008 has been generously sponsored by Crafoordska stiftelsen, Lund. We also want to thank Lund University and the Centre for Languages and Literature for hosting the conference, and for help with the organization.

# Practical information

## Conference information desk

The conference information desk is located on the ground floor of the "Humanisten"-building, in Lecture room H135B (in the corridor between lecture room H140 and Hörsalen/Auditorium). Someone will be available to help you throughout most of the conference.

By the information desk we will have a bulletin board, with the latest program changes and other information.

## PowerPoint presentations

If you are giving a PowerPoint presentation, we would like to ask you to upload a copy of your presentation on the conference server. In that way we save time between every presentation. You can bring your presentation to the conference information desk on a CD, DVD or USB-stick (or on your computer, in which case we can provide a USB-stick), or send it by e-mail to [sigwriting2008@sol.lu.se](mailto:sigwriting2008@sol.lu.se).

If your (PowerPoint) presentation contains audio- or video clips, or if you are using other programs than PowerPoint for your presentation, it may be better to use your own laptop.

## Computer facilities

Wireless network is accessible in most parts of Centre for languages and literature for participants who want to access internet via their own laptops. For those who haven't brought their own computers, internet could be accessed in the computer room. Enter the library from the main entrance hall, and go downstairs (follow signs to *Humanistlaboratoriet*), or at any public computer in the library.

The computer room is open:

Tuesday 16-19

Wednesday 9-19

Thursday 9-19

Friday 9-18

Login and passwords are distributed at the conference information desk.

## Food

**Coffee** is served in the main entrance hall of the Centre for languages and literature. The afternoon coffee on Wednesday and Thursday is served in connection with the two poster sessions!

**Lunch** is free for all participants. It is also served in the main entrance hall of the Centre for languages and literature<sup>1</sup>.

**The conference dinner** takes place at Grand Hotel in Lund, 19.30, Thursday. If you haven't signed up for the dinner but still want to join, please contact the conference information desk as soon as possible.

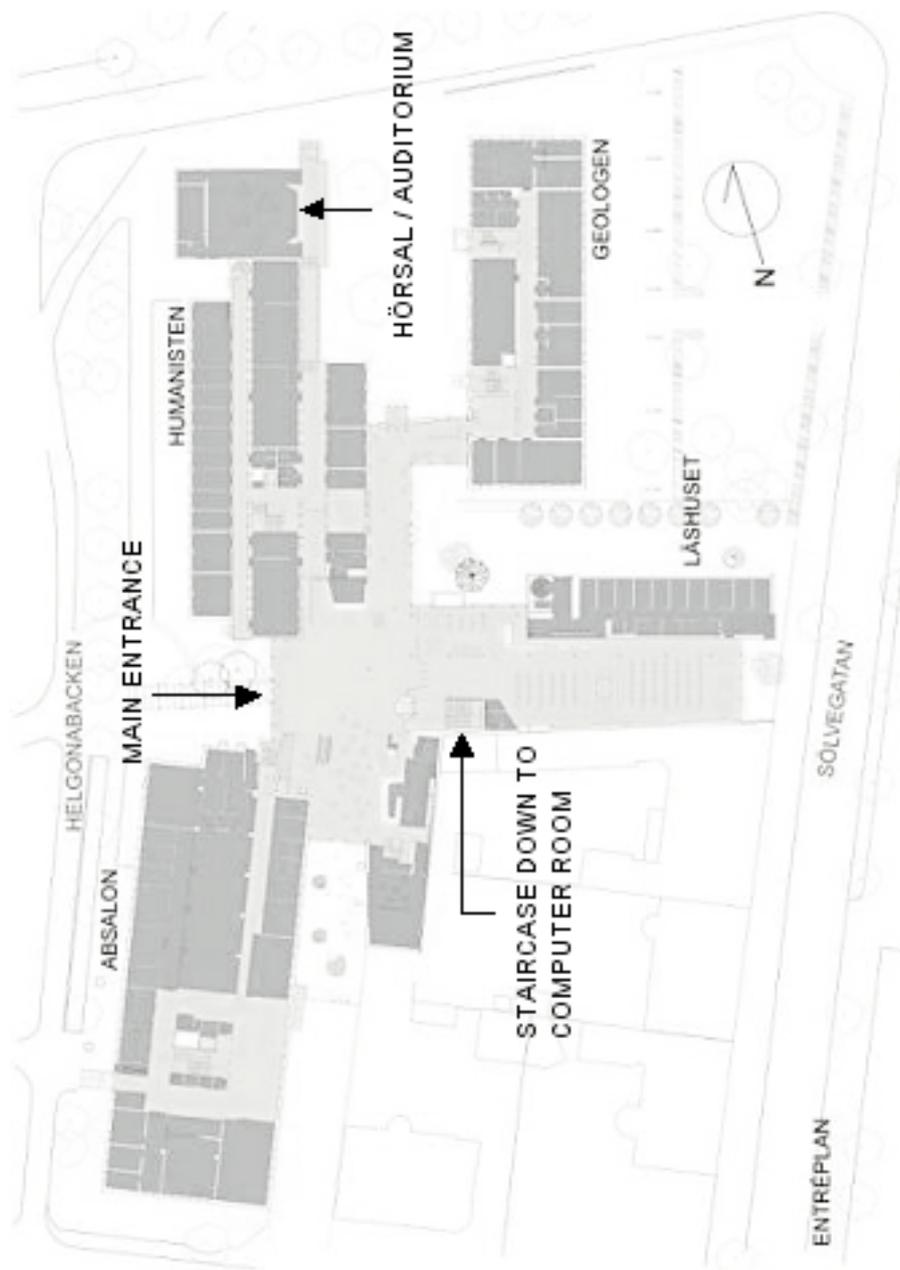
## Lecture rooms

The conference is located in the "Humanisten"-building in the Centre of languages and literature. The conference has four parallel sessions, and will use the Auditorium (Hörsalen), as well as lecture rooms on three floors (ground floor, first floor, and fourth floor). The stairs or the elevator can be used to reach the upper floors.

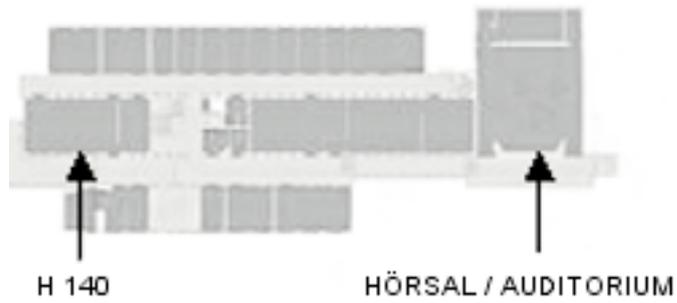
The computer room is located in the basement of the Library-building in the Centre for languages and literature.

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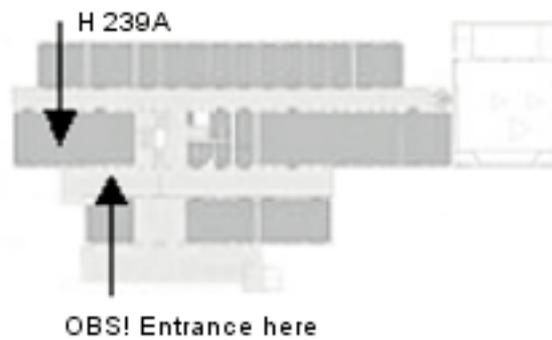
<sup>1</sup>For those who wish to eat somewhere (or something) else, several lunch restaurants are located within a few minutes walking distance (most of them towards the town centre).



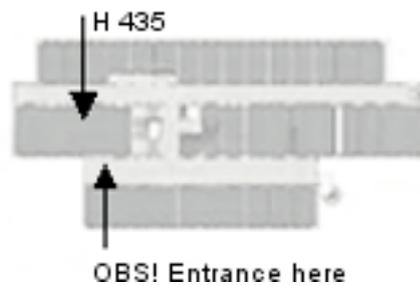
Sketch of the Centre for Languages and Literature (Språk- och literaturcentrum (SOL), Lund University. The conference takes place in the "Humanisten"-building.



Sketch of the ground floor in the "Humanisten"-building. The conference uses lecture room 140, which is entered from the main entrance hall, and the Auditorium/Hörsal.



Sketch of the first floor in the "Humanisten"-building. The conference uses lecture room H239A.



Sketch of the fourth floor in the "Humanisten"-building. The conference uses lecture room H435.

# About SIG Writing

## A SPECIAL INTEREST GROUP OF EARLI

SIG Writing is a Special Interest Group of the European Association for Research in Learning and Instruction (EARLI). Members come from all over the world, and include cognitive and social psychologists, linguists and educational and developmental specialists carrying out research into writing processes, as well as practitioners involved in developing writing at all levels of education.

SIG Writing operates an e-mail list to circulate announcements, calls, and other information among members as well as all non-members interested in writing research. Subscription to the list is open to members as well as non-members of SIG Writing at

<http://www.jiscmail.ac.uk/lists/earli-sig-writing.html>.

## Publication activities

One of the most important activities of SIG Writing is the stimulation, introduction and edition of publications on topics related to the scientific study of writing. The publications related to SIG Writing include the new on-line journal *Journal of Writing Research* (<http://www.jowr.org/>), the book series *Studies in Writing*, the recently released prepublication and archive site (<http://www.sigwritingpublications.org>) and proceedings from some of the successful SIG Writing conferences.

## Writing conferences

SIG Writing organizes biennial conferences on writing research. These alternate with the general EARLI conferences, in which SIG Writing members actively participate in various ways.

## Want to become a member?

Researchers interested in the study of writing are welcome to join SIG Writing. To become a member you need to join EARLI (<http://www>.

earli.org) and indicate that you want to be a member of SIG Writing (and possibly other SIGs as well).

The membership fee of EARLI is 65 Euros per year (for students 30 Euro), with an additional fee of 5 Euro for each SIG. The fee includes a subscription to EARLI's journals *Learning and Instruction* and *Educational Research Review*.

## More information

More information about SIG Writing is found here:

<http://www.sig-writing.org> [http://www.earli.org/special\\_interest\\_groups/writing](http://www.earli.org/special_interest_groups/writing)

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**Wednesday, June 11**



**Wednesday 10.30-12.30**

## Hörsalen/Auditorium

### Intentional adaptation as a key feature of skilled writing

Marion Tillema-Kortman<sup>1</sup>, Huub van den Bergh<sup>1</sup>, Gert Rijlaarsdam<sup>2</sup> & Ted Sanders<sup>1</sup>

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Carey & Flower (1989) stressed the recursive nature of writing: as a text develops, the writer continually needs to make new mental representations of the developing text. This was empirically investigated by Rijlaarsdam and Van den Bergh (1996) and Van den Bergh and Rijlaarsdam (2001), who showed that the moment at which a cognitive activity (e.g. planning, formulating) is employed during the writing process appeared to be a key factor in explaining the quality of written products. For the specific L1-task they investigated, for example, they found that the effectiveness of planning decreases from the moment that the writing process begins. A strategy in which planning activities are applied in the beginning of the writing process, but not towards the end of it, seems advisable. In other words, a writer should adapt to the changing task and text representation by continually redirecting their cognitive activities. In the study we are presenting, we take this notion of adaptation (which was used in a within-task sense in the above described investigation) to explain between-task variations in text quality within writers. For our current investigation, 10 ninth-grade students wrote two argumentative essays (in Dutch, L1) under think aloud conditions. All essays were rated by five raters on four criteria of text quality. We modelled all writing processes (i.e. the way cognitive activities are distributed over the time that the writing process takes) by means of a polynomial model. We found that those writers who performed well (half a standard deviation or more above the median) on both tasks had completely different writing processes during both tasks ( $r > 0.3$ ). In addition, they showed high degrees of metacognitive control. (This was measured by counting the number of metacognitive utterances in their think aloud protocols.) Writers whose writing processes were similar for both tasks, all scored poorly (half a standard deviation or more below the average) or 'medium' (less than half a standard deviation removed from the average). Writers who did have two different writing processes, but a low degree of metacognitive control, also scored poorly or 'medium'. Apparently, skilled writing entails the ability to intentionally attune the writing process to the specific demands and circumstances (complexity, writing language, topic knowledge et cetera) of a particular writing task. In other words, it seems that there is no standard strategy that automatically leads high quality texts.

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**Relationship between text quality and on-line management of the writing processes**

Caroline Beauvais, Thierry Olive & Jean-Michel Passerault  
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Text quality is generally conceived as determined by writers' knowledge about the topic of the text or by writers' linguistic skills (McCutchen, 1986). However, since writing processes largely draw on working memory resources (Olive, 2004), orchestration of the writing processes may also contribute to text quality (see also Breetvelt, van den Bergh & Rijlaarsdam, 1994; Rijlaarsdam & van den Bergh, 1996). Accordingly, in the present experiment, we examined the relationship between text quality and on-line management of the writing process. For that purpose, psychology students composed two texts – a narrative and an argumentative one – which were expected to be composed by using different strategies, because of their difference in planning demands. While composing their text, participants were instructed to think aloud and verbal protocols were categorized into four writing processes: planning, translating, reading and evaluating (Swarts, Hayes & Flower, 1984). Moreover, we collected pre-writing pause and asked writers to respond to secondary reaction time task to assess cognitive effort of the writing processes. Two sets of variables were collected during the composition: first, variables related to general dynamic of composition (pre-writing pause, fluency...), and second, variables related to on-line management of the writing processes (cognitive effort, occurrences, total time spent in each writing process, mean length of each writing process episode). Finally, two judges independently assessed the 48 texts with two analytic scales (content and style). A holistic quality score was then calculated on the basis of the scores of the two scales. The results confirmed that narrative and argumentative texts are composed with different strategies. Narratives are composed by frequently shifting between the writing processes, with a high fluency and short prewriting pause. By contrast, argumentative texts require a slower rate, a longer pre-writing time and longer episodes of the writing processes. More precisely, whereas there are short and frequent episodes of planning when composing a narrative, argumentative composition involves less but longer episodes of planning. Furthermore, text quality is related to the use of these two strategies: in each text type, the more the writer uses the adequate strategy, the more text quality.

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**Priming effects on writing fluency**

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In the field of social cognition, priming has been defined as the "incidental activation of knowledge structures, such as trait concepts and stereotypes, by the current situational context" (Bargh et al., 1996). Undoubtedly, such an activation of knowledge in long-term memory is prone to occur in writing. Yet, even if some studies have used writing in order to activate stereotypes, values or emotions, an account of priming effects on writing itself has not yet been attempted. We initiated this line of research and set to explore priming effects on writing fluency. In a first experiment, we primed for positive and negative emotions. Our prediction was that if negative emotions influence the mood of writers, this would be reflected in slowing down their written production. Seventy undergraduates were asked to write, from the same three pictures, an overtly positive or negative story. Pronoun perspective was also manipulated: some groups wrote using the first person singular, while others used the third person singular. Participants were not forewarned about the duration of the writing session (12 min) and were instructed to keep writing until the experimenter told them to stop. Students who composed negative stories had slower fluency than those who wrote positive stories (17.3 vs. 19.7 words per minute, respectively,  $p < .05$ ). Pronoun perspective had no effect on fluency (18.7 vs. 18.5 wpm). Confirming the occurrence of priming, and similarly to several observations (Pennebaker & Beall, 1986), participants who composed on negative events reported feeling stronger levels of negative affect than those who composed on positive events. In a second experiment, we tested if the effect on fluency was restricted to narratives with emotional content, or whether it could be achieved without explicitly targeting emotions. For doing so, we primed for the elderly stereotype. We asked participants to write about an old man going to the movies, or about a teenager doing the same activity. Slowness is a key feature of the elderly stereotype. Thus, we expected that participants writing about an older character would be slower in writing. Indeed, the 40 undergraduates in the old condition wrote less fluently than the 46 undergraduates in the teenager condition (19.0 vs. 21.8 wpm, respectively,  $p < .01$ ). These results, we think, add new light to the perspective of writing as a more implicit and less controlled activity (Galbraith & Torrance, 1999) than is currently assumed by problem solving accounts of writing.

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**Taking notes and then composing a text from a linear or structured source text**

Thierry Olive & Annie Piolat  
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This experiment examined how structure of a source text affects note taking and then composition from the notes. Text structure has been shown to influence readers' comprehension (Schriver, 1996). For instance, structured texts help the reader to make better sense of the information because each organizational structure suggests ideas which readers should consider (Lorch & Lorch, 1995). Thus, it is expected that structured source texts facilitate note taking and that text produced subsequently should be of better quality. In the present experiment, we analyzed cognitive effort of participants taking notes from either a linear or a structured source text (phase 1) and then composing a text from the notes (phase 2). The source text was linear (a single paragraph) or structured with lists. Writers responded to auditory probes and immediately after each probe designated whether they were reading the source text or taking notes (phase 1) or whether they were reading their notes or composing their text (phase 2). We also analyzed how many times writers were engaged in note taking or reading source text (phase 1), and in composition or reading the notes (phase 2), the number of ideas that were noted or that were present in the final text, writers' fluency, and self-assessments of task difficulty. When taking notes, writers' cognitive effort was lowered with a structured source text. This effect appeared both when reading the source text and when taking notes. With a structured source text, writers spent more time noting than reading. With a linear text, they spent almost the same time reading and noting and writers' fluency was larger. With a structured source text, writers noted more information. In the composing phase, structure of the source text had no impact at all. However, with a structured source text, writers composed a text by retaining fewer ideas in their notes. Finally, participants perceived more difficulty for comprehending the linear text than the structured one. In sum, this study shows that structured source text facilitates mainly note taking. These effects probably come from a better comprehension of the structured texts. Interestingly, despite the effects on note taking of text structure, text composition from the notes was not affected.

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## Lecture room H435

### Lexical and grammatical text revision in 5th graders: Does a self-questioning guide improve revision?

Lucile Chanquoy<sup>1</sup> & Isabelle Negro<sup>2</sup>

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The objective of this exploratory study was to determine whether a self-questioning guide concerning revision would be helpful to help 5th graders to detect and correct lexical and grammatical errors inserted in previously written texts. The purpose of the guide was to provide non expert writers, such as 5th graders, with revision strategies acting as cognitive resources supporting them to revise their spontaneously written texts. The provided guide comprised questions about the main rules of lexical spelling and grammar. The originality of this study was that the guide only included surface errors (no meaning errors were inserted in the texts) whereas most of the studies about revision guide were based on a comparison between spelling/punctuation and meaning (such as coherence) errors. By comparing the revision of two types of surface errors, lexical and grammatical spelling errors, our study aimed at determining the role the guide played. We first created together with the children the self-questioning guide, then we formalised it for our experiment. Only questions concerning lexicon or grammar rules that pupils had previously considered important were taken into consideration. Thus, the guide was made up of four questions concerning lexical spelling and six questions concerning grammar rules. The efficacy of using it was tested during a short longitudinal study. During the school period, 5th graders had to revise 5 texts (once a month), each comprising 13 lexical errors and 12 grammatical errors, with specific categories within each type of errors [e.g., for grammar, subject-verb agreement; for lexicon, "m" before "p" such as in "compote" (stewed fruit)]. Percentages of the errors were analysed and a qualitative study was carried out on the revised version relating the different types of new introduced errors. Globally, the obtained results established that (1) the self-questioning guide was really helpful (compared to a control group without any help), (2) the percentages of corrected errors increased during the training period and (3) the control group was able to correct more grammatical than lexical errors. Finally, the qualitative analysis showed that, for both types of errors, some errors were clearly easier to correct than other. For example, number agreement errors were more frequently detected and corrected than gender agreement errors. Results are discussed showing that a congruent revision guide is really useful to help children to revise. The question now remains about introducing the self-questioning guide in natural situation, when children - maybe younger than 5th graders - are writing their own texts.

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**A developmental study of the language used for writing in 8 and 10 year olds.**Vincent Connelly<sup>1</sup> & Julie Dockrell<sup>2</sup><sup>1</sup>Oxford Brookes University, <sup>2</sup>Institute of Education, University of London

Developmental models, such as the simple model of writing, identify three converging dimensions: idea generation, transcription and planning (Berninger & Amman, 2003). It has been argued that the writing of younger pupils (elementary school/primary school) is primarily supported by their transcription skills (spelling and handwriting). In contrast recent work with older pupils (high school/secondary school) has shown that good writers need to be adept at turning oral language into written language (Myhill, 2005). The current study examines the role of oral language skills in the writing performance of younger writers. We predict that for these younger writers oral language will play a key role in idea generation. Idea generation is linked to vocabulary, syntactic and grammatical knowledge with the key being the ability to translate ideas into appropriate language for writing. It is also predicted that as children progress in writing during the elementary school years and transcription skills become more automatic idea generation will play a more powerful role in text productions. Participants - Two groups of 23 children each at age 8 and 10 were studied from within the same school in the UK. Procedure Children individually completed a standardised writing task. The amount of time spent writing was noted and texts were reread to the experiment to ensure that handwriting and spelling did not influence scoring. Measures of non-verbal ability, vocabulary, phonological awareness, reading and spelling were also administered. Texts were analysed using SALT (systematic analysis of language transcripts) to explore differences at the text, sentence and word level. Errors of grammatical usage, punctuation and spelling were also examined. Results Spelling constrained writing development for all the children sampled. There were strong relationships between spelling ability, frequency of spelling errors and writing ability. The amount of spelling errors contained within the texts of the 8 year olds was very high. Vocabulary was also significantly related to writing performance. Some gender differences were found and there were differences in the production of verbs that mirrors results in 13 year olds found by Myhill (2005). By the age 10 girls were more accomplished in overall writing competence than boys. Analysis of the texts showed that the more successful writers were beginning to manage the transition from using spoken to written language in their writing by age 10. Discussion The results are considered in relation to current developmental models of writing. Constraints such as fluent and automatic spelling and wide ranging vocabulary knowledge are considered. The importance of children learning to move from knowledge telling to knowledge transforming is highlighted.

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## **The role of vocabulary in the production of written text: development and delay**

Julie Dockrell & Vincent Connelly  
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Developmental models, such as the simple model of writing, identify three converging dimensions to developing writing: idea generation, transcription and planning (Berninger & Ammtman, 2003). Three distinct operations have been argued to underpin idea generation (Negro and Chanquoy, 2005). The first operation is the selection in the mental lexicon of the appropriate words to formulate written ideas. Throughout the school years children's vocabulary size increases significantly (Dockrell & Messer, 2004) but a significant number of children show limited growth in this area. These children are slow at learning to write. In this study we examined the relationship between vocabulary and writing in two cohorts of children; typically developing children aged between 8 and 11 and children with poor vocabulary (age 10). Using the simple model of writing as our theoretical framework we predicted that vocabulary size would be related to text length and overall quality but would be unrelated to grammatical errors, spelling and punctuation. Participants - 23 children with low vocabulary were matched with 23 children of the same chronological age (10.5 yrs) and 23 younger children (7.9 yrs) with the same vocabulary level. Procedure Children individually completed a standardised writing task. The amount of time spent writing was noted and texts were reread to the experimenter to ensure that handwriting and spelling did not influence evaluations of the texts. Texts were analysed using SALT (systematic analysis of language transcripts) to explore differences at the word and sentence level. Measures of the text included -numbers of words, mean words per sentence, omitted words, and token-type ratio. Use of different word classes and grammatical and verb tense errors were used to examine grammatical development, Finally errors of punctuation and spelling were computed. Results As predicted vocabulary was significantly associated with performance on the writing measure ( $p = .58$ ) and with numbers of words produced ( $p = .43$ ). There were no significant relationships with punctuation or grammatical errors. However vocabulary was significantly negatively correlated with spelling errors ( $p = -.29$ ). A series of step wise regression analyses were used to test the role of vocabulary, spelling and non-verbal ability on different linguistic features of the text. Discussion The results are considered in relation to current developmental models of writing and highlight the ways in which vocabulary may serve to support or constrain text production considered. The data also speak to the importance of tapping different measures of vocabulary, including depth and breadth (Oullette, 2006).

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## Lecture room H140

### Academic Writing in Turkish and English: Implications of a Qualitative Study

Reyhan Salataci  
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Writing is a productive skill, which is a challenge to master both in the first and second language. For novice writers who enrol in an English-medium university, learning academic discourse in a foreign language, such as writing persuasive essays, is even more challenging as it requires mastering linguistic and rhetorical conventions and patterns used in university academic courses. Thus, many students take writing courses as a compulsory component of their language education or attend seminars and tutorials at writing centres in their faculties. The research conducted in writing instruction given both in L1 and L2 indicates that students benefit from such an instruction and improve their composing skills. However, there are not many studies done on the relationship between the writing instruction in the L1 and in the L2 in academic contexts. In addition, there is little research into students' and teachers' perceptions about the similarities and differences in L1 and L2 academic writing. During the course of research, I found that English preparatory schools in many Turkish universities do not have writing courses in the Turkish language, either. Therefore, I decided to do this qualitative study to fill these two gaps in the literature. I hope that the findings of the study might help instructors or administrators to design effective writing courses in an academic context. The study addresses the following research questions: 1. What are the approaches to academic writing in Turkish and English in the English Preparatory Programme at Sabanci University? 2. Does the writing instruction in Turkish affect the writing in English or vice versa? If so, how? This small study was undertaken in an EFL academic context and data for the present study were collected from three sets of informants: sixteen students and twelve instructors of Turkish language course and fourteen instructors of English who were teaching at the intermediate or upper intermediate level. Eight students were at intermediate level and the remaining eight were at upper intermediate level. They were enrolled in one-year intensive English course offered at a private Turkish university, where the medium of instruction is English. The findings indicated that the instruction in Turkish has been influenced by the academic writing in English in terms of approach to writing and some main conventions of academic writing. Moreover, although most students thought writing instruction in one language does not necessarily affect the other, the teachers believed instruction in both languages reinforces learning.

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**Contrastive Rhetoric of English and Persian: Metadiscourse in Applied Linguistics Research Articles**

Sepideh Rahimpour  
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The view of written texts as representing interaction between writer and reader is now well-established, underlies many aspects of academic text writing; metadiscourse is one of these aspects which plays crucial role in mediating the relationship between what writers intend to argue and their discourse communities. In this study, the way of deploying interactive and interactional resources, different aspects of academic written discourse, and cultural differences between Persian and English advanced writers was explored by using a contrastive procedure. Three types of texts were considered: English texts written by native speakers of English, English texts written by Iranians (as non-natives of English), and Persian texts written by Iranians in a corpus of ninety discussion sections of applied linguistics research articles. In order to understand the cultural differences between Persian and English-speaking researchers, and to account in type and amount of metadiscourse employed by these three groups, the study concentrates on the following metadiscourse sub-types adapted from Hyland's 2004 model: transitions, frame markers, endophoric markers, evidentials, code glosses, hedges, boosters, attitude markers, engagement markers, and self-mentions. The first five comprise interactive metadiscourse, the rest comprise interactional metadiscourse. Chi-square tests were carried out to clarify the probable differences. The analysis revealed how academic writer groups differ in their rhetoric. The different groups were found to use all sub-types. However, some sub-categories were used differently.

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## **A Contrastive Study of the Introduction Section Genre of English and Persian Medical Research Articles**

Avishan Mahzari  
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Genre Analysis has received considerable attention in recent years in ESP context. Genre has been taken as a property of text, which allows it to be described as a sequence of elements, or "moves". And each move serves as a part of the total communicative purpose of that genre. In this study, the introduction section of 200 medical research articles, 100 American-English and 100 Persian were analyzed according to Swales' (1990) model. Move analysis was performed to find the frequency of moves and steps in the introduction sections of English and Persian medical research articles. The results revealed that both in English and Persian, Introduction section of research articles are similar regarding their move frequency, but the realization of these three moves are radically different in these two languages. To solve the problem of academic isolation, syllabus designers must include genre awareness courses to sensitize the students to the features that make an academic text acceptable to the members of the discourse community. Findings of the study could be applied to alleviate the long-standing problem of bad writing amongst this discipline practitioners.

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## Understanding the Expectations, Conventions and Requirements of Novice Academic Writing Tasks

Anitha Pillai

National Institute of Education, NTU

A challenge for many lecturers of EAP and first year university students is to socialize them to the cognitive and linguistic demands of critical academic writing. The purpose of this study is to explore novice academic writers' understanding of what task prompts entail and therefore the 'expectations, conventions and requirements' (Paltridge, 2006) of academic writing tasks. In this study I focus on trainee teachers who engage in research writing in a Project Work module and complete the same tasks as their peers in Year 11 and 12 in the junior colleges in Singapore. The gap between the requirements of the task and the interpretation of the prompts are analyzed by studying task prompts, students' perception of task requirements and final research essays. The data indicates that novice writers have difficulty connecting task requirements to their 'idea'; exhibit a superficial understanding of the cognitive and linguistic demands expressed in task prompts and that extensive guidelines on the various components of the tasks hamper writing process. From a broader perspective, the nature of academic task prompts, students' understanding of the academia and research writing will have some benefit to the field of academic writing research.

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## Lecture room H239A

### **The effect of a socio-cognitive approach to teaching writing on stance support moves and topicality in students' expository essays**

Antonia Chandrasegaran Chandrasegaran  
National Institute of Education, Nanyang Technological University,  
Singapore

Ability to write expository essays in English with adequately supported, focused arguments is the key to academic success for students in an education system using English as the medium of instruction. Taking the theoretical view that writing is simultaneously social practice and cognitive activity, this paper examines the extent to which explicit instruction in the genre practices and associated thinking processes that shape expository writing affects stance support moves and topicality in students' English essays in two secondary schools in Singapore. Instruction, conducted in the upper secondary classes of the two schools, was aimed at raising student awareness of criterial genre practices of the Anglo-American model of the expository essay and explicit teaching of some of the cognitive processes that would enable students to enact these genre practices. Teaching/learning activities included deconstruction of sample texts, targeted writing exercises providing practice in specific thinking strategies (e.g. using a global goal to direct selection of content), role-play activities for promoting awareness of audience and social context, and the teaching of grammar in relation to discourse functions in expository writing. Following a semester of instruction, 137 pairs of pre- and post-instruction essays were analysed for developments in argument moves and functional topicality, the latter defined as meanings that serve a purpose in elaborating the student writer's stance in the essay. Findings revealed a higher number of stance support moves in post-instruction essays. Moves that significantly increased after instruction were explicit statements of support claim, use of personal knowledge as evidence, countering of anticipated opposing views and elaboration of support claims. An increase in functional topicality, with a corresponding drop in non-functional topicality, was observed. The pedagogical implications of these findings will be discussed to explore the viability of moving from grammar- and topic-focused approaches to teaching expository writing to a socio-cognitive approach.

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**Teaching revision at university level : a realistic challenge?**

Pascale Lefrançois  
Université de Montréal (Québec, Canada)

After 13 years of schooling, French-speaking university students in Quebec (Canada) still experience linguistic problems in text production (Roy, 1995; Simard, 1995). Similar deficiencies have been noticed in other French-speaking countries (Monballin et al., 1995; Souchon, 2002). Though, in the English-speaking world, relatively less attention seems to be given to the linguistic code in L1 at university level, at least one study (Madden & Laurence, 1994) suggests that the problem is not limited to the French-speaking community. More specifically, students' problems are revealed during text revision. In this task, it appears that French-speaking adult writers are more efficient at correcting spelling errors than coherence, vocabulary and syntactic errors (Lefrançois, 2005; Piolat et al., 2004). In addition, the strategies they verbalize while revising suggest that their problems derive from incorrect or insufficient knowledge, as well as from an inadequate use of reference books (Lefrançois, 2005; 2007). Thus, teaching students how to revise the linguistic aspects of a text appears to be necessary, even at university level. Our study addressed this issue, by designing a teaching intervention based on students' most frequent problems in revision, and by assessing this intervention's effect on 11 students' strategies and performance in revision. The intervention, divided into three 3-hour workshops, targeted syntax, punctuation, vocabulary and coherence problems. It was constructed around an inductive approach that included the explicit teaching of rules as well as appropriate exercises. Before and after this intervention, the eleven participants performed a revision task on both an imposed text and their own text. During this task, they had to verbalize their strategies. Results show that the only type of errors that decreased after the intervention was coherence. Our paper will first describe the intervention designed in relation to university students' specific problems. Then, it will compare students' performance in revision before and after the intervention, as well as their strategies. Finally, it will attempt to draw conclusions for the teaching of revision at university level, and suggestions for future research in the field.

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### **Fostering a writing community**

Anne Toorenaar & Gert Rijlaarsdam  
University of Amsterdam

In Dutch pre-vocational secondary education, more and more schools are trying to integrate the vocational and the academic curriculum. These innovations aim at enhancing students competencies and interest in learning, so that the relatively high number of dropouts will decrease and the demands of upper secondary vocational education and the labour market will be met. We set up a design study, in which researchers cooperatively with two teachers in the vocational domain Care & Welfare and two L1 teachers designed, ran and evaluated several integrated learning units. In the subsequent school year these learning units were repeated in a redesigned version. Based on concepts of communities of learners (Brown & Campione, 1994) and communities of practice (Wenger, 1998), four parameters were distilled and used to (re)design, evaluate and analyse the learning environments. These parameters pertained to the promotion of, meaningful learning (that refers to practices outside the school), shared learning, reflective learning, and a focus on transferable learning outcomes. In this paper we focus on one design and redesign, in which teachers and students realised a writing community. Together with primary school teachers, teachers arranged an 'activity-morning' in primary school wherein students as real professionals guided the young children. Three weeks preceding the activities in that target primary school, secondary school teachers and students cooperatively designed several activities during the vocational and L1 classes. Students participated and collaborated in design-groups of three or four peers. During L1 classes design-groups turned into author-groups. Students collaboratively wrote, illustrated and published a book for the children in primary school. Each author-group took responsibility for one of the stories in the book. During the activity-morning in the primary school, students read aloud their story to the children. Two research questions were addressed: 1) Did the redesign (2007) show pedagogical improvements regarding the initially design (2006)? 2) Did the redesign contribute positively to students writing competencies and students interest in writing? To answer these questions we analysed the intended, implemented and attained curriculum of the realised writing communities in the two subsequent years. We used data of transcriptions of several design sessions, designed materials by teachers, video taped lessons, students materials, stimulated recall interviews with teachers and students. To answer the second research question, we used data of the time-on-task of students, which was sampled during all lessons, and data from an interest questionnaire. In addition, we conducted a stimulated recall interview with students. We analysed writing products (written stories) of students of both years, 2006 and 2007. Results show how teachers and researchers collaboratively improved the design and that the improved design positively contributes to students writing competencies and interest in writing.

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## **Modelling: An effective instructional strategy in collaborative revision and its transfer effect to writing**

Elke van Steendam<sup>1</sup>, Gert Rijlaarsdam<sup>2</sup> & Lies Sercu<sup>3</sup>

<sup>1</sup>University of Antwerp, Belgium, <sup>2</sup>University of Amsterdam, the Netherlands, <sup>3</sup>University of Leuven, Belgium

Collaborative revision is often advocated as an effective teaching method in writing education to help learners to improve their revision and writing skills (Boscolo & Ascorti, 2004; Rouiller, 2005). However, research has revealed that to increase the probability of success, dyadic revision should be structured (MacArthur, Graham, Schwartz & Schaffer, 1995). Guidance can be provided by encouraging students to use a procedural facilitator (Englert, Mariage, & Dunsmore, 2006) during revision or by strategy instruction in the form of modelling (Couzijn & Rijlaarsdam, 2005). Within the framework of a quasi-experimental study we tested the effect of observational learning and dyadic revision on advanced EFL students' revision and writing skills. 250 freshmen were randomly assigned to 2 experimental conditions. In a first condition ('observational learning condition') students watched a mastery model of collaborative revision after which they participated in an emulative practice session either individually (1a) or in pairs (1b). In a second experimental condition ('exercising condition') students practised revisions in pairs before doing the revision task either individually (2a) or in a dyad (2b). During the follow-up training session all students were encouraged to use a procedural facilitator which had either been modelled implicitly in the observational learning condition or explicitly taught in the learning-by-doing condition. To determine which instructional strategy is more effective, students' writing skills were measured one week after the intervention. This paper discusses the results of analyses of the writing post-test. More specifically, we analyse structure and content of these writing tests (so-called higher-order concerns) by using both a holistic and analytic primary trait scoring rubric. First, we explore which of the 2 experimental conditions is most effective to teach students how to write a well-structured letter of application. Secondly, we investigate the interaction between the instructional strategy and individual learner characteristics such as level of English, writing and revision skills. Multilevel results show a main effect for observational learning: students in the observational learning condition outperform students in the more traditional practising condition. However, contrary to expectations, training revisions collaboratively or individually does not seem to make a significant difference on writing quality. Students having revised collaboratively do not write more structured than students having practised revisions individually. These results can be further explained by looking at individual learner characteristics. Interaction effects indicate that poor learners benefit more from collaborative learning than stronger learners. The results will be interpreted in the light of previous research on modelling and collaborative revision.

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**Wednesday 13.30-15.30**

## Hörsalen/Auditorium

### SYMPOSIUM

The development of writing-related skills and writing abilities in  
pre-readers

#### PART 1

Organizers:

Jean-Noël Foulin & Lucile Chanquoy

IUFM d'Aquitaine and Université de Bordeaux 2, France, University of  
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Discussants:

Monik Favart, University of Poitiers, France

& David Galbraith, Staffordshire University, UK

For many years, research on early literacy has shed light on the large spectrum of print-related knowledge young children acquire during preschool and kindergarten years. Such knowledge includes functions of writing as well as formal and symbolic aspects of print. Early spelling and writing abilities have also been reported. These early acquisitions have received most attention as longitudinal studies on early literacy showing that some abilities and experiences predicted subsequent children's spelling and writing achievement. These findings suggested that preschool and kindergarten writing-related skills lay the foundation for future literacy.

Given the important impact of the developmental continuity from early writing experiences and performances to school-based writing, it is critical to know what research says about early development in the field. The main objective of the symposium is to present empirical studies devoted to examine how writing-related skills and components develop in prereading children. This includes both low-level writing-related skills and high-level composing skills. How writing skills can be easily taught in kindergarten classroom and what instruction should be delivered to at risk children are other important aspects. These topics can be addressed through experimental studies or by classroom research. The symposium would contribute to fruitful exchanges concerning both professionals and researchers involved in education and psychology.

## **How can writing activities with preschool children promote the understanding of the alphabetic principle**

Margarida Alves Martins, Miguel Mata Pereira & Cristina Silva  
Instituto Superior de Psicologia Aplicada, Portugal

The study of the characteristics of early writing in different languages has shown that children's hypotheses about written language, evolves from an initial level where writing is not yet determined by linguistic criteria (pre-syllabic writing) to alphabetic writing. Recent literature began to look at the importance of writing activities in kindergarten in children's understanding of the alphabetic principle (Adams, 1998; Alves Martins & Silva, 2006; De Abreu & Cardoso-Martins, 1998; Treiman, 1998, 2004; Vernon & Ferreiro, 1999). In this line of research, we have developed two studies. Our general hypothesis was that pre-syllabic children who are engaged in writing programmes, where they have to think about the relations between initial letters and phonemes of different words, will use conventional letters to spell the initial sound of the words and will generalise these phonetization procedures to grapho-phonetic correspondences that were not worked during the programmes. The participants of the 1st study were 22 five year-olds who were divided into an experimental and a control group. Those of the 2nd study were 30 five year-olds who were divided into 2 experimental and a control group. Children's age, phonological skills, knowledge of letters and intelligence were controlled. Their writing was evaluated in a pre and a post-test. In between the experimental groups underwent the writing programmes where they had to compare their own writing with more advanced ones (syllabic writings), evaluating which one was better and justifying his/her choice. In the 1st study children wrote 18 words beginning with 3 vowels (A, I and O) and 3 consonants (L, M and R). ExpG.1 trained the grapho-phonetic associations of A, I, L and M; in the 2nd study children wrote 24 words beginning with three fricatives (F, V and Z) and three occlusives (P, B and D). ExpG.1 trained the grapho-phonetic associations of B and P and ExpG.2 of F and V. The control groups classified geometric shapes. The Exp. Groups began to write conventional letters to represent the syllables of the words whilst the control groups continued to produce pre-syllabic writings. They also generalized the phonetization procedures to grapho-phonetic associations that weren't worked during the programmes. In study 2 there were differences between ExpG.1 and ExpG.2, the former having better results in what concerns the phonetization of the initial consonants. A qualitative analysis of the post-test writings of the Exp. Groups enabled us to better understand the characteristics of syllabic writings.

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**Word segmentation: a developmental study on six-year-old children's written texts**

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The aim of this paper is to present the results of a research study on children's ability to divide texts into words. The sample is composed of 200 texts produced, throughout a period of six months, by a group of ten six-year-old children who carried out habitual non-monitored writing tasks for which they received no previous instruction. Thus, ours is not an experimental research.

In a previous study we could observed that during the process of learning how to write and spell, children solve problems related to the location of the space between each word in a much faster way than they learnt any other sort of written convention (e.g. letter-sound correspondence; graphic representation of word stress; punctuation rules). This fact led us to assume that graphic words are not arbitrary elements, as some other elements in the writing system could be.

Consequently, the present study is based upon the hypothesis that segments represented between spaces correspond to meaningful linguistic units, that is, words. Children identify the key elements in their language when they learn to talk and very often those elements are words and not chunks. The analysis of their written texts informs us about the criteria children use to segment oral texts and allows us to determine whether the units they identify correspond to a linguistic element. Such information is relevant so as to verify whether children's word segmentation is done randomly or reflects some sort of acquired knowledge.

In our analysis, word segmentation errors were divided into two major categories: hyposegmentation errors and hypersegmentation errors. We only focussed on a few grammatical structures, which were subsequently analysed both quantitatively and qualitatively. Our data reveal that the acquisition of word segmentation rules is possible thanks to more than one factor. These results coincide with those in Ferreiro's study (Ferreiro 1995) with regards to the importance of graphic input in word segmentation. Yet, we could also observe that the grammatical knowledge of their language children constructed when they learnt to talk also plays a key role in this process. The implicit representation of such knowledge, as Karmiloff-Smith (1992) suggests in his model to represent re-description, is redefined when children engage themselves in literacy tasks. The execution of those tasks allows children to access the knowledge they already possess, to re-elaborate it and to turn it into an object of reflection.

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## **Intervention in literacy skills improve invented spelling skills in prereaders**

Blandine Bouchière & Jean-Noël Foulin  
University of Bordeaux II, France

Research on early literacy have brought many evidence that early literacy skills children acquire during preschool years are of greatest importance for their future development of reading and spelling skills in elementary school (Adams, 1990; Snow, Burns & Griffin, 1998). Predictive studies (Scarborough, 1998) and, above all, experimental training studies (Bus & van IJzendoorn, 1999; Share, 2004) revealed that early phonological awareness and letter-name knowledge are critical foundations of subsequent learning to read and spell. The combination of both variables in instruction design appeared still more important for reading and spelling development (Ehri et al., 2001; Muter, Hulme, Snowling & Taylor, 1997). From this context, we present a longitudinal intervention study carried out in a naturalistic classroom context with French-speaking prereaders. This study evaluated the effects of participation in a literacy-related skills training with a letter knowledge and phonological awareness focus, upon early literacy and spelling development. The study used a pretest-posttest control group research design. A literacy intervention was conducted with a sample of around 160 children addressing the last year in French preschools (aged 5 to 6 years). Children participated in classroom literacy sessions over a 21-weeks period, from november to may. The intervention content consisted of daily activities dealing with several early literacy skills: letter-name knowledge; letter-shape production; concepts about print, phonological awareness, word copying and invented spelling. Along the same period, a control group of children (n= 60) participated in a classroom intervention with phonological awareness focus. Other classroom activities were overallly similar between the intervention group and the control group. Across groups, children were comparable in age range, general cognitive ability and visual attention. Pretest and posttest measures were collected in both groups for children's letter knowledge, print awareness, phonological awareness, word copying and invented spelling skills. Pretest measures were administered in october and posttest measures in june. Results of post-testing indicated that children who participated in literacy focus intervention significantly outperformed their control counterparts on print awareness, phonological awareness scores and mainly on invented spelling scores. Future research directions and educational implications of these findings will be discussed.

*Contact information:*

## Cognitive constraints and the early years learning goals in writing

Lorna Bourke & Anne-Marie Adams

Liverpool Hope University, Liverpool John Moores University

The purpose of the study was to investigate the cognitive constraints that might account for identifiable differences in performance between those children who may be considered writers of meaningful text by the time they have completed their Early Years programme in England and Wales and those who are still working towards that goal before embarking on statutory schooling at age 5. Sixty-seven children aged between 4 and 5 years took part in this study. Tasks which measured visuo-spatial, phonological and central executive components of working memory were adopted (Baddeley & Hitch, 1974; Daneman & Carpenter, 1980). Children's written texts were analysed according to whether they met the criteria for "working securely within the Early Learning Goals [in writing] and have a good level of development by the end of the Foundation Stage" (QCA, 2006) or not. Thereby delineating those children who fall below the expected standard and are likely to be writing out recognisable letters but unable to form identifiable words, phrases or sentences and thus may not be considered to be writers in the wider functional communicative sense. Measures of children's non-verbal cognitive ability, pre-reading (letter-sound knowledge), reading and vocabulary development were also taken.

The analyses of variance that were conducted as follow up tests to the MANOVA revealed that the strongest effects were demonstrated by the children's performance on tests of vocabulary knowledge, pre-reading and reading development, non-verbal cognitive ability with skills in visuo-spatial memory and listening span (central executive processing) also being highly significant. The extent to which the scores on those measures could predict the children who could and could not write was explored further using discriminant function analysis.

The role of visuo-spatial memory in early writing has yet to be established, although there is evidence to suggest that young children have a heavy reliance on this aspect of working memory (Hitch, Halliday, Schaafstal & Shraagen, 1988). The importance of visual skills in the acquisition of orthographic knowledge and conventions gained through reading will be discussed in relation to current educational practice relating to the development of writing.

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## Phases of writing development in Greek preschool children

Pagona Goudroumanidou & Athanasios Aidinis  
Aristotle University of Thessaloniki, Greece

Emergent literacy is a core issue in language research aiming to provide evidence for the knowledge children acquire about written language before formal teaching. This knowledge or ideas have been thought as the building blocks for further learning. Research on emergent literacy has focused either on the reading related activities and opportunities that children receive at home and school or on reading related skills such as phonological awareness, letter sound knowledge and print knowledge. After the pioneering research by Charles Read (1971) and Ferreiro and Teberosky (1979) many studies have shown the phases that children are going through in their attempt to understand how the writing system works and to produce texts that convey meaning. The aim of the present study was to investigate the relation between phonological awareness, letter-name knowledge, letter-sound knowledge and socioeconomic status and writing either isolated words or texts. 62 kindergarten children were participated in the study. All the children were in public kindergartens in different areas covering a range of socioeconomic levels. The children were given three phonological awareness tasks, a rhyming task, a syllable categorization and a phoneme categorization. Two measures of print knowledge were also used, letter names and letter sounds. In addition, children were asked to write 10 words in isolation and to produce a text about a topic that has been discussed in the classroom for more than two sessions. Lastly, a questionnaire was given to the parents of the children in order to gather information about their educational level, occupation and literacy related activities at home. The results showed high and significant correlations between all the tasks used except the task for the names of the letters. Children's writing was better in the text production task than in the word writing. In order to construct phases of writing development children were assigned into six different phases: undifferentiated writing, mixed writing (using letters, numbers and other symbols), alphabetic writing (using only letters), syllabic writing (using one letter for each syllable), syllabophonetic and phonetic. High correlations were found between writing development and literacy activities at home. These results are discussed in relation to developmental approaches to literacy.

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## Lecture room H435

### SYMPOSIUM

#### Diverse Analyses of keystroke and Eye-movement data from the production of a single argumentative text

Organizers:

Mark Torrance & Åsa Wengelin  
Trent University, UK & Lund University, Sweden  
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Discussant:

Denis Alamargot, University of Poitiers, France

Although completed (good) texts can be read fluently and linearly, the processes by which they are produced are typically hesitant, with multiple stops and starts, and iterative, with parts of the final text the resulting from one or more rewrites. Logging writers' keystrokes offers a non-reactive means of exploring the microdetail of these processes. Keystroke logs indicate when and where the writer makes changes to their text. They also indicate where and when forward flow is interrupted. Interpretation of these pauses in production is, however, problematic. They may be associated with the writer just planning what to write next or with them reading back over what they have written. Reading back, in itself, can serve both to suggest what to next to write and to review what has already been written (and possibly both). Eye-tracking provides information about where writers look when composing, and therefore considerably aids understanding of what happens during pauses. Analysis of writers' eye-movements provides answers to questions about when writers look back at what they have written and what they read when they do, and gives insight into how this reading supports both editing existing text and planning what comes next. This symposium comprises 5 papers each of which presents a different analysis of a single keystroke and eye-movement protocol. Data are from a 19 year old first-year psychology undergraduate with good touch-typing skills who spent 30 minutes composing an argumentative text. The final text was 3986 characters (710 words) long. This was composed with a total of 4434 character keystrokes and 634 character-deletions. She made a total of 3662 discrete fixations (ignoring those of less than 150 ms duration). The resulting protocol indicates, for any point in time during production, which key was most recently struck, and which word in the text is currently being fixated. Symposium contributors were provided with this protocol and were tasked with providing a systematic and rigorous analysis that gave insight into one or more aspects of the underlying cognitive and linguistic processes. We had three aims. (1) To compare and contrast different analytic methods. One of the difficulties in interpreting research based on keystroke analysis is that researchers have, of necessity, used diverse methods on diverse data sets. Analysing a single protocol will help to bring these differences into relief. (2) To explore the value of analysing eye-movement data alongside keystroke logs. Eye-tracking is a very new technology within writing research and papers in this session will provide useful groundwork to inform analyses of larger corpora. (3) To suggest new hypotheses about the on-line coordination of writing processes.

## Does rhetorical structure predict fixation location?

Mark Torrance  
Trent University, UK

Pause locations are not randomly located within a writer's emerging text, but can be predicted, to a degree, on that basis of the boundaries at which they occur. For example, writers are more likely to pause between after the end of one sentence or and before the start of the next than they are to pause between mid-sentence words. Pause locations are also syntactically marked: writers are more likely to pause at clause and phrase boundaries than between mid-phrase words. Findings such as these suggest that pauses are associated with interesting psycholinguistic processes. It is unlikely, however, that pauses at syntactic boundaries are associated with syntactic processing alone. Writers are not just concerned with generating parsable sentences, but also have communicative intent. If this is the case then discourse-level analyses, based on analysts' inferences about the rhetorical function of text components should predict variation in pause patterns, over and above predictions provided by orthographic and syntactic analyses. There is some evidence that this is the case (e.g., Schilperoord & Saunders, 1999). My own preliminary research exploring writers' eye movement suggests that there is a tendency to look back further in the text at more major orthographic boundaries, with average distance of fixation from last-inserted-character being greatest for pauses at paragraph boundaries and least for pauses mid-word. Arguably however, this does not point to special status of paragraph boundaries per se but results from the fact that these higher-level boundaries coincide with and are often markers of discursive boundaries. In my paper I will offer a description of the writer's pause pattern, and fixations during pauses, in terms of a rhetorical analysis of the developing text based in Rhetorical Structure Theory (RST; Mann & Thompson, 1988). RST, in common with other text-analytic approaches, sees that text as hierarchically structured. Discourse units, which can be of any size, are tied into a coherent whole by specified rhetorical relations (evidence, preparation, concession, and so forth). From a cognitive perspective, the writer's task can be seen as linking generating and expressing content such that this coherent rhetorical structure is maintained and (optionally, perhaps) that it serves to achieve specific rhetorical goals. This understanding of text and text production suggests a straightforward explanation for writers' tendency to read to a greater depth at, for example, paragraph boundaries: writers will tend to look back at the nucleus (head-unit) of the text span that they are about to link to. Paragraph boundaries typically mark the boundary between two spans that are linked at a high level within the text's hierarchical structure. Thus writers need to look back further within the text to remind themselves of the main point of the span to which they are linking. Combined fixation and keystroke protocols provide a means of directly testing this claim. In my paper I will therefore determine whether it holds true for the single case that is the focus of this symposium.

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## Rhetorical and linguistic determinants of voice

Marie Stevenson  
University of Sydney, Australia

Keystroke analysis typically involves global analysis of on-line process measures, such as pauses and revisions. For example, the duration and frequency of pauses at various textual boundaries are counted, or the frequencies of various types of revisions are tallied. Such analyses provide us extremely valuable information concerning overall processing patterns in writers' texts. However, they do not provide us with more detailed, qualitative information concerning the manner in which writers process specific textual features.. Consequently, in my paper I will examine the processing of specific rhetorical and linguistic discourse features contained in the argumentative text that is the focus of the symposium. Linguistic and rhetorical features will be selected that relate to the writer's use of 'voice' in building argumentation in her text. Voice has been chosen as the focus of my analysis as it is a central notion in both writing pedagogy and theorization about writing. A common complaint made about student writing is that the writer's 'voice' does not come through clearly enough. Yet, when researchers attempt to define or operationalize voice, the concept proves to be an elusive one. What is meant by voice, which textual features are involved in its expression, and how can voice-related problems be identified in student writing? One important aspect of voice is authorial identity, that is, how the writer establishes authority for the content of his writing, how she establishes a stance towards the thesis, and how she stakes out a position in relation to this thesis (Hyland, 2002). It is with these aspects of voice that my paper will be concerned. It is my objective to both to describe the chosen analytic method and the strategies that the writer has used to express his voice in the text. The text will be analysed in terms of the rhetorical and linguistic features that contribute to voice. The on-line processing of these voice-related features will be examined in terms of pauses and revisions. Systemic Functional Grammar (Halliday, 1994) will be used to classify the voice-related features. In making such an explicit link between process and product, the analysis attempts to combines two writing research paradigms that are seldom combined: the cognitive paradigm and the linguistic paradigm. I will also discuss the analysis in relation to setting out a research agenda that combines a product-oriented with a process-oriented approach to examining writing.

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**Revision: When, where and why?**

Eva Lindgren  
Umeå University, Sweden

This paper sets out to examine how our writer uses revision to shape the on-going text during writing. Revision of on-going computer-based text production can be divided into external and internal revision (Stevenson, Schoonen & de Glopper 2006). The analysis presented in this paper focuses external revision, as these are directly visible as changes in the keystroke logs. Revisions will be analysed in a two-step process as described by Lindgren and Sullivan (2006). First, all revisions are defined according to their position in the text, i.e. whether they occur in a previously written context 'contextual revision' or whether they occur at the point of inscription, before a full context has been externalised, 'pre-contextual revision'. The latter are typically changes of half-written words or sentences with or without a preceding pause (> 2 seconds). Secondly, the revisions are analysed according to their effect on the Text Produced So Far (TPSF). Revisions either affect TPSF on a form level or on a conceptual level. The form level is characterised by a focus on spelling, grammar and punctuation while the conceptual level includes contents, style and reader orientation. These two levels activate different cognitive processes during writing (van Gelderen & Oostdam, 2005). By analysing revisions according to their position as well as to their effect on TPSF, insights can be gained into 1) the cognitive route writers take towards the final text, and 2) how revision relate to other cognitive processes, such as planning and formulating. For example, a conceptual revision points at a position in the text where the writer is changing the contents of TPSF, which leads the text into another direction than what was initially planned. In addition, if the conceptual revision is made at the point of inscription (pre-contextual) and without a considerable pause (> 2 seconds) it highlights a point in the writing process where the writer, in the course of writing and without previous reading, changes the direction of the text. Thus, writers seem use revisions as tools to plan and formulate the on-going text (Lindgren & Sullivan, 2006). This paper presents a detailed examination of our writer's revision patterns according to position, type and surrounding pauses. The paper also includes a critical discussion of how revision relate to other cognitive processes in general and to the processes of our writer in particular.

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**Reading in one place while typing in another**

Åsa Wengelin  
Lund University, Sweden

Visual feedback is frequently mentioned as one of the differences between spoken and written language production. Visual feedback from the paper or the computer screen provides the writer with an external accessible storage of the language just produced. It is assumed that this external storage could be used by the writer to achieve coherence in the text, for example by rereading the text while planning the next sentence or paragraph. Moreover, it is usually assumed that this kind of activity typically take place in pauses. However, an earlier study (Johansson et al, in preparation) indicated that even skilled writers who spend most of the writing time looking at the monitor, spend less than 20 % of the time actually reading. Furthermore Other typical gaze patterns are "smooth following of the cursor" and quick glances at earlier parts of the text. For skilled writers these take place not only during pauses but also in parallel with writing. In this study we will explore the functions of those "backward glances during writing". We defined a backward glance as a regression longer than three words, and for the writer in focus we found a large number of glances that took place simultaneously with writing. As a first step each such regression will be categorized according to whether the word fixated has a semantic relation to the word being typed at the same time and in that case which kind of semantic relation. Fixation lengths and saccade lengths will be calculated for each category. We expect backward glances with a semantic function to have longer fixations than those with no such function.

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## The interpretation of pause-clusters in writing processes

Luuk van Waes & Mariëlle Leijten  
University of Antwerp, Belgium

Pauses are often clustered around certain events in a writing process. From a cognitive perspective the length and the density of pauses are often an indication of the complexity the writer is confronted with during that specific episode in the writing process. In this paper we want to focus on a special type of pause clusters, viz. the occurrence of two or more (longer) pauses with only a single formal event in between. In previous research we found out that these pausing patterns often occur during writing and are hard to interpret. Examples of these pausing patterns are: <pause>[Space]<pause> <pause>[Punctuation mark]<pause> <pause>[Enter]<pause> The advantage of eye-tracking data of writing processes is that they provide information about where writers look when pausing. This information might be helpful to understand what happens during pauses. From our specific perspective we want to know whether the eye-movements and fixations during pauses that occur immediately before and after a formal event are different in respect to direction, length of saccades and distance of fixations. It is our hypothesis that the first pause is often characterized by more evaluative cognitive activities, while the second pause is more related to planning activities. We expect that these differences will be reflected in the eye-movement information. We will use the data in the case study to further elaborate this hypothesis. A better insight in the characteristics of this kind of pause clusters is also relevant to further optimize pause interpretation of automatic logging analyses. In Inputlog, for instance, when calculating the mean pause length of a writing process or a particular pause location in that process (e.g. between sentences), these pauses are treated separately and are only taken into account when a pause is longer than the threshold level selected by the researcher. A more refined interpretation for this kind of pause events might result in an optimization of the algorithms underlying the automatic pause analyses.

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## Lecture room H140

### SYMPOSIUM

#### Different aspects of Writing and Teaching in Education and Research

Organizers:

Isabelle Carignan & Marie-Christine Beaudry  
University of Sherbrooke, University of Montreal  
i.carignan@usherbrooke.ca; marie-christine.beaudry@umontreal.ca

Discussants:

Gert Rijlaarsdam, University of Amsterdam  
& Pascale Lefrançois, Université de Montréal, Québec, Canada

In this symposium, different links will be created, at the international level, between several aspects of writing and teaching in education and research in preschool, elementary and high school. The aim of this symposium is therefore to establish new avenues of research and to create new international collaborations. First of all, we will start the symposium by an analysis of review studies and empirical research concerning effective writing lessons in secondary education. Then after, we will show the links between writing and reading comprehension. We will then discuss the importance of reading literary texts and current affairs texts on different types of documents (screen versus paper text in particular) to improve writing and comprehension among high school students. Moreover, we will talk about the way to motivate high school students with difficulties and help them to create their identity and to broaden their culture through writing. Finally, we will talk about oral skills and the development of the social, cognitive and conceptual aspects of writing, particularly in elementary school. The presentations will be as follows:

**Comprehension of argumentative text and writing of students  
in grade -9**

Isabelle Carignan  
University of Sherbrooke

One objective of our research was to evaluate and to compare the degree of comprehension in 3 types of documents: paper text, linear text on screen & hypertext. 12 grade-9 students read these documents on 3 different themes. Their goal was to summarize each text in a 200-words summary. We then analyzed these written summaries using the macrostructural analysis suggested by Kintsch & van Dijk. In the written summary, our results showed that 16.6 % of subjects had a good comprehension of the 3 types of documents. 66.6 % had an average comprehension on paper text & linear text on screen whereas 58.3 % had an average comprehension on hypertext. Finally, 16.6 % of subjects had a low comprehension on paper text & linear text on screen but 25 % had a low comprehension on hypertext.

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**Contributions of writing on the understanding and interpretation of a literary text**

Marie-Christine Beaudry  
University of Montreal

As part of our research, we studied the links between writing and reading literature. Thus, we studied the contributions of two practices: the write invention, a relatively recent practice, and the written work, prepared for the teaching of science and most recently used at the elementary level, on the understanding and the interpretation of a literary text. The research has identified the advantages and disadvantages of teaching reading through writing, but also confirmed the relevance of write invention and written work to: - Promote interaction around the literary text - Develop creativity, critical judgment and reflexivity - Create linkages between culture and literature

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**How reader-writer in the high school are overcoming the fear of  
writing-reading, especially a literary text**

Yolande Brenas

Lycée d'Enseignement Général et Technique Joliot Curie

In the first year of the high school in France, pupils, which have difficulties, are afraid, when they have to write a text, in every lesson; a teacher can observe many resisting forces. We have already show, how readers-writers in the literature lesson are advancing, when their relationships with language and their conception are changing, when the teacher is observing the activity in process, “the suspended, hindered, hidden, and displaced actions” (Clot, 1998) and is inventing new tasks according to the situation and the unforeseen events. We will analyse during this school year how emotions are playing an important part, and assess in which extent 26 readers-writers are finding new positions to literary texts, to the teacher, to the classmates, to the language, and to themselves, when they have to study works of the youth culture and of the heritage culture. We will show how their identity can change, when literature is reaching an anthropologic function through a socializing process.

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**From talk to text: investigating the talk/writing interface**

Debra Myhill  
University of Exeter

That talk is a necessary and beneficial prerequisite to writing is a well-acclaimed professional understanding. But what is the relationship between talk and writing in the Early Years classroom? Early years' teachers believe that the oral skills that children have developed prior to formal schooling are a resource to support the development of the social, cognitive and conceptual aspects of writing. The Talk to Text Project, a two year funded study sought to investigate how specific strategies for talk as a support for writing in primary classrooms were realized in practice. Three specific talk opportunities related to writing were investigated: talk to support idea generation, talk to support the articulation of ideas before committing them to paper, and talk to support reflection and metacognitive thinking about writing. This paper will consider how classroom talk transforms into written text and will offer recommendations for using talk to support early writing development in a strategic way.

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## Lecture room H239A

### Attentional strategic control over nonlexical and lexical processing in written spelling to dictation

Patrick Bonin  
LAPSCO/CNRS - Université Blaise Pascal - France

Four experiments were conducted to investigate whether adults can exert attentional strategic control over nonlexical and lexical processing in written spelling to dictation. In Experiment 1, regular and irregular words were produced either in a nonword context (regular and irregular nonwords) or in a word context (high-frequency regular and irregular words), whereas in Experiment 2, the same set of words was produced either in a regular nonword or in an irregular low-frequency word context. Experiment 3 was a replication of Experiment 2 but with increased manipulation of the context. In Experiment 4, participants had to produce either under time pressure or in response to standard written spelling instructions. Regularity effects were found in all the experiments, but their size was not reliably affected by manipulations intended to increase or decrease reliance on nonlexical processing. More particularly, the results from Experiment 4 show that adults can speed up the initialization of their writing responses to a substantial degree while not altering regularity effects on either latencies or spelling errors. The findings suggest that, although adults are able to generate an internal deadline criterion of when to initialize the writing responses, nonlexical processing is a mandatory process which is not subject to attentional strategic control in written spelling to dictation.

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**Impact of handwriting automatization on the cognitive effort of text composition in 3rd-, 5th- and 7th- graders.**

Monik Favart & Thierry Olive  
Université de Poitiers, Université de Poitiers - CNRS

Writing a text is a difficult and effortful activity, particularly for young children. They have to juggle extremely resource demanding processes with only a limited working memory capacity (Swanson & Berninger, 1994; McCutchen, 1996). With practice and development, however, some of these processes become less costly (i.e. handwriting), thereby freeing up working memory capacity. Attention is then freed up from the lower-level process of transcription, and can be devoted to the higher-level processes (Bourdin & Fayol, 1994; Olive & Kellogg, 2002). Planning and translating can then be more efficiently coordinated in working memory. According to Berninger (1999) the contribution of handwriting automaticity to writing fluency decreases through grade levels, whereas the contribution of working memory remains stable. This study investigates the relationship between handwriting automatization, cognitive effort of text composition and working memory capacity through writing acquisition. Handwriting automaticity was assessed with the Alphabet task (Berninger & Rutberg, 1992). Participants wrote out all the letters of the alphabet as quickly as possible and in the right order in the space of one minute. We also measured working memory capacity with the "letters-numbers sequence" subtest of the Wechsler Intelligence Scale for Children IV (Wechsler, 2005). Participants (3rd-, 5th- and 7th- graders) composed a narrative with their favorite hero as main character on a digitizing tablet. A secondary reaction time task was performed during writing to assess the cognitive effort of text composition (Olive, 2004; Olive, Kellogg & Piolat, 2002). Participants were asked to respond as quickly as possible to auditory signals (beeps) by pressing on the mouse of a computer with their non-dominant hand. Data collected focused on handwriting automatization, working memory capacity, reaction times during composition, and writing fluency. We expect handwriting and working memory capacity to improve with age, and cognitive effort of text composition to decrease through grade levels. Moreover, handwriting contribution to cognitive effort and temporal management of composition is expected to decrease. Analyses are still in progress.

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**Wednesday Poster session A**  
**15.30-16.30**

## Entrance Hall

### Promoting children's reflection through the learning of writing

Conceição Aleixo & Luísa Pereira

University of Aveiro - Portugal

Children's daily life is flooded by writing. Since early, they start to understand the diversity and the potential of written registers to mark, to indicate, to remember, to inform, to invite or to forbid... In this process, at the same time individual and universal, school must appear as a chance for formal learning on the basis of the analysis and expansion of the conceptions previously developed by children (Alves Martins, 1996; Sim-Sim, 2006). This reflexive dimension, despite its well known importance, didn't obtained the appropriated time and space at school (Álvares Pereira, 2000, 2003). Children are requested to demonstrate their oral and reading competencies by writing but often those requests seems to neglect the constraints impose by the different uses of writing, as a complex and recursive process. Even in the specific situations of written production, the texts produced by children tend to have an episodic life. Writing doesn't fit only in the moment we write. Planning and revising are components that give real consistency to written production (Barbeiro, 2003). If it is possible to anticipate each text, trough the definition of a plan to establish options (topic, format, audience...), it's also of the same importance that each initial version of children texts should be analysed and reformulated when needed (Aleixo, 2005; Santana, 2007). Actually, research that consider effective learning and practices of teaching are gaining more visibility and seem to validate diverse ways of pedagogical intervention that enhance children's learning to write when classroom situations induce reflection focused in discourse and textual production (Aleixo & Álvares Pereira, 2007; Santana, 2007). Children have to clarify what they intend to express when they comment and reformulate their texts. As they do it, they appropriate the words and expressions that allow them to speak about their own writing. In this context, we propose to present a communication that joins the results of three Portuguese studies (Aleixo, 2005; Gomes, 2007; Pereira, 2007) with 8-10 years old students. First, we will show some examples that illustrate children's revision competencies. Then, we will associate those examples to the didactic devices that support their emergence. This association between examples and devices will allow us to consider the impact of reflection in children's writing development. Finally, we will present the relevant and common findings in the selected studies that highlight the characteristics that must be stabilised to integrate children's ability to review in their own writing development.

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### **Writing biographical texts to reflect on paragraph structure and punctuation**

Monica Alvarado<sup>1</sup> & Laura Gonzalez<sup>2</sup>

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Children around the age of eight were involved in a didactic sequence that provided them with the opportunity to reflect about paragraph structure and punctuation, while they were writing about themselves in a school setting. At the beginning of the sequence, children had explored their own birth certificates to get enough information to make specific questions about their parents and family conditions interviewing their parents. While they were organizing the information they had gotten, they read different biographies of interesting people from their community and identified the language and narrative structure of this textual type. Children were working on three drafts to get the best-written product. In the middle of the drafts corrections got placed supported by the teacher modelling punctuation. Children's text was organized in three different sections (chapters). The first one was about themselves, the second about their grandparents, and the third one about their parents. Biographic text helped the children to identify subjects and chronological order for the narrative, to decide the content of each paragraph and to introduce the proper punctuation. Didactic sequence was evaluated through out children's written production, contrasting each different draft. At the beginning, children had difficulties introducing into the text, the information they had gotten through parents' interviews and the birth certificate reading. At the time they were working on their drafts they started a better organization of the paragraphs and maintained focused on the subject of each one. The modelling made by the teacher on punctuation was very useful to the children. Through out each draft, they started introducing and increasing this graphical resource in their written productions.

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### **Aphasia and computer supported writing**

Ingrid Behrns<sup>1</sup>, Åsa Wengelin<sup>2</sup> & Lena Hartelius<sup>1</sup>

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Individuals with aphasia often experience difficulties writing, but the type and severity of impairment varies. Word-processors with spelling and grammar control can compensate for some of the writing difficulties associated with aphasia. The aim of the present study was to investigate whether writing difficulties in aphasia may be reduced by computerised writing aid supported training. The writing aids used in this study were designed especially for persons with reading- and writing difficulties (but so far not used for individuals with spelling difficulties following aphasia) They are based on statistics of frequent misspellings and fonotactic rules. The chosen programs were a word prediction program, Saida and a program for spelling support, Stava Rätt 3. The participants used Microsoft Word, 2003 and the selected writing aid. All writing sessions during treatment and evaluation were recorded by means of Scriptlog, a software for key stroke logging (Strömqvist & Karlsson 2002). The study has a single subject ABA design replicated across three participants. The baseline (A) was established by measuring the dependent variables on four occasions prior to the introduction of the therapy. During the intervention phase (B) the dependent variables were measured on nine occasions. A follow-up (A) was made 10 months after the intervention phase was finished and included measurement of all dependent variables. The dependent variables were total number of words in the final text; proportion of correctly written words (a word may have been correctly spelled but still analysed as incorrect if it was the wrong word according to the context); words per minute, analysed as words total in final text per minute (of total time); proportion of edits that were successful, resulting in a correct written word. Results showed that the training affected the participants' writing processes in positive ways. However it took time and effort to learn how to use the writing aids. The largest effect size was found for revisions, in how successful the participants were in making edits that resulted in correctly written words in the final texts. Moreover, the participants produced more words in total and produced proportionally more correctly written words. Production rate was less affected or even negatively affected. Interestingly, the participants also tended to improve their sentence structure and word order during intervention, despite the case that this had not been specifically trained. Strömqvist, S. & Karlsson, H. (2002), ScriptLog for Windows - User's Manual. Technical. Report. University of Lund: Dept of Linguistics, and University College of Stavanger: Centre for Reading Research.

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**Relations between teaching early writing, level of phonological awareness and learning to read.**

Núria Castells Gómez & Isabel Solé Gallart  
University of Barcelona

Research in the field of early learning to read and write has pointed out the importance of phonological awareness as a key element in access to these instruments (Alegría, 2006; Hatcher & Hulme, 1999; Lundberg, 1998). However, few studies have looked at the relationship between the teaching of writing, the development of phonological awareness and learning to read. Never the less, the studies carried out in Spanish that have looked at writing have shown that learners require more detailed levels of segmental knowledge for producing writing nearer to conventional standards than for reading (Casillas & Goicoetxea, 2007; Vernon & Ferreiro, 1999). Given the close relationship that can be postulated between writing and reading, it would seem necessary to pay attention to the links between writing, phonological awareness and reading. The work presented here explored the relations among these various types of knowledge (writing, reading, phonological awareness and knowledge of letters) in three classrooms of five-year old infants in Catalonia. The teachers of each group had different conceptions of teaching writing and reading which we have characterised respectively as analytical, synthetic and analytical-synthetic perspectives. Their different views translated into different reading and writing classroom activities. The pupils' knowledge (n=69) was assessed at the beginning and end of the school year by means of various tasks: dictation, letter recognition, oral word segmentation, and reading words and a sentence in a context of a picture. The results indicate that the types of skill that correlated with each other at the end of the year in all the groups were segmental awareness, letter recognition and dictation. These relationships appeared most distinctly in the synthetic classroom, in which writing activities were essentially limited to copying. In the analytical-synthetic and analytical groups, in contrast, the reading of certain texts also correlated with writing, letter recognition and phonological awareness. Analysis of the differences among the classrooms showed that the synthetic group made less progress in regard to phonological awareness and writing than the other two, but obtained better results in reading. It seems that in Catalan, phonological awareness and letter recognition are used in a relatively different way depending on whether the child is reading or writing. Moreover, the teaching methods appear to have an influence on the relations between writing, phonological awareness and reading.

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**Strategy Instruction in Students with Learning Disabilities:  
self-regulated strategy development model vs. social cognitive model of  
sequential skill acquisition**

Jesús-Nicasio García, Raquel Fidalgo, Begoña Martínez-Cocó &  
Celestino Rodríguez  
University of León, Spain

Skilled writing, as a self-planned, self-initiated and self-sustained activity, involves high levels of self-regulation (Graham & Harris, 1997; 2000; Zimmerman & Risemberg, 1997), so that, development of writing competence depends on high levels of self-regulation (Graham & Harris, 2000). It explains the explosive growth and development of cognitive strategy instruction researches in the last two decades (Wong, Harris, Graham & Butler, 2003), specially, in students with learning disabilities, who have serious problems in managing the processes involved in writing process and ineffective strategy use. A review of empirical studies shows that instruction in cognitive self-regulation strategies improves writing skills of students with LD (Wong, Harris, Graham & Butler, 2003), but It would be necessary to know which are their effects in affective factors that influence writing, such as, self-efficacy, because students' self-perceptions of their own writing competence affect their writing outcomes (Pajares, 2003; Schunk, 2003). This paper compares the effects of two different cognitive strategy instructions in writing self-efficacy of students with learning disabilities, and we analyse relationships between their writing self-efficacy effects and their writing outcomes as well. Our sample comprise 121 5th and 6th grade Spanish primary students with low achievement and/or learning disabilities, ranging in age between ten and twelve years. Participants were randomly allocated to experimental or control conditions. One experimental condition was formed 48 students, who were exposed to a specific instruction based on the self-regulated strategy development model – SRSD (Harris & Graham, 1996). The other experimental condition (N = 37) received a specific instruction based on a social cognitive model of sequential skill acquisition (Zimmerman, 2000; 2002; Zimmerman & Kitsantas, 2002). The control group (N = 32) received ordinary instruction. Writing self-efficacy beliefs were assessed through a self-report scale, including eight items about students' confident to complete a comparative-contrast essay and to get specific writing skills in that task. This self-efficacy scale was administered immediately before and after the comparative-contrast task. Writing performances were assessment through two types of writing measures: reader based measures about: structure, coherence and quality; and text based measures of productivity, coherence and structure. Results shows that both cognitive strategy instructions improves significantly writing skills and writing self-efficacy of students with LD. Although, there is not significant differences between self-efficacy and writing skills improvements of both experimental conditions, students who received the instruction based on a social cognitive model of sequential skill acquisition, got higher increase of writing self-efficacy than the other experimental students.

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**The influences of graphic organizers and processes interval registers in written compositions: an experimental study**

Jesús-Nicasio García-Sánchez & Celestino Rodríguez Pérez  
University of León, Spain

This study comprised a sample of 326 pupils, aged between 10 and 16 years old, in the 5th and 6th years of Primary School and in the 1st and 2nd years of Secondary School. We used a nest experimental design; we compared the two groups, one of which made use of the graphic organizer during the writing process. Each of these groups is divided in two, and evaluated using a register of time intervals, with an average interval of 45 seconds for one group and 90 seconds for the other one, marked by a beep sounded during the realization of the writing task. The pupils must register their activity in the process categories when the beep is heard. All the participants completed two different writing tasks (argumentative and cause-effect) in order to assess the productivity, quality and structure, as well as the writing processes. A writing log which is a time-sampled self-report on-line technique was employed (modified double and triple task) (Olive, Kellogg, & Piolat, 2002; Torrance & Galbraith, 2006). The results illustrate the negative effect of the interval register used during the use of writing log. It was found that a lower average provides greater information but, at the same time it distorts the task and the obtained results. This may be a result of the greater cognitive effort that the double task requires. We also studied the extent of the practical use of the graphic organizer during the writing tasks, and the consequent improvement in the compositions of the students using it. Finally, it is important to highlight that the positive influence of the planning and organization of the graphic organizer is superior to the distortion provoked by a lower average in the codification of the processes. This leads to a discussion of the expectations of educational practice in this kind of aid, and what this might imply for future research projects, (García & Rodríguez, 2007a; García & Rodríguez, 2005; García & Rodríguez, submitted a; García & Rodríguez, submitted b).

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## The development of spatial cognition in children's written route descriptions

David Holliway, Ana Zuljevic & Hector Roman  
Washington State University Tri-Cities, USA

The development of spatial cognition in children's written route descriptions This paper reports the discourse analysis of written route descriptions composed by 2nd (n = 24), 4th (n = 24), 6th (n = 24) and 8th (n = 28) graders from an American northwest school district. The data were collected from an on-going study focused on the development of children's "reader awareness" in informational writing. In a written referential communication task, student writers were challenged to describe predetermined routes on hidden treasure maps to a same-grade reader with enough detail that their reader could accurately sketch the route described in order to find the hidden treasure. In this written "questing task" writers followed a predetermined route on a hypothetical treasure map and described "wayfinding" details including landmarks, movement verbs and directional markers. Readers, on the other hand, were challenged to interpret the descriptions of the imaginary travel routes so that they could then draw their route from start to finish on an identical map that lacked a specified route. The ability to think about and communicate environments from the perspective of another person has long been an area of psychological study. Few studies, however, have looked at development of perspective-taking and spatial cognition as demonstrated in children's written spatial descriptions. To address this research gap, these questions were explored:

1. What route description strategies do student writers use?
2. To what extent do writers include their readers in their written route descriptions?
3. How successful were the readers in recreating the described routes?
4. Based on our analysis of written route descriptions, what contributions to theory in spatial cognition can we make?

The study design included three once-weekly sessions wherein students completed a reader's perspective task that required them to read another student's route description and to trace that route on another map lacking a specified route. After this reading task, each student then drafted (session 1), revised (session 2) and drafted anew (session 3) their own descriptions based on their reading experiences. The design was slightly modified for each grade level to accommodate differences in class scheduling and structure, but all students were readers (of other same-grade student's descriptions) and writers (of their own texts) in each session. Dependent measures included:

1. a comparison of readers' successful route tracing between sessions;

2. a discourse analysis (conducted by the authors) of 200 student descriptive paragraphs for route knowledge including landmark specification, movement verbs, and shared knowledge markers, and reader engagement strategies including personal pronouns, directives and given information markers.

This was a challenging task for all students. Writers used a combination of route, survey and gaze perspectives to describe their maps, yet many readers were not successful in accurately recreating the described route. Developmentally, we see an increased use of landmark clarification, choice point descriptions, sequence makers and within text referential markers. 2nd graders use skeletal descriptions and provide scant qualifying information for landmarks whereas the 8th graders elaborate landmarks qualifications, directional orientation (north/south/east/west or left/right up/down frames of reference) and include personal pronouns marking greater reader awareness. In the poster session we elaborate on the data and the theoretical contributions made to spatial cognition in writing.

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## Promoting Effective Writing through Computer Environment

Olha Ivashchyshyn<sup>1</sup> & Olha Shpak<sup>2</sup>

<sup>1</sup>Ivan Franko National University of Lviv, the Department of Foreign Languages for the Humanities & <sup>2</sup>Ivan Franko National University of Lviv, the Department of English Philology

The paper focuses on the research of the basic features of Effective Writing (EW) and offers suggestions for using TALL (Teaching and Learning Languages) environment (Dovbenko, V., Ivashchyshyn, O. 2005) in order to teach it efficiently in English classroom situation to PhD students to meet the requirements of Bologna writing policy and address the challenge of literacy in the age of highly developed technology. The investigations in the area of EW (Greenberg, K., 1988, Hacker, D., 2000, Yakhontova, T., 2002) and the use of technology for the purpose of its instruction (Gonzalez-Lloret, 2003, Harris, 2001) have pointed to the fact that EW encourages the teacher to try out a variety of forms and strategies, and suitably worked out computer programs providing well-organized computer-assisted tasks make it possible to cater more fully to learners' individual needs and learning styles. The discussion on the main stages of teaching how to effectively write summaries and thesis, conference proposals and articles, and in what way TALL environment is applied for this purpose is at the stake of the paper. EW is viewed as a complex process that involves a great deal of planning at several levels of abstraction and a recursive activity in which one plans, transcribes, reads, revises, re-plans, edits, etc. The importance of deciding on a logical organization for the details in paragraphs as the first step toward communicating ideas effectively to reader is stressed. The necessity of revising the sentences and the paragraphs so that they are linked to one another in ways that help readers follow them easily is emphasized. The results of the research on the ways of achieving coherence requiring writers to make the connections among their ideas clear to a reader are presented. The use of TALL providing the teacher with the tools for creating the course on EW and a large pool of interactive assignments for practice and assessment enabling the students to analyze the results of their work with the help of evaluation system of TALL is demonstrated. Our observations in the course of progress assessment and the results of testing procedure of teaching EW through TALL, which is in line with an emphasis on student-oriented approaches to teaching processes, have confirmed successful results of learners' knowledge acquisition. Thus, all mentioned above encourages to assert that the applied methodology is indeed a good resource in the process of EW promotion.

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**Using intertextual connections to enhance writing achievement within  
and across writing purposes**

Rebecca Jesson

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Intertextual theories contend that texts never stand alone, but implicitly embody elements of other texts. Such theories offer teachers a resource for teaching and learning in writing. By highlighting the ways that texts are more or less similar, analysing and discussing texts and making explicit connections between texts, teachers are able to provide resources for students to 'borrow' in their own writing. This paper reports on the findings of the first year of a three year study designed to test the hypothesis that children's achievement in writing can be enhanced by providing school-wide professional development focused on intertextual connections. In this study, teachers from six schools are participating in workshops and meetings designed to encourage teachers to recognise, model and extend intertextual links between written texts during writing instruction. Furthermore, making intertextual connections between the purposes for writing has potential to build on existing knowledge when learning about different types of writing. To examine this potential, two professional development types are used. The first makes explicit the intertextual connections between texts of similar purpose within the context of the purposes for writing; the second identifies intertextual connections across different writing purposes. They are contrasted to test their respective effectiveness in terms of student achievement for two types of writing: a target writing purpose, chosen by the researchers, and a second writing purpose, chosen by schools. Quantitative analyses of student writing scores using the Assessment Tools for Teaching and Learning (University of Auckland, 2005) writing assessment allow us to examine firstly whether the professional development focussing on intertextuality in writing has beneficial effects for student achievement. Secondly we can compare the effects of the two different intervention types in terms of children's achievement across the two writing purposes. The data allow us to test for differential achievement gains for each purpose depending on professional development type.

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**Good but not good enough**

Iwona Kowal  
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The paper presents an analysis of false starts and self-repairs in written narratives produced by Polish students. The aim of the study is to monitor writing development in the first period of learning Swedish as L3. The subjects were asked to write a text after 10 months of learning Swedish and then 6 months later. The writing process was recording by ScriptLog. All kinds of fluency disruptions (pauses, false starts, self-repairs and other) were identified. The analysis concentrated on self-repairs and was restricted to those repairs which could shed some light on the process of planning and producing narrative discourse by learners with high meta-linguistic awareness. This learners already can produce a "good" text in a foreign language. Their self-corrections are both error corrections and appropriateness corrections, i.e. the students will not only produce a faultless text but also a coherent and stylistically correct written discourse.

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**The influence of bilingualism on written and oral performances of French speakers: Comparative analysis between monolingual and bilingual 2nd and 4th graders**

Stéphanie Lalane & Lucile Chanquoy  
University of Nice - Sophia Antipolis

This study was carried out in order to assess the level of written and oral production skills in French language for monolingual and bilingual 2nd and 4th graders. Bilingual children were born in France and spoke another language than French at home. French was their main instructional language. In order to estimate their linguistic skills in French, children were administered vocabulary and memory tests. To assess their writing skills, several specific exercises were handed out. The hypotheses predicted an effect of school level on performances. It was also predicted that bilingualism could have a negative influence on performances. Furthermore, it was expected that performance in story generation would be better in oral than in written production. Results showed that 4th graders performed better than 2nd graders in vocabulary and story generation tests. This study equally revealed that bilingual children performed less well than monolingual graders. Finally, as expected, oral performance was higher than written performance. In this case, bilingualism does appear to have some negative consequences for the development of French written and oral language. This fact is discussed in the light of recent models of bilingualism.

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**Sublexical and Lexical Influences on Writing during text production  
among Fifth- to Eleventh-Grade French Children: A Regression-Based  
Study**

Bernard Lété<sup>1</sup>, Florence Chenu<sup>2</sup>, Michel Fayol<sup>3</sup> & Harriet Jisa<sup>2</sup>

<sup>1</sup>INRP & University of Lyon, LEMC, <sup>2</sup>CNRS & University of Lyon,  
DDL, <sup>3</sup>CNRS & University Blaise Pascal, LAPSCO

We describe the first analyses of a large-scale regression study that examines the influence of lexical and sublexical variables on writing processes of 120 French-speaking children and adolescents, divided into three age groups (9-, 12- and 15-year olds). Word frequency, consistency of phoneme-to-grapheme mappings (feed forward consistency), and consistency of grapheme-to-phoneme mappings (feedback consistency) are the main predictor variables in the stepwise regression analyses. They correspond to grade-level-based measures extracted from French school books and compiled in the Manulex databases (Lété, Sprenger-Charolles, & Colé, 2004 ; Peereman, Lété & Sprenger-Charolles, 2007). Chronometric data were collected with the Eye and Pen software with digitizing tablets (Caporossi, Alamargot & Chesnet, 2004 ; Chesnet & Alamargot, 2005). Participants were asked to write a personal narrative and an expository text. The entire corpus is composed of 240 texts i.e. about 25 000 words. Three dependant variables are tested: the pause durations before and after each lexical unit, and the word writing time. To our knowledge, and at least for French, the present work is the first to make use of grade-level-based statistical characteristics of sublexical and lexical units found in child-directed printed materials to predict the chronometric variations observed in word writing in a text production context. Caporossi, G., Alamargot, D. & Chesnet, D. (2004). Using the computer to study the dynamics of handwriting processes. *Lecture Notes in Computer Science*, 3245, 242-254. Chesnet, D., & Alamargot, D. (2005). Analyse en temps réel des activités oculaires et grapho-motrices du scripteur. *Intérêt du dispositif "Eye and pen"*. *L'Année Psychologique*, 105(3), 477-520 Lété, B., Sprenger-Charolles, L., & Colé, P. (2004). Manulex: A grade-level lexical database from French elementary school readers. *Behavior Research Methods, Instruments, & Computers*, 36, 156-166. Peereman, R., Lété, B., & Sprenger-Charolles, L. (2007). Manulex-infra: Distributional characteristics of grapheme-phoneme mappings, and infralexical and lexical units in child-directed written material. *Behavior Research Methods*, 39, 593-603.

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**Dominant Discourse Dangers in Writing in English**

Margaret Percy  
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Of the many interesting comments made by post graduate students in my lessons in and on the English language, perhaps the most iconoclastic is that of a post graduate Portuguese lawyer: "So rude, so graceless the English way. Go there, do that, only this way, so polite so arrogant language". A post graduate bio chemist recently left a writing class, offended, because the teacher had shown examples of writing by student writers of various cultures explaining how all these were wrong, the English way/one was right. In my recent admission into the English way, as part of a 'team' in an academic literacy area of HE in Britain, my own experience shows me daily the dominant discourse rudeness of the language written and spoken, the lack of emotional engagement and the almost barbarian lack of what to most other cultural environments, would be a minimum of loving empathy and innate grace. And I am reminded of my years as a facilitator in the ELT sector during summers in Britain when I was an "expert" in Italian management and would be called to colleges where they were "having trouble with the Italians". The usual trouble was the lack of simple grace and courtesy in unpacking in a discursive and open ended manner, what the "rules" meant, and why the rules were thus set. Teresa Lillis in her fascinating *Student Writing* (2001) discusses the subsystem of the binary framework, identifying academic writing as a gendered genre favouring "logic over emotion". I would go further and identify the English language itself as used by the 'native academic' user as being similarly gendered thus favouring a power related mode of communication, colonising the alternative and more emotive, circular, open ended communications of other cultures and other discourses in English. The paper will present various models of such communication and comments from interesting experts in the field including the converted Swales, (*English for Academic Purposes*, 2006) concerning the hegemony of this communicative mode which leaves little room for evocation, uncertainty (*Student Writing* op cit. 115), perhaps, I would add, even for rainforests... Now I have not done what again Lillis describes as, "Authoring in ways which you feel are most likely to be accepted/acceptable," (op. cit pg 125) so it is with some trepidation I present this outline – knowing that at least I will not be as one of her students comments, "one of the neatest, but ... boring" (op cit pg 124). 2007-12-13 15:08:56

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**Writing Development in Children with Spastic Diplegia Cerebral Palsy**Linda Phan<sup>1</sup>, Darin Woolpert<sup>1,2</sup>, Judy Reilly<sup>1</sup> & Natacha Akshoomoff<sup>2</sup><sup>1</sup>San Diego State University, <sup>2</sup>University of California San Diego

Spastic Diplegia (SD) results from early diffuse bilateral white matter brain damage, and is the most common form of cerebral palsy. Cognitively, studies have shown marked visual-spatial and motor deficits in children with SD; however, language performance has been considered to be in the normal range. In our previous study of language development in children with SD, we used a narrative task (telling the picture story, Frog Where Are You?). We found that the SD group made significantly more morpho-syntactic errors than controls, but the syntactic structures recruited by SD were more diverse than those of controls. This study extends our investigation of language development in children with SD to spoken and written personal narratives. Will their atypical spoken language profile persist? How will their motor and visual-spatial deficits affect their writing development? To address these questions, we asked children to first tell and then write a story about a time when they helped someone. Nine children with SD (ages 6-12) were age matched to a larger group of typically developing children (TD, N=18). Children were also administered standardized spelling and writing tests from the Woodcock Johnson-3. Consistent with others' findings, scores on the standardized measures were in the normal range. However, in the spoken personal narrative, the SD group made significantly more morpho-syntactic errors than the TD group, confirming our earlier picture story study. Additionally, the SD group also told significantly shorter spoken narratives and used less complex syntax than the TD group. In contrast to the picture story, constructing a personal narrative is more challenging as the child is not only responsible for conveying the story, but also creating the content. On the written personal narrative task, with respect to story length, frequency of spelling errors, and morpho-syntactic errors, the performance of the SD group did not significantly differ from the TD group. However, the SD group used significantly less complex syntax than the TD group. In sum, in their spoken personal narratives, the SD group has more morphological errors than the TD group; their profile is consistent with our previous study. Yet, in spite of both motor and visual-spatial deficits, their written language appears to broadly map on to that of TD children.

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### **Knowledge about written language and children's output in metalinguistic tasks**

Claudia Portilla, Ana Teberosky & Maribel Peró  
University of Barcelona

The relation between writing and metalinguistic awareness has been studied traditionally as a unidirectional way: how metalinguistic awareness promote literacy or some knowledge about writing. Studies suggesting a reciprocal relation have shown strong evidence about writing as a metalinguistic activity (Olson, Ferreiro, Homer) and its influence on different domains of metalinguistic awareness. In particular, the children's reflection about "name" as a linguistic entity has an origin in the contact with written language. To comprehend homonymy and synonym, children must understand the relationship between linguistic form and meaning: synonymy: one referent has two names; homonymy: one name has two referents. This metalinguistic tasks deals with linguistic sign: the comprehension about that one linguistic form can be used to represent more than one kind of object, and that two linguistic for can be used to represent just one object depending on e.g. contextual factors. Translation is also a situation in which children have to deal with sign components: in questions like "how do you say in English...?" "How do you spell it?" they have to consider two linguistics forms to represent one meaning. Our hypothesis is that to resolve this kind of metalinguistic task, the levels of knowledge about written language would promote different sort of answers and that children's comprehension about linguistic relations improve. Using written labels in a metalinguistic task would influence their comprehension and reflection. In a preliminary analysis carried out with synonym tasks we found differences in understanding depending on modality of the task, oral or written. The aim of the present study is to test this hypothesis. A translation situation was selected like a metalinguistic task of homonymy, specifically, "Inter-language homonymy" task as a type of cognate situation where a pair of lexical items is common in two Romanic languages. We selected animals' names that in Spanish and Catalan are homonyms or cognates and names no homonyms as well (two homonyms: cow and fly and two no-homonyms: bear and fox). In the interview, we showed an animal picture and its name was said in Spanish, asking the child "what is that? I don't know its name in Catalan!"). Then the children were asked to orally answer in Catalan and to write in L1 and L2. 90 Latin American immigrant children 4- to 7-year old, in the process of becoming bilingual (Catalan/Spanish) was selected from public schools in Barcelona as a sample. For the analysis the children were divided into three groups according to their level of writing conceptualisation: pre-syllabic (22 children), syllabic (32 children) and alphabetic (36 children). A linear general model showed the interaction between level of conceptualisation of writing and the different conditions at homonymy task (oral and written). This analysis shown differences in the performances depend on oral o written condition. Results about these metalinguistic tasks show important information for understanding the relationship between the conceptualization and use of name as a linguistic term and the influence of writing. We give explanations from a development perspective answering some questions about meaning and linguistic form and literacy.

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**Assessing all the components of the writing system**

Thomas Quinlan & Paul Deane  
Educational Testing Service

Traditional writing assessments provide teachers with little information about the development of their students' writing skills. Most writing assessments base their evaluation upon a series of written essays, often in the form of a portfolio. While an acceptable essay shows that the student possesses sufficient skills to complete the assignment, a deficient performance reveals little about the source(s) of the deficiency. What teachers need are techniques for diagnostic and formative assessment which provide writer profiles, in order to understand the strengths and weaknesses of their students. In this presentation, we evaluate a new, integrated approach to writing assessment being developed at the Educational Testing Service, the Cognitively-based Assessment of Learning (CBAL), that provides a detailed profile of students' writing skills. Assessing writing skill poses a major challenge: How to measure students' progress toward mastery—without losing sight of the broad range of component skills underlying it. Complex integrated skills typically have a long developmental course, and this is particularly true for writing. Component writing skills, e.g., handwriting/typing and reading, must be learned, practiced, and automated before they can be integrated with other skills to form a cognitive system upon which other skills can be built. Inefficiency in any of these component skills—in conjunction with a relative shortage of processing capacity, i.e., limited working memory resources—can impede or derail the entire writing system. The CBAL writing assessment aims to identify the various sub-skills that may hobble writing development, by disentangling one sub-skill from another. Educators are unanimous in rejecting isolated tasks and calling for a writing assessment that captures the fuller context writing. What is needed is a way to measure how well component tasks are functioning within an integrated, larger writing task. To accomplish this, the CBAL writing assessment brings together a range of writing tasks of varying type and complexity, which work together as part of a single, coherent writing project. In one version, for example, the CBAL writing assessment evaluates students' ability to write persuasively, through a variety of prewriting tasks leading up to a persuasive essay task. In collaboration with Catherine Snow (Harvard University Graduate School of Education), under the auspices of the Strategic Education Research Partnership, we will administer a prototype of the CBAL writing assessment to 500 middle-school students (ages 10-14) in an urban school district. Analyses of the results should reveal developmental profiles of writing skills, particularly how transcription (handwriting or typing) and reading contribute to overall writing skill. Haswell, R., & Wyche-Smith, S. (1994). Adventuring into writing assessment. *College Composition & Communication*, 45(2), 220. Isaacson, S. (1999). Instructionally Relevant Writing Assessment. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 15(1), 29.

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**A case of collaborative writing in a nomadic group of students**

Chiara Rossitto, Kerstin Severinson-Eklundh & Cristian Bogdan  
HCI Group, Royal Institute of Technology, Stockholm

Within Swedish universities, students are often required to write essays, or reports, to account for the work accomplished within a specific project. Writing, both individually and with peers, is therefore an activity students frequently engage in. One aspect that characterizes students' group work is the lack of a stable and fixed location where work can be carried out. By focusing on collaborative and coordinative aspects of students' work, the research project "Nomad" aimed at understanding how this nomadic condition shapes students' collaborative writing processes. By drawing on two field studies and data collected through an ethnographically-informed approach, this paper attempts to explore the nomadic practices of students involved in collaborative writing activities. More specifically, we address how collaborative writing is managed across several places, what strategies are adopted and how technologies are used in this process. The report students wrote was meant to account for the group work done within the project assignment. As such, this type of writing is not an independent activity, but rather a means to report on the work done and, thus, embedded in it. In this sense, it would be reductive to try to understand it in isolation, by overlooking its interconnections and interdependencies with the rest of the group work. In the cases observed, the actual preparation of the contents to be included had begun months before writing started. After every group meeting, one of the group members took the responsibility to write down the main issues discussed during the meeting. Later on, these notes were used and elaborated in the production of the document. Planning writing, both in terms of contents and division of work, seemed to be a conscious strategy adopted by students to overcome the lack of a shared and fixed environment where to meet up and work together for a long time. The students' different schedules, and the fact that group rooms or other places can be occupied just for some hours, were reasons that drove the students to divide the work, so that writing can be accomplished alone when at home or, collaboratively in other places. Face-to-face meetings were usually preferred if discussions and negotiations were needed. Once the text had been planned, divided and written individually, the parts were typically pasted into one document, quickly revised and turned in. Both the teachers and the students themselves recognized that the resulting quality was not satisfying and that the different sections were heterogeneous and not well connected. To some extent, therefore, the nomadic aspects of the work hindered the collaborative writing process and, as a consequence, it affected the quality of texts produced.

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**On textual development: writing at the postsecondary level**

Otília Sousa & Antónia Estrela  
Escola Superior de Educação de Lisboa

The main goal of this paper is to analyze the writing of a group of students at the first year at the university. We collected more than one hundred texts as a result of a task asking them to write an essay about ambient degradation. After a preliminary analysis, a total of twenty texts was selected: the worst and the best ten. The four main domains where our analysis focuses are: the textual competence, the syntax, the semantics and the morphosyntaxe. Our first results point out major difficulties at the level of textual competence. In their pieces, we easily found lack of coordination among paragraphs, lack of coherence and cohesion, and inappropriate use of textual connectors. Although the intermediate and secondary education has a comprehensive writing curriculum, one observes that standards levels are not accomplished. Students don't understand writing as a process but as a result and because of this their texts are like drafts. We believe that the primary difficulty of our students is that revision doesn't take place in their writing process. And since the revision process is a consequence of the refinement and of the clarification, if this part is missing it will originate incoherent texts. The all process, which involves demanding cognitive processes, is quite complex. To handle this complexity, students have to be taught how to develop writing strategies. Adding the need to learn how to revise their own texts, they also need to develop their planning capacities, probably the most complex and highly resource-consuming process (Negro & Chanquoy, 2005). In order to develop knowledge on writing process (Hayes & Flower, 1980), we elected the portfolio as a tool of development of skills and as an instrument of assessment. Besides, according to Walvoord & McCarthy (1990), the task have to be explicit and the peer and group work should be integrated. Our students' portfolio will make available the course contents, namely the writing process, text types and creative writing. At the same time, the interaction between planning, writing and reviewing will be visible. At the end of the course, we want our students to know that they must execute two processes at the same time: a writing process and a constant learning process. This means that they have to reflect about all the process of writing, and to adopt a perspective of self-monitoring and self-observation.

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**Wednesday 16.30-18.00**

## Hörsalen/Auditorium

### Evolution of the linearization process in the composition of three textual structures from grades 5 to 9.

Lucie Beauvais, Monik Favart & Jean-Michel Passerault  
Université de Poitiers & CNRS

Writing a text involves a linearization process: the change from a conceptual structure (i.e. "planning", Hayes & Flower, 1980) to a linguistic one (i.e. "translating"). The translating process leads to the setting out of propositions and the specification of their semantic relations. Connectives are strategic indicators to express these relations between propositions (Fayol & Abdi, 1988). Both conceptual and linguistic writing processes draw on working memory, limited in capacity (McCutchen, 1994). Consequently, the development of the linearization process depends on both the development of children's working memory capacities (Fayol, 1997) and the increasing efficiency of the writing processes through acquisition (Berninger & Swanson, 1994). Moreover, the linearization process differs according to the type of text to be written due to the different demands various textual structures place on planning. This study investigates the evolution of the conceptual and linguistic processes underlying the linearization process, comparing three different textual structures. We measured "on-line" processing of texts composition and textual relations through the use of connectives. We expected a better management, with development, of the writing processes involved in linearization, affecting both "on-line" processing and quality in the use of connectives. The main task was a scrambled text paradigm (Favart & Coirier, 2007). Participants (5th, 7th and 9th grader) were asked to compose a text on a digital tablet, on the basis of 11 ideas presented at random. Three sets of ideas were presented, according to the three tested textual structures: instructional, narrative and argumentative. The task consisted in organizing the given ideas and linking them using connectives so as to compose a coherent text. We also measured working memory capacity with the reading span test (Daneman & Carpenter, 1980). Data collected focused on "on-line" measures (fluency, pause duration before connectives) and "off-line" variables (scores in conceptual ordering, diversity of connectives). As expected, results indicated an increase of the working memory capacity through development. We also observed a grade level evolution in the management of both linguistic and conceptual dimensions of writing. This evolution was different as a function of textual structure: an increase was observed in the diversification of connectives in instructional text but it was not the case in the argumentative one. Furthermore, scores in conceptual ordering increased through development, with a persistent difficulty to organize ideas in argumentative text. "On-line" analyses are still in progress.

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**The production of written stories and metatextual awareness: an intervention study with elementary school children**

Alina Galvão Spinillo & Kátia Melo  
Federal University of Pernambuco, Brazil

Metatextual awareness may be defined at the general level as the ability to treat a text as an object for analysis, whose properties may be examined based on a deliberate monitoring of the linguistic relationships established in the text, such as linguistic conventions, structure, and organization. The literature shows that it is easier to produce a text than to reflect on its structure, since the production processes are automatic, while the awareness of the structure of the text is a more complex process and a late acquisition. However, one may suppose that the ability to produce stories can be developed based on metatextual activities. Is it possible that, once they become aware of the prototypical schema for stories, children would be able to apply it to their productions, therefore producing more elaborate stories? Forty-six first grade Brazilian children, aged 7 years old, did a pre-test consisting in the writing of a story about a specific theme, being divided equally into a control group and an experimental group. The experimental group received an intervention based on metatextual activities in which the children were explicitly taught that stories have a beginning, a middle, and an end; that there is an hierarchical organization of their parts; and that there are linguistic conventions which characterize them. In other words, they had to adopt a reflexive attitude in relation to texts. Feedback, explanations, and discussion characterized the interactions between child and examiner during the intervention. The children did a post-test consisting of writing two stories: one on the same theme given in the pre-test and another on a different theme from that of the pre-test. The stories were classified into categories that varied from stories that were limited to introducing the setting and the characters, stories which also contained a central event, and complete stories with also had a resolution of the plot. The results showed that, after the intervention, children in the experimental group had a more expressive improvement in their written productions than those in the control group. The conclusion was that the production of texts (narrative structure) can be developed based on metatextual activities. From a psychological point of view, this is a relevant theoretical aspect which indicates that there is a relationship between text production and metatextual awareness. From an educational point of view, this is an important implication related to ways of developing the ability to produce texts.

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**Developing the use of cohesive devices by developing the narrative structure: an analysis of children's written stories**

Kátia Melo & Alina Spinillo  
Federal University of Pernambuco, Brazil

Developing the use of cohesive devices by developing the narrative structure: an analysis of children's written stories Kátia Melo and Alina Galvão Spinillo, Federal University of Pernambuco (UFPE), Brazil The production of texts (spoken or written) involves a variety of skills, among which the ability to use linguistic markers which make the text cohesive. In the case of the production of narrative texts such as stories, the use of cohesive devices (type of cohesive devices used and their frequency) is associated to the narrative structure of these types of texts. One may suggest that stories with complex narrative structure tend to be more cohesive when compared to those with more elementary narrative structure, that is, more cohesive devices are present, and these are more diverse and complex. The present study investigates this relationship based on an intervention study whose objective was to develop children's production of written texts. In the study 46 7-year- old children, in the first year of elementary school, were equally divided into two groups: a control group and an experimental group. All children underwent a pre-test and a pos-test in which they were asked to write a story. Children in the experimental group received an intervention based on metatextual activities which involved the identification and analysis of the structure of prototypical stories with reference to their organisation and linguistic conventions. Feedback, explanations, and discussion characterized the interactions between child and examiner during the three intervention sessions. The stories were analysed in terms of their structure, that is whether they were well formed or simple stories, as well as in terms of the cohesive devices used (their frequency and types used, e.g. references, conjunctions and ellipses). The stories produced in the pre- and pos-tests were compared and the outcome was that the children in the experimental group produced both more elaborated and more cohesive stories after the intervention, and that the stories which had a narrative format more elaborated were those which had both a larger number of cohesive devices and a more varied use of cohesive relations. The main conclusion was that textual cohesion is related to the structure of the text. Educational implications are discussed.

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## Lecture room H435

### Text composition by deaf and hearing middle-school students: the role of working memory

Denis Alamargot<sup>1</sup>, Eric Lambert<sup>1</sup> & Claire Thebault<sup>2</sup>

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This study compared the performances of deaf and hearing students on a written composition task and measured how far differences in the conceptual and linguistic quality of a descriptive text are related to differences in working memory capacities (Alamargot, Lambert, Thebault & Dansac, 2007). Text production is a complex activity composed of various processes which tax the storage and processing capacities of working memory in different ways. According to Kellogg (1996), it is possible to predict which writing processes will be hindered when either central executive, phonological loop or visuospatial capacities are heavily or overloaded. These predictions have been tested in hearing adults (Ransdell & Levy, 1996) and children (Swanson & Berninger, 1996). The results confirm that the respective capacities of the three registers do indeed bring about specific variations in compositional fluency and/or text quality and length. There is a great deal of evidence to show that prelingually deaf children and adults encounter serious difficulties in acquiring and mastering text production. It suggests that the deaf may have difficulty using a speech-based code for processing linguistic units (Leybaert, Alegria, Hage, & Charlier, 1998). On the basis of studies involving hearing students, it can be argued that the compositional difficulties experienced by deaf people are partly attributable to a particular mode of processing information in working memory adopted in response to the lack of auditory input. Research into the influence of working memory on the way texts are processed by deaf people has mainly focused either on reading and comprehension (Garrisson, Long, & Dowaliby, 1997) or on the production of isolated words (Leybaert & Alegria, 1995). Studies of text production remain few and far between (Lichtenstein, 1998 ; Mozzer-Mather, 1990) and it would be well worth taking them a step further. The aim of this study was therefore to highlight and compare the relationships between the working memory capacities of deaf and hearing writers and the efficiency of the conceptual and linguistic processes involved in text production. To this end, we set out to (i) assess and compare the conceptual and linguistic qualities of a descriptive text and (ii) determine how variations in these performances can be associated with variations in phonological, visuospatial and executive capacities. In this experiment, fifteen prelingually deaf, sign-using students and fifteen hearing students composed a descriptive text and performed working memory tasks. Results show that deaf students had poorer compositional performances in terms of fluency and spelling, and displayed shorter writing and phonological spans. Correlations indicate that greater visuospatial capacity is associated with better conceptual processing in hearing students, but with an increase in grammatical errors in both deaf and hearing students. To conclude, we evoke ways of improving writing skills in deaf students in relation to working memory and propose a new experiment based on the time course analysis of text production, using the Eye and Pen device (Chesnet & Alamargot, 2005).

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**The role of visual and spatial components of working memory in planning**David Galbraith<sup>1</sup>, Jenny Hallam<sup>1</sup>, Thierry Olive<sup>2</sup> & Nathalie Le Bigot<sup>2</sup><sup>1</sup>Staffordshire University, <sup>2</sup>University of Poitiers

Previous research by Galbraith, Ford, Walker & Ford (2005) suggested that the spatial component of working memory plays an important role in knowledge-transformation during pre-planning. Specifically, they reported that a secondary task loading on the spatial component of working memory reduced the extent to which new ideas were generated during outlining whereas a secondary task loading on the visual component did not. This reduction in knowledge transforming during planning was associated with a reduction in the quality of the final text. However, there were a number of problems with the design of this experiment which the present study remedied by using a more controlled design and by using secondary tasks equated for difficulty. It also aimed to extend the previous research by evaluating whether effects vary depending on individual differences in self-monitoring. 90 undergraduates, half of whom were low self-monitors and half high-self-monitors, were asked to plan and write an argumentative essay. Writing was split into three phases. In phase 1, participants had 5 minutes to generate relevant ideas. In phase 2, they had 10 minutes to create an organised outline of the text. In phase 3, they had 30 minutes to write the essay. Between phase 1 and phase 2, participants in the interference conditions were introduced to, and practised, either a visual or a spatial secondary task. They were then asked to carry out this task at the same time as making the outline during phase 2. Both tasks involved making same / different judgements about a set of shapes appearing on a screen at random intervals during writing. In the spatial condition, participants had to decide whether the shapes were in the same locations as they had been at the previous trial regardless of their shape. In the visual interference condition, participants had to decide whether the shapes were the same visually as they had been at the previous trial, regardless of their location. In the control condition, participants were not required to carry out a secondary task. After completing the writing task, all participants were asked to carry out the relevant interference tasks on their own to establish a baseline measure of performance. Analysis of results, which is currently in progress, will examine the effect of the secondary tasks on the transformation of knowledge during outlining and the quality of the final text. It will also test whether these effects vary as a function of self-monitoring.

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**Working memory when copying texts: Strategies of university students and 4th-graders**

Christian Weinzierl, Joachim Grabowski & Markus Schmitt  
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The ability to copy text quickly and free of errors is an important basis for many learning processes in school: It is needed for writing down homework from the black board, working on math assignments, or generally for all sorts of tasks that relate to given texts. Regarding the involved cognitive processes, there is wide agreement that writing is subject to available working memory resources at the time of writing. This should also hold for strategies that enable a writer to efficiently execute a copy task. Yet, it remained an open question how school children develop good strategies for copying and how these strategies relate to the functions and resources of working memory. This issue is addressed in a research project from which two experiments are subsequently reported. First, a dual task experiment was carried out with 16 university students. These students' performance is considered a target pattern of copying proficiency. Participants were to copy four different sorts of linguistic and non-linguistic materials (text, numbers, meaningless letter sequences, and geometric symbols), each in four conditions while performing secondary tasks, which selectively put load on different components of working memory (phonological loop, visuo-spatial sketchpad, central executive, or no additional load). The results of the experiment show that nonverbal symbols - geometric symbols or letter sequences - are harder to copy than linguistic material. A second effect indicates that load on the central executive significantly slows down the copying process while load on the other working memory components doesn't affect writing performance in adults. No systematic interaction between symbol systems and working memory load was observed. Second, we will report on the results of an identically designed experiment on 4th-graders. Here, we expect a more differential pattern of results depending on whether a phonological or a graphical strategy is used when copying the materials, which in turn depends on the achieved degree of automation when dealing with the respective symbol system. From the study of primary school children, we expect to gain insight into the processes guiding copying performance that will allow for the design of strategical interventions. With respect to methodological aspects, we will report on a new type of table for handwriting observation, which allows the unobstructed recording of handwriting in a nevertheless ecological school setting.

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## Lecture room H140

### What does historical research have to do with contemporary teaching of writing?

Charles Bazerman

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Rhetorical and literary studies have for centuries recovered, interpreted, and placed in context major texts—both of theory and performance. To these in recent decades has been added a new set of historical textual and contextual studies, focused on unpacking the complexity of the modern socio-literate landscape within which we and our students must act. This examination of non-literary, non-theoretical texts within their historical activity settings aims to identify the historically developed communicative and rhetorical resources we have currently available and to reveal the dynamics of the formation, use, and evolution of those resources, so we can use them well. This work is based on a view of writing as a complex historically developed practice composed of many small inventions that have expanded the repertoire genres, skills, and devices available to contemporary practice. The social, organizational, practice and activity inventions are intertwined with the literate and rhetorical inventions that are the more overtly visible aspects of writing. Authorial options are in large part shaped by the genres and activity systems individuals participate in, but there is always significant strategic choice making available to individuals to meet their local needs and interests, thereby reshaping the rhetorical field. In turn the social circumstances and arrangements are modified by the texts produced by individuals and circulated among activity participants. Insofar as we can understand these processes, we open up participation and creative agency in these various domains, an agency that extends beyond the individual action to a remaking of the organization of social activities and relations. In so examining the role of writing in the making and maintenance of modern society, particularly in this moment of transition fostered by new technologies, we make evident the importance of writing, making a public case for more extensive and appropriate writing education along with the resources necessary to support that education. This paper will review the approaches, methods, and findings of this line of research.

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**Writing in Context: a comparative study of academic literacy practices**

Carole Sedgwick  
Roehampton University/Lancaster University

To what extent can the aims of the Bologna process, to harmonise degree qualifications in Europe, be met with regard to academic writing on an English language majors delivered in different cultural and linguistic contexts. How can we prepare students from one academic context for the academic writing demands of another? This paper will report a study that adopts a New Literacy Studies approach to compare literacy practices on two same discipline programmes, each in a different cultural and linguistic context in Europe. The report will describe a feasibility study conducted at a university in Hungary and the preliminary findings from the first phase of the main study in Italy. Interview protocol data, written assignments, feedback on assignments and contextual documentation were collected from a postgraduate English language major programme in Hungary and in Italy. The analysis of the data so far has revealed constraints, conflicts and influences in practices that relate to values and beliefs about writing within a broader national, historical, economic and political context. In particular, the study has revealed that the 'co-construction' of assignment texts, evidenced in student and tutor reports and feedback, can provide valuable insights that have contributed to a comparison of literacy practices in relation to each context.

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## Ways with text and talk in Environmental Engineering: Writing and learning in academic context

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<sup>1</sup>Centre for Language and Communication, Chalmers University of Technology, <sup>2</sup>Department of Education, Göteborg University

From a sociocultural and dialogic perspective, academic writing in educational settings is an institutionalized activity, historically generated and social in character. One particular concern of such a view is how academic and disciplinary writing conventions, rather than being unproblematic and common sense, play out as resources for students. How disciplinary genres as well as composition and rhetorical framing are used as meditational means for the development of academic accountability are core issues for sociocultural views on learning and development. And, in line with this, the centre of attention for the study reported here is students' development of practices and conventions of academic writing as part of disciplinary content in Environmental Engineering. The case study takes an interest in the social processes involved as a group of international Master's students in Environmental Engineering learn to carry out complex writing assignments at university. In such educational settings, professional practice guides content and assignments and students consequently encounter divergent disciplinary texts, text types and genres as they endeavor to understand how communication is a particular literacy practice, a cultural tool, and part of disciplinary as well as educational practice. Empirically, this study rests on video recordings of interaction where students and teachers engage with text and writing to achieve practical courses of action for communicating environmental issues and creating reports. The challenges of such tasks, where students engage with content as active agents, are investigated as they unfold in interaction. 40 hours of video data, consisting of sessions where individual students discuss their outlines, a series of drafts, and the final versions of technical reports on sustainability issues with their teachers, are used. This kind of empirical material allows for analyses of contradictions and challenges in terms of eg conflicting genres and institutional demands from the participants' perspectives. The data used for this study was collected during eight intense weeks in September and October 2007. Even though our analysis of the data is at an early stage, it seems that approaching the sophistication of working with communicative tasks and academic writing from the students' perspectives has the potential of shedding new light on writing in educational settings.

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## Lecture room H239A

### **Approaching socially shared regulation of writing: The impact of peers' suggestions in doctoral students' writing**

Montserrat Castello, Anna Inesta & Loles Gonzalez  
Graduate School of Psychology Blanquerna

Over the last thirty years research on the composition process has progressed from a cognitive to a socio-cognitive and socio-cultural approach. This has involved a change from focusing on the nature of the cognitive processes to becoming interested in the relationship between the different variables that conform the communicative situations, their nature and goals, the situated decisions made during the process and the emotions experienced by the writers or the quality of the final text as a social and cultural product (Hayes, 2006; Nystrand, 2006; Prior & Shipka, 2003). Models of self-regulation in writing can be placed along a broad continuum reaching from cognitive models (Graham & Harris, 1989; De la Paz & Graham, 2002; Rijlaarsdam & van den Bergh, 2006), to socio-cognitive models (Zimmerman & Kitsantas, 2000), and still to socio-cultural and socially-situated models (Englert, Raphael & Anderson, 1992; Englert, Mariage & Dunsmore, 2006; Allal 2000; Dysthe, Samara & Westrheim, 2006). In this paper we will present the results obtained in a study we conducted with 6 doctoral students working on academic texts, in the context of a socially shared writing regulation experience. These students worked in dyads in the revision of the different drafts they elaborated from their text. Our main objective was to identify the problems the students experienced while writing academic texts and to analyze to what degree the revision in dyads favors writing regulation. In order to obtain the data we audio-recorded three sessions in which the three dyads worked on their text. During these revising sessions the students proposed some changes to be introduced in the text so as to improve it. The analysis of the drafts and the classification of difficulties was performed following the procedure in Castelló, Iñesta & Monereo (2007). The unit of analysis we deployed is what we call Strategic Episode, which refers to the process whereby a difficulty is identified, some solution is suggested and some sort of action is conducted so as to modify the text. Results show that peer-revision allows students to effectively regulate their writing process, improving the final texts. Also, in most of the cases, the changes suggested during the peer-revision session actually translate into the text, which suggests a high rate of effectiveness regarding the influence of peers' comments. Finally, among the most frequent strategic episodes found were those implying co-regulation and socially shared regulation.

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**Promoting Academic Writing at a Hong Kong University**

George Braine

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Writing across the curriculum (WAC) programs aim to improve the English proficiency and thinking skills of students by encouraging teachers of all disciplines to give writing assignments more often and more thoughtfully in their courses. WAC is especially relevant for Hong Kong because students are unable to take elective writing courses because of the tight 3-year degree plans. This paper describes the implementation of a WAC program at three universities in Hong Kong. While based on the models offered at American universities, the program in Hong Kong (probably the first in Asia) was adapted to suit the needs of teachers and students who are mainly nonnative speakers of English functioning in an EFL context. Convincing faculty members to incorporate more writing in their courses, in an environment that encourages rote learning, was the main challenge. The adaptations included the affiliation of teaching assistants trained in applied linguistics to WAC courses across the disciplines and the extension of the program to graduate courses. The program has benefited more than 5,000 students enrolled in 90 courses across the disciplines, and created a community of interdisciplinary scholars committed to the improvement of teaching and learning.

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**Thursday, June 12**



**Thursday 9.00-10.30**

## Hörsalen/Auditorium

### Comparing the relationship between cognitive activities and text quality in L1 and L2 writing

Daphne van Weijen<sup>1</sup>, Huub van den Bergh<sup>1</sup> Gert Rijlaarsdam<sup>2</sup> & Ted Sanders<sup>1</sup>

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This study was set up to examine the similarities and differences between process-product relations in first (L1) and second (L2) language writing, in order to answer the following main question: To what extent do process-product relations differ in L1 and L2? To answer this question, we first examined whether writers vary their process execution between languages, and subsequently determined whether differences in process execution between languages are related to text quality. The current study was designed to avoid many of the limitations of earlier research. Therefore, it consisted of an intra-writer comparison of L1 and L2 writing, with multiple tasks per writer per condition. Twenty first-year English students wrote eight short argumentative essays, four in their L1 (Dutch) and four in their L2 (English) under think-aloud conditions. The analysis of the data focused on four cognitive activities: Reading the Assignment, Planning, Generating Ideas and Formulating. For each activity we determined how it was employed in L1 and L2, how stable writers' behaviour was within and between languages and finally what the relationship was between process variation and text quality in both languages. Results indicate that, in general, process execution varies greatly between and within writers. The temporal distribution of each activity (i.e. the moment at which it occurs during the writing process) varies in both L1 and L2 as well. For example, Reading the Assignment occurs most frequently in the beginning of the writing process in both languages, while other cognitive activities are more likely to differ between languages. Furthermore, writers appear to vary their process execution between tasks, although this varies between cognitive activities. Overall, it seems that between task variation plays a larger role in L1 than in L2; writers' behaviour seems to be somewhat more stable between tasks when writing in L2. Finally, the correlation between each cognitive activity and text quality varies over time in both languages, depending on the moment at which each activity occurs and on the specific activity being carried out.

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## A New Look at Modality Effects in L2 French: Grammatical Complexity and Accuracy in Writing

Jonas Granfeldt

Lund university, Centre for languages and literature

This study investigates the effect of Modality on performance in second language (L2) French. The subjects (N=6) were Swedish speaking university students of French. Each subject produced four texts, two spoken and two written. The initial descriptive research questions were to investigate the effect of Modality on general performance measures (fluency, accuracy and complexity). It was initially hypothesized that the written mode of production would give rise to more complex and more accurate French in all learners. This would be explained by the fact that the written condition allows for more planning time and the possibility to revise. In a previous study (Granfeldt, in press) I found that while lexical complexity significantly increased in writing as compared to speaking, there was no effect on grammatical complexity, measured by a subclause ratio. Furthermore and contrary to expected, the learners produced more grammatical errors in writing than in speaking. In this new study of the same material I will look in detail at these two unexpected results from two different angles. With respect to grammatical complexity, I hypothesize that there is a problem with the measure itself. The subclause ratio measure is insufficient to discriminate between speaking and writing in learner productions and should be complemented by a more fine-grained qualitative analysis that minimally takes type of subclause into account. Preliminary results suggest indeed that the variety of different subclauses is higher in writing, at least in intermediate learners of L2 French. With respect to accuracy, I will explore the possibility that some of the increase in error that was found in writing as compared to speaking is caused directly or indirectly by spelling difficulties, a low-level procedure. French is a deep orthography with a highly complex phoneme-grapheme relationship. I will examine the ScriptLog transcripts in an attempt to estimate the impact of spelling on grammatical accuracy.

**References:** Granfeldt, J. (in press) "Speaking and Writing in French L2: Exploring Effects on Fluency, Complexity and Accuracy". Proceedings of the conference on Complexity, Accuracy and Fluency in Second Language Use, Learning and Teaching. Brussels March 29-30, 2007.

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**Revision, fluency and text quality in L1 and L2 writing**Kirk Sullivan<sup>1</sup>, Eva Lindgren<sup>1</sup> & Kristyan Spelman Miller<sup>2</sup><sup>1</sup>Umeå University <sup>2</sup>University of Reading

A number of publications focussing on writing research methodology (see for example Spelman Miller & Sullivan) have articulated the main features of computer keystroke logging as a research tool. In brief, this tool records writing sessions and stores detailed information about the time and occurrence of every keystroke, providing indirect evidence of cognitive activity during on-line writing. The focus for this paper is on the first and second language writing performances over the two-year data collection period in terms of pause, fluency and revision behaviour and how these relate to text quality, as measured by a composite score of content, range, complexity, accuracy and fluency. This longitudinal focus adds a new dimension to the studies of second language process research. Fifteen high school students took part in the study. All were in Year 8 in the Swedish school system and from two different classes within the same school. All the students regularly used computers to assist in their schoolwork, including the preparation of project reports. The participants wrote one descriptive essay in English each year and one descriptive essay in Swedish over a two-year period. The analysis first focuses on writers' on-line text production, pausing and revisions. Second, the grades on the final texts are used as a text quality measure, and finally, fluency measures (Chenoweth & Hayes, 2001) are calculated from information in the log-files. Each revision undertaken by the writers was assigned to one of the three categories, form, conceptual (text) and conceptual (balance) as illustrated in Lindgren & Sullivan (2006). Preliminary analysis shows a relationship between the language of writing and the focus of the writers' revisions; writers revise more Form in the L2 conditions. Further, there is a negative correlation between Form revisions and Grade. These Form revisions exist in both languages and impact negatively upon the grade given by the marker. Language is not significant for either of the conceptual revision types. In the case of our earlier L2 study changes in fluency, pause and revision behaviour, and amount of text produced were evidenced, although associations with the quality of the final output were not clearly supported. These results confirmed earlier research concerning constraints on processing and the deployment of attentional resources (Chenoweth & Hayes, 2001; Stevenson, 2005). The paper includes a complete analysis of our L1 and L2 data on fluency and a discussion of how these results feed into a teaching context.

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## Lecture room H435

### Planning and revision operations by secondary school students during the process of producing summaries

Marta Gràcia & Núria Castells Gómez & Sandra Espino  
University of Barcelona

The results presented here are part of a research project designed to study the reading and writing activities students at different levels in the educational system (secondary school and university) perform in order to learn. In this presentation we shall concentrate in particular on the activities performed by secondary school students while making a summary of a social sciences text. We were interested in finding out what pattern of activities (procedures linked to reading the source text and writing the summary) students perform while carrying out the task, their use of cognitive planning and revision operations, and how all this affects the quality of the final product. Previous research has highlighted the importance of paying attention to the meta-cognitive operations of planning and monitoring in tasks involving writing based on one or more texts in order to understand the characteristics of the text produced (Mateos, Martín, Villalón, Luna, 2007). We started out from the hypothesis that the quality of the product would be related to the complexity of the pattern of activities carried out by students while making the summary and on the way planning and revision were distributed throughout the activities pattern. Twenty-four secondary school students took part in this phase of research in which a qualitative case study methodology was employed. The students were recorded on video while they were making the summary and their final products were collected in together with the rough copies, outlines, etc, they had used. The main instrument employed to access the students' cognitive operations were think-aloud protocols. An ad hoc system of categories (Integrated Categories System, ICS) was drawn up to code and analyse the students' utterances. Similarly, an ad hoc categories scheme produced especially for this piece of research was used to analyse the students' summaries. The results obtained enabled us to confirm the original hypothesis. In general terms, we found that the products which can be considered real summaries were made by students employing complex activities patterns (ones using more information-processing procedures while reading and writing) and, specifically, correlated with a particular location of the monitoring operations linked to planning and revision within these patterns.

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**The impact of writing on learning: the effect of students' conceptions on their written products and learning results**

Mariana Miras & Isabel Solé  
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The impact of writing tasks on students' thinking and learning has been postulated by various theoretical models and corroborated by research over the last few decades. This has made it possible to gradually reveal the complex relationship between the two processes and the consequent need to take into account a set of mediating variables that help to explain the relations between writing processes, the quality of the written products and the level of learning eventually achieved, in relation both to the contents and to the writing process itself (Flower et al., 1990; Boscolo, 1995; Miras, 2000; Newell, 2006). Of these variables, students' conceptions of the nature and functions of writing -and its relation to learning processes and knowledge production- appear to exert an important influence. The work of White & Brunning (2005) has confirmed the existence of diverse conceptions of writing (transmissive vs. transactional or transformational) and their impact on writing. These authors link transformational conceptions to a greater personal involvement in writing and better organisation of the text, development of ideas and general quality of the writing. It can therefore be expected that students with transformational conceptions will elaborate better writing processes and products and show deeper levels of learning than students with non-transformative conceptions. The research project reported here involved 50 secondary education students (aged 15-16) who performed a hybrid reading and writing task: reading and making a written synthesis of three History texts. The variables identified included the students' reading and writing conceptions, their prior knowledge of the topic and their post-task knowledge. In analysing the texts produced by the students, account was taken of the integration of contents from the different sources, the degree of comprehension of the texts and the inclusion of personal-type references. Our results point in the direction of the hypotheses which had been formulated. The texts of students with more transformational conceptions displayed a greater degree of organisation, integrated contents from the different texts (as opposed to mere juxtaposition or a list of ideas), and included conclusions of a personal kind. It was these students too who appeared to have acquired deeper learning. Taken overall, these results point to the fact that the impact of transformational conceptions is more salient on aspects of the task that may be considered interpretative than on those that are more reproductive in nature.

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**Learning by writing: The case of writing summaries and how it could be supported**

Petra Schulte-Löbbert, Nele Kristina Ruhe, Rainer Bromme & Regina Jucks  
University of Muenster

Many university students write extended summaries from textbooks when learning for exams. Writing summaries of the learning material is assumed to be a promising learning strategy. It is done in order to extract the core of the learning content and in order to produce a compact version of the material which is then used for repetition and rehearsal loops. Furthermore, it is done in order to think more deeply about the conceptual structure to be learnt, for example by relating the textbook content to the assumed topics of the forthcoming examinations. Surprisingly, there is not much empirical research on such assumptions about the benefits of writing summaries and there is even less research on the support of summary writing as a learning strategy. We report on a computerized tool (the Concept Revision Tool, CRT) which had been used for the support of writing summaries. The CRT analyzes student's summaries with regard to central terms within the learning domain that are stored in a database. Whenever the system identifies such a concept, it is highlighted within the summary and it also is displayed together with three different prompts for reflection. Students are for instances prompted to reflect on conceptual relationships between the highlighted term and other concepts, by stating their dis/agreement with prompts like "In combination with the concept ..... additional concepts recur to me that I should mention in my text."). Finally, students have the possibility to revise their texts. By selecting the dimensions of reflection about concepts, the CRT can be used to study those variables that impact on learning by writing summaries. 41 psychology students participated in the study and were randomly assigned to one of two groups that differed only with respect to the focus of prompting. Students of the experimental group were asked to rate their concept use with respect to inter-concept relationships (concept relationship condition) within the learning material; whereas students of the control group instead were asked to reflect their concept use with respect to 'completeness' and 'correctness' (completeness condition). Results indicate substantial differences with respect to students' knowledge. Students of the concept relationship condition outperformed students of the knowledge completeness condition in the knowledge test on the writing task related issues. Furthermore, these students perceived a higher increase of their knowledge on that topic. We will discuss these findings with respect to writing theories and further implications for learning via writing.

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## Lecture room H140

### Development, Reliability and Validity of a Handwriting Proficiency Screening Questionnaire (HPSQ)

Sara Rosenblum

Department of Occupational Therapy, University of Haifa, Israel

Writing deficiency has received far less attention than reading deficiency. Furthermore, literature on writing deficits paying an emphasis to the high level cognitive process that manifests in the structure and content of the writing product. The area of handwriting as part of the low level transcription process required for writing is somehow neglected in the literature. Several authors have suggested that difficulty in the mastery of the mechanical demands of handwriting may interfere with higher order processes required for the composition of text and hence influence the quality and quantity of the written product. Consequently poor penmanship may cause children to avoid writing and influence perceptions about their competence as writers. Aim: The aim of this presentation is to describe the rationale for the development of a Handwriting Proficiency Screening Questionnaire (HPSQ) to be used by teachers or therapists for identifying handwriting deficiency among school-aged children. The tool reliability and validity will also be described. Method: Considering the educational system needs, a very short and practical questionnaire was built which covers the constructs of handwriting deficiency (handwriting legibility, performance time, and physical and emotional well-being) but includes only 10 items. The questionnaire is filled by the teacher or therapist who is familiar with the child while observation on his handwriting in the class. The questionnaire's content validity was established. Internal consistency, inter-rater and test-retest reliability, as well as concurrent and construct validity were initiated. Participants included 230, 7-14 year-olds from regular schools. Results: The tool demonstrated good internal consistency ( $\alpha=.90$ ). Test retest for the overall score revealed an ICC of .84 and inter-rater reliability of ICC =.92 for the overall questionnaire score, with values of .64-.91 for the individual items. Construct validity was also confirmed. Furthermore, results demonstrated that the questionnaire (HPSQ) significantly distinguishes between children with and without handwriting deficiencies. Moderate significant correlations ( $r=.52-.65$ ,  $p<.001$ ) were found between the questionnaire score and scores on the Handwriting Hebrew Evaluation of the handwriting product as well as measures of the handwriting process (ComPET). Conclusion: The study results indicated that the questionnaire is very practical for use and indeed identify the children with handwriting deficits. An early identification may prevent later complications in writing abilities, academic achievements and in the child's perception about his competence as writer. Further implications of these findings for school system will be discussed.

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## Studying handwriting processes in school settings: Methodological approaches

Joachim Grabowski, Markus Schmitt & Christian Weinzierl  
Heidelberg University of Education

There is ample research, particularly from didactical or linguistic perspectives, on the quality of text products across different writing assignments, text types, developmental stages, or grades. E. g., international comparisons of scholastic achievement in the realm of writing literacy are most often derived from text products. This kind of data is rather easily collected from school classes in combine. When it comes to the study of writing processes, however, laboratory experiments dominate the methodological landscape. But these are subject to all kinds of violations of ecological validity, and may pose problems with respect to their results' generalizability as well. In our paper, promising strategies to study writing processes of pupils without falling victim to laboratory artefacts are critically discussed and evaluated. We will illustrate methodological settings and provide empirical examples in which individual writing processes are studied under strongly controlled conditions, but within an school environment as natural as possible, regarding time, location, tasks, and the physical writing situation. This discussion encompasses the use of technical devices for the observation and registration of the writing process and the resulting written traces in handwriting and keyboard typing outside the university lab (observation cameras, mirror table, digital pens and tablets, keystroke logging) along with their specific problems, as well as the organization and design of individually controlled studies in school settings and the typically related problems. Among other things, particular consideration will be given to the costs of data analysis after an analogous or digital registration of handwriting processes. While experienced researchers in school settings might already be familiar with several of the issues treated in our paper, we strive to give a well-ordered overview of the methodological alternatives when planning to study writing processes of children or adolescents in their school environment.

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## **Handwriting process and product characteristics of children diagnosed with Developmental Coordination Disorder**

Sara Rosenblum<sup>1</sup>, & Miri Livneh-Zirinsky<sup>2</sup>

<sup>1</sup>Department of Occupational Therapy, University of Haifa, Israel, <sup>2</sup>Child Development Center, Kupat Holim Meuhedet, Haifa, Israel

The literature indicates that the act of handwriting presents difficulties for 6-7 % of elementary school children who are diagnosed as Developmental Coordination Disorder (DCD). Unfortunately, some children who have difficulty in mastering handwriting skills may avoid writing altogether, resulting in arrested writing development. Furthermore, several authors have suggested that difficulties in the mastery of the mechanical demands of handwriting may interfere with the higher-order processes required for the composition of text and hence influence the quality and quantity of the written product. This affects children's performance in a circular fashion, since increased writing may help to improve handwriting quality, and the quality of handwriting is known to have a marked effect on the writing and academic performance of school-aged children. A deeper understanding of the handwriting process and product characteristics of children with DCD who compete with handwriting deficiencies is required in order to develop strategies for improving their handwriting and, consequently, their writing abilities. The aim of this study was to compare the handwriting process and product characteristics of children with DCD to those of typically developing (TD) children in order to determine the best means of differentiation between the groups. Participants included 40 children, from 7 to 10 years old. The experimental group consisted of 20 children who met the criteria of DCD, and the control group consisted of 20 age- and gender-matched controls. The children were asked to perform three graded writing tasks on an electronic tablet, which was part of a computerized handwriting evaluation system (ComPET), in order to obtain measures of their handwriting process. The children's handwriting product was then evaluated by the Hebrew Handwriting Evaluation (HHE). Results show significant differences between the groups for the handwriting process measures (On-paper and In-air time, mean pressure) and for the handwriting product characteristics (global legibility, number of letters erased or overwritten, spatial arrangement, and number of letters written in the first minute). The discriminant analysis yielded a high significant discrimination (80-90 %), with the 'number of letters erased or overwritten' variable as the most differentiating variable (-.67). Conclusions: An evaluation of both handwriting process and product characteristics among children with DCD provides a more comprehensive picture of their deficits. Using this method may enable practitioners to focus on children's main deficits and to tailor intervention methods so as to prevent writing deficits, academic underachievement and its consequences on their emotional well-being.

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## Lecture room H239A

### Citation practices in undergraduate students' texts: how different are they?

Victoria Zamudio Jasso  
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Citation practices in undergraduate students' texts: how different are they? The importance of citation in academic writing has been emphasized by many researchers in recent years. Citation practices have been examined both as a rhetorical tool in the construction of argumentative texts and as an essential element in the establishment of an academic persona within a discourse community. Many researchers have analyzed the conventions of citation behavior across diverse academic areas pointing towards differences in its number, forms and use. Most of this research has been based on the analyses of published research articles unveiling the citation behavior of successful, experienced writers. Other researchers have looked at the citation practices of graduate students by analyzing the use of references in their papers and /or dissertations. However, less has been done in investigating the way undergraduate students use (or refer to) prior literature beyond pinpointing the unfortunately common practice of plagiarizing. The study here presented revises the citation behavior of undergraduate students of Literature at the National Autonomous University of Mexico. These students are usually asked to write texts belonging to one particular genre, the literary analysis essay. The texts that these students write are, in most cases, the main element considered by teachers for grading the different subjects of the four-year curriculum. Considering that the texts written by undergraduate students are usually read by one single person -their teacher- students' texts usually have to comply with their expectations in aspects that undoubtedly include citation practices. In this study, twenty literary analysis essays written by senior students were analyzed with the objective of identifying distinctive characteristics of undergraduate students' citation behavior. The analysis was based on four different aspects: the number of citations, the form they are presented in students' text, the way citations are incorporated into the text and their rhetorical use. The essays analyzed were divided in two groups according to the teacher's perception of quality. Results pointed out some of the differences in student's citation behavior that could influence the perception of quality of the texts. Furthermore, on a second stage of the study, essays written by the teachers themselves were also analyzed to compare with the student's citation practices. The differences found between these texts show the need for undergraduate students to understand more explicitly important aspects of citation practices so that they can better comply with their teachers' (and their community's) expectations.

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**Students' difficulties with specifying audience and purpose in academic writing**

Magdalena Kilarska  
State Higher Vocational School, Institute of Neophilology, English  
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In my presentation I am going to demonstrate the results of a study involving second-year students of English at the State Higher Vocational School in Nysa, Poland. Being taught in a product-oriented manner, the students had made little progress in their composing skills throughout the first year of their English studies. Their papers turned out to be incoherent and very general. To provide the students with more support in their writing, the process approach was introduced in their composing class. The focus on the audience of their papers was expected to enhance the students' writing performance. Throughout their second year, the students were required to complete a cycle of five multiple-draft assignments. The consecutive stages of the assignments included group brainstorming sessions, oral presentations of topic ideas, two or three drafts of the paper, written and oral peer response, response to peer response, and post-assignment questionnaires. In the prewriting stage and throughout the whole process, the audience and purpose considerations were emphasised to help students select the potential readers of their papers and produce effective compositions. Thus, at first the students were required to specify the audience and purpose of their texts and discuss their ideas in groups. Next, the students produced successive drafts, which were evaluated during the peer response sessions. The feedback the students received from their peers included comments on whether the expectations of the intended audience were fulfilled in the compositions. The analysis of all the drafts and accompanying tasks indicated that many students had managed to compose successful papers by keeping the intended readers in mind. On the other hand, despite the process-oriented instruction and increased attention paid to the audience and purpose, a number of students found it difficult to select potential readers and choose a suitable purpose of their texts. As a result, their papers were targeted at the improper audience or very broad group of readers and contained a lot of irrelevant information. I am going to focus on the most frequent problems that appeared in the students' papers and I will try to suggest ways of dealing with the difficulties students encounter when establishing the audience and trying to meet the demands of the designated readers.

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**The role of university students' learning approaches in their note-taking**

Sandra Espino Datsira & Mariana Miras Mestres  
University of Barcelona

The strategic and reflexive use of reading and writing as learning instruments is one of the key factors in successfully tackling academic tasks in formal educational settings. One of the most often used writing tasks, especially at the higher levels, is note-taking. Research has shown that both teachers and students place a high value on the usefulness of note-taking for learning and recent data in our context have confirmed this (Solé et al., 2005). Studies on this subject have identified some of the factors that have a bearing on the note-taking process itself, on the type of notes students take and on the type of use they make of them during their learning process. Two of these variables are the type of representation students have of note-taking (as a information-gathering tool vs. a knowledge-construction tool) (Monereo et al., 1999) and their approach to knowledge (deep vs. superficial) when engaging in academic tasks (Entwistle, N.J. and Ramsden, P., 1983). In this context, we set out, firstly, to identify the representation students have of note-taking, focusing especially on their aims and purposes, the type of notes they take and the use they make of them in various learning situations; and secondly, to identify possible relationships between the type of representations students have and their general approach to learning. Fifty-six undergraduates took part in the study. The data were obtained by means of a questionnaire on the representation of note-taking and the use to which the notes were subsequently put, and a standardised test for differentiating students' approaches (CEPEA, Barca, 1999). The results obtained enabled us to identify different representation profiles with regard to note-taking, some more in accordance with a representation of note-taking as a mere information-gathering instrument, others with a representation of it as an instrument promoting knowledge construction. Significant differences were found between these profiles and students' approaches to learning. Students with a deep learning approach tended to represent note-taking to themselves as a tool enabling them to construct knowledge. These students also made a more elaborate use of their notes, including engaging in writing activities such as making summaries, expanding the content with information from other sources or making outlines and conceptual maps.

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**Thursday 11.00-12.30**

## Hörsalen/Auditorium

### The effectiveness of two types of error correction in Dutch multilingual classrooms

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The effectiveness of two types of error correction in Dutch multilingual classrooms In the last decade, the effectiveness of corrective feedback on learners' written output has been a prominent topic of discussion. While some researchers present a favorable view of error correction (e.g. Ferris 1999, 2004), others claim that all corrective feedback is unnecessary, ineffective or even harmful, in that it diverts time and energy away from more productive aspects of writing instruction (Truscott 1996, 1999, 2004). The debate on this issue has not yet been settled. Until now, only short-term effectiveness of corrective feedback could be demonstrated (e.g. Ferris & Roberts 2001; Sachs & Polio 2007). Due to methodological shortcomings, such as the lack of a proper control group and time-on-task differences, results from studies that investigated long-term effects of error correction on accuracy improvement are inconclusive (e.g. Kepner 1991; Chandler 2003). By trying to overcome some of the drawbacks of previous studies, the present study intends to make a contribution to the ongoing error correction debate. This study compares the effectiveness of direct and indirect corrective feedback to a null-treatment in an experimental design. Furthermore we investigate if performance of an extra writing task (i.e. practicing writing) affects students' accuracy. The study is conducted at Dutch multilingual schools that adopt a content-based approach to language instruction. Results from a pilot study (N=70) showed that error correction might lead to accuracy improvement: while short-term effects were found for both direct and indirect corrective feedback, only direct feedback proved to have a significant long-term effect. Truscott's (2004) claim that accuracy gains found in earlier studies (e.g. Chandler 2003) were due to writing practice instead of error correction could not explain our findings, since practicing writing (i.e. performance of an extra writing task) turned out not to have any effect on students' accuracy. In the main study (N=280), besides looking into treatment effects, we also investigate the influence of language proficiency and educational level on feedback uptake. Furthermore, the main study distinguishes between grammatical and non-grammatical error types to test Truscott's (2007) claim that correction may have value for non-grammatical errors, but not for errors in grammar. This paper will focus on the results from the pilot study and on preliminary results from the main study.

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**Teacher cognitions and L2-writing classroom practices in primary schools in Flanders**

Lieve Verheyden  
K.U.Leuven

A growing number of primary school teachers in Flanders (Belgium) are confronted with growing numbers of Dutch second language (DSL) learners of different ethnic backgrounds. Teaching writing to those young non-native speakers at risk is a serious challenge to the teachers, whose daily professional experiences in multilingual classrooms are often at odds with their cognitions about language development and language teaching. This may create tensions between teachers' cognitions and their classroom practices (Borg, 2006). On the one hand, tensions may stimulate teachers to readjust/optimize their classroom practices and modify their cognitions; on the other hand, tensions may also lead to frustrations and even to resistance and professional standstill. In my paper I will present the results of my ongoing PhD study in which I combine methods of quantitative and qualitative research to empirically explore the relations between (1) the cognitions related to writing instruction and (2) classroom practices during writing tasks, of 4 experienced teachers (third grade) of 4 primary schools. The schools were selected from a pool of schools enrolling up to 100 % non-native speakers of Dutch, mainly of Turkish and Moroccan background. Classroom data were obtained by means of naturalistic (audio- and video-taped) classroom observations during 4 extensive writing classes (120'), spread over one year (06-07), in each of the research classes. The 4 teachers were asked to have the children perform a story writing task based on pictorial series. The analysis of these observations focuses on the degree and the quality of the teachers' support, e.g. with regard to focus on form, content, genre and writing strategies. Teacher support was observed during the introductory phase of the writing sessions, the coaching-while-writing phase and the feedback phase. Data on teachers' cognitions were gathered through post-lesson semi-structured interviews in which teachers were asked open-ended questions about the instructional choices they made, the way of coaching and the feedback provided during the observed writing lessons. Teachers were also asked to reflect on the writing development of some of their pupils, and on the factors that - according to them - prohibit or stimulate a smooth but steady growth in DSL writing skills. This exploratory study aims to address gaps in our current understanding with regard to the relation of educational practices and language teacher cognitions in the specific context of teaching L2-writing to young DSL learners at risk.

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**Cognitive and metacognitive components of L2 writing instruction: a classroom experiment**

Amos van Gelderen & Ron Oostdam  
University of Amsterdam

Written text production is characterised in several theories as a problem solving task with many facets (Flower & Hayes, 1980; Bereiter & Scardamalia, 1987). In addition, analysis of writing processes has uncovered both cognitive and metacognitive components. Cognitive components are for example linguistic skills, such as fast retrieval of lexical elements and the ability to combine these elements in sentences. Also genre knowledge, defined as knowledge of the structure of different text genres, is an important cognitive component of writing. Metacognitive components, for example, are orienting on the writing task requirements, planning of the execution of the task, monitoring of the written output, evaluation and revision on the levels of form and meaning of the text. This study is directed to the question which role cognitive and metacognitive components play in foreign language writing instruction. Presumably, efficient management of lexical choice and writing strategies are both means to relieve the burden on working memory resources. In this study, two competitive models are confronted with each other. The first is the additive model in which lexical fluency and self-regulation have an independent contribution to text quality. The second is the conditional model in which lexical fluency is a prerequisite for an extra contribution of self-regulation to text quality. A series of lessons was developed for writing instruction to students in grades 10 and 11 of bilingual (Dutch-English) education. 120 Dutch students were given English writing assignments under different instructional treatment conditions. The lessons focused on three different genres for writing: expository, reflective and argumentative, and explained different goals for writing. In addition, they contained texts dealing with different topics about Europe (government, languages, member states, national habits, globalisation, et cetera). There were three conditions: 1) instruction in self-regulation, 2) lexical training, 3) extra topic knowledge that were compared to each other on their performance on six post-test writing tasks. Although no significant differences were found in global quality of the writing products, further analysis demonstrates that all three conditions lead to learning results in comparison to a control group. This suggests that not only self-regulatory instruction but also lexical training and topic knowledge each contribute to the quality of L2 writing.

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## Lecture room H435

### Assessing the time course of subject-verb agreement during French sentence production. The contribution of the "Eye and Pen" device.

Denis Alamargot<sup>1</sup>, Michel Fayol<sup>2</sup> & David Chesnet<sup>1</sup>

<sup>1</sup>University of Poitiers, CNRS & <sup>2</sup>University Blaise Pascal, LAPSCO

The purpose of this research is to improve our understanding of the automatic or controlled nature of the spelling processes underlying noun-verb agreement in number, during the written production of 'N1 + N2 + V'-type sentences in French. In this context, the previous trace is regarded as the source of clues which the writer can deliberately gaze in order to reactivate a decisive item of information in working memory (e.g. N1). The tracking of spelling processes according to their controlled/automatic nature has mostly been carried out by administering double tasks (influencing controlled processes) and analyzing the quality of the finished product. Asking the writer to produce a verb agreement while memorizing a series of digits or letters, and counting the list of errors is typical of this approach (Fayol, Largy & Lemaire, 1994). Although this is a very relevant paradigm, it necessarily encourages us to reason in terms of a processing failure, and strategies which would lead to a successful outcome are not implemented. The conjunct analysis of eye and graphomotor movements constitutes a new spelling research paradigm, making it possible to track controlled and automatic processes without interfering in the course of these processes. The recent development and distribution of Eye and Pen©software (Alamargot, Chesnet, Dansac, & Ros, 2006; Chesnet & Alamargot, 2005) has provided an opportunity to extend the scope of this research to handwriting. Eye and Pen combines the signal from a digitizing tablet (recording the state and coordinates of the pen tip) with that of an oculometer (recording the coordinates of the gaze on the surface of the tablet). By combining these two signals, we can study the way eye movements and pen movements are synchronized during periods of pausing and writing. When it is matched to spelling production, the conjunct analysis of writing rate (slowing down, pausing) and associated eye activity (progressives and regressive fixations) will make it possible to identify the sentences where automatic processes (characterized by a rapid rate and eye-pen synchronization) are replaced by controlled processes. Thus, when subjects are wrestling with a difficult agreement (e.g. "The dog of the neighbours eats" / le chien des voisins mange), we would expect the attendant increase in attentional demand to slow down the pace of graphomotor execution (Chanquoy, Foulin & Fayol, 1990) - if not bring it to a halt (long pause). According to the nature of the representations activated at that point in working memory, two types of ocular behaviour can be expected. (i) If N1, N2 and V are all activated, the calculation can be performed in working memory (N1-V agreement, inhibition of N2) and the gaze may either remain close to the pen (writing tip), fixated on the word being written, or be averted (Glenberg, Schroeder & Robertson, 1998). (ii) If, on the other hand, N1 has been deactivated in working memory, one or several regressive fixations will be needed to bring N1 back within the attentional focus. In this paper, we will present two experiments which were designed to (i) elucidate the time course of N-V agreement processes and (ii) explore the use of "Eye and Pen" as a new and effective

paradigm for studying spelling production. In the first experiment, expert writers (students) were asked to write down on a screen-digitizing tablet a series of "N2 V N1" sentences (e.g. "On the sheep climbs the flea") that were dictated one after the other. Number congruency between N1 and N2 (SS-PP-SP-PS) and plausibility between N2 and V were both manipulated. Although the results failed to reveal any effect on regressive fixation activity, pause analysis showed that participants engaged in a strategy which consisted in activating the plural at the very beginning of the sentence at the risk of having to inhibit it just before or during verb transcription. The second experiment was intended to specify the nature of this strategy (by using a different sentence structure: N1 N2 V), extend its investigation to less skilled writers (5th-grade students) and monitor the visual information fixated during the task. Regarding the latter, the absence of regressive fixations on N in the first experiment may have been due to it's the information's spatial proximity to V (N was still in parafoveal vision when the writer executed V). In order to ascertain how the previous trace (in this case, N1, N2) is fixated during V production, we used an interactive masking device. Participants were asked to write down sentences with: (i) "No mask" (all written words remained available), (ii) "N1 mask" (N1 disappeared just before the execution of N2; N2 and V remained available), (iii) "N1-N2 mask" (N1 disappeared before N2 execution, then N2 disappeared before the execution of V; V was written without N1 and N2 as visual cues). Results showed an impact of the masking conditions, interacting with the writer's expertise and the congruency of N1 and N2. In the conclusion, the contribution of the "Eye and Pen" device to the study of the course of spelling processes is discussed.

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## **Cognitive Processes in Writing are Genre Dependent: A Comparison of Picture Descriptions and Expository Texts**

Roger Johansson, Victoria Johansson, Åsa Wengelin & Jana Holsanova  
Lund University

It is commonly accepted that writing an expository text is a more advanced task than, for example, writing a descriptive text. High-level processes that involve structuring and organizing the content, as well as fulfilling rhetorical and linguistic goals, will therefore in expository writing be more frequent than in descriptive writing, where the writer more or less is only trying to show the reader something. However, it is unknown how these differences actually do affect the processes in an ongoing text production. By using keystroke logging (ScriptLog) synchronized with eye-tracking technology (SMI HED + Polhemus), we did a quantitative investigation of how cognitive processes in text production differ for an expository text and a picture description. 28 participants wrote both texts (university students). In the expository text, they discussed typical problems in a school setting (like cheating, bullying and stealing), and in the picture description they described a detailed picture from a children's book. The writing data synchronized with the eye movements made it possible to perform temporal analyses of both keystroke events and what the writer looks at for any given moment. Additionally, we used a reading filter that automatically can detect reading, which made it possible to analyze when and to what extent the participants read their own emerging texts. Paired t-tests showed that the expository texts took significantly longer time to finish, that the proportion of pauses (longer than 2 sec.) was significantly higher in the picture descriptions, and that revisions were significantly more frequent in the expository texts. More revisions and longer time spent on the task are strong indicators that the expository text indeed was a cognitively more demanding task. However, somewhat surprisingly, the pause frequency, commonly used to indicate cognitive processing, was significantly higher in the less demanding picture description. We propose that this is an effect caused by the fact that, when describing the picture, the writers constantly have to shift visual attention, not only between keyboard and monitor, but also to the picture. These attention shifts may steal cognitive capacity from the writing process in working memory. Furthermore, the reading results revealed that the proportion of reading one's own emerging text was significantly higher in the expository texts. We have in previous studies proposed that the reading of one's own emerging text is primarily associated with high-level processes of planning and revising.

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## Planning and reading in a genre perspective

Victoria Johansson, Roger Johansson. Åsa Wengelin & Kenneth  
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Under the assumption that pauses during text writing reflect planning, texts produced in a keystroke logging program have been used to analyse the pause patterns in texts of different genres (narrative and expository). The results from a previous study indicate that although the percentage of pause time of the total writing time differs very little between the genres, the pause distribution differ, so that the narrative texts have long pauses in the beginning and in the end, while the expository texts have more evenly long pauses throughout the writing session, but with a higher percentage of pauses in the end. One interpretation of this is that the non-temporal structure of the expository leads to an increased cognitive burden, and thus a need for continuous planning (reflected by frequent pausing), compared to the narrative, where the writer is aided in the text composing by the chronological structure typical for the genre, which calls for long initial planning, but less so throughout the writing session. Apart from reflecting planning, the pauses would also, according to most writing models, be used for reading the text. However, the question is how the pause time distributes between planning and reading (if, at all, one could make such a distinction). By combining keystroke logging with eye-tracking technology, we are now able to analyse to what extent reading takes place during writing. In a study with 56 participants where expository texts as well as picture descriptions were collected, an analysis of the reading patterns during writing shows that the percentage of reading varies with the text genre, so that the amount of reading is larger when writing expository texts than when writing a picture description. This presentation discusses how the recent findings from combining key-stroke logging and eye tracking can be used to shed light on the previous analysed pause data from texts in different genres. We propose that parts of the pauses (but not all pauses) are used for reading the text. We further propose that in order to produce more complex text genres (i.e. expository vs. narrative, or expository vs. description), more reading is necessary, as is more planning if the result is to be a coherent text.

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## Lecture room H140

### Reading to write an argument: the role of epistemological beliefs

Isabel Cuevas, Mar Mateos, Ana Martín & Maria Luna  
Universidad Autónoma de Madrid

Our starting point is the assumption that prior beliefs regarding the nature of knowledge and how it is acquired influence the way we actually acquire knowledge or, what amounts to the same thing, how we learn. In the particular case of the acquisition of knowledge from reading and writing by university students, we were interested in finding out about the mediating role general epistemological beliefs might be playing. This is a subject that has so far been little explored (v.g. Mason & Boscolo, 2004), while what research on it there has been has adopted different theoretical and methodological approaches (Mateos, Martín & Villalón, 2006). The specific aims of the study reported here were: a) to describe the epistemological beliefs manifested by Psychology undergraduates, and b) to explore the possible relationships between epistemological beliefs and the degree of perspectivism and integration of knowledge in drafting written arguments on the basis of reading various sources. The participants were 131 fourth year Psychology undergraduates at a state-run university in Madrid. The epistemological beliefs were assessed by means of a questionnaire (Schommer, 1990) in a whole-class session. During a second session the students were asked to read two texts arguing for different positions on a controversial issue in the field of Psychology of Education, and to make a written synthesis including the conclusion they had reached, backing it up with arguments without losing sight of the information provided by both the texts. Among other dimensions of analysis, the written products were evaluated according to their degree of perspectivism and the extent to which they integrated the two positions on the issue. The results show that Psychology undergraduates tend to show very little agreement with the more naïve epistemological beliefs. The relationships between these epistemological beliefs and the degree of integration displayed in the written synthesis are analyzed and discussed. Finally, the implications of these findings for university teaching are discussed.

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## Writing at the End of the World: Academic Writing and the Struggle to Define the Humanities

Hector Vila  
Middlebury College

Richard E. Miller in *Writing at the End of the World* (Pittsburgh, 2005) asserts that, "We live in the Information Age and all the information is telling us that whatever we have done, whatever we are doing, and whatever we plan to do will never have any lasting significance". This is how our students and many teachers feel, bringing us back to the debate that began in the 1990's about the nature and purpose of academic writing. On the one hand, we've had the school of thought that follows Michel Foucault's "The Order of Discourse," most notably lead by David Bartholomae's "Inventing the University," suggesting that the very syntax of college writers is defined by cultural and discursive commonplaces, and Kurt Spellmeyer's "Self-Fashioning in Discourse: Foucault and the Freshman Writer," where we are told that Foucault's work "reminds us that learning is the process through which we deliberately fashion our lives—and that the outcome of the fashioning, this 'assaying' of ourselves, is always an open question". And on the other hand, we find Nancy Sommers's "Between the Drafts" where she realizes that only by getting out from beneath Foucault's influence, and by implication the demands of academic conventions, can she begin to gain authority. In Sommers's camp is also Nancy Welch and her often cited "Resisting the Faith": only by returning to "University A," after being repulsed by the learning process in "University B" where Foucault is required reading, to where "freewriting and stargazing" are encouraged because "we write and learn in an environment that is safe and supportive" is she able to compose. A writer determines the ways culture is actually present in the very act of experiencing the writing process. Writers therefore come to understand how and why the academy needs them, says Miller, "constructing a more humane and hospitable life-world by providing the very thing the academy is most in need of at this time: a technology for producing and sustaining the hope that tomorrow will be better than today and that it is worth the effort to see to it that such hopes aren't unfounded". Our job is to provoke—to enable ways to move between worlds and balance incongruities we experience. The postmodern mission of academic writing is nothing less than to define the practice of the humanities. This paper defines an alternative vision for academic writing, one in which the goal is consistent with healing.

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**Exploring disciplinary writing cultures: A quantitative and qualitative study**

Kruse Otto  
Zurich University of Applied Sciences

Student writing serves a variety of functions for the learning and communication in the curriculum. Within a three year bachelor and a subsequent two-year master program, students might have to write and submit several dozens of texts. Institutions provide didactical guide-lines for the writing of its students and develop instructional routines as well as writing practices. They establish preferences for pedagogical genres like the seminar paper or the critical essay and rely on their discipline's rhetorical practices. The complex set of rules, regulations, practices and preferences for the guidance of student writing is what I refer to as "writing cultures". While in the context of US-American universities, writing cultures have been of considerable interest, writing cultures in European universities have only rarely been focussed in research. I will report on an exploratory research project designed to investigate the writing culture of a study program in environmental studies. The study was part of a consulting project to understand and change the organization's writing policy. Qualitative and quantitative data were collected to assess the kind and numbers of texts written, to understand teaching routines and to come to an estimation of student writing skills at different levels of the study program. The presentation will conclude with recommendations as to how such an approach can be used within WAC/WID programs.

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## Lecture room H239A

### **From talk to text: On the trajectories that scaffold children's writing**

Triantafillia Kostouli

Department of Education, Aristotle University of Thessaloniki

This paper is part of a larger project that set out to investigate the way by which interactive processes and semiotic resources interrelate in classroom communities to shape Greek elementary school children's gradual appropriation of school genres. This paper investigates a more specific issue: the types of processes mediating and shaping children's transition from classroom talk (i.e. from children's collective discussions around a topic that incorporates issues of genre as well) to their texts. The data consist of two thematic units (containing of a series of reading and writing events) which deal with argumentative texts. These were created in two 6th grade Greek classrooms. An interesting diversity was documented in the data. While in one of the classrooms studied, children produced genre appropriate but very similar to each other argumentative texts after the intervention, in the other classroom with a similar (along socioeconomic criteria and curricula issues) student population, the texts produced were highly diverse, though not all equally effective. The questions addressed are as follows:

- How can we analyze the routes linking talk to texts? How do these routes work to facilitate or hinder children in making the transition to written text production?
- How does collective classroom talk work to create homogeneity versus diversity in children's texts?

Building on the premise that writing is contextually shaped, analysis of the nature of classroom talk which preceded writing was undertaken. This revealed subtle differences in teacher strategies. The discussion illustrates how, through the kinds of talk co-constructed, a specific culture of meanings is created in each classroom which has, in fact, created different routes to writing and learning how to write. As discussed, classroom talk should not be seen as a static set of information units, but as a complex structure of meanings within which genre and content-related meanings interrelate. While both teachers in the data under examination attended more to issues of content over genre, they used different strategies to shape children's writing. In the first classroom, homogeneity was shaped through classroom talk; certain concepts emerged, which were recycled and, through talk and diagrams, were established as important. In the other classroom, children were given the resources to explore, reshape and renegotiate content and genre-specific information on their own. On the basis of these results, suggestions are made on the way children learn how to write by implicitly following along certain, classroom-constructed routes that attach different values (i.e. genre appropriateness versus creativity) to writing.

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**Between letters and drawings : Asking young children to develop a common code of designation**

Alexia Forget, Francia Leutenegger & Maria-Luisa Schubauer-Leoni  
University of Geneva

Between letters and drawings : Asking young children to develop a common code of designation The research we are presenting aims to describe and promote our understanding of the beginnings of scholarly acculturation in young children's schools. We have selected a didactic activity (a treasure game) from the mathematical Theory of Didactic Situations (Brousseau, 1998) in order to study the introduction of young pupils (4-5 years) to social writing practices useful for the learning of mathematics and French. In this activity, which is pursued over several months, children encounter various cultural and social tools connected to the writing process : they produce drawn (or written) records in order to remember, communicate and create a common code. The game consists of five phases : 1) the pupils discover and get acquainted with the 37 objects composing the treasure and collectively decide on a name for each object ; 2) the teacher hides 2-3 objects and on the following day each child must remember which objects were hidden ; 3) the teacher hides 12 objects and the children are asked to find a way to remember the objects the next day (by using an external memory device) ; 4) a reader-writer game : the "writer" pupil produces a written sign that should allow another "reader" pupil to guess the represented objects; and 5) a common code is generated (one graphic form per object) and used by all pupils in order to facilitate the communication of messages. From this point on, the whole class will associate each object with a graphic representation. This representation- cultural class convention-is progressively revised and put on a board or hung on a class wall. We have filmed and recorded the various phases of the game in two experimental kindergarden classes linked to our university in Geneva. We have recorded about 50 sessions per class. For this report, we propose to focus on the results of steps 4 and 5. We will first present a typology of pupils' work in each class : what kinds of representations did the children create ? Did they use a written, drawn, or mixed code in order to keep a record of hidden objects ? We will subsequently present a selection of the final representations of each class by describing the steps that have lead to the preference of one representation over another : why was a specific representation chosen as the collective code ? Was the choice made quickly or did the pupils hesitate between various representations ? We are currently applying the same study in schools in different socio-economic contexts.

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**Thursday 13.30-15.30**

## Hörsalen/Auditorium

### SYMPOSIUM

#### The development of writing-related skills and writing abilities in pre-readers PART 2

Organizers:

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For many years, research on early literacy has shed light on the large spectrum of print-related knowledge young children acquire during preschool and kindergarten years. Such knowledge includes functions of writing as well as formal and symbolic aspects of print. Early spelling and writing abilities have also been reported. These early acquisitions have received most attention as longitudinal studies on early literacy showing that some abilities and experiences predicted subsequent children's spelling and writing achievement. These findings suggested that preschool and kindergarten writing-related skills lay the foundation for future literacy.

Given the important impact of the developmental continuity from early writing experiences and performances to school-based writing, it is critical to know what research says about early development in the field. The main objective of the symposium is to present empirical studies devoted to examine how writing-related skills and components develop in prereading children. This includes both low-level writing-related skills and high-level composing skills. How writing skills can be easily taught in kindergarten classroom and what instruction should be delivered to at risk children are other important aspects. These topics can be addressed through experimental studies or by classroom research. The symposium would contribute to fruitful exchanges concerning both professionals and researchers involved in education and psychology.

## The Investigative Word Web

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The Investigative Word Web is a pre-writing strategy I originally developed to meet the needs of L-2 learners, who were experiencing difficulty with writing. Their challenges included, having limited knowledge of the English language and the writing process, and a lack of self-confidence due to previously unsuccessful writing experiences.

Attempting to make writing more interesting, I challenged my students to think of themselves as investigative reporters. We began by selecting an experiential theme. Our county fair was opening, and all students were to attend. Each day of the fair, I encouraged students to share one event. Using the words of an investigative reporter—*who, what, when, where, why and how*, we developed essays. At the conclusion of the fair, the class had created ten essays and students were beginning to venture out into their own creative writings. Language was still a challenge, but students had gained the confidence they needed. Previously unenthusiastic pupils began to write well-structured essays.

The successes my L-2 learners had experienced, prompted me to attempt the same pre-writing strategy with my fluent English speakers, including those having learning difficulties, as well as college-preparatory students. As previously witnessed, students crossed the hurdles which had been preventing them from becoming proficient writers. The idea of using investigative reporter techniques was both appealing and lowered their stress levels. Now, they had a plan with which to navigate, and ideas could be organized. Essays began to have a structure.

The Investigative Word Web can be used in many genres, including the summarization of news articles, taking notes from academic sources and writing narrative, persuasive and personal essays. This strategy helps students to stay focused, think cognitively, and become more relaxed and confident in their writing abilities. Although this technique originated to assist L-2 learners, students of all ages and proficiencies can adapt the strategy to strengthen their writing skills.

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**On acquiring the spelling of words including silent letters. Both self-teaching and knowledge of orthographic regularities matter**

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According to Share (1995, 1999, 2004), deciphering written words leads to the memorisation (i.e. self-teaching) of their orthography. Phonological processing is thus claimed to be the source of the orthographic lexicon. Cunningham (2006), Cunningham et al. (2002) and Nation et al. (2006) have confirmed that after a letter string has been decoded successfully, a small number of encounters is sufficient to add that word to the reader's orthographic lexicon. However, phonological recoding is not the whole story: previous orthographic knowledge adds a unique and significant contribution (Cunningham et al., 2002), showing that orthographic learning is not entirely and exclusively parasitic on decoding ability. Little is known however about the kind of orthographic knowledge involved in the learning of specific items. We propose here that some general knowledge about orthographic regularities (e.g. that some letters can be doubled but not some others; Pacton et al., 2001, 2005) is involved and that these regularities constrain the learning of the orthography of specific items: they can both facilitate the learning of some items and hamper the learning of some others. This is especially true regarding words whose spelling includes letters having no phonological counterpart (e.g. h; Campbell & Coltheart, 1983).

Our experiment aims at studying whether decoding is sufficient to memorise the spelling of words including silent letters. Late adolescents (17 to 19 y-o) had to read stories whose heroes' names were pseudo words including one silent letter each (i.e. h). This silent letter was either frequently or rarely associated with the following letter (e.g. nh and th were frequent bigrammes whereas dh and rh were rare bigrammes in French). The hero's name appeared either once or six times in the text. Participants' self-teaching was assessed using both a closure test (participants had to complete an excerpt of each story) and a spelling to dictation task. The results provide evidence that both decoding, frequency of encounters, and previous general orthographic knowledge impact on the acquisition of the orthography of specific words

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## From phonemes to graphemes - a deceptive view of the English alphabetic system?

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There has been a growing trend in England over the last 10 years (in government-sponsored material as well as some commercial phonics programmes) to conceptualise the English alphabetic code as a limited set of around 44 phonemes each represented by one or more graphemes (e.g. /s/ = s, ss, c, ce, sc). So, effectively, children learn phonics from a spelling perspective – from phonemes to graphemes. One justification for this approach is its internal logic and manageability. It is easier to visualise a framework divided into 44 items (phonemes) than one divided into 125 items (graphemes). Further justification stems from developmental and motivational perspectives: pre-school children can arrive at an understanding of the English alphabetic system through inventing the spellings of words (Read, 1986; Chomsky, 1979); children’s active involvement in their learning is motivational (Katz, 2007). When children invent spellings, they segment utterances (sometimes words) into a chunk of sound (sometimes a phoneme) and write a symbol (sometimes a letter). Children’s ability to segment words into phonemes has formed the basis for spelling in the early years and allowed children greater control over their written output than traditional copying methods.

This conceptualisation of the English alphabetic code may, however, have its drawbacks. Its logic is deceptive. It could be argued that the English spelling system cannot be distilled into a neat alphabetic code and therefore It may be disingenuous to give teachers of young children the impression that the ‘phoneme chart’ contains a fully logical explanation to the English graphemo-phonemic system.

This paper will explore the issues associated with this view of the English spelling system and suggest accommodations that might be made to retain this approach to early writing with reference to research in other languages.

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## The contribution of non-verbal graphic texts to children's early literacy development

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The aim of this presentation is to show that non-verbal graphic texts are tools which may enable young children to build the concepts and skills relevant for early literacy development while they actively use them in relevant contexts. This claim is based on several studies carried out by colleagues and I in the last decade (in kindergartens and preschools in Israel and London) on the use of non-verbal graphic texts: calendars, icons, mathematical notation and scientific illustration.

Studies:

1. Calendar. A study on whether young children are acquainted with or able to acquire "the rules of the game" involved in mapping time into space in a tool such as a weekly calendar presented children with a task which consisted in "reading" a calendar and "writing a calendar" (Teubal, 1999). The findings showed children have considerable ability to "follow the rules" involved in using a paper calendar ("reading" preschoolers .31;"writing" .42; kindergarteners .63;.67).
2. "Scientific illustration". Gross and Teubal (2000) investigated whether children's learning is differentially reflected in children's verbal and pictorial responses to a soil-water seepage problem solving situation. Children were instructed to provide both pictorial and verbal responses. Findings showed the pictorial mode was used by children to convey mostly *visual information* and the verbal mode for *non-visual information*. Thus, they complement each other: pictorial representations are suitable for recording data and for communicating those findings children cannot readily express verbally.
3. Numerical notation and icons. Dockrell and Teubal (2007) studied the emergence of children's early discrimination between the use of numerical and "writing" notation and its relation with functional context. Children were presented with a production task. filling in an ID card form tapping both *numerical* (child's age, age of brother, age of sister, phone number, year born, weight, height, number of brothers, number of sisters) and *non-numerical* (child's name, street on which the child lived, city, colour of eyes, colour of hair, name of brother, name of sister) information.

Significant differences were found for children's responses for numeric and non-numeric items, in all age groups. In both categories there were items which presented a special response pattern: Hair colour and eye colour produced iconic *responses* across all age ranges. Weight and height elicited only a small proportion of numerical responses *both* orally and notationally. *Iconic* responses were produced.

Children appear to be more comfortable using iconic representations for certain kinds of contents (such as colour and height), even though other notational systems are accessible to them (at least partially).

Conclusions: non-verbal graphic texts can aid children in overcoming the gap between their ability to produce spoken and written texts; getting acquainted with the diverse functions of written language and becoming motivated to acquire written language.

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**Emergent literacy: young children tell stories, starting from illustrated books, to a small group of mates**

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We made in the school year 2006-2007 a systematic observational study involving three "Scuole dell'infanzia" of Roma and province with the aim of collecting discursive data coming from children's groups when reacting and discussing about a story told by a mate of the same age, who was looking and using an illustrated book. We took up a research experience, previously carried out by our late colleague Marina Pascucci (2001), as well as by other researchers. At first, in our group, we devoted a certain attention to the choice of a number of books, new and particularly adapted (because they had a good narrative thread) to young pre-reader of 4 and 5 years old. After having controlled that these books were not already present in the bookshelves of the children's classrooms, we selected ten books that we considered more adapted to our children's age. Then we established, through discussion in our research group, a kind of order of reading difficulty of the selected books, just to verify our hypothesis afterwards (partially verified). After having presented the proposal, we asked the teachers to identify, in each infants' section, four groups of children who were accustomed to work together in an autonomous small group, to be located in a silent room of the school, close to the classroom. Since most of the children were enrolled in heterogeneous age classrooms (ranging from three to six year old), we asked the teachers to identify for us two groups of 4 children of four year old and two groups of 4 children of five years old, because we wanted to see how children of different age would react to an activity who was completely new for most of them.

The researchers presented the experience to the small groups of children, leaving them autonomous in each book choice and presentation, although sometimes their teachers were present (without speaking) for reasons of responsibility requested by the school headmaster. The group sessions, who were four for each age group, were all videotaped and fully transcribed. It came out from the transcribed protocols that none of the expected differences were observed between children of different ages; only, in one case there were differences, in the sense that four year old children discourse was better than five year old ones, because they got a previous experience in telling stories looking at illustrated books. Some differences between males and females were observed, but not always; and some books were more preferred than others. Thus our hypothesis about the fact that telling stories from looking at books is a good emergent literacy activity that can affect the subsequent conventional reading was shown also by the fact that children develop their taste in meaning anticipations, both when they begin or not to decode some conventional marks of the writing. A series of contour rules of reading aloud together are practiced in this experience that was generally very much appreciated by those young pre-literate children.

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## Lecture room H435

### SYMPOSIUM

#### Developing Systems: Writing and Spelling in Children and Adolescents

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Learning to write and to master different discourse genres is an extended developmental process requiring the integration of a variety of cognitive skills; it is influenced by a variety of factors including the language and the orthographic system the child is learning. This symposium addresses the development of writing in children and investigates this process from several perspectives: various languages and orthographic systems (French, English and Hebrew); differing levels of linguistic complexity (morphological, lexical spelling; lexical and syntactic revisions); the relation of spelling to writing; and finally atypical development (children with language impairment). Our first presentation looks at spelling in Hebrew children from grades 1-6 focusing on homophonous letters which reflect various grammatical functions. 170 children were given a spelling test and performance was compared on the spelling of homophonous function letters from various categories. The factors that influence spelling performance are discussed. Because it is an irregular system with an ambiguous morphology, French orthography can reveal how children learn to spell. Rather than looking at spelling in isolated words, the second presentation investigates how children and adolescents (ages 10-15) manage spelling in the context of writing both narrative and expository texts. The discussion will focus on the types of spelling errors and their local and textual context. Looking at development in atypical children often reveals processes not evident in typical development. The third presentation investigates the relation of spelling and writing by analyzing written texts from English speaking children with Language Impairment (LI). This study looks at frequency and types of spelling errors in narrative and expository texts in LI and typically developing children ages 7-16 and compares spelling performance with the overall quality and coherence of their written texts. The frequency and quality of revisions differ considerably between novice and experienced writers. This fourth presentation uses digital writing pads to evaluate the types of revisions children make in their text production in French. It seeks to understand how older children and adolescents shift to deeper and broader levels of text comprehension, and appreciation of the writing process, by focusing on the changing nature of revisions from ages 10-15. By focusing on different levels of writing performance, in languages with differing types of orthography, as well as including atypical children, together, these studies promise to significantly increase our understanding of writing and spelling and their development.

**Spelling morphology: a psycholinguistic analysis of Hebrew spelling development**

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Hebrew homophonous letters with grammatical functions are generally easier to spell correctly than root letters because of their high token frequency and clear mapping onto morphological segments. Two populations of school going children (grades 1-6 and a control group of 8th graders) were compared on learning the spelling of homophonous function letters from various categories: 170 children from high-SES and 200 children from low SES. They were all administered a spelling test of 70 words containing function letters from a variety of morphological categories. Performance increased with age and schooling. Most function letter categories were correctly spelled by 3rd grade, but some categories took longer. Differences were found between the two populations in rate of acquisition of correct spelling. Factors promoting early spelling success were transparency of orthography-morphology mapping, and the degree to which the letter was perceived as having a clear grammatical role.

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**On managing spelling when writing texts**Sévérine Maggio<sup>1</sup>, Bernard Lété<sup>2</sup> & Michel Fayol<sup>1</sup><sup>1</sup>Université Blaise Pascal & CNRS LAPSCO, <sup>2</sup>Université de Lyon & Laboratoire d'Etude des Mécanismes Cognitifs (E.M.C)

Spelling has been extensively studied, mainly using isolated words or isolated sentences that subjects were asked to write under dictation. Few studies have dealt with spelling when writing texts (but see Graham, 1999). The present research aims at studying the management of spelling by children and adolescents who are composing narrative and expository texts in French. French is an especially relevant orthographic system to determine how people proceed to spell: it is an irregular system with both many lexical traps and a silent or highly ambiguous morphology (Jaffré & Fayol, 2006). It is thus easier than in most of the other orthographic systems to observe how spelling is managed when writing texts. One hundred and twenty children, divided into three age-groups (10-, 12- and 15-year-olds, half boys and half girls; half low- and half mean-achievers) had to compose both a narrative and an expository text in two conditions. The written text was produced either before or after the oral production of a text of the same genre. The texts had first been analysed following some general dimensions: number of words, number of clauses, and length of clauses. Then, the proportions of different types of spelling errors – phonographic, lexical, morphological errors – have been computed, as well as their distribution in the texts (beginning, ending). We will describe the main results of this first step analysis. The next phase will consist in studying the on-line management of spelling.

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**Spelling and Writing in Children with Language Impairment:  
Comparing Narrative and Expository Texts**

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Children with Specific Language Impairment (LI) show significant language delays but have apparently normal cognitive abilities. In spoken language, younger children with LI have difficulties in phonology, grammatical morphology and complex syntax. The few studies examining their written discourse have noted continued problems with morphology. Here we focus on the written discourse of English speaking children and adolescents with LI in two different genres: narrative and expository texts. We address two questions:

1. Do problems with morphology persist into later written language?
2. What is the relation between spelling and writing?

To address these questions, we have collected standardized spelling tests as well as narratives from 24 children with LI (ages 7;00-16;00) and expository texts from 16 of those children (ages 10;00-16;00) as well as their age and gender matched typically developing (TD) controls. Children were asked to "Write about a time when you were mad or sad," (for the narrative); and to "Write an essay on conflicts and problems and how to resolve them," (for the expository). After writing the story or essay, children were given an opportunity for revision, and then read the texts back to the experimenter. Mirror transcripts were coded for:

1. Spelling: frequency and types of errors (phonographic, morphological, spoonerisms and segmentation errors); phonological plausibility;
2. Language structure: morphological errors; frequency and types of complex syntax;
3. Discourse structure (opening, positioning or stance, number and types of moves within the discourse and overall text level).

In both genres, the LI group made more morphological errors and more spelling errors than controls at the younger ages, however in the oldest age group (13-16), their spelling performance matched the TD group. Regarding the quality of error, unlike controls, errors from the LI group were predominantly phono-graphic. Although the LI group recruited fewer complex sentences than the TD group, in calculating the types of complex syntactic structures, no group differences emerged in either genre. For the LI group, frequent use of complex subordinators explicitly signalled the relation between elements, providing a coherent organizational structure for their texts. The combination of spelling errors and overall text coherence shows an interesting and uneven developmental profile in the LI group where local phoneme-grapheme mapping may be impaired, but the global aspects of texts show surprising coherence.

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**Revisions in the written discourse of French children and adolescents**

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The number and type of revisions differ considerably between novice and experienced writers (Galbraith & Torrance, 2004; Olive & Piolat, 2003; Roussey & Piolat, 2005; Swanson & Berninger 1996). Novice writers make fewer revisions than experienced writers and their revisions are usually restricted to surface elements such as letter formation and spelling (Fayol, Gombert & Baur, 1987). One important aspect of learning to revise written discourse involves the writer's capacity to shift perspectives from language producer to language recipient. This dual perspective on the same object calls for the comparison of the content of what has already been written with the representation of a potential reader's mental state (Holiway & McCrutchén, 2004; Tolchinsky, 2004). The ultimate goal of our project is to understand how adolescent writers develop this capacity. In the study to be presented we present a typology of revisions observed in the written texts of 120 French children and adolescents divided into three age groups (10-, 12- and 15-year-olds). Data collection procedure used the Eye & Pen©software with digitizing tablets (Chesnet & Alamargot, 2005) which allows for observation of the temporality of revising. The subjects were asked to write a personal narrative and an expository text in two different contexts; either the production of the written text preceded or followed the production of an oral text. All revisions (except those concerning spelling or letter formation) were coded for revision type, including deletion, addition, substitution, reordering. Also coded was the distance between the point in the text where the subject interrupts his/her writing and the point in the text where the revision takes place. The present study ascertains

1. how revisions change with development;
2. how revisions vary as a function of text type;
3. how revisions vary as a function of production order and
4. how revision profiles correlate with text quality as assessed by holistic evaluation.

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## Lecture room H140

### Text analysis of narrative writing of native English and Chinese-English bilingual students

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"Narrative shows the relations between parts and each other as well as between parts and the whole. These relations can be built by various types of cohesive markers which show how writers make connections with what has already been stated or soon will be stated. Comparative analyses of narrative writing help explore how different the cohesive relations are addressed across cultures. A number of comparative studies, such as Berman (1998) and Stavans (2003), have provided detailed analyses of cohesion in narrative writing between different languages. However, these studies focus mainly on narrative productions in English and languages other than Chinese. This study therefore adopts a comparative approach to analyse narratives written by a native British English group and a Chinese-English bilingual group. The subjects were asked to conduct a narrative task based on a picture series. The areas for analysis of this study cover cohesive markers such as anaphora and conjunction, as well as temporal frame which is another means for maintaining cohesion through stringing the events on a temporal thread (Stavans, 2003). It is concerned with the use of predominant tense and the tense shift in a text. Findings from the study indicate that due to the distinct linguistic and cultural conventions between the two subject groups, their writing products vary in the application of cohesive markers. The English L1 and the Chinese L1 texts differ in density of cohesive markers. Unlike English which is characterized by hypotaxis - the dependent construction of relationship of clauses with connectives; Chinese is mostly paratactic - the coordination of clauses being formed by one clause following another without coordinating connectives. Therefore, the density of connectives is much lower in the Chinese texts than in the English ones. On the other hand, the difference between the English L1 and L2 texts lies mainly in cohesion variety rather than density. The Chinese L1 influence on cohesion of English L2 writing is not in evidence. The findings provide certain pedagogic implications for English L2 writing, and may serve as a useful reference for further analyses of narrative writing, cohesion in particular, between other languages and cultures.

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**Who is Who and doing What in distance education? Authentication and keystroke dynamics**Hakim Usoof<sup>1</sup> & Eva Lindgren<sup>2</sup><sup>1</sup>Department of Interactive Media and Learning, Umeå University, Sweden, <sup>2</sup>Faculty of Teacher Education, Umeå University, Sweden

Authentication of a student's text, developed using a computer in a non-proctored environment, in distance education has been a major reason against the use of such texts as means of assessment. Even though many alternative solutions have been suggested, they have not been successful in addressing all of the concerns of authentication. Thus, the most common way of assessment for the purpose of accreditation in distance education is still the proctored examination. However, the growing need for and interest in distance education highlights the associated need for reliable assessment methods that can be used in computer-based distance education. In this paper we investigate the use of keystroke dynamics for the purpose of authentication of computer-based written assessment. Throughout writing, writers press keystrokes, pause and revise. These patterns can be examined in detail using keystroke-logging techniques, and, thus, provide detailed profiling of individual writers. These profiles could be used to detect possible impersonation and how writers paraphrase and copy text from both soft and hard documents, items that are seen as major authentication issues in the assessment of non-proctored student work. However, writers are likely to employ different strategies depending on the task at hand. This paper presents an ongoing study in which a combination of techniques, common in computer security as well as in writing research, are used for the authentication of students as well as of their text productions. The study aims to examine whether individual writing patterns can be identified and, if so, how these patterns vary across tasks. Fifteen adult writers compose texts in their first language in four conditions: descriptive, argumentative, copy and memorised tasks. All writing sessions are observed through keystroke logging techniques and analysed according to transition time between keystrokes, pauses, and revisions. Thus, the analysis includes micro-level analysis of pauses defined according to keystrokes involved in each transition as well as macro-level analysis of the effect of revisions on the text and syntactic location of pauses and revisions. Results will be presented and related both to a discussion of the potential of unique keystroke patterning for biometric identification and to a discussion of pedagogical implications of such profiling. Finally we will critically discuss the advantages, disadvantages and ethical aspects of the method to monitor writers that is presented in this paper.

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**Automated Essay Scoring: Putting it in its place**Paul Deane<sup>1</sup> & Thomas Quinlan<sup>2</sup><sup>1</sup>Educational Testing Service, <sup>2</sup>tquinlan@ets.org

When writing is assessed, students produce texts. These texts must be analyzed, either by humans or by computer, and then scored. The literature on human analysis and scoring of writing suggests that humans are inconsistent scorers. It takes concerted effort to train humans to analyze and score essays consistently. However, the alternative - automated essay scoring, or AES, is controversial. This paper interrelates text analysis, writing, and assessment; specifically, it presents and then evaluates fully implemented models of automated text analysis and scoring, and considers their role in a comprehensive writing assessment framework, CBAL ('Cognitively Based Assessment of, as and for Learning'), currently under development at the Educational Testing Service (ETS). Critics argue that computerized text analysis eliminates the social dimension of writing while encouraging unhealthy focus on surface features at the expense of content. Yet modern AES systems, such as ETS' e-rater engine, correlate well with human scores and are gaining broad acceptance, because they predict holistic human scores as well as one trained human rater is able to predict another. We can interpret this situation by noting that writing skill comprises at least three dimensions: language/literacy skills, writing process strategies, and critical thinking. AES only measures the first dimension, but it comprises such important prerequisites for writing that it is strongly correlated with other aspects of writing skill. Thus if AES is interpreted as measuring fundamental language and literacy skills, and is combined with other methods (such as behavioral logs and human content scoring), it can be an effective part of a more robust type of writing assessment. This paper analyzes a national sample of student writing (20,000 essays written in U.S. schools, covering a geographically and socio-economically representative set of schools, over several grade levels, ages 10-18.) The corpus was originally analyzed using the e-rater AES engine, but we reanalyze the data with an expanded feature set (more than 100 automatically-recognized text analysis features). A factor analysis reveals dimensions related to mastery of written vocabulary, sentence complexity, control of academic style, control of orthographic conventions, and control over proofreading/grammar, which predict both human scores and student grade level. We will also present other types of scoring data (human scoring and behavioral logs), to provide convergent evidence for a model in which automated essay scoring is incorporated within a richer model of writing assessment that incorporates inquiry and critical evaluation and fosters content- and purpose- driven writing strategies.

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## Referential cohesion in written expository and narrative: A developmental study

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Producing a text requires planning at a number of different levels, among them being the choice of introducing new information and maintaining old information. In this work we will examine referential cohesion of French-speaking children and adolescents. Subjects in three age groups (10-, 12-, and 15-year-olds), each group consisting of 40 subjects, were asked to produce a narrative and an expository text in both written and spoken modalities. Narrative and expository texts were collected in both written and spoken modalities from three age groups. Half of the subjects in each group produced the spoken text before the written text, the other half producing first the written text and subsequently the spoken text. In the study to be presented we will examine referential cohesion in only the written expository and narrative texts. Previous studies have shown that the introduction of new information and maintaining of information by children, adolescents and adults varied according to text type, age and modality of production (Gayraud, Jisa and Viguié 2001; Jisa 2000; Kern 2002). In the study to be presented, in addition to these variables (text genre, age, modality) we will examine two additional variables: 1. the syntactic role of old and new information (Du Bois 1987) and 2. the impact of order of production (written then spoken / spoken then written). Our goal in this study is to show how referential treatment is affected by these variables. All the lexical and pronominal noun phrase of each text was coded for pragmatic, semantic and syntactic information. Age, text type and modality all show significant effects on the syntactic means used for introducing new information and for maintaining old information. Our study provides a privileged window for the observation of how during adolescence children increase their ability to control the flow of information in written discourse.

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## Lecture room H239A

### Writing programmes with kindergarten children: do they contribute to the development of children's writing?

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Writing development, in an alphabetic writing system, supposes the understanding of the alphabetical principle, in order to write adequately. Literature has shown that writing activities in kindergarten may promote this understanding (Adams, 1998; Alvarado, 1998; Alves Martins & Silva, 2006; Treiman, 1998; Vernon & Ferreiro, 1999). In this sense, our aim was to verify how two writing programmes, intended to lead pre-syllabic children to think about the graphic-phonetic correspondences of several consonants, contributes to the evolution of their invented spelling, namely to the phonetization of their writing. The participants were 56 five-year-old children divided into three groups - two experimental groups and a control group. Their age, intelligence, knowledge of letters and phonological awareness were controlled. In a pre-test and a post-test, children's spellings were evaluated using pseudo-words that contained the consonants worked during the programmes and others that were not worked during them. These consonants appeared in the first or the second syllable of the different pseudo-words. In G1 worked the grapho-phonetic correspondences of unvoiced fricatives and G2 the grapho-phonetic correspondences of unvoiced occlusives. The intervention programmes were organised in four sessions. In each session, the child was invited to write twelve words beginning with the target consonants, to compare his/her own writing with more advanced ones, to evaluate which one was better and to justify his/her choice. Our specific aims were: to compare the progresses in writing of the members of the 2 experimental groups; to verify if they were able to generalize the phonetization procedures to non worked grapho-phonetic correspondences; to analyse if they were able to correctly spell the consonants when they appeared on the 2nd syllable. The results show that the writing programmes were effective: the experimental groups achieved greater progress in writing than the control group. In the two experimental groups participants were able to correctly spell not only the worked consonants but also the non worked ones. They were also able to correctly spell them in the 2nd syllable, even if there were statistically significant differences between the spellings in the 2nd and in the 1st syllable, the later obtaining better results. There were no statistically significant differences between the two experimental groups. These results suggest that the involvement in writing activities prior to formal education is a factor that fosters the development of literacy skills. This seems to be true from quite elementary forms of writing.

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## **Training the phonetization process with the names or the sounds of letters**

Cristina Silva, Tiago Almeida & Margarida Alves Martins  
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Our aim was to analyse the impact of the characteristics of the words used in writing programmes (words in which the initial syllable coincides either with the letter's name or with the letter's sound) and the effect of two instructional guidelines (instructions based on letter's name or letter's sound) for the evolution from a pre-phonetic writing to phonetic writing. The participants were 32 5-year-old children, divided in 4 equivalent groups in terms of their intelligence, phonological skills and spelling (all pre-phonetic). All the children knew the vowels and the consonants B, D, P, R, T, V, F, M and C, but didn't use them at all on writing. Their spelling was evaluated in a pre and post-test with 36 words that begun by the consonants known. In-between they underwent a writing programme designed to lead them to use the letters P and T to represent the initial phonemes of words. The groups differed on the kind of words used on training (words with the initial syllable coincide with the letter's name - G.1 and G.2 - or with the sound of the letter - G.3 and G.4). They also differed on the instruction used in order to lead them to think about the relations between the initial phonemes of words and the letters ("say me the letter's name" - G.1 and G.3; versus "say me the letter's sound"- G.2 and G 4). All the children evolved to syllabic with phonetization spellings. But children on G.4 had a better performance on spelling letters that were not trained than the other three groups. We also analysed for all the groups the differences on the mobilization of letters that were not trained. In general, independently of the group, the results indicate that the participants mobilise more easily the letters r, f, v, and b comparatively with letters d, c and m.

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## Typing Errors in written sentence production

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In the current study typing errors were examined with respect to the time course of the keystrokes and the concurrent eye-movements. The errors stem from a picture describing task (Nottbusch et al. 2006) that was replicated with the additional application of eye movement registration. The errors were compared to a data basis of 4000 typing errors from other experiments (including key logging). Eye-movement behaviour can give clear evidence if and when an error was detected. In case of detection, various correction strategies can be distinguished. These strategies are influenced by the type of error (omission, insertion, transposition, etc.). By combining keystroke and eye-movement data enhanced conclusions about the structure of the graphemic representations can be drawn.

**References:** Nottbusch, G., Weingarten, R. & Sahel, S. (2006): From written word to written sentence production. In: D. Galbraith, L. van Waes. & M. Torrance, M. (Eds.), *Writing and Cognition. Research and Applications.* (Studies in Writing, Volume 4) Amsterdam: Elsevier.

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**Thursday Poster session B**  
**15.30-16.30**

## Entrance Hall

### Narrative writing assessed with keystroke-logging in children with cochlear implant (CI)

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Narrative ability is important for academic success and also for social participation. Narrative ability requires higher-level language processing and is therefore especially demanding for children with language difficulties. Written narration requires a more complex and grammatically clear language than oral narration. We investigated narrative writing in a picture-elicited story in eighteen 10-19 year-old deaf children with CI. By means of keystroke-logging, the written product as well as temporal aspects of the writing process were analysed. Complex working memory was assessed as well as lexical and phonological skills. Our previous studies of 10-12 year-old hearing children have shown that there is a clear association between the writing process and the written product; the faster the child is writing, the better his/her narrative ability. We also found a gender difference; hearing girls were almost twice as fast as hearing boys. We found no difference between boys and girls with CI. Our preliminary results show, that although the children with CI writes equally fast or even faster than typically developing hearing children, their narrative ability is poorer and there are few complex sentences. The children with CI also make fewer spelling errors but more grammatical errors than typically developing hearing children. The narrative ability of the children with CI correlated significantly with less pause time, lexical skills, reading skills, spelling ability and with number of technical writing errors when age was partialled out.

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**Discovering Writing Behaviours: Successful and unsuccessful writers**

Ismail Baroudy

Department of English, Shahid Chamran University

Discovering Writing Behaviours: Successful and unsuccessful writers Paper Presentation Successful and unsuccessful strategies practically manipulated in the act of writing have been so far studied and specified by several authors. In this study, a complementary task using a questionnaire, worked out to comprehensively specify almost all types of writing behaviours has been inquisitively embarked on. By analysing the findings elicited from the student-writers' response sheets, successful and unsuccessful writing strategies are then contrastively identified, categorised and demonstrated. Based on the awareness obtained and promoted, writing teachers' consciousness in this regard will be raised, thus, enabling them to help their poor student-writers justifiably quit their deterring writing habits and adopt instead, facilitating ones, those competent writers consciously or unconsciously implement on writing. The student-writers in the questionnaire are encouraged to reflect upon their experience and pass informative judgments about their own strategies, those they utilise while generating a written product. Student-writers are in fact invited to respond to fact-finding statements regarding five writing components consistently delineated as rehearsing, drafting, revising, student-writers' role and the role of instructional material.

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### **The Investigative Word Web**

Susan Casimano

English Department - Ventura Unified Schools

The INVESTIGATIVE WORD WEB is a pre-writing strategy, addressing Theme 3 - cognitive processes in writing. This technique was developed to meet the needs of L-2 learners who experience frustration and difficulty with writing. Their challenges include, having a limited knowledge of the writing process; knowledge of the English language, and a lack of self-confidence due to previously unsuccessful writing experiences. Students are challenged to think of themselves as investigators, using the words of investigative reporters. Previously unenthusiastic and unsuccessful pupils gain the tools to begin writing well-structured essays. This strategy works successfully with students of any age or ability level, including second language students, those with learning challenges, college-preparatory and college students. The INVESTIGATIVE WORD WEB can be used in many genres, including academic writing; narrative, persuasive and personal essays. This technique enables students to stay focused, think cognitively and become more relaxed and confident in their writing abilities.

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## Writing Across Curriculum at Tertiary Level

Monta Farneste  
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A Proposal EARLI 2008, Lund Writing Across Curriculum at Tertiary Level Monta Farneste University of Latvia The present paper will provide an insight into the multi-dimensional approach to developing writing skills in English philology academic study programmes. Course designers and course coordinators often face a dilemma what to include in the courses of writing and what can be left out, as students majoring in EFL are expected to be good at written communication. Moreover, after the graduation, they have to be flexible to get a job. Thus, it is not enough to provide students with the basic knowledge of academic writing, needed for educational purposes. It is hypothesized that students at tertiary level need a wider selection of genres than academic writing. The paper will discuss a survey conducted at a university in Latvia with the aim to investigate EFL student's expectancies and needs concerning written communication. Students from two academic programmes (bachelor and master) and the teachers of writing, including course designers, participated in the survey. The population for the research was selected taking into consideration several factors, namely, variety of students' educational and professional experience, students' prior knowledge and skills of writing, form of study (full-time v. part-time). Students who already work can assess their needs in professional life concerning writing skills in English, while participants in exchange programmes can assess whether the knowledge and skills obtained in one country are sufficient in a different socio-cultural context. The analysis of the present situation will be based on the questionnaires, interviews and students' papers. The paper will propose how the results of the research can be used by course designers and material developers as well as for further research.

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## A Meta-Analysis of Five International Student-Directed Weblogs

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Our poster analyzes weblogs (blogs) as platforms for online written academic discussions among groups of students from Sweden and the United States and from three quite different classroom contexts. The authors have collaborated on designing and assessing weblog projects and analyzing the subsequent results for five academic years, 2003-2007. Our poster provides a meta-analysis of five different blog projects involving approximately 200 students, over 600 written letters of 250-400 words, and hundreds of pages of transcripts. We submit our poster in the category "social and cultural aspects of writing" because the letters our students wrote to each other were inherently social as well as academic; cross-cultural as well as transnational. The project, however, also represents computer-supported writing, collaboration, writing development, and writing to learn. The meta-analysis poster:

### 1. Brief Description: The Academic Conversations

- 2003: Writing technologies in academia and the workplace
- 2004: Swedish poet Tomas Tranströmer and English Translations 1
- 2005: Swedish poet Tomas Tranströmer and English Translations 2
- 2006: Modernism, T. S. Eliot, and Multimodal Communication
- 2007: Emily Dickinson, Multicultural Interpretations, and Multimodal Communication

### 2. Goals include:

- Students write to learn academic subjects within an international, interactive learning community
- Students gain increased confidence and competence in writing to specific audiences through reflection and revision
- Students use multiple literacies to engage content in context with words, images, movies, performance

### 3. Methods include:

- Technology: From closed academic learning management system to open and public Internet blog
- Assignment design to accommodate exchange goals and multiple student cultures, backgrounds and degree programs
- Genre: Letters for interactive written social and academic conversation

### 4. Results include:

- Flexibility: Weblog as a multifaceted, accessible medium to bridge cross-cultural boundaries of time and place and support intercultural academic communication
- Genre: Letters in an electronic medium as familiar and versatile, personal and academic, enabling student-directed learning across a variety of boundaries (language proficiency, academic discipline and level, and cultural background)
- Writing and learning in academic contexts: asynchronous collaboration for building on each other's knowledge through extensions, questions, reflections, and careful attention to audience, diction, and discourse conventions
- Multimodal expressions: extending interpretive practices and enhancing intercultural understanding In addition to the poster, we will provide examples of student writing and a handout with Websites for the five blogs so that other researchers and teachers may see and use or adapt our data and methods.

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**"Every little detail:" Learning reader awareness through revising written informational descriptions**

David Holliway & Ana Zuljevic  
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"Every little detail:" Learning reader awareness through revising written informational descriptions This paper reports the results of ongoing research focused on the development of "reader awareness" in American elementary students. This in-class experiment adapted a written referential communication design that demonstrated the possibilities of enhancing students' reader perspective as they revised and drafted anew descriptions for other student readers. The results of our earlier research lead us to theorize that students can learn to take the perspective of their readers and write more information-rich paragraphs if they take the role of a reader as part of a revision task. We contrasted Reciprocal revision with Revising alone in an attempt to clarify whether, to what extent, and in what ways students' revision processes and reader awareness were supported as they composed and revised their informational writing. Over three separate writing sessions, 94 students in 4th ( $n = 48$ ) and 6th ( $n = 46$ ) grade from an American northwest school district were asked to describe abstract paintings by Peit Mondrian and routes on imaginary hidden treasure maps. Both descriptive tasks challenged students to provide enough information in their descriptions so that their reader could choose the picture being described from other similar looking pictures and to draw a route on a map based on the description provided. The dependent measures include (a) a repeated measures analysis that addressed whether, when, and under what conditions students correctly matched descriptions with pictures and/or drew the correct routes on maps, and (b) a discourse analysis contrasting the types (surface-based and/or meaning-based) of revisions that students made between the first and second writing sessions. There were three, once-weekly, 45 -1 hour sessions for each condition. Each student read descriptions and wrote descriptions. Although all students composed descriptions based on similar stimuli (eight Mondrian pictures and eight 'treasure island' maps), one condition (readers' perspective) required that students read and revise alone, whereas the other condition (reciprocal revision) challenged students to give and receive feedback from a writing partner before they revised. For each of three sessions, every student's description was read by one peer reader from another same-grade class. A repeated measures analysis indicated a significant difference between matches made for 4th ( $M = .917$ ,  $SD = .27$ ) and 6th graders ( $M = .674$ ,  $SD = .79$ ) on session 2 with the abstract art ( $F[1,92] = 9.24$ ,  $p = 0.03$ ) and a significant difference between revision conditions (Reciprocal  $M = .183$ ,  $SD = 3.9$ ; Alone  $M = .244$ ,  $SD = 4.34$ ) on session 2 with the map routes ( $F[1,92] = 6.67$ ,  $p = 0.01$ ). All other interactions were non-significant. The researchers read an analyzed student drafted and revised descriptions focusing only on the distinction between surface-based and meaning-based changes. The percentage of inter-rater agreement reached 97%; under both conditions 4th graders tended to make mostly surface-based changes while the 6th-graders made predominantly meaning-based changes. Sixth grade students' revisions included complete

re-orderings of description parts between draft and revision. Our preliminary results suggest that both interventions offer support for the process of revision; abstract art is easier for students to describe (4th graders average more matches than their 6th grade peers) and readers to read than map routes (accurate map drawings decreased in the third session), and that sixth graders can revise for meaning more so than the fourth. Students found describing map routes very challenging – they often left out crucial spatial and orientational material needed to complete the route. We find it interesting that many of the sixth graders attempted to revise their descriptions by reorganizing much of their drafted descriptions indicating an understanding that their readers needed different informational representations. We find the words of student writers insightful as they learned about their readers: "It (my writing) improved by having someone read it and draw the map because it helped me learn what did and what didn't work." (4th grader). "You really have to use descriptive words. What helped me I took some of what other people wrote and used the same concept in my writing." (6th grader.) (In the poster presentation we will have student writing samples available and comments students made about other students description's to demonstrate these writers' developing "reader awareness.")

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**Writing practices the outside classroom in JFL (Japanese as a second Language)**

Miho Inaba  
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Writing practices the outside classroom in JFL (Japanese as a second Language)  
Paper Presentation Prevalence of computer technology makes it possible for language-learners to access their target language even in their own countries. Additionally, the popularity of Japanese pop-culture overseas is a significant phenomenon and one of the most important motivations of learners in the field of Japanese as a second language (JFL). The combination of these factors makes the possibility for language-learners to learn their target language in an actual context, which Gee (2003) claims is an important factor of good learning. Moreover, the current trend of literacy studies, such as The New Literacy Studies conceptualized by Gee (1996) and Street (1993) et al, regard writing as a “social practice” and claim the importance of research on writing outside classroom. Although many studies have been conducted in the field of L1 education or English as a second language, there is little research that focuses on writing activities outside classroom in the field of Japanese as a foreign language. This study is one part of my research for my PhD thesis that explores Japanese-learners’ writing practices both inside and outside the classroom, and presents theoretical perspectives for the importance of research on writing outside the classroom through the investigation of previous studies. It also discusses the position of writing practices in JFL historically and the misalignment between the current situation of Japanese-learners and curriculums of JFL. References Gee, J.P. (1996). Social linguistics and literacies: Ideology in discourses (2nd ed.). London: Falmer. (2003). What video games have to teach us about learning and literacy. New York: Palgrave Macmillan. Street, B.V. (1993a). Cross-Cultural approaches to literacy. New York: Cambridge University Press.

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## Communication in an eye-medium

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The collage "see, hear, smell, touch" by Richard Hamilton (1956) refers to the property of computer-mediated communication par excellence: immaterialness. This "missing body" (inter alia) has – especially for applied linguistics – interesting and massive consequences for the communication process. The author exposes in the speech the theoretical background of the "eye-medium" chat and then describes the results of a dissertation-project. The fact, that users in chat-rooms do not communicate to produce chat-logs (this is not intended by the user!) leads to an innovative research design. External data about the communication-process (e.g. is the test person reading text on the screen/typing text etc.? [see above "eye medium"]) must be included to get an overall insight of the communication-situation/process. The speech will show how this can be done by data-triangulation. The author will answer the following questions: How can the process-character (and highly interactive character) of this specific form of communication (acting via scripture in a setting that is close to face-to-face-situations) be incorporated? How do possible settings and working tasks look in this specific scenario and how can they be optimised?

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### Conceptual perspectivism and argumentative writing in primary and secondary education

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We know that writing an argumentative text is a complex task, since it requires the writer to reflect his/her own opinion and the point of view of the audience in an interrelated way, so that the result is a text that is both integrated and coherent. The scientific literature has already studied some developmental differences between argumentative texts written by people of differing ages. We believe, however, that there has been far less research into which cognitive skills are associated with this difficulty. One of the most studied has been working memory. We think, though, that another of these can be a cognitive decentration ability that makes it possible to adopt another person's point of view. In this sense, the main aim of our work is to explore whether the capacity for conceptual perspectivism and the production of argumentative texts are related. Another objective is to look more deeply into the developmental differences in argumentative writing of subjects of different ages. The sample is made up of 50 subjects aged between 11 and 12 (6th year of Primary Education), and 42 aged between 15 and 16 (4th year of Secondary Education). With regard to the first objective, the subjects were asked to do a test in conceptual perspectivism, specifically using a tool created by Nieves Correa (2001, 2003). In addition to this, they were asked to carry out an unconstrained writing task that, specifically, required them to produce a complete argumentative text. These instructions were manipulated slightly in order to oblige the subjects to adopt either one posture or the other. The correction procedure developed by us attempts, on the one hand, to identify the complex aspects of the arguments (rhetorical style, distancing and degree of elaboration: complexity, weight of logic and inclusion of nuances and explanations). But, on the other hand, it also attempts to be sensitive to other, also complex, aspects of the textual organisation: cohesion, hierarchical organisation (understood as a chain of premises leading to the conclusion), use of resources that help to convince and complex synthesis. The results will centre on the correlation between the points awarded on the perspectivist questionnaire and those given for the argumentative text. At the same time, they will reflect the developmental differences that are expressed by the different cognitive operations underlying the use of arguments and the type of text organisation already referred to.

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## Writing in Swedish as a First Language (L1) and English as a Foreign Language (FL): A Topic Related Functional Perspective

Christina Nilsson-Posada Åsa Wengelin  
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Studies that focus on children's and teenagers' writing in L1 and FL indicate that more attention is devoted to linguistic processing and less to conceptual processing in FL than in L1. To our knowledge little research exists on Swedish children's writing in English as a foreign language. This poster reports on an explorative study of the writing behaviour of 21 Swedish speaking 14-15-year olds when composing in Swedish, their first language, and in English as a foreign language. Both psycholinguistic/cognitive quantitative analyses using key-stroke logging and in-depth studies of two of the subjects writing in L1 and FL will be reported. The tools used for the qualitative part of the study are the analysis tools called 'framing devices' and 'potential completion points', (Spelman Miller, K., 2006). These tools have been used to examine the writing of the two subjects from the point of view of the emerging text and, in so doing, possibly gain a greater understanding of the association between the textual structure of output and the underlying cognitive processes. The focus of the study of framing devices is on topic introduction and continuation. The questions addressed are threefold. First we investigated differences/similarities between L1 (Swedish) writing and FL (English) writing with regard to the writing process, the existence (or not) of individual profiles and, whether or not such individual profiles remain consistent in FL writing. Second, we explored the differences between the final edited L1 texts, on the one hand, and the final edited FL texts on the other hand. Finally we addressed the question of whether or not the qualitative analysis tools used in the case studies enable us to gain an understanding of individual writing profiles and their consistency (or lack thereof) when writing in English as a foreign language. The quantitative results are borne out by the results of previous studies. The qualitative results can by no means be generalized since they are based on the writing of merely two of the participants. However, they nonetheless provide us with increased insight and a slightly greater understanding of the ways in which writers might manage topic continuity and coherence in L1 and FL respectively.

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**Motivation, attitudes and writing in L2 – The Finnish situation**

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Motivation, attitudes and writing in L2 – The Finnish situation Poster Presentation  
The two official languages in Finland are Finnish and Swedish. Both languages are compulsory in the Finnish school system. Thus, children with Finnish as their first language study Swedish from grade 7 (at the latest) and Finnish-speaking students at the university also take a compulsory course in Swedish. The amount of citizens who has Swedish as their first language is steadily decreasing (at the moment around 5%) and the debate whether Swedish should be compulsory or not in schools has been vivid for a long period of time. The motivation to learn Swedish among children and students varies a lot. In this poster is presented a survey that was done at the University of Jyväskylä (a monolingual Finnish-speaking university) during 2006-2007. 773 students attending the compulsory course in Swedish answered a questionnaire with background variables (sex, hometown, years of Swedish studies, grades in highschool etc) and questions concerning motivation and attitudes towards learning Swedish. In addition to the questionnaire approx 650 of the students wrote an essay in Swedish. The essays were evaluated and graded in order to establish the written skills in Swedish of each individual. The poster explores the relations between motivational and attitudinal factors (as estimated by the students in the questionnaire) on the one hand and the students' proficiency in writing Swedish (the essays) on the other. Also background variables are taken into account.

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**Does composing a counterattitudinal essay that induces dissonance affect working memory resources devoted to writing?**

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Essay composition has received strong attention in writing research. Generally, researchers' focus is about the conceptual processes involved in generating text. In the present study, we investigated a particular situation: we examined persuasive writing and more precisely we focused of compatibility or not of the direction of the persuasion with writers' attitude. When writers have to compose an essay those content is against what they think, this create cognitive dissonance. Indeed, according to Festinger (1957), cognitive dissonance results from the perception of an incompatibility between an individual's cognitions. The three experiments we conducted were designed to examine whether dissonance affects the cognitive effort of writing. We hypothesized that the psychological discomfort that accompanies dissonance should generate intrusive thoughts. Consequently, by drawing working memory resources, intrusive thoughts should make writing more effortful, and so, we predicted a greater cognitive effort of composition with dissonance than without. In Experiment 1, participants composed a counterattitudinal essay (supporting an increase of university fees), half of them by being free to accept it (dissonance), and the other half by having no choice to accept or decline the task (no-dissonance). Participants were asked to simultaneously perform a secondary reaction time task that was expected to assess the cognitive effort of the composition. Contrary to our expectation, secondary reaction times were shorter in the dissonance condition, especially at the beginning of the composition process, suggesting that dissonance does not, in fact, generate a high cognitive effort. Experiment 2 showed that writers in the dissonance condition began composing earlier, thus ruling out the hypothesis that dissonance had postponed composition. The results of Experiments 1 and 2 support the idea of an arousal component of dissonance, which drives individuals and makes more cognitive resources available. In experiment 3, we asked writers to realize a more difficult secondary task, namely a secondary memory load task that was either easy or difficult. In that case, participants in the dissonance condition performed less to the secondary task (and this whatever the level of difficulty) than participants in no dissonance. On one hand, the findings show that the arousal component of writing gives more resources available to the participants. On the other hand, they support the idea that writing a counterattitudinal essay generates ruminations, or intrusive thoughts, that affect working memory resources devoted to writing.

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### Constraint-Based Translation Strategies

Eriko Sato & Leslie Cloper  
Stony Brook University

Translation studies has been applied over multi-linguistic levels, multi-contextual dimensions, multi-functional perspectives, and multi-disciplinary fields for the better understanding of translation, and many researchers advocate for the importance of achieving dynamic, communicative, target-language-audience-oriented, and artistic translation. However, it is still questionable how free a translation can be, what justifies each step of translation, and what fairly evaluates the quality of translation. The translation of literary works such as poetry is most challenging because their values are not only in their overtly expressed meanings but also in their expressive styles, markedness, phonological characteristics, semantic abstractness, and hidden meanings that are expected to be discovered by the reader's interpretive effort. In this paper, we will attempt to add restrictiveness in the theory of translation by proposing a set of hierarchically ordered constraints, namely, Form Constraint, Semantic Constraint, Pragmatic Constraint, and Function Constraint, and show how they jointly assess the optimality of translations. The proposed approach adapts the basic idea of Hallidayan function/context-oriented approach proposed in literature and suggests that the translator's priority should be placed progressively highly from the form level, semantic level, pragmatic level, and function level, and employs the constraint-based analyses found in Optimality Theory in generative linguistics. To illustrate, we will conduct a qualitative/contrastive study of English translations of three Japanese poems by Kotaro Takamura (1883-1956), examining lexical choice, syntactic structure, expressive style, markedness, metaphors, culturally-specific items, geographical names, and measurement units. We will show how our proposed framework helps us assess a variety of translations objectively rather than subjectively, and help translators set the priorities when they face dilemmas.

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### **Inferring gender from young learners' handwriting: the role of stereotypes**

Klio Semoglou<sup>1</sup>, Eleni Griva<sup>1</sup>, Antonia Ypsilanti<sup>2</sup> & Stella Shimilla<sup>1</sup>

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Handwriting, which has an impact on the quantity and quality of children's writing, is affected by several factors including gender. The present study aims at investigating the possibility of gender predictability from young learners' handwriting and recording gender stereotypes in handwriting. More precisely, an attempt is made to a) explore the extent to which the gender of young learners could be deduced from handwriting, b) identify the cues employed in gendering young learners based on handwriting. An experiment was conducted with 480 pupils of all primary school grades in Northwest Greece. Participants were asked to copy three sentences -one neutral and two including some items of sexist language- in normal writing. These handwriting samples were judged for masculinity/femininity by 24 undergraduate students (12 men and 12 women) of the School of Educational Studies. The judges were assigned to analyse the features of samples of young learners' handwriting and to describe qualitative differences in order to infer the pupils' gender. Main effects of gender and type of sentence (neutral, female, male) were analyzed using a 2X3 repeated measures ANOVA. Moreover, between judges concordance was examined using Kendall's W for each type of sample. Each judge's accuracy was individually analyzed using 2x2 (male-female sample X male-female judgments) chi-squares for each type of sentence. After the experiment being completed, the student teachers were interviewed to clarify their judges; the following criteria were taken into consideration when examining handwriting: the shape of each letter, size of letters, word formation, concavity (roundedness), evenness of letter size, delicacy, legibility, consistency, space between the letters and the content of the phrase. The results indicated that the examiners were influenced by gender stereotypes without any significant main effects for gender and type as well as any significant interaction. The analysis revealed that 20 of the 24 judges documented an above chance level accuracy in all types of sentences. However, when the effect of the school grade of the participants was explored, the judges' accuracy varied significantly, which implies that the level of the judge's accuracy significantly increases depending on pupils' age, while judges are relatively inaccurate when rating a handwriting sample produced by young learners less than 9 years old.

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**The question of implicit sequence learning in developmental dyslexia**

Aurélie Simoes Perlant , & Pierre Largy  
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Learning to read requires a combination of two complementary types of learning. Explicit learning is essential for acquiring the rules or conversion between phonemes and graphemes. It allows children to memorize a certain number of rules and principles that they can consciously use when needed. Implicit learning begins even before starting school. It develops through repeated contact with the written word. Implicit learning refers to knowledge acquired by a subject unconsciously. All the definitions of this concept agree on certain points: (1) the subject is unaware that learning is taking place, (2) the knowledge acquired is therefore difficult to access consciously, (3) it is difficult to verbalize (Berry & Dienes, 1993; Seger, 1994). Our study aims to examine the impact of the (more or less) linguistic nature of the material to be tracked in a Serial Reaction Time task (Nissen & Bullemer, 1987) on the performance of normal reader and dyslexic children. Doing so, we wished to detect eventual differences in the mobilization of implicit learning skills between normal readers in function of their experience with the written word (8-year olds in 3rd year primary school and 10-year olds in 5th year primary school) on the one hand, and between normal readers and dyslexics, on the other hand. Experiment 1 confirms the efficiency of implicit sequence learning in normal readers regardless of the nature of the item being tracked. Experiment 2 indicates that the sequence learning of dyslexic children is sensitive to the nature of the target. Dyslexics show differences in the evolution of response times according to the nature of the item to be tracked; it seems that the implicit sequence learning is efficient in dyslexics with the non linguistic target.

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**Rule switching ability and the acquisition of number agreement for nouns and verbs in written French**

Marie Van Reybroeck, Michel Hupet & Marie-Anne Schelstraete  
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Task switching ability can be defined as the ability to switch between two tasks or between two rules when performing a particular task. It reflects an executive control capacity that has been shown to influence the acquisition of a competence. The present study aimed at specifying the extent to which such an ability is likely to influence the acquisition of number agreement for nouns and verbs when children learn to spell. Children from grade 3 to 6 were asked to fill in singular or plural nouns and verbs in sentences where the switching was manipulated: in a no switching condition, the words to fill in were always nouns or verbs (e.g. for nouns : "Les -enfants- partent et les -adultes- rigolent"); in a switching condition, there were a noun and a verb to fill in (e.g. "Les -dames- retrouvent leur sac et les enfants -partent-"). The results showed a significant effect of the condition in the younger children ; they produce more erroneous agreements in the switching condition. In contrast, the condition has no effect on the older participants' performance ; this is probably because they have already developed the ability to switch. The relative inability to switch of younger children may explain why they are likely to produce erroneous verb agreement in French sentences like "Les enfants manges" in which the verb is erroneously marked with the plural mark "s" which has been used for the immediately preceding noun.

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**The role of visual control in the production of written number agreement**

Emilie Veys  
Catholic University of Louvain

The role of visual control in the production of written number agreement Poster Presentation Various cognitive control processes can be assumed to take place in the production of written language. The studies to be reported aimed at assessing the extent to which a visual control of the output plays an important role in the production of number agreement for nouns, verbs and past participles. In a first study, 35 French speaking university students were simply asked to write dictated sentences of various types and length either with a pen with ink for half of the sentences or with a pen without ink for the other half (using a carbon paper in this second condition, to keep a copy of the participant's productions). Results showed a significant increase of the erroneous agreements when the visual feedback is suppressed. In a second study we replicated the same experiment using a pen tablet in order to gather more precise data about the paused duration before grammatical flexion marks (that could reflect a pre-graphic control) and about the correction of erroneous grammatical agreements (that could reflect a post-graphic control). Next to the two writing conditions of the first study, we add two conditions that suppress the visual feedback on the writing hand alone or in combination with the suppression of visual feedback on the written trace. We assumed that suppressing the visual feedback on the writing hand in addition to the written trace would lead to a still more important increase of erroneous agreements. Moreover, we wanted to check the extent to which writers make pauses and corrections when they perform grammatical agreements and if their occurrence is modulated when visual feedbacks are not available. A group of 26 university students were asked to write dictated sentences in four different writing situations suppressing or not the visual feedbacks on the written trace and/or the writing hand. Results showed firstly that suppressing the visual feedbacks lead to a significant increase of the erroneous agreements; secondly, that there is a significant effect of the visual feedback suppression on the occurrence of erroneous agreement corrections; and thirdly, that the suppression of the visual feedbacks has no effect on the frequency of pauses before the grammatical flexional marks.

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**Thursday 16.30-17.30**

## Hörsalen/Auditorium

### Cumulated deviation of a linear trend – Investigating writing phases

Daniel Perrin<sup>1</sup> & Marc Wildi<sup>2</sup>

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Thus far, writing has been described in the research literature as an interplay of situations, strategies and phases - with phases being identifiable temporal procedural units with typical dominant writing actions such as "formulating" or "source reading". Phases are recognized as essential for the success of writing processes. At the same time, most scientific approaches to writing base their phase concepts and phase descriptions on introspection or single case studies. The methodology for a rigorous, objectively verifiable analysis of the structure of writing processes and therefore for an empirically testable explanation of the nature and interplay of phases in writing processes has not yet been developed. This is exactly what the research project to be presented at the SIG WRITING conference aims to do: to model the phase concepts and descriptions using statistical evidence and thus to provide a solid foundation for best practice models of writing processes - a *conditio sine qua no* for education in writing. The research project is based on one of the most extensive data basis of writing processes in natural settings: three representative corpora from three domains of educational and professional writing. Corpus I includes all of the writing processes produced for a Swiss newspaper, the "Tagesanzeiger", by all 190 journalists between the years 2000 and 2002; corpus II the writing processes produced in the myMoment research project by 206 first to fifth graders between 2004 and 2006; and corpus III the writing processes produced in undergraduate and professional development courses by approximately 150 translation students and 50 professional translators between 2007 and 2009. The data are available in a so-called 'time series' format which allows the use of particular statistical techniques. Specifically, writing phases can be characterized by time intervals during which the writing process is characterized by more or less 'homogeneous dynamics' in the observed series. These 'homogeneous dynamics' can be related to 'patterns' and 'signals' which are to be isolated (recognized or extracted) from the 'ground noise' i.e. the purely idiosyncratic part. The extracted interesting phases can then be analyzed in order to assess the underlying writing process based on new formal (statistical) criteria. Expected results will allow us a) to deduce empirically- and theoretically-based models of best practice in writing processes in specific settings and therefore b) to systematically evaluate competence and progress in (professional) writing. Both, a) and b), are the *conditio sine qua non* for the design of serious writing courses, training and coaching. Practical deliverables of the project will include task-specific best practice models of writing processes for three domains (college, translation, journalism).

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**Research Dilemmas: Looking for a nuanced understanding of the impact of contextualised grammar teaching.**

Susan Jones & Debra Myhill  
Exeter University

This paper explores the dilemmas, dialogue and decisions that informed the preparation of an ultimately successful research bid investigating the impact of contextualised grammar teaching. The research proposal was designed against a background of contested issues. Three principle areas of contention will be explored in this paper: the role of grammar teaching itself; the purpose of educational research and the methodological approaches employed. The debate about the place and use of grammar within the English curriculum is international and frequently political. Research is repeatedly used selectively to justify a pre-determined position or to support a particular stance. Tomlinson claims that most research into the effectiveness of grammar teaching does not stand up to 'critical examination' and many articles are 'simply polemical' (Tomlinson 1994:20). The call for evidence based practices to inform the policy decisions of English speaking countries, on the grounds that empirical research can be the arbiter of truth in these issues, has led to a 'what works' approach to curriculum development. Biesta (2007) notes that embedded in the question 'what works?' are differentially positioned voices and privileges: 'the focus on 'what works' makes it difficult if not impossible to ask the question what it should work for and who should have a say in determining the latter' (Biesta 2007:5). Furthermore, underpinning the evidence-practice based movement is an epistemological stance which sees experimental methodology as the only valid basis for determining what works. In the final research design we took the decision to include a randomised control trial (RCT) but attempted to incorporate it within a more methodologically inclusive design. Like many other literacy researchers, the interpretative, subjective and complex nature of qualitative research is much more comfortable and familiar to us, thus the decision to include an RCT was done deliberately but after much inquiry and discussion. We do not believe the RCT will 'prove' whether grammar teaching works: we do believe there are benefits in adopting a research method which attempts systematically to remove bias. A qualitative data set was incorporated to compliment the experimental design. We developed a multi-method design informed by a genuine belief that a greater understanding would be achieved when the two data sets informed each other. The resulting bid reflected the way in which each of these issues had been approached and in part resolved. This paper seeks to tell that story.

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## Lecture room H435

### **Partner orientation as a prerequisite of skilled text production: Developing a test battery of adult perspective taking**

Markus Schmitt & Joachim Grabowski  
University of Education Heidelberg, Germany

Tailoring messages appropriately to a particular audience is a major component of successful communication. While in face-to-face communication, the immediate feedback of the discourse partner provides relevant information for, e.g., adapting one's utterances to the required level of precision, this information is not available in most writing situations. This makes it more difficult for the writer to consider the needs of the audience, to manage his or her own privileged knowledge, and to constitute common ground in the course of planning, translating, and reviewing processes of text production (Clark, 1996). In oral communication, this research topic has been well studied, showing systematic deficits of audience design and perspective taking in conditions like time restrictions (Horton & Keysar, 1996) or when writers have an exclusive, non-shared external visual representation of the respective content (Jucks, Bromme & Runde, 2007). But how important is perspective taking as a prerequisite for adult writing performance in general? Among the rare studies of this topic, Mambrino (2003) showed the relevance of social perspective taking for the writing of expository texts in young adults. The majority of such studies, however, is concerned either with developmental (Jechle, 1992) or with interventional aspects (e.g., Hollaway, 2001). Moreover, perspective taking in adults is most often studied with questionnaires. This method, however, is insufficient for assessing the threefold nature of perspective taking: visual-spatial, conceptual and affective-emotional (Steins, 1998), and does not provide insights into time-sensitive processes. The present study, which aims to overcome these restrictions, consists of two steps. In the first step, a test battery for assessing adult perspective taking performance is systematically developed. It comprises measures of relevant personality and intelligence facets as well as visual-spatial, cognitive-conceptual and affective-emotional preferences in perspective taking which might contribute to an overall construct of partner orientation. A factor analysis will reveal the interrelations between these variables, thus isolating mutually independent clusters of variables which can serve as potential predictors of successful partner-oriented text production. In a second step, these perspective taking indicators will be used to actually predict adults' audience design performance in instructional writing tasks. The results of the test construction phase will be reported and discussed, with special emphasis on their implications for research in younger populations.

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**Writing and teacher-learner interactions: which interactions contribute to help the adult learner engage in all phases of text revision?**

Kristine Balslev  
University of Geneva

Studies have shown that novice and expert writers act differently when they engage in text revision. Scardamalia & Bereiter (1983) point out three phases of text revision: 1) identification of discrepancies between intended and instantiated text; 2) diagnosis of errors; 3) operation (when actual changes are carried out). Hayes & Flower (1986) have shown that while experts revise their text by diagnosing its errors, novices revise without diagnosis. Concerned about adults having to, or wanting to, improve their written French, we are interested in knowing how they can improve their writing skills thanks to the help their teachers give them while they revise a text together. We aim to answer the following questions based on Scardamalia and Bereiter's (1983) model: when a learner and a teacher revise a text written by the learner, how do they co-operate? Who engages in the different phases in text revision? Which interactions help the learner diagnose his or her errors? In order to answer these questions, five adults attending a remedial course in written French were observed while they revised a text with their teacher. The data collected in this course include videotaped interactions in text revision; copies of drafts, and the text in its final version; audiotaped interviews with the teacher about the teacher-learner interactions in text revision. The films were transcribed and analysed according to steps of microgenetic studies (Saada-Robert & Balslev, 2006). The analysis examines 1) the knowledge components occurring in teacher and learner talk; 2) the different intentions of each talk unit; 3) the ways the text revision activity is actually shared between the actors. In this paper, we will focus on the third point. We will show how we proceed to analyse the protocols and then point out different types of teacher-learner co-operation. The findings show that it is mainly the teacher who undertakes the diagnosis phase. Even when she engaged the learner in this phase by asking questions such as "why do you think I underlined this word/sentence?" or "what do you think is wrong in your text?" most learners propose a transformation without diagnosis of the word or the sentence. We hypothesize that this resistance is due to the representation of text-activity revision. Learners seem to consider it a productive activity, where the result is more important than the process, rather than a constructive activity, where the learning process is more important than the final result. The implications of this hypothesis on educational practice will be discussed.

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## Lecture room H140

### **Students' writing as a staff responsibility – is that possible? An action research project from a Norwegian upper secondary school**

Frøydis Hertzberg

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The recent curriculum reform in Norway (The Knowledge Promotion 2006) has made literacy a key aim from 1<sup>st</sup> through 13<sup>th</sup> grade. Writing – along with reading, arithmetic and oral and digital skills – is now to be integrated in all disciplines, and teachers are expected to cooperate across the curriculum. If these goals are to be taken seriously, it implies considerable challenges for teachers of Norwegian as well as for teachers of "non-writing" disciplines. This is the point of departure for the "Bakketoppen" project, in which teachers and researchers cooperate on writing across the curriculum. The overall research questions are how teachers from various disciplines develop a greater awareness about students' writing, how the cooperation between disciplines can be stimulated, and what genres and what text levels are in focus.

The "Bakketoppen" project is organized by a teacher education institution in cooperation with a partnership school at the upper secondary level (students aged 16-19). The participating teachers represent a range of disciplines (social and natural science, history, law, languages, sport, religion and Norwegian); the researchers are linguists and teacher educators. The data are from meetings where students' texts are discussed, new ideas are presented and classroom experiences are shared. The focus is on discursive writing, involving a great range of exploratory and presentational texts. The assignments are fairly traditional and closely connected with the assessment culture of the different disciplines. The teachers are considered experts of their own disciplines.

My presentation will focus on the following questions:

- What argumentative genres can be found in the different disciplines?
- To what extent are assessment criteria made explicit?
- What textual aspects create agreement/disagreement in the group?

Some preliminary findings:

- Teachers have become more aware of the students' need for scaffolding, and this in its turn has led to an interest in standardized text structures such as IMRAD
- During the project period, a major concern has appeared to be how to improve the students' information handling skills
- There is a tension between the teachers' desire to create common standards across the disciplines vs the respect for discipline specific genre conventions, and between the goal of cooperation across subject borders vs developing good writing assignments in one's own subject

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**Teaching elementary school students to play with words, meanings, and genre.**

Pietro Boscolo & Carmen Gelati  
University of Padova

Over the past two decades, several studies have been conducted to test the validity of instructional procedures aimed at stimulating young writers' motivation to write: in particular, classroom activities in which writing is used to communicate with people outside the school, and/or to express and share with school fellows comments and feelings. However, children may also feel engaged in a writing task when it is not aimed at communicating with people. In upper primary school, children may be taught to "play" with text and genre by means of tasks asking them to modify and re-write a text under a constraint, such as avoiding words of a certain semantic category, or modifying a character or the setting of a narrative (Boscolo & Gelati, 2007). The hypothesis of our study was that children can be taught to "play" with writing, and that playful writing tasks may have positive effects on the development of writing ability as well as on motivation to write. Method Sixty-six 4th graders (M = 26, F = 40) participated in the study, with a control group consisting of 48 4th graders (M=23, F=25); both groups included poor and good writers. Measures Before and after the intervention, participants' general writing ability, narrative writing ability, knowledge of the story structure, ability to modify a text under a constraint, lexical competence and reading comprehension were assessed, and a questionnaire of interest and self-perception of writing was administered. Intervention An intervention study was conducted through ten weekly workshops of 90 minutes. The intervention aimed to stimulate children's flexibility in writing through various "challenging" writing tasks closely related to meaningful reading experiences. The experimental group were taught and practised "linguistic games", in which they had to modify narrative texts according to a specific rule or by introducing a new element, with the aim of creating a new and coherent text. Results No significant difference emerged between the two groups for story structure and narrative writing ability after the intervention. The experimental group students outperformed the control group ones in measures related to the intervention writing tasks. Regarding the motivational aspects, the experimental group students liked writing more than their control group peers, whereas no significant difference emerged between the experimental and the control groups in self-perception of writing competence, nor between good and poor writers.

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## Lecture room H239A

### Hypersegmentation and the development of the concept of morphological word: the case of Brazilian children

Jane Correa<sup>1</sup>, Julie Dockrell<sup>2</sup> & Sonia Zyngier<sup>1</sup>

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Hypersegmentation and the development of the concept of morphological word: the case of Brazilian children Jane Correa (Federal University of Rio de Janeiro); Julie Dockrell (University of London); Sonia Zyngier (Federal University of Rio de Janeiro) The current study examines occurrences of hypersegmentation (breaking a word into more than one segment) in the writing of Brazilian primary school children (1st to 3rd year). Hypersegmentation has been explained by alternative hypotheses: a) children rely on prosody, which would account for their reliance on oral language to grasp features of written language; b) children are cued by differences in morphological category and syntactic context. Our analysis of stories written by 72 children suggests that these alternatives are not exclusive but complementary. The 98% of the cases of hypersegmentation under study here were divided into two segments. One segment coincided with a function word in 38% of occurrences in 1st year, 80% in 2nd year and 100% in 3rd year. There were also occurrences where one segment coincided with a morpheme (15% in 1st year and 15% in 2nd year). Developmental trends in the types of hypersegmented words were also noticed. In 1st year, 69 % of hypersegmented words corresponded to nouns and verbs; 40% in 2nd year and 22% in 3rd year. By contrast, in 1st year 23% of hypersegmented words corresponded to articles, in 2nd year 30% to adverbs and 15% to pronouns and in 3rd year 33% to adverbs and 44% to pronouns. Our analysis indicates that, as a result of greater familiarity with written Portuguese, children realize that words are not always semantically salient and they can be represented with just one or two letters. Therefore, the occurrences of hypersegmentation at a very early stage can be explained by the children's use of cues based on word stress and by the change of children's pre-literate notion of word with their understanding that some words such as article and pronouns can be written. As their knowledge of the writing conventions increases, the children also develop the notion of morphological words. Hypersegmentation can still be explained by the children's reliance on prosody but only in the cases where one of the particles coincides with a function word or with a morpheme. This study shows that hypersegmentation becomes progressively restricted to adverbs and pronouns in the cases where one segment coincides with a function word. Hypersegmentation decreases as the children rely less and less on oral language and more on their knowledge of morphology and the conventions of writing. (FAPERJ, CNPq and Capes).

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### The representation of word stress in Spanish

Sofia A. Vernon<sup>1</sup>, Alejandra Pellicer<sup>2</sup>, Lourdes Pruneda<sup>3</sup> & Diana Araceli Rico<sup>1</sup>

<sup>1</sup>Universidad Autonoma de Queretaro, <sup>2</sup>Departamento de Investigaciones Educativas, CINVESTAV, <sup>3</sup>Escuela Victoria,

One of the orthographic problems teachers and employers report in Mexico, as well as other Spanish-speaking countries, is lack of conventional marking of written accents. Two studies are reported in this paper. In the first, middle and high-school students were asked to write two lists of words and a 300 word text. Results show that the most common mistake is not including the stress mark on words, although some students place the written accent on unstressed syllables. In the second study, 60 primary and middle-school students were individually interviewed. Tasks included 1) writing a list of common words, 2) locating the stressed syllable of the word, 3) reading the same strings of letters in words that had a written accent mark on different syllables and evaluating the effect of the written marks and 4) writing words that had the same phonemes and letters and differed in the location of the stress (which, in turn, could change the syntactic function of the word). Results show that smaller children have difficulties in locating the stressed syllable in words and placing the written mark correctly, and that they also have difficulties using the information the written accent marks provide to the reader. These problems gradually subside. However, global results show that locating the stressed syllables and being able to interpret stress marks correctly do not imply a correct use of written stress marks. Finally, children often interpret stress marks and represent stress in unconventional ways that will be mentioned and exemplified.

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**Friday, June 13**



**Friday 9.00-10.00**

## Hörsalen/Auditorium

### The role of morphophonological information for gender agreement in written French: From novice to experts writers

Isabelle Negro & Lucile Chanquoy

University of Antilles - Guyane, University of Nice - Sophia Antipolis

The objective of this research was to analyse what kind of information can provoke or inhibit errors in gender agreement in written French. More precisely, this experiment studied the role of morphological and phonological information during grammatical encoding, in 4th, 6th and 8th graders and in adults. These two large groups of participants were meant to represent beginner writers (pupils from grade 4 to 8), and expert writers (adults). Indeed, novices and experts do not have the same strategies during the processing of agreement. In our study, all the participants had to transcribe orally presented sentences built as "Noun phrase + Verb", such as: "Article1 + Noun1 (subject of the verb) + of + Article2 + Noun2 + (Verb)" (for example: L'abricotier du jardin (fleurir) [The garden's apricot tree (to bloom)]). The two nouns could be both masculine (M) and/or Feminine (F) or they could include both genders, thus defining four 4 experimental conditions: two nouns sharing the same gender (MM, FF) on the one hand; and mix gender ones (FM, MF), on the other hand. Needless to say we hypothesised that the highest number of errors would come from the latter. The participant's task was to write down several sentences, by transcribing each noun phrase and by conjugating the infinitive verb with the present perfect (to be + past participle: L'abricotier du jardin est fleuri [the apricot tree of the garden is bloomed]). Two types of morphophonological information about the gender were manipulated in each sentence: (a) the article preceding the subject of the verb (Noun1), which provided - or not - an indication on the gender (Le for the masculine vs. La for the feminine, opposed to L' without any morphophonological information); (b) the noun endings predicting either the feminine (e.g., "ine"), or the masculine (e.g., "ier") or not offering any information about the gender (neutral endings, such as "é"). The main results showed (1) that, as predicted, participants made more agreement errors when the nouns differed in gender (MF and FM) and (2) that the proportion of agreement errors was lower when the writers had access to both types of morphophonological information - of both the article and the noun endings -. In addition, the participants' grade levels also affected their performance. Our results are discussed in the light of modularist and interactionist models of production.

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**Note-taking at the University in Portugal - an analysis of students'  
practices and products**

José Brandão Carvalho  
University of Minho - Portugal

Research on the contribution of writing to learning reveals that it is a tool students use to express the acquired knowledge and a learning tool as well. Writing serves the purpose of expressing knowledge and the purpose of developing it, enabling learning. As a learning tool, writing may be involved from the very beginning of a learning process when a student is getting information either from oral presentations or from written texts (books, articles or others). In fact, note-taking can be seen as a first step in a learning process and good notes may somehow be related to better academic performances. That happens whenever the students develop a personal way of taking notes and do not limit themselves to transcribing what they hear or read. Anyway, taking notes is not an easy task to perform and university students often have difficulties when they have to do it. In this paper, we analyse university students' note-taking processes during oral presentations or reading tasks; we also analyse their notes, defining different patterns and relating them to listening and reading procedures. Involving both quantitative and qualitative methodologies, this study focuses either on processes and products. On one hand, students were asked to describe the way they take notes and to identify the most relevant factors that condition that process; they were also inquired about the way they use notes they have previously taken when they are studying for their exams or writing an essay. On the other hand, notes taken by students during oral presentations and reading tasks were analysed in order to see how information is registered and organised. Data collected enable us a deeper understanding of Portuguese students' note-taking processes and the identification of the main problems students reveal when they perform note-taking tasks. Information gathered from this study allows us some inferences about student's studying habits and how they involve writing as a learning tool.

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## Lecture room H435

### Writing in new media a threat to the standard written language?

Sylvana Sofkova Hashemi

Department of Linguistics, Göteborg University, Sweden

The role of written language has clearly changed in the past few decades due to the emergence of new information and communication channels. This new technique makes it easy for us to create text and we communicate much more through writing. Word processing and language aids such as spelling checkers are our everyday tools, we create text directly on computer and internet (e.g. blogging) and write in e-mails, web chat or SMS-messages on mobile phones. This concerns not only adults at work, but also children. How do children and adolescents use writing today? Does the new use of writing influence the acquisition of writing? Is the use of writing in the new media a "threat" to the standard written language? How can writing aids be adapted to better support the writing process? These questions are answered in the project Learning to Write in the Information Society carried out at the Department of Linguistics, Göteborg University, Sweden. The project aimed to investigate written language by school children in different writing settings and the effects of the use of computers and other channels of communication, such as web chat and text messaging via mobile phones. We collected texts written by school children at intermediate and senior levels (aged 10 to 15), both texts written in school (for example free narratives and reports) and texts written during leisure time (for example SMS and web diaries). We studied the whole writing process by observations in the classroom. We interviewed pupils about their writing habits and experiences of writing. The study reveals that most pupils strongly feel that they write very differently in school compared to how they write during their leisure time. They claim to be able to change styles with ease and give concrete examples of the differences in their writing. For example, they mention heavy use of slang expressions, smileys, as well as abbreviations on word, phrase and sentence level. Spelling and standard use of punctuation are considered to be of less importance. What is important is that the receiver can understand the content of a message. There are pupils, though, who do not change styles, but claim that they always write "as usual". The texts written in school do not show much influence from the language use occurring in the computer-mediated texts. The project shows also what writing settings are used by pupils and their writing habits in computer-mediated communication.

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## Computer supported collaborative writing (CSCWr) in vocational education

Monica Gavota & Mireille Betrancourt & Daniel Schneider & Urs Richle  
TECFA, University of Geneva

In Switzerland, over 75 % of higher secondary education is vocational. Most of it is organized as a dual system, in which apprentices spend 60 to 70 % of their weekly training time as an employee in a company and the remaining time at school. Financed by the Federal Office for Professional Education and Technology, the Dual project aims at developing technology-enhanced learning designs that will help to narrow the gap between the different learning places (school and workplace). The main assumption is that writing may lead to knowledge constitution (Galbraith, 1999). Specifically, we assume that shared writing activities (Scardamalia & Bereiter, 1994, Littleton & Light 1999) about professional experience will help the apprentices to acquire domain knowledge and skills, and to integrate the content studied at school with their practical experience at the work place. In this paper, we focus on the relevance of the specific computer environment (Hartley and Tynjala, 2001) and design we implemented to support collaborative writing activities. We report a preliminary study investigating a CSCWr activity that involves peer commenting. The computer environment was implemented with the ELGG ([www.elgg.org](http://www.elgg.org)) social software that supports blogs, comments, document management, profiles, and syndication. In the first activity co-designed with an ICT teacher of the dental assistant school, 24 apprentices were asked to report, on a difficult, problematic situation they experienced at work. They were then instructed to comment one of their peers' entries. Most students quickly learnt how to make entries and comments; they were all able to complete the task. Quantitative analysis of the writing productions revealed a large heterogeneity in the length of the produced text, especially for the comments. A qualitative analysis revealed large differences in the quality of the written productions and enabled a first classification of the problems dental care apprentices face during their practice. These computer supported writing activities regarding work experience raised the interest of both apprentices and teachers. Concerning the environment, some usability issues were raised as the absence of a wiki tool. All those aspects were remediated and the platform adapted. This pilot study provided evidence for the feasibility of this kind of learning design with our specific population. A more complex experimental study, using the (enhanced) computer environment, is currently in progress to investigate the effect of peer comments on the quality of the writing productions about work experience and on the procedural knowledge acquisition.

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## Lecture room H140

### A Shift in Teaching Academic Writing: Joseph Harris' *Rewriting: How to do things with texts*

Mary Rosner  
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Academic writing continues to encourage students to rethink or reformulate their texts in one of the final stages of the writing process, and this rewriting conventionally requires serious work with drafts. As Erika Lindeman writes in *A RHETORIC FOR WRITING TEACHERS*, "True revision involves reseeing, rethinking, and reshaping the piece, resolving a tension between what we intended to say and what the discourse actually says." Revising or reworking a draft is the conventional meaning of rewriting in the academy. In *REWRITING: HOW TO DO THINGS WITH TEXTS* (2006), Joseph Harris offers a different perspective on rewriting in the academy. For Harris, all academic writing is rewriting in the sense that all academic writing draws from, adds to, or comments on what other academics have already done. All academic writing, in other words, must engage writers in an on-going "conversation" to which they must add. He organizes his book around identifying some of the moves that academic writers make as they engage in this conversation in order to help his student-readers to begin to recognize and practice these moves: coming to terms or representing what other writers have done in a way that is fair and useful; forwarding or representing terms, positions, key words from one text and applying it to a reading of other texts; illustrating or looking to other texts for examples of a point and using those examples; countering or revealing the limits of terms, concepts, positions or phrases from a text; and taking an approach or adopting the approach of another writer. Harris' *REWRITING* is first an introduction to reading academic texts in order to discover these moves at work; only secondarily (and in the last chapter) does it address how a student should examine his own texts for evidence of these moves. As a result, Harris clearly overturns the convention that situates rewriting solely with the students' own texts; instead, he demonstrates how academic writers use other texts rhetorically.

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**Task representation: its impact on postgraduate students' approach to text production- a qualitative study**

Wendy Smeets  
University of Barcelona

Task representation: its impact on postgraduate students' approach to text production- a qualitative study Wendy Smeets - University of Barcelona, Spain Hybrid tasks are tasks that require both reading and writing (Bracewell, Frederiksen & Frederiksen (1982)). These tasks are especially relevant to students at post-graduate level due to the nature of the reading and writing tasks carried out. Mostly students need to read source texts in order to support their own writing for instance when writing literature reviews, research papers, dissertations and doctoral theses. Hybrid reading and writing tasks are furthermore especially likely to promote learning. (See for instance Segev-Miller, 2004; Flower et al., 1990; Nelson-Spivey, 1997; and Jakobs, 2003) In particular, the study focussed on the influence of students' task representation on the processes and products of two different hybrid tasks namely summary and synthesis writing tasks. A qualitative study which took both an inter and an intra-subject approach was conducted during the course of a pre-sessional academic English course at a large British university. A total number of 21 postgraduate students carried out two hybrid tasks of different complexity. They were asked to write a summary based on one source text; this was seen as the less complex task. They were further required to write a synthesis based on 4 source texts; this was seen as the more complex task. Students were required to integrate information in both tasks and in the synthesis task they were asked to include their personal view of the topic as well. In both tasks, questionnaires were used to assess students' task representation. Furthermore, students were asked to fill out a writing and reading processes questionnaire that was designed to assess the students' approach to both hybrid tasks. Based on previous research, it was hypothesised that students' task representation would influence the processes they engaged during task execution (reading and writing) which in turn would have an impact on the quality of the products produced and on the learning potential of the task. This influence was expected to be more salient in more complex tasks. (Compare Braten & Stromso, 2004, Hartley & Bendixen, 2001; Spiro et al, 1996; Nelson-Spivey, 1997) Students' responses to the task representation and reading and writing process questionnaires were analysed and an attempt was made to link these data to the quality of their written products. Preliminary results confirm the hypothesis that students' task representation influences the reading and writing processes they engage which in turn influences the quality of their products. Students with more accurate task representation tend to fulfil task requirements more satisfactorily.

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**Friday 10.30-12.00**

## Hörsalen/Auditorium Keynote

### KEYNOTE SPEAKER

#### Trajectories of Linguistic Development: a Model of Mastery in Older Writers

Debra Myhill  
University of Exeter

The concept of writing development in writers between 11 and 16 has received far less pedagogical and empirical attention than the development of writing in earlier years of schooling, and as a consequence understanding of what it means to become a 'better writer' in this older age phase is often limited to broad, generalised principles of improvement. In England, implicit in the national assessments of writing at age 14 and age 16 is a notion that development is characterised principally by the ability to manage a wider repertoire of genres and purposes for writing. Apart from the perennial concern for accuracy in spelling and punctuation, there is little that addresses development at a more precise linguistic level. Perhaps this is underpinned by a tacit assumption that linguistic development is a basic skill which is effectively addressed in the curriculum of the earlier age phases: the role of the secondary English teacher often focuses on communicative concerns and genre issues which operate more at text level than sentence level. But linguistic development in secondary writers is a serious issue. At age 11, young writers are on a trajectory of development which ideally will continue not just to 16 but into adulthood. Their writing will continue to be influenced by their oral and reading experiences and their social experiences and emotional development. Few would argue that language development ceases at age 11, thus the question of how language develops in writing beyond age 11 is important, theoretically and pedagogically. As Harpin (1986:173) argued, 'syntactic analysis can offer insights into both the disposition of language resources and their employment. Such studies should be seen as a potent contribution to the knowledge base on which principled policies or programmes for writing development in school should be founded'. The purpose of this paper is to address this issue, building on existing research on linguistic development, and reporting on an empirical study of the linguistic characteristics of writing in 13 and 15 year olds. A large corpus of secondary students' writing was analysed quantitatively for the presence of different linguistic constructions and qualitatively for impact and effect. The paper will illustrate that clear developmental trajectories in writing can be determined which have implications for appropriate pedagogical or instructional designs. Finally, the paper will propose a linguistic model of development in writing, and signal the potential significance of linguistic models within a multi-disciplinary approach to writing pedagogy.

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**Friday 13.00-15.00**

## Hörsalen/Auditorium

### SYMPOSIUM

#### Border-Crossing in Writing and Research: Context as a Resource in Cross-Cultural Writing Research

Organizer:

Mya Poe

Massachusetts Institute of Technology myapoe@mit.edu

Discussants:

Tiane Donahue, University of Maine Farmington

Claire Woods, University of South Australia

Cross-cultural writing research has traditionally been associated with contrastive rhetoric or educational assessment methods. As a result, over the past three decades, most transnational research on writing in higher education has focused on contrastive rhetorical analyses highlighting differences between discursive traditions (Connor, 1996, Panetta ed. 2001, Kaplan 1966, 1995, Kubota 1997) or on writing assessment practices across cultures (Purves, 1992; Gorman, Purves, & Degenhart, 1989, Bautier 2006). This work, while foundational, has led to distilling complex cultural writing phenomena into generalized representations based on particular features identified in a specific context. In addition, it has often been carried out from the particular cultural stance of the lead researcher, even when it calls on insiders from particular groups to collaborate. More recently, cross-cultural writing research has focused on "global" perspectives in English language learning (for example, Canagarajah 2002, Lu 1994, Flottum 2006, Lillis 2007). The impact of different Englishes on students' work is important but does not account for the vast domain of issues in L1 writing in contexts around the world. Given these gaps in cross-cultural writing research, an understanding of "context" has become a necessary multi-layered resource for students and faculty involved in border-crossing; it calls on cultural research rather than genre knowledge in the traditional sense of the word. We believe that it is becoming increasingly important to develop rigorous practices and a grounded vocabulary for collaborative literacy research across national contexts, taking into account this same kind of cultural inquiry. Even more important, we believe that researchers from different cultural contexts are best positioned to carry out such inquiry, using methods collaboratively developed but locally shaped. The project we will present is a collaborative research study mapping the role of literacy practices in the transition of students from secondary to higher education or from undergraduate to graduate studies in four countries: Australia, France, the United Kingdom, and the United States. It suggests that writing researchers also need to recognize a complex multi-layered understanding of context and to assume it as the basis for cross-cultural work in ways that earlier versions of contrastive rhetoric have not managed.

**International Survey Research: Problems and Prospects**

Chris Anson  
North Carolina State University

In the context of the team's work, this speaker will discuss the challenges of using survey methodology for conducting cross-cultural and transnational research on literacy practices and students' transition to post-secondary education. Although we are aware of the limitations of survey methodology for literacy research (e.g., the problems of retrospective data—see Tomlinson, 1984), we have initially employed this methodology for its heuristic value in conducting studies across cultural and international borders. In this presentation, I will explore the ways in which survey methodology in transnational research foregrounds the essential relationships between the researcher and the data he or she collects and analyzes. In relatively stable and cohesive contexts, that relationship is often invisible, creating a false reliance—in both the creation of the survey and the analysis of its results—on externalized, empirical evidence of certain practices or phenomena. In the process of using survey research to gain new understandings about the nature of college transition and the influence of schooling and other literacy practices on those transitions, we have been forced to confront how our data are imbricated with own cultural understandings and experiences as literacy educators. Instead of confounding our research, however, these relationships are yielding a greater awareness of our own roles as researchers and the interplay between the application of tacit knowledge and the "objective" results we are working with. The presentation will provide specific examples, arising from our work in different countries, that illustrate our application of local cultural, political, and educational knowledge to our use of survey methodology. We believe that comparing the results of our surveys across cultural and international borders cannot be accomplished without the kinds of meta-reflections afforded by these realizations.

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**Rhetorical Dexterity: The challenge of teaching students in a digital world - a theme within the Global Literacies project**

Claire Woods & Paul Skrebels  
School of Communication, University of South Australia

A trial of a qualitative survey, which sought undergraduate student perceptions of their experience and needs as readers and writers as they make the transition into and through university study, has been a catalyst for exploring issues related to the impact of digital tools on literacies used and required by today's students. In particular, we discuss the 'shock' students experience as they begin to read for academic purposes and then attempt to use their reading of theory and content in their writing. Writing for academic purposes is often the focus of our attention as teachers. However the skills of reading for information and of then transferring new knowledge and understanding to academic essays and reports are not necessarily a focus of pedagogical discussion. Further, this paper poses questions about the impact of digital media and search tools on students as readers and writers and begins to explore this as an issue for teachers and students. Is it the case that students now seek information and thus use qualitatively different skills when reading and writing in the digital environment? This paper suggests that a new approach to academic literacies which calls on a different concept of 'rhetorical dexterity' is needed for the next generation of students.

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**Writing in transition: Student reflections on writing**

Mary Scott & Rob Oliver  
Institute of Education, London

Writing in the Disciplines (WiD) research has traditionally analysed disciplinary genres or practices to understand the textual representations of disciplinary knowledge or how students become initiated into disciplinary discourse communities (Herrington 1988; Walvoord and McCarthy, 1990; Myers, 1990; Swales 1984). Though useful in furthering our understanding of disciplinary discourse, such approaches have tended to lack an awareness of the hybrid, increasingly globalised environments in which contemporary scientific practice occurs. Moreover, they often tend to sideline ‘culture’ as a complicating barrier in the acquisition of English-language disciplinary genres without considering that even fluent international speakers of English in higher education may not have a complete understanding of the social practices involved in disciplinary writing (Swales and Freak, 2004). We used this cross-national study to develop methods that might help us understand the needs of student writers in biomedical engineering as they move across both national and disciplinary boundaries. As part of this process, we sought to better understand the multi-faceted ways that culture plays a role in disciplinary discourse in its many ‘border-crossing’, transitional guises. Our results suggest that while surveys of student experiences are often useful, they often cannot give us a clear sense if students have learned the social practices of scientific writing (Latour and Woolgar, 1979). For example, students may know the generic structure of the research article, but do they know how to use the research article genre to tell a situated story of their data findings? Do they know that the genre can flex according to the researcher’s rhetorical needs? Only by working with such cross-national research groups can we design research methods that will help us develop interventions that are suited to contemporary scientific communication education.

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**Identity, Values, and Education in English in Qatar**

Mohana Rajakumar  
Qatar University

Language, culture and identity are intersecting components impacting the lives of college students in Qatar within the educational projects promoted by the State of Qatar's development interests in education, both in Education City and at Qatar University. This will feature a discussion of the pilot study "Identity, Language, and Culture: The Influence of Post-Secondary Education in English" explores the ways in which English, Arabic, Qatari society and values are influenced and negotiated by college students. What has already emerged from preliminary work with students in this area is both a desire to learn to use dual language ability and western practices for future opportunities but also an attempt to maintain the values of traditional Qatari society, especially in respect to language. These are not necessarily opposing, but often raise interesting questions on the level of the individual and for the future of the State of Qatar's citizens.

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## Lecture room H435

### **The flow of writing and the flow of reading in 300 university students of English as a foreign language**

Sven Strömqvist, Kenneth Holmqvist, Victoria Johansson & Richard Andersson  
Lund University

The research reported here aims at contributing to a new generation of language assessment tools based on parameters of language behaviour as it unfolds in real time. In a study, hitherto unprecedented in scope, 334 freshmen of English as a foreign language at the Business School of Lund University were tested in a writing condition and in a reading condition. In the writing condition, they were asked to write a short text in English on whether it is possible to change beliefs and attitudes. The students were given 30 minutes to complete their text. The writing activity was recorded with the logging tool ScriptLog. In the reading condition the students were asked to read a text about economy in English. The text was eight pages long and the reading activity was recorded with an eyetracker. The students will be tested in a similar pair of tasks after four semesters of study. The present paper presents some first general patterns emerging from the analysis of the data. A twodimensional space is plotted where tendencies towards four subgroups are explored: those students who are both fluent writers and fluent readers; those who are non-fluent writers and non-fluent readers; those who are fluent writers and non-fluent readers; and those who are non-fluent writers and fluent readers. Some first post-hoc analyses are performed to explain this variation in terms of a set of socio-biographical background variables elicited through a computer-based enquiry. Further, the paper presents evidence of effects of word frequency and word length on speed of writing and speed of reading.

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**Is the written trace necessary for remembering words location in writing?**

Nathalie Le Bigot, Jean-Michel Passerault & Thierry Olive  
Université de Poitiers & CNRS

Several studies have demonstrated the existence of a memory for words location in reading (e.g., Fisher, 1999). Memory for words location refers to the phenomenon that, after reading, readers can locate where an idea (or a word) is in the text. There is now evidence that writers can also locate above chance level the words they have written (Le Bigot, Passerault & Olive, submitted, 2006). This indicates that writers construct a mental representation of their text that allows them to remember where a word is located. Another study conducted by Le Bigot, Passerault and Olive examined the nature of the mental representation of the text that supports this memory. Results showed that, by contrast with verbal and spatial secondary tasks, a visual task decreased memory for words location, suggesting that this memory is supported by a visual mental representation of the text. One issue of interest is whether the visual feedback provided by the written trace is necessary for constructing this memory. The present experiment tested if the presence of a written trace is necessary to remember words location in writing. For that purpose, writers first composed a one-page long text. Next, they were asked to recall on a white sheet of paper location of some of the words they had written. Three conditions of writing were tested: standard composition (with written trace), no feedback composition (writing with no visible written trace), and no feedback composition plus visual noise (writing with no visible written trace on a screen tablet which displayed irrelevant pictures continuously). Number of words that were correctly located (not being outside a predefined zone surrounding the target word) evaluated memory for words location. We expected that if the written trace is necessary to memory for words location then we should observe a decrement of memory for words location in the no feedback conditions. Visual noise was expected to disrupt the maintenance of information in visual working memory (McConnell & Quinn, 2000) and accordingly to also impair memory for words location. As expected, memory for words location was impaired with a visual noise, confirming that visual working memory is involved in memory for words location. However, relative to the standard composition condition, the no feedback condition did not affected memory for words location. The present findings suggest that the written trace is not necessary for constructing the mental representation that supports memory for words location.

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## The role of linguistic aids in text revision of school children

Sylvana Sofkova Hashemi

Department of Linguistics, Göteborg University

Linguistic tools that check mechanics, grammar and style are usually integrated in word processing software. Spelling checkers and hyphenators handle writing mechanics and identify violations on individual words. Grammar checkers recognize syntactic errors and often also violations of punctuation, word capitalization conventions, number and date formatting and other style-related issues. What role do such proof-reading tools have for educational purposes? The present study reveals that computers are used mostly as typewriters or for searching on the Internet in primary school. Word processing on computers occurs mostly as a process of making a fair copy of a hand-written draft and some final revision of the text. In three randomly chosen primary schools the Microsoft Word editor and its tools were used and set so that the pupil gets linguistic support during the actual writing. The main goal of this study was to investigate whether school children revise their text better with the support of Word and its linguistic aids than on paper? Fourteen pupils from 4th and 6th grade were studied in interaction with Word's editor combining think-aloud methodology and text analysis. They were asked to revise a text both on paper and on computer with the tools for spelling and grammar set on, just like they are used to. The text used in this experiment was originally written by hand by a ten-year old and included seventeen misspellings, four errors in the use of capitals and nine grammatical errors. The revisions of the text on paper were compared with the revisions on computer in view of what writing violations that were left undiscovered, the pupils' comments to the revisions and their interaction with the writing aid on computer. The results of this study show very small differences in revision on paper in comparison to revision on computer. Writing violations that do not require analysis of the surrounding context are handled better than violations concerning grammar. Spelling correction gives however none or erroneous suggestions if the spelling mistakes are too far from the target word, they are phonologically based or coincide with an already existing word. Furthermore, the suggestions for correction are often too many and sometimes not even close to the word. The grammar aid discovers in general few language problems and false alarms occur. Many types of writing problems are not taken into account and the comments on the errors found are often difficult for pupils to comprehend.

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## Learning and writing processes during inquiry learning and hypertext and linear writing

Martine Braaksma & Gert Rijlaarsdam  
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Introducing hypertext writing at school might have beneficial effects on learning outcomes in two respects: (a) acquisition of writing skills and (b) acquisition of content knowledge. To test these assumptions, we developed a lesson series about argumentative writing. We developed this lesson series in two versions: (a) a hypertext version (HYP) for the experimental hypertext writing group, and (b) a linear version (LIN) for the linear writing control group. The two versions of the lesson series were similar in many respects. Both versions had the same text type (argumentative text), theme ("good charities"), amount of lessons, instruction time, etc. Only the format of the text differed: students in the HYP-condition wrote their argumentative text in a hypertext format; students in the LIN-condition wrote their text in a linear format. In the lesson series, students spent much time on practicing argumentation skills and on exploring the theme "good charities". For this exploration, we adopted the inquiry strategy (Hillocks, 1982, 1995). Using this strategy, students investigate the subject by using strategies such as careful observation and representation in language of the phenomena observed, questioning, comparison and contrast of the phenomena with prior knowledge, and formulating and testing tentative hypotheses. Before and after the lesson series, pre-tests (aptitude, computer skills, content knowledge, knowledge about writing, writing style, and self-efficacy for writing) and post-tests (content knowledge, knowledge about writing, self-efficacy for writing, and quality of a linear text or hypertext) were administered. During the lesson series, measurements of self-efficacy for writing were performed as well. In the proposed paper, we report the results of a process study in which we tried to get insight into the writing processes of students who learn to write argumentative texts in a linear text format or in a hypertext format. Furthermore, our aim was to get a closer look at the processes that occur during inquiry learning. We set up an experiment in which 16 students (tenth grade) participated. They followed the lesson series about argumentative writing in the LIN- or HYP-condition (N=8 for each condition) and performed all pre- and post-tests. To get insight into the learning and writing processes, all student activities were filmed and audio taped by four video camera's. While performing writing tasks (hypertext or linear writing) a sample of students were thinking aloud. Also logfiles of all writing tasks were collected, providing indicative data for writing processes (Van Waes & Leijten, 2006).

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## Lecture room H140

### **Learning to manage the writing process collaboratively - an empirical analysis of communication strategies in a CSCL environment**

Andreas Langlotz, Guillaume Schiltz, Dina Zwimpfer & Doris Häfliger  
University of Basel

Academic paper writing is a very complex process that is patterned into four central stages: a) planning, b) collecting materials/data, c) writing, d) editing/publishing (Kruse 2007). In collaborative paper writing, these stages become part of complex group processes. This forces the authors to communicate in order to negotiate their shared goals, to exchange and refine materials and drafts, and thus to coordinate the steps of their joint project (Lowry et al. 2004). In this paper, we analyze the communicative strategies used by students in a CSCL environment that was designed to train academic paper writing at university. In 3 semesters between 2004 and 2007, 3 classes of approx. 60-75 students each performed a simulation of academic publishing following the COLAC model (Schiltz and Langlotz 2006). Working in one of 8-12 research groups with 6-7 members, the students had to write, review, edit, and publish a small-scale research paper within the context of an introductory course on the History of English (for further information see <http://www.ehistling-pub.de>). While the instructors defined and organized the group task, managed the schedule (deadlines, etc.), and provided core information about the paper writing process, the students were expected to form the groups and organize their groupwork themselves. This collaboration throughout the stages of group formation, writing, as well as the review process was primarily mediated by a computer-forum system (MOODLE). The three classes thus produced an overall sample of approx. 4000 postings that directly reflect the strategies of how the students collaboratively managed the stages of the writing process as a group task. Our analysis aims at the following central research questions: a) What alternative strategies did the students use to organize the paper writing process as a collaborative task? b) Do the different strategies differ in their effectiveness (outcome, group cohesion and performance)? c) What are the implications of these strategies for the design of collaborative paper writing tasks? To answer these questions, we analyze the postings both qualitatively and quantitatively. Qualitatively, we present and discuss the arrangement and distribution of the postings relative to Kruse's model of the paper writing process. This is to explore the students' different strategies. Quantitatively, we measure the amount and the density of communicative exchange relative to these stages to detect the communicatively decisive phases in collaborative paper writing.

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## Developing students' academic writing through collaborative peer mentoring

Kathy Harrington, Savita Bakhshi & Peter O'Neill  
London Metropolitan University

In 2006-07, funding from the Higher Education Funding Council for England (HEFCE) enabled London Metropolitan University to open a Writing Centre and implement a Student Writing Mentor Scheme (1). In the Scheme, students are employed and trained to support the academic writing development of fellow undergraduate and postgraduate students through one-to-one tutorials, where a wide range of academic writing issues are addressed, including disciplinarity and genre as well as affective factors in writing at university. Following insights of Bruffee (1984), the Scheme is collaborative and dialogic in approach, and it is informed by Rogerian principles of non-directivity and empathy. It aims to enable students to become confident and competent academic writers in their own disciplines. Whilst undergraduate peer tutors have long been widespread in Writing Centres in North America, in the UK there are comparatively few Writing Centres or dedicated writing support schemes to use a similar peer tutoring approach. A comprehensive programme of research and evaluation implemented alongside the Scheme itself at London Metropolitan has provided a valuable opportunity to assess the efficacy of a collaborative peer mentoring approach to students' writing development in the UK Higher Education context. In this session, we report on our first two years of operation with respect to both student and mentor experiences of participating in the Student Writing Mentor Scheme. The aim of the evaluation was three-fold: 1) to assess the degree to which students felt that the mentors provided an environment supportive of their own writing development, 2) to assess the degree to which the mentors felt they were able to work collaboratively and non-directively with fellow students, and their perception of the benefits for student learning of this way of working, and 3) to identify the key factors that shaped student experiences of this new form of writing support provided by the University. Qualitative and quantitative data was collected through focus groups, an online questionnaire and written feedback from students and mentors following approximately 1300 tutorials. We present our findings on: students' experiences of the Scheme in relation to other forms of University writing support, the relationship between students' expectations and actual experiences, students' attitudes towards their own writing before and after participating in the Scheme, and mentors' experiences of providing non-directive, collaborative writing support to fellow students. We conclude by considering the implications of our findings for the development of student-led writing support programmes in UK Higher Education. References: Bruffee, K. A. (1984). Collaborative learning and 'the conversation of mankind'. *College English* (46), pp. 635-52. Notes: (1) The London Metropolitan University Writing Centre is an initiative of Write Now, a Centre for Excellence in Teaching and Learning funded by a grant from HEFCE. See <http://www.writenow.ac.uk> for further information.

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## Participant profiles during collaborative essay writing among university students

Miika Marttunen & Leena Laurinen  
University of Jyväskylä, Department of Educational Sciences, Finland

During collaborative essay writing participants have to verbalize their thoughts and negotiate different suggestions concerning the content and structure of the text. When co-constructing the text students make several aspects of the writing process visible. This study clarifies 1) what is the quality of the students' collaborative discussions and 2) what sort of participant profiles did emerge during students' collaboration. 20 Finnish university students wrote essays in small groups (2-4 persons) on developmental theories. The students had prepared themselves for the situation by reading their course book and by writing summaries. In small groups students first discussed several theories and wrote an essay on one of them. The essay writing took about two hours. The data consist of the students' speech turns (8177 in total) during collaborative writing. The speech turns were classified into 11 categories. A hierarchical cluster analysis including 17 students (3 outliers) revealed 4 participant profiles: 1. Cognitively focused thinkers (6 students) These students contributed to the group collaboration by engaging in two cognitively demanding activities, in particular: discussion on concepts (35 %) and planning the text (22 %). 2. Strategic writers (5 students) These students engaged in active thinking and expressed versatile cognitive efforts for performing the writing task: they discussed the concepts (35 %), planned the text (17 %), steered the group performance (12 %), as well as presented a lot of their own ideas (11 %). 3. Performance steering writers (4 students) Typical of these students was to act as the person responsible for the actual writing of the group's common text: on average 36 % of their speech turns belonged to the category "Writing and revising". These students also quite often (10 %) engaged in directive discussion that steered their own and the group's performance. 4. Text book consults and off-task talkers (2 students) In contrast to the other students, typical of these students' working was to regularly consult the text book during the discussion (19 %), and to also engage in off-task activities (6 %). The different profiles indicate that collaborative writing tasks are complex in nature. The possibility of several combinations of students with various profiles in different small groups makes it difficult to study the impact of collaborative writing tasks on the quality of essays or other learning products. This is in line with a new, complexity science of learning.

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**Action Research into alternative modes for providing useable formative feedback to ESL students in South Africa**

Penny Niven & Billy Meyer  
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The paper we plan to present will be based on the third cycle of an ongoing critical action research project at the University of KwaZulu-Natal in South Africa in which we have been investigating our assessment praxis in an academic writing course for 1st year Social Science students from educationally disadvantaged backgrounds. In the first cycle of this research we, the lecturers who teach this course, gathered data on our formative assessment practices and reflected critically on the different ways in which both our personal identities and our ideological principles shaped the nature of our written feedback on students' writing, compromising its consistency and quality. In the light of these findings, we consciously strengthened our formative feedback practices with a new, second set of assignments, and then investigated the impact that this had on the students. Despite our improved praxis, and the assurances of Black and Wiliam's extensive 1998 study into the positive effects of formative feedback on learning, our students were frequently confused and even hurt by the quality and nature of our comments, misinterpreting our helpful intentions. We concluded that the use of formative assessment, however excellent in quality, needs prior mediation and explanation before it can be used effectively in this learning context. In the next cycle of research we plan to explicitly teach the ideas and discourse of assessment that inform this course, thereby preparing the students to interpret and use our feedback more effectively. We will introduce ideas around norm-referencing as opposed to criterion-based assessment; formative versus summative assessments and their purposes; feedback that focuses on meaning, coherence and ideas rather than surface errors; and a discussion of roles of teachers and students in an academic environment, deconstructing the idea of teacher as 'judge' and reconceptualising her/him as discursive partner in a shared learning enterprise. We will also provide more oral feedback on the students' writing in the form of small group writing conferences, thereby experimenting with an alternative mode for providing useable formative feedback. Our data in the previous phase of the project had suggested that our students prefer listening to advice about their writing, rather than reading it on the margins of their essays. We will evaluate the place of focussed oral feedback rather than the extensive written comments that have been used more traditionally on this course. We plan to instigate this third stage of research with the fresh intake of students at the beginning on 2008, and report on the findings at the 11th biennial SIG Writing conference to be held at the Centre for Languages and Literature at Lund University 11th-13th of June 2008 in Sweden.

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## Lecture room H239A

### Raising Awareness of 2Ps in 2 of the Rs: plagiarism & positioning in L2 reading & writing

Alice Henderson  
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This study addresses three distinct objectives familiar to many EAP/ESP teachers: helping student writers improve their mastery of academic English, helping them to better understand and avoid plagiarism, and nudging them towards membership of a particular discourse community. A group of 3rd year Psychology students at a French university were asked to write a paper in English. They were explicitly told to copy & paste from existing research documents, adding an introduction, links and conclusion of their own; they were also instructed to use correct in-text citation and to prepare a bibliography. We sought to make them aware of how becoming a member of a discourse community involves respecting its rules, and that many non-experts transgress one of the very basic rules when they plagiarize, albeit unintentionally. Other norms which they need to become aware of concern the use of formulaic expressions and their roles. Authors of research articles are required to situate their own work in the context of a larger field and explain how their contribution is original or innovative (Flotum et al., 2006; Hyland, 2006; Boch et al., in press). They rely in part on evidential markers to conform to these norms through such items as adverb/verb combinations (frequently argue, often claim); these are particularly interesting since they show where the nature of evidence for a given statement is found. Other expressions (along with other theorists, this is consistent with) reveal whether authors position themselves as continuing or breaking with existing work. Our students were therefore asked to look at several published articles in their field, to find examples of these expressions and then to use them in their own writing. Students' writing was analyzed to see if they had plagiarized and to compare their use of language to that of the texts typically read for their psychology classes (English and French articles and theses). Which expressions did students use or not use? How does their usage in English compare to expert usage of similar expressions by English L1 writers? And cross-linguistically (if reading in the L1 has an effect on writing in an L2), how does their usage in English compare to expert usage of the similar expressions by L1 French writers writing in French? The answers to these questions have important implications on how we prepare students to enter specific L2 discourse communities.

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**High- and low-context cultures and their implications for academic writing**

Jane Mattisson  
Kristianstad University

My paper addresses the influence of context on performance in academic writing classes. It discusses the special problems encountered by Chinese students - who come from a high-context culture - when writing literary essays in a low-context western culture. How can university lecturers in the West reduce the negative influence of cultural context and improve the performance of Chinese undergraduates in English writing classes? My paper presents a solution which has been tested with good results at Kristianstad University, namely process writing combined with peer reviewing. Chinese students are paired with Western students. This solution takes maximum advantage of the opportunities presented by the multicultural classroom: it improves student performance while at the same time promoting cultural understanding.

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**Investigating the effectiveness of writing for second language acquisition**François Pichette<sup>1</sup>, Linda De Serres<sup>2</sup> & Marc Lafontaine<sup>3</sup><sup>1</sup>Université du Québec à Montréal (Téluq), <sup>2</sup>Université du Québec à Trois-Rivières, <sup>3</sup>Université Laval

Due to its perceived productive nature, writing tends not to be considered as effective for vocabulary learning as so-called receptive tasks such as reading. It has been argued that the production of written output would leave fewer cognitive resources available for acquiring new words intentionally (Pichette, 2006). However, recent studies (Hulstijn & Laufer, 2001; Laufer, 2003; Webb, 2005) suggest that writing could be more effective than reading for second language (L2) vocabulary acquisition. They also suggest that superiority for writing would emerge most notably in the case of (1) incidental -as opposed to intentional- acquisition of new words, (2) from the processing of normal text, as opposed to isolated words, and (3) when sufficient time is allowed for performing both tasks. Data based on writing under these conditions, that occur in the normal reading circumstances they aim to reflect, are still very scarce. This study adds to the current debate on the relative efficiency of reading vs. writing activities for second language vocabulary acquisition, by comparing the reading and writing of sentences involving rare words having various syntactic functions. It is hypothesized that writing will be more effective than reading for L2 vocabulary acquisition due to the increased syntactic elaboration involved in the writing of meaningful text. Participants were about 110 French-speaking intermediate and advanced learners of English and Spanish from three Canadian universities. In the Fall of 2007, the participants were tested for incidental acquisition of 16 new concrete or abstract words. All items were very rare three-syllable words with no cognates in either French or Spanish. After being presented with new words along with their definitions in the participants' first language (L1), these participants either read or were instructed to write each new word in three different syntactic functions. They were given just the amount of time needed to perform each task with no possibilities of turning back, and without being aware of the upcoming recall test. Cued recall was used to assess word acquisition, with L1 definitions used as cues. Immediate and delayed recall were assessed. Results of statistical comparisons of recall scores for the two types of activities are presented. Implications for research and teaching are discussed.

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## **Influence of phonology and working memory in the spelling performance of deaf and hearing children**

Barbara Arfé & Lucia Colombo & Tiziana Bronte  
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In transparent orthographies such as Italian, sublexical, phonological coding is an efficient mechanism in word reading and spelling acquisition (although lexical influences can be seen since the early years: Burani et al., 2002). However, it is still not clear to which extent Italian deaf children rely on phonological coding in spelling and how efficient this mechanism might be. In general, past research has shown that deaf children have lower spelling skills compared to hearing control subjects (Harris & Moreno, 2004; Kyle & Harris, 2006; Leybaert & Alegria, 1995; Sutcliff et al., 1999). This has been explained both as a consequence of a less efficient phonological mechanism, and in terms of different spelling strategies used by the two groups (i.e., orthographically versus phonologically -based) (Kyle & Harris, 2006; Sutcliff et al., 1999; Miller, 2005). Besides specific phonological difficulties, digit span has been shown to be shorter for deaf as compared to normally hearing children (Cleary et al., 2001). However, it is not clear the extent to which phonological working memory processes are responsible for the different performance of the two groups in spelling. In this study, the effect of phonological and working memory mechanisms involved in spelling Italian single words was explored in two groups of children matched for grade level (N=28): a group of normally hearing children and a group of pre-verbally deaf children (age range 7-12). The deaf children group comprised children recruited from a speech-therapy center, with a severe-to-profound hearing loss, a history of oral training, early diagnosis and prosthetization. Three-syllable and four-syllable familiar words were presented to the two groups for spelling to dictation. Three conditions were used: simple dictation, concurrent articulation and foot tapping. Verbal digit span and nonword repetition were also assessed in the two groups, and were used as covariates. The dependent variable was the proportion of spelling errors and interruptions. We predicted that if spelling involved a phonological coding and vocal or subvocal rehearsal, concurrent articulation would disrupt the spelling performance more than tapping. Further, we explored the extent of this disruption in the two groups. The results showed that the proportion of errors increased in both groups in the double tasks as compared to simple dictation. Moreover, concurrent articulation also produced more errors than tapping in both groups. However, the inclusion of the two covariates, digit span and nonword repetitions produced different patterns of interactions with the variables in the two groups.

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**Friday 15.30-16.30**

## Hörsalen/Auditorium

### ADHD and dysgraphia: Underlying mechanisms

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Multiple complaints in the domain of writing are common among children with Attention Deficit Hyperactivity Disorder (ADHD). In this work we sought to characterize the writing disorder by studying dysgraphia in twenty 6th grade boys with ADHD and normal reading skills matched to 20 healthy boys who served as a comparison group. Dysgraphia, defined as deficits in spelling and handwriting, was assessed according to neuropsychological explanatory processes within 3 primary domains: linguistic processing, motor programming and motor kinematics. Children with ADHD made significantly more spelling errors, but showed a unique pattern introducing letter insertions, substitutions, transpositions and omissions. This error type, also known as graphemic buffer errors, can be explained by impaired attention aspects needed for motor planning. Kinematic manifestations of writing deficits were fast, inaccurate and an inefficient written product accompanied by higher levels of axial pen pressure. These results suggest that the spelling errors and writing deficits seen in children with ADHD and normal reading skills stem primarily from non-linguistic deficits, while linguistic factors play a secondary role. Recommendations for remediation include educational interventions, use of word processing and judicious use of psychostimulants.

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## **The effects of dyslexia on the writing processes of students in higher education**

Veerle Baaijen<sup>1</sup>, David Galbraith<sup>2</sup>, Jamie Smith-Spark<sup>3</sup> & Mark Torrance<sup>4</sup>

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Previous research into dyslexic's writing has restricted itself either to an examination of the written product or to relatively low-level aspects of the process. This study uses key-stroke logging and the "triple task" to compare the underlying writing processes of dyslexic and non-dyslexic writers. 30 dyslexic undergraduates were compared with 30 non-dyslexic students, matched for age, gender, non-verbal intelligence and academic discipline. All participants were asked to complete a range of screening tests, including spelling, copying and reading tests, and simple and complex memory span tasks. They were then asked to write an essay in three phases discussing a current-affairs topic. In phase 1, they were given 10 minutes to generate all the ideas they could think of about the topic. In phase 2, they were given 10 minutes to create an organised outline for the essay. In phase 3, they were asked to write an argumentative essay about the topic. A graphics tablet was used to record output during phases 1 and 2. Inputlog was used to log key-strokes during phase 3. Half the participants in each group were also asked to carry out the "triple task" during phase 3. This involved them responding by pressing a foot-pedal to a tone presented at random intervals during writing. After this initial response, participants were asked to indicate which of four different types of process (planning, translating, revising, other) they had been engaged at the time the tone sounded. All participants had been trained previously in the categorisation of different writing processes, and baseline responses to the tones presented alone had been collected. . The remaining half of the participants carried out phase 3 without interruption (enabling us to test the reactivity of the triple task, particularly for dyslexic writers). After completing the task, participants were interviewed about their general experience of writing at university. Analysis of the results is currently in progress. It will include analysis of differences between dyslexic and non-dyslexic participants on the following dependent variables: (i) The extent to which knowledge is transformed during pre-planning (measured by the number of new ideas introduced during the creation of the outline before writing). (ii) The amount of effort devoted to different writing processes, as indicated by response latencies for the different processes. (iii) The distribution of different processes across writing time in phase 3. (iv) The extent to which writers pause within and between different text units.

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## Lecture room H435

### Assessing the quality of students' hypertexts

Henrieke Beldman & Martine Braaksma  
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It is assumed that hypertext writing might influence the acquisition of writing skills and the acquisition of content knowledge in a positive way. The proposed effects on writing build on research by Braaksma, Rijlaarsdam and Janssen (2007). They observed that students who executed hypertext-like tasks performed more planning and analyzing activities during writing than students who performed linear text-tasks. These planning and analyzing activities were positively related to text quality, both in the hypertext-tasks and in the linear text-tasks. Therefore, the authors concluded that writing hypertexts might stimulate the use of writing activities that were positively related to writing proficiency. Positive effects from hypertext writing on knowledge acquisition are expected because writers are then involved in active text construction. Hypertext writing stimulates knowledge transforming processes. This problem-solving procedure requires text producers to reflect on and to extend their knowledge. A study by Stahl and Bromme (2004) confirmed these assumptions. They found that producing hypertexts enlarged students' knowledge about content relations and structures. In a pilot study, we tried to assess the quality of students' hypertexts. Students (N=26, tenth grade) followed an extensive lesson series in argumentative writing and wrote an essay in hypertext form. Pre-tests (aptitude, computer skills, content knowledge, knowledge about writing, and self-efficacy for writing) and post-tests (content knowledge, knowledge about writing, self-efficacy for writing, and quality of a linear text) were administered. At specific moments during the lesson series, measurements of self-efficacy for writing were performed as well. Also log files of the post-test linear writing tasks were collected, providing indicative data for writing processes (Van Waes & Leijten, 2006). The quality of different aspects of the hypertexts (e.g., structure, content knowledge, level of convincing) has been examined. We also studied the quality of the linear text written in the post test session (global writing score). Results showed a positive relation between the way the students structured their hypertexts (i.e., corresponding to their argumentation scheme) and the level of convincing of their hypertext. Furthermore, we found a negative relation between the deviation of the mean number of words they used in the different pages of their hypertexts and the way the students structured their hypertexts (i.e., corresponding to their argumentation scheme). Finally, a positive relation was found between the way the students structured their hypertexts (i.e., corresponding to their argumentation scheme) and the quality of the linear text written in the post test session.

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## **Writing to a lay audience. Results and conclusions from a think-aloud study**

Petra Schulte-Löbbert, Regina Jucks & Rainer Bromme  
University of Muenster

For experts in a certain domain (like medicine), it is often difficult to write in an understandable way about topics within the realm of their specialisation. Especially when writing to a lay audience (e.g. to their patients), experts' might be handicapped by an immersion in their specialized knowledge and therefore have difficulties considering their audience perspectives. Writing research clearly has shown the impact of writers' audience awareness on the quality of the text (i.e. the product of writing). Nevertheless, there is little research on the cognitive processes of considering the audience while writing. We will report on a study on written expert-layperson communication using think-aloud methods in order to analyse such processes of considering the audience. We will analyze if experts consider their lay recipients at all and if they do so, in what way they recognize them. Thinking aloud data have been obtained while experts (in medicine) respond to written requests. Participants (17 medicine students of higher semesters) had to answer an email inquiry of a fictitious layperson concerning hypertension and its therapy. At first they had to write a draft of an answer, and then they were asked to reflect about their draft—especially with regard to their recipients. Finally they could revise their text before submitting it to the fictitious layperson. Participants were asked to think aloud during the writing as well as during the revision phase. The writing task was presented by a software tool (the Concept Revision Tool, CRT) which allows for prompting revision processes after a first draft has been written. The results allow for conclusions if and in how far a recipient is considered while writing. A coding scheme was developed that distinguishes between different degrees of audience awareness; ranging from a more orientation on task or content, over vague ideas concerning the requesting person, to thoughts about the comprehensibility of the message to their recipient. Results will be discussed with respect to these different degrees of audience awareness. Furthermore, potentials in supporting writers' reader-oriented writing by means of prompting revision processes will be discussed.

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## Lecture room H140

### Portuguese Kindergarten Teachers and Emergent Literacy

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The aim of this communication is to present the results of a study developed with a group of Portuguese Kindergarten Teachers in the field of their literacy practices and beliefs. The study was conducted in order to characterize the beliefs and the pedagogical practices on literacy, taking into account aspects such as the pedagogical project conception, space and time organization and management, reading, writing and metalinguistic practices and the kind of reading and writing competences that they think are important to develop in kindergarten. The participants were 18 kindergarten teachers working on public schools at Terceira Island, Azores, with different curricular or pedagogical approaches. Direct observation permitted to evaluate their literacy practices and the results were registered on an "Observation and Registration Scale of Kindergarten Teachers Pedagogical Practices on Literacy" (Alves Martins & Santos, 2005). Teacher's beliefs about emergent literacy on kindergarten were evaluated through an interview divided in two blocs: one of them with the same questions for the 18 kindergarten teachers; and the other with different questions for each teacher, in order to explore some aspects that emerged from the observation of their pedagogical practices. About the pedagogical practices, in general, the results show that there is a lack of regularity and articulation between the different components of their practices on emergent literacy. If the spaces of their classrooms are, globally, equipped with reading and writing materials, the daily routine is poorly organized and the strategies used to work literacy skills are not diversified and are mainly oriented towards the promotion of reading activities, conceived and implemented by themselves. In what concerns kindergarten teachers' beliefs, the majority considers that emergent literacy is a processes that must be developed through activities mainly based on aspects connected with oral language and motor skills development. These activities are, in fact, the central axis of the way they think literacy must be worked in kindergarten, and they use them to justify their options and decisions on this area. The activities that they refer are, yet, majority initiated and carried out by the teachers themselves, allowing a little space to child's active experimentation. In general, the results of the study show that pedagogical practices and beliefs about emergent literacy in kindergarten have a lack of consistency which would confer solidity, articulation and coherency to the intervention on this field.

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**'Scaffolding' spelling for FL struggling writers in a participatory-guided context**

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The present paper aims at outlining the rationale for and the process of introducing an intervention in teaching English language spelling to primary school students. The basic purpose of the proposed approach, which substitutes for a conventional spelling instruction, is to promote students' active participation during the spelling process, to utilize cognitive strategies in order to carry out this type of problem-solving activity and to develop some metacognitive strategies during the correction. It was piloted on a small scale, since small scale piloting makes tight collaboration with students and teachers possible, and may yield detailed feedback. The project was coordinated and monitored in a state primary school classroom of twenty four (24) sixth-grade Greek-speaking students, aged 11-12. All students have an experience of four year learning English as a foreign language. The focus of the intervention was on spelling specific words in a context. Eight dictation passages were carefully designed by the researchers and implemented during eight sessions extended in a period of a semester. Each dictation passage includes a specific lexical/grammatical pattern (plural nouns, compound words, suffixes etc.) recycling within the passage. The teacher gave specific directions to the students, explained them the basic lexical/grammatical patterns and enabled them to become aware of the purpose of writing the specific dictation passage. During teacher's reading aloud the passage, the students were asked to leave a gap for any syllables or words they encountered difficulties in their spelling. Then the students were encouraged to identify misspelled words through 'scaffolding' process, in a participatory context, which facilitates especially the struggling students; meanwhile the teacher provided coaching and guidance. After writing the dictation, students were given the opportunity to proofread their work; to focus on "where" and "why" they are making mistakes and try to correct them by verbalizing the strategies they employed. In order to examine the practicality, feasibility and usability of the intervention in the specific educational context, a study was conducted. Data were gathered with means of both quantitative and qualitative instruments and resulted from pupil questionnaires, as well as teacher interviews and field notes from non-participant observations conducted throughout the project. The insights gained from the study indicated the positive effects of the specific approach on the improvement of students' spelling skills.

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