SIG Writing 2008 Program

PROGRAM OVERVIEW

WEDNESDAY			THURSDAY		Friday	
8.00-9.30	Registration with coffee	8.30-9.00	Late registration	9.00-10.00	Paper sessions	
9.30-10.15	Opening in Hörsalen/Auditorium	9.00-10.30	Paper sessions	10.00-10.30	Coffee in Entrance Hall	
10.30-12.30	Paper sessions	10.30-11.00	Coffee in Entrance Hall	10.30-12.00	Keynote Debra Myhill, in Hörsa-	
		11.00-12.30	Paper sessions	-	len/Auditorium	
12.30-13.30	LUNCH in Entrance Hall	12.30-13.30	LUNCH in Entrance Hall	12.00-13.00	LUNCH in Entrance Hall	
13.30-15.50	Symposia & Paper session	13.30-15.30	Symposia & Paper sessions	13.00-15.00	Symposium & Paper sessions	
15.30-16.30	Poster session with coffee, <i>Entran-</i> <i>ce Hall</i>	15.30-16.30	Poster session with coffee, <i>Entrance</i> <i>Hall</i>	15.00-15.30	Coffee in Entrance Hall	
16.30-18.00	Paper sessions	16.30-17.30	Paper sessions	15.30-16.30	Paper sessions	
19.00	Recepton, Botanic Gardens	17.30-18.30	EARLI SIG Writing Business meeting in Hörsalen/ Auditorium	16.30-17.00	Closing	
		19.30	Dinner, at Grand Hotel, Lund			

TUESDAY, JUNE 10

Registration, 16.00-20.00

Informal reception 18.00-20.00, at Centre for Languages and Literature

		WEDNESDAY, JUNI	E 11			
8.00-9.30	Registration with coffee					
9.30-10.15	Opening, in Hörsalen/Auditorium					
10.30-12.30	HÖRSALEN/AUDITORIUM Chair: Luuk van Waes	LECTURE ROOM H435 Chair: Lorna Bourke	LECTURE ROOM H140 Chair: Gisela Håkansson	LECTURE ROOM H239A Chair: Eva Lindgren		
10.30	Marion Tillema-Kortman, Huub van den Bergh, Gert Rijlaarsdam & Ted Sanders Intentional adaptation as a key featu- re of skilled writing	Lucile Chanquoy & Isabelle Neg- ro Lexical and grammatical text revision in 5th graders: Does a self- questioning guide improve revision?	Reyhan Salataci Academic Writing in Turkish and English: Implications of a Quali- tative Study	Antonia Chandrasegaran Chandrasegaran The effect of a socio-cog-nitive approach to teaching writing on stance support moves and topica- lity in stu-dents' expository essays		
11.00	Caroline Beauvais, Thierry Olive & Jean-Michel Passerault Relationship between text quality and on-line management of the wri- ting processes	Vincent Connelly & Julie Dockrell A developmental study of the language used for writing in 8 and 10 year olds. ↑↑↓↓EXCHANGED↑↑↓↓	Sepideh Rahimpour Contrastive Rhetoric of English and Persian: Metadiscourse in Applied Linguistics Research Articles	Pascale Lefrançois Teaching revision at university level : a realistic challenge?		
11.30	Rui Alexandre Alves, Marta Branco, Teresa Limpo & São Luís Castro Priming effects on writing fluency	The role of vocabulary in the pro- duction of written text: development and delay	Avishan Mahzari A Contractive Study of the Intro- duction Section Senre of English and Persian Medical Research Articles	Anne Toorenaar & Gert Rijla- arsdam Fostering a writing community		
12.00	Thierry Olive & Annie Piolat Taking notes and then composing a text from a linear or structured sour- ce text		Anitha Pillai Understanding the Expectations, Conventions and Requirements of Novice Academic Winning Tasks	Elke van Steendam, Gert Rij- laarsdam & Lies Sercu Modelling: An effective instruc- tional strategy in collaborative revision and its transfer effect to writing		
12.30-13.30		Lunch break & Lat	e Registration			

13.30-15.30	HÖRSALEN/AUDITORIUM	LECTURE ROOM H435	LECTURE ROOM H140	LECTURE ROOM H239A
	SYMPOSIUM	SYMPOSIUM	SYMPOSIUM	Chair: Kristyan Spelman Miller
	Jean-Noël Foulin & Lucile Chan- quoy The development of writing-related skills and writing abilities in pre- readers – PART 1	Mark Torrance & Åsa Wengelin Diverse analyses of keystroke and eye-movement data from the pro- duction of a single argumentative text	Isabelle Carignan & Marie- Christine Beaudry Different aspects of writing and teaching in education and rese- arch	PAPER SESSION
	Discussants: Monik Favart David Galbraith	Discussant: Denis Alamargot	Discussants: Gert Rijlaarsdam Pascale Lefrançois	
13.30	Margarida Alves Martins, Miguel Mata Pereira & Cristina Silva How can writing activities with pre- school children promote the under- standing of the alphabetic principle	Mark Torrance Does rhetorical structure predict fixation location? Marie Stevenson	Isabelle Carignan Comprehension of argumentative text and writing of students in grade -9	Patrick Bonin Attentional strategic control over nonlexical and lexical processing in written spelling to dictation
14.00	Montserrat Bigas Word segmentation: a developmental study on six-year-old children's writ- ten texts	Rhetorical and linguistic determi- nants of voice Eva Lindgren Revision: When, where and why?	Marie-Christine Beaudry Contributions of writing on the understanding and interpretation of literary text	Monik Favart & Thierry Olive Impact of handwriting automati- zation on the cognitive effort of text composition in 3rd, 5th- and 7th- graders.
14.30	Blandine Bouchière & Jean-Noël Foulin Intervention in literacy skills improve invented spelling skills in prereaders	Åsa Wengelin Reading in one place while typing in another	Yolande Brenas How reader-writer in the high school are overcoming the fear of writing-reading, especially a litera-	
	Lorna Bourke & Anne-Marie Adams Cognitive constraints and the early	Luuk van Waes & Mariëlle Leij- ten	ry text Debra Myhill	
15.00	years learning goals in writing Pagona Goudroumanidou & Athanasios Aidinis Phases of writing development in Greek preschool children	The interpretation of pause-clusters in writing processes	From talk to text: investigating the talk/writing interface	

15.30-16.30	Poster session A, <i>in Entrance Hall</i> (For content, see separate sheet below.) With coffee Late registration				
16.30-18.00	HÖRSALEN/AUDITORIUM Chair: Åsa Nordqvist Palviainen	LECTURE ROOM H435 Chair: Lorna Bourke	LECTURE ROOM H140 Chair: Frøydis Hertzberg	LECTURE ROOM H239A Chair: Magnus Gustafsson	
16.30	Lucie Beauvais, Monik Favart & Jean-Michel Passerault Evolution of the linearization pro- cess in the composition of three textual structures from grades 5 to 9.	Denis Alamargot, Eric Lambert & Claire Thebault Text composition by deaf and hea- ring middle-school students: the role of working memory	Charles Bazerman What does historical research have to do with contemporary teaching of writing?	MOVED MOVED MOVED to WED 17.00 H140 Montserrat Castello, Anna Inesta & Loles Gonzalez Approaching socially shared re- gulation of writing: The impact of peers' suggestions in doctoral students' writing	
17.00	Alina Galvão Spinillo & Kátia Melo The production of written stories and metatextual awareness: an inter- vention study with elementary school children	David Galbraith, Jenny Hallam, Thierry Olive & Nathalie Le Bi- got The role of visual and spatial com- ponents of working memory in planning	Carole Sedgwick Writing in Contextra comparati- ve study of acarcric literacy practices REPLACED BY: Montserrat Castello, Anna Inesta & Loles Gonzalez Approaching socially shared re- gulation of writing: The impact of peers' suggestions in doctoral students' writing	George Braine Proficeting Academic Writing at a Hong Korge University	
17.30	Kátia Melo & Alina Spinillo Developing the use of cohesive devi- ces by developing the narrative struc- ture: an analysis of children's written stories	Christian Weinzierl, Joachim Grabowski & Markus Schmitt Working memory when copying texts: Strategies of university stu- dents and 4th-graders	Ann-Marie Eriksson & Åsa Mäkitalo Ways with text and talk in Envi- ronmental Engineering: Writing and learning in academic context		
19.00		Reception, at Botanic	Gardens, Lund		

		Thursday, June	12		
8.30-9.00	Late registration				
9.00-10.30	HÖRSALEN/AUDITORIUM	LECTURE ROOM H435	LECTURE ROOM H140	LECTURE ROOM H239A	
	Chair: Luuk van Waes	Chair: Susan Jones	Chair: Thierry Olive	Chair: Marie Stevenson	
9.00	Daphne van Weijen, Huub van	Marta Gràcia, Núria Castells	Sara Rosenblum	Victoria Zamudio Jasso	
	den Bergh, Gert Rijlaarsdam &	Gómez & Sandra Espino Datsira	Development, Religibility and	Citation practices in undergra-	
	Ted Sanders	Planning and revision operations by	Validity of a Handwriting Profi-	duate students' texts: how diffe-	
	Comparing the relationship between	secondary school students during the	ciency Screering Questionnaire	rent are they?	
	cognitive activities and text quality in	process of producing summaries	(HPSQ)		
	L1 and L2 writing				
9.30	Jonas Granfeldt	Mariana Miras & Isabel Solé	Joachim Grabowski, Markus	Magdalena Kilarska	
	A New Look at Modality Effects in	The impact of writing on learning:	Schmitt & Christian Weinzierl	Students' difficulties with specify-	
	L2 French: Grammatical Complexity	the effect of students' conceptions	Studying handwriting processes	ing audience and purpose in aca-	
	and Accuracy in Writing	on their written products and lear-	in school settings: Methodologi-	demic writing	
		ning results	cal approaches		
10.00	Kirk Sullivan, Eva Lindgren &	Petra Schulte-Löbbert, Nele Kris-	Sara Rosenblum & Miri Liv-	Sandra Espino Datsira & Ma-	
	Kristyan Spelman Miller	tina Ruhe, Rainer Bromme &	neh-Zirinsky	riana Miras Mestres	
	Revision, fluency and text quality in	Regina Jucks	Handwriting process and product	The role of university students'	
	L1 and L2 writing	Learning by writing: The case of	characteristics of children diagn-	learning approaches in their note-	
		writing summaries and how it could	osed with Developmental Coor-	taking	
		be supported	dination Disorder		
10.30-11.00					
		Coffee, in Entr	ance Hall		
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11.00-12.30	HÖRSALEN/AUDITORIUM	LECTURE ROOM H435	LECTURE ROOM H140	LECTURE ROOM H239A
	Chair: Gert Rijlaarsdam	Chair: David Galbraith	Chair: Jonas Granfeldt	Chair: Susan Jones
11.00	Catherine van Beuningen	Denis Alamargot	Isabel Cuevas	Triantafillia Kostouli
	The effectiveness of two types of	Michel Fayol	Mar Mateos	From talk to text: On the trajec-
	error correction in Dutch multilingu-	David Chesnet	Ana Martin	tories that scaffold children's
	al classrooms	Assessing the time course of subject-	Maria Luna	writing
		verb agreement during French sen-	Reading to write an argument:	
		tence production. The contribution	the role of epistemological beliefs	
		of the "Eye and Pen" device.		
11.30	Lieve Verheyden	Roger Johansson	Hector Vila	Alexia Forget
	Teacher cognitions and L2-writing	Victoria Johansson	Writing at the End of the World:	Francia Leutenegger
	classroom practices in primary scho-	Åsa Wengelin	Academic Writing and the	Maria-Luisa Schubauer-Leoni
	ols in Flanders	Jana Holsanova	Struggle to Define the Humaniti-	Between letters and drawings :
		Cognitive Processes in Writing are	es	Asking young children to develop
		Genre Dependent: A Comparison of		a common code of designation
		Picture Descriptions and Expository		
		Texts		
12.00	Amos van Gelderen	Victoria Johansson	Otto Kruse	
	Ron Oostdam	Roger Johansson	Exploring disciplinary writing	
	Cognitive and metacognitive com-	Åsa Wengelin	cultures: A quantitative and quali-	
	ponents of L2 writing instruction: a	Kenneth Holmqvist	tative study	
	classroom experiment	Planning and reading in a genre per-		
		spective		
12.30-13.30				
		Lunch, in Entr	ance Hall	

13.30-15.30	HÖRSALEN/AUDITORIUM SYMPOSIUM	LECTURE ROOM H435 SYMPOSIUM	LECTURE ROOM H140 Chair: Amos van Gelderen	LECTURE ROOM H239A Chair: Mark Torrance
	Jean-Noël Foulin Lucile Chanquoy The development of writing-related skills and writing abilities in pre- readers – PART 2 Discussants: Huub van den Bergh Monik Favart	Judy Reilly Developing Systems: Writing and Spelling in Children and Adolescents Discussants: Liliana Tolchinsky Harriet Jisa	PAPER SESSION	PAPER SESSION
13.30	Susan Casimano The Investigative Word Web Michel Fayol, Bernard Lété & S. Pacton On acquring the spelling of words	Dorit Ravid Spelling morphology: a psycholingu- istic analysis of Hebrew spelling development Sévérine Maggio, Bernard Lété &	Miranda Y.P. Lee Text-nalysis of narrative writing of native English and Chinese- English Mingual Statents	Inês Horta Margarida Alves Martins Writing programmes with kin- dergarten children: do they con- tribute to the development of children's writing?
14.00	including silent letters. Both self- teaching and knowledge of ortho- graphic regularities matter Laura Huxford From phonemes to graphemes – a	Michel Fayol On managing spelling when writing texts Judy S. Reilly, Naymé Salas, Jun O'Hara, Darin Woolpert, Liliana	Hakim Usoof Eva Lindgren Who is Who and doing What in distance education? Authentica- tion and keystroke dynamics	Cristina Silva Tiago Almeida Margarida Alves Martins Training the phonetization pro- cess with the names or the sounds of letters
14.30	deceptive view of the English alpha- betic system? Eva Teubal The contribution of non-verbal gra-	Tolchinsky & Beverly Wulfeck Spelling and Writing in Children with Language Impairment: Comparing Narrative and Expository Texts	Paul Deane Thomas Quinlan Automated Essay Scoring: Put- ting it in its place	Guido Nottbusch Typing Eners in written sentence production
15.00	phic texts to children's early literacy development Clotilde Pontecorvo, Raimonda Morani & Franca Rossi Emergent literacy: young children tell stories, starting from illustrated books, to a small group of mates	Caroline Cautain, Florence Chenu & Harriet Jisa Revisions in the written discourse of French children and adolescents	Mazur Palandre Audrey Referential cohesion in written expository and narrative: A deve- lopmental study	

15.30-16.30	Poster session B, in Entrance Hall (For content, see separate sheet below.) With coffee					
16.30-17.30	HÖRSALEN/AUDITORIUM Chair: David Galbraith	LECTURE ROOM H435 Chair: Eva Lindgren	LECTURE ROOM H140 Chair: Harriet Jisa	LECTURE ROOM H239A Chair: Lucile Chanquoy		
16.30	Daniel Perrin & Marc Wildi Cumulated deviation of a linear trend – Investigating writing phases	Markus Schmitt & Joachim Gra- bowski Partner orientation as a prerequisite of skilled text production: Develo- ping a test battery of adult perspecti- ve taking	Frøydis Hertzberg Students' writing as a staff re- sponsibility - is that possible?	Jane Correa, Julie Dockrell & Sonia Zyngier Hypersegmentation and the deve- lopment of the concept of morphological word: the case of Brazilian children		
17.00	Susan Jones & Debra Myhill Research Dilemmas: Looking for a nuanced understanding of the impact of contextualised grammar teaching.	Kristine Balslev Writing and teacher-learner interac- tions: which interactions contribute to help the adult learner engage in all phases of text revision?	Pietro Boscolo & Carmen Gelati Teaching elementary school students to play with words, meanings, and genre.	Sofia A. Vernon, Alejandra Pelli- cer, Lourdes Pruneda & Diana Araceli Rico The representation of word stress in Spanish		
17.30-18.30	EARLI SIG Writing Business meeting, in Hörsalen/Auditorium					
19.30		Dinner, at Grand	Hotel, Lund			

	FRIDAY, JUNE 13				
9.00-10.00	HÖRSALEN/AUDITORIUM	LECTURE ROOM H435	LECTURE ROOM H140		
2.00 10.00	Chair: Sven Strömqvist	Chair: Ron Oostdam	Chair:		
9.00	Isabelle Negro & Lucile Chanqu- oy The role of morphophonological information for gender agreement in written French: From novice to ex- perts writers	Sylvana Sofkova Hashemi Writing in new media a threat to the standard written language?	Mary Rosner A Shift in Teaching Academic Writing: Joseph Harris' Rewriting: How to do things with texts		
9.30	José Brandão Carvalho Note-taking at the University in Por- tugal - an analysis of students' practi- ces and products	Monica Gavota, Mireille Betran- court, Daniel Schneider & Urs Richle Computer supported collaborative writing (CSCWr) in vocational edu- cation	Wendy Smeets Task representation: its impact on postgraduate students' appro- ach to text production- a qualita- tive study		
10.00-10.30	Coffee, in Entrance Hall				
10.30-12.00	KEYNOTE Debra Myhill Trajectories of Linguistic Development: a Model of Mastery in Older Writers In Hörsalen/Auditorium				
12.00-13.00		Lunch, in Entr	rance Hall		

13.00-15.00	HÖRSALEN/AUDITORIUM SYMPOSIUM	LECTURE ROOM H435 Chair: Amos van Gelderen	LECTURE ROOM H140 Chair:	LECTURE ROOM H239A Chair: Hans Strand
	Mya Poe Border-Crossing in Writing and Re- search: Context as a Resource in Cross-Cultural Writing Research Discussants: Tiane Donahue Claire Woods	PAPER SESSION	PAPER SESSION	PAPER SESSION
13.00	 Chris Anson International Survey Research: Problems and Prospects Claire Woods & Paul Skrebels Rhetorical Dexterity - the challenge of teaching students in a digital world	Sven Strömqvist, Kenneth Holm- qvist, Victoria Johansson & Ri- chard Andersson The flow of writing and the flow of reading in 300 university students of English as a foreign language	Andreas Langlotz, Guillaume Schiltz, Dina Zwimpfer & Do- ris Häfliger Learning to manage the writing process collaboratively – an em- pirical analysis of com– munication strategies in a CSCL environment	Alice Henderson Raising Awareness of 2Ps in 2 of the Rs: plagiarism & positioning in L2 reading & writing
13.30	Mary Scott & Rob Oliver Writing in transition: Student reflec- tions on writing Mohana Rajakumar	Nathalie Le Bigot Jean-Michel Passerault Thierry Olive Is the written trace necessary for remembering words location in wri- ting?	Kathy Harrington, Savita Bakhshi & Peter O'Neill Developing students' academic writing through collaborative peer mentoring	Jane Mattisson High- and low-context cultures and their implications for acade- mic writing
14.00	Identity, Values, and Education in English in Qatar	Sylvana Sofkova Hashemi The role of linguistic aids in text revision of school children	Miika Marttunen & Leena Laurinen Participant profiles during colla- borative essay writing among university students	Francois Pichette, Linda De Serres & Marc Lafontaine Investigating the effectiveness of writing for second lang page ac- quisition
14.30		Martine Braaksma Gert Rijlaarsdam Learning and writing processes du- ring inquiry learning and hypertext and linear writing	Penny Niven Billy Meyer Action Research into alternative modes for providing useable formative feedback to ESL stu- dents in South Africa	Barbara Arfé, Lucia Colombo & Tiziana Bronte Influence of phonology and wor- king memory in the spelling per- formance of deaf and hearing children

15.00-15.30			TT //		
		Coffee, in Entrance Hall			
15.30-16.30	HÖRSALEN/AUDITORIUM	LECTURE ROOM H435	LECTURE ROOM H140		
	Chair: Mariëlle Leijten	Chair: Gert Rijlaarsdam	Chair:		
15.30	Esther Adi-Japha	Henrieke Beldman & Martine	Ana Santos, & Margarida		
	ADHD and dysgraphia: underlying	Braaksma	Alves Martins		
	mechanisms	Assessing the quality of students'	Portuguese Kindergarten Tea-		
		hypertexts	chers and Emergent Literacy		
16.00	Veerle Baaijen, David Galbraith,	Petra Schulte-Löbbert, Regina	Eleni Griva, Dimitris Anasta-		
	Jamie Smith-Spark & Mark Tor-	Jucks & Rainer Bromme	siou, Anastasia Bantouna &		
	rance	Writing to a lay audience. Results	Sofia Efremidou		
	The effects of dyslexia on the writing	and conclusions from a think-aloud	'Scaffolding' spelling for FL		
	processes of students in higher edu-	study	struggling writers in a participato-		
	cation		ry-guided context		
16.30-17.00					
		Closin	g		

POSTER SESSION A WEDNESDAY 15.30-16.30, *in Entrance Hall*

Conceição Aleixo & Luísa Pereira Promoting children's reflec- tion through the learning of writing	Monica Alvarado & Laura Gonzalez Writing biographical texts to reflect on paragraph structure and punctuation	Ingrid Behrns, Åsa Wengelin & Lena Hartelius Aphasia and computer sup- ported writing	Núria Castells Gómez & Isabel Solé Gallart Relations between teaching early writing, level of phono- logical awareness and learning to read.	Jesús-Nicasio García, Raquel Fidalgo, Begoña Martínez-Cocó & Celestino Rodríguez Strategy Instruction in Stu- dents with Learning Disabiliti- es: self-regulated strategy de- velopment model vs. social cognitive model of sequential skill acquisition
Jesús-Nicasio García- Sánchez & Celestino Rodríguez Pérez The influences of graphic organizers and processes in- terval registers in written compositions: an experimental study	David Holliway, Ana Zulje- vic & Hector Roman The development of spatial cognition in children's written route descriptions	Olha Ivashchyshyn & Olha Shpak Promoting Effective Writing through Computer Environ- ment	Rebecca Jesson Using intertextual connections to enhance writing achieve- ment within and across wri- ting purposes	Iwona Kowal Good but not good enough
Stéphanie Lalane & Lucile Chanquoy The influence of bilingualism on written and oral perfor- mances of French speakers: Comparative analysis between monolingual and bilingual 2nd and 4th graders	Bernard Lété, Florence Chenu, Michel Fayol & Harriet Jisa Sublexical and Lexical Influ- ences on Writing during text production among Fifth- to Eleventh-Grade French Children: A Regression-Based Study.	Margaret Percy DominantDiscourse Dangers in Whiting in English	Linda Phan, Darin Wool- pert, Judy Reilly & Natacha Akshoomoff Writing Development in Children with Spastic Dipelgia Cerebral Palsy	Claudia Portilla, Ana Tebe- rosky & Maribel Peró Knowledge about written language and children's output in metalinguistic tasks
Chiara Rossitto, Kerstin Seven son-Elaundh & Cristian Bogden A case of collaborative writing in a nomadic group of stu- dents	Thomas Quinlan & Paul Deane Assessing all the components of the writing system	Otília Sousa & Antónia Estrela On textual development: wri- ting at the postsecondary level	MOVED MOVED MOVED MOVED MOVED MOVED from Poster session B Magnus Gustafsson, Donna Reiss & Art Young A Meta-Analysis of Five International Student-Directed Web- logs	

POSTER SESSION B				
THURSDAY 15.30-16.30, in Entrance Hall				

Lena Asker-Árnason, Tina	Ismail Baroudy	Susan Casimano	Monta Farneste	MOVED MOVED
Ibertsson, Åsa Wengelin &	Discovering Writing Behavio-	The Investigative Word Web	Writing Across Curriculum at	to Poster session A.
Birgitta Sahlén	urs:Successful and unsuccess-		Tertiary Level	Magnus Gustafsson, Donna
Narrative writing assessed	ful writers			Reiss & Art Young
with keystroke-logging in				A Meta-Analysis of Five In-
children with cochlear implant				ternational Student-Directed
(CI)				Weblogs
David Holliway &	Miho Inaba	Matthias Knopp	M. Angeles Melero	Christina Nilsson-Posada
Ana Zuljevic	Writing practices the outside	Communication in an eye-	Milagros Garate	& Åsa Wengelin
"Every little detail:" Learning	classroom in JFL (Japanese as	medium	Conceptual perspectivism and	Writing in Swedish as a First
reader awareness through	a second Language)		argumentative writing in pri-	Language (L1) and English as
revising written informational			mary and secondary education	a Foreign Language (FL): A
descriptions				Topic Related Functional
-				Perspective
Åsa Nordqvist Palviainen &	Thierry Olive & Marie-	Eriko Sato & Leslie Cloper	Klio Semoglou, Eleni Griva,	Aurélie Simoes Perlant &
Camilla Jauhojärvi-Koskelo	Amélie Martinie	Constraint-Based Translation	Antonia Ypsilanti & Stella	Pierre Largy
Motivation, attitudes and	Does composing a counterat-	Strategies	Shimilla	The question of implicit se-
writing in L2 – The Finnish	titudinal essay that induces		Inferring gender from young	quence learning in develop-
situation	dissonance affect working		learners' handwriting: the role	mental dyslexia.
	memory resources devoted to		of stereotypes	
	writing?			
Marie Van Reybroeck, Mi-	Emilie Veys			
chel Hupet & Marie-Anne	The role of visual control in			
Schelstraete	the production of written			
Rule switching ability and the	number agreement			
acquisition of number agree-				
ment for nouns and verbs in				
written French				