

L2 WR SEMINAR_PROGRAM_SATURDAY 22nd, May 2021

WCF=Written corrective feedback; **WR PR**= Writing processes; **ASMT**=Assessing writing; **CW**= Collaborative writing; **IDS**= Individual differences in writing; **TEXT**= Analysis of written texts

Time	Breakout Room 1	Breakout Room 2
9.00-9.25	<p style="text-align: center;">Shari Dureshahwar Lughmani The Hong Kong Polytechnic</p> <p style="text-align: center;"><i>What renders feedback effective for novice L2 undergraduate writers' development of discipline-specific writing?</i></p>	<p style="text-align: center;">Yusa Koizumi Meiji Gakuin University</p> <p style="text-align: center;"><i>Benefits of L2 collaborative writing: How do Japanese EFL students share their L2 knowledge and construct new knowledge while writing together?</i></p>
9.30-9.55	<p style="text-align: center;">Sugene Kim NUCB (Nagoya University of Commerce and Business)</p> <p style="text-align: center;"><i>Japanese L2 student writers' translingual practice in written peer feedback</i></p>	<p style="text-align: center;">Asier Calzada & María del Pilar García Mayo Universidad del País Vasco (UPV/EHU)</p> <p style="text-align: center;"><i>How do task repetition and pretask focus on form instruction influence child EFL learners' collaborative dictogloss performance?</i></p>
10.00-10.25	<p style="text-align: center;">Jill Boggs Swansee University</p> <p style="text-align: center;"><i>A classroom-based investigation of Korean EFL writers' feedback literacy: Implications for teaching and research</i></p>	<p style="text-align: center;">Tanjun Liu Hong Kong Baptist University</p> <p style="text-align: center;"><i>The development of collocation use in L2 learners' writing: Effects of pedagogic intervention</i></p>
10.30-10.55	<p style="text-align: center;">Bridget Murphy, Jessica Mackay & Elsa Tragant, Universitat de Barcelona</p> <p style="text-align: center;"><i>Instant messaging and the timing of written corrective feedback</i></p>	<p style="text-align: center;">Cornee Ferreira-Van der Wind University of Reading</p> <p style="text-align: center;"><i>Dutch young learners' development of English L2W in terms of complexity, accuracy, fluency, and lexis: Exploring the mediating impact of primary English and exposure to English outside the language classroom</i></p>
11.00-11.25	<p style="text-align: center;">Yoshiho Satake Surugadai University</p> <p style="text-align: center;"><i>The effects of L2 error correction with corpus use in on-demand English writing classes</i></p>	<p style="text-align: center;">Andreea Dinca & Madalina Chitez West University of Timisoara</p> <p style="text-align: center;"><i>Are phraseological teddy bears discipline-specific? A corpus analysis of academic phraseology used by Romanian learners of English</i></p>

11.30-11.40	Break	
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11.45-12.10	Sugene Kim NUCB (Nagoya University of Commerce and Business) <i>Japanese L2 student writers' perceptions and experiences of face-to-face and anonymous peer review</i>	Marine Laísa Matte & Larissa Goulart Universidade do Rio Grande <i>Examining the use of lexical bundles in Portuguese as a Second Language writing</i>
12.15-12.40	Naoya Shibata Nagoya University <i>Asynchronous online peer feedback for Japanese students' lexical diversity development</i>	Marije Roorda University of Groningen <i>Writing processes in different languages</i>
12.45-13-10	Attila Miklós Wind Eötvös Loránd University <i>The role of self-assessment and written corrective feedback in L2 writing development: A Complex Dynamic Systems Theory approach</i>	Yuchen Zong & Karen Forbes University of Cambridge <i>Exploring the efficacy of 'hope'-infused strategy instruction on English writing processes and products among Chinese EFL university students</i>
1.15-1.40	Ruth Milla & María del Pilar García Mayo Universidad del País Vasco (UPV/EHU) <i>Reformulations vs. models in individual and collaborative writing by EFL primary school children</i>	Penny Heisterkamp, Marije Michel & Anja Schüppert University of Groningen <i>Writing in different languages: L1 Dutch and L2 English writing by secondary school pupils on the brink of university</i>
1.45-2.25	Break	

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2.30-2.55	<p>Judith Borràs & Sonia López-Serrano Universitat de Lleida/Universidad de Murcia & Universidad Complutense de Madrid</p> <p><i>Metalinguistic written corrective feedback and second versions: An exploration of feedback appropriation and students' perspectives</i></p>	<p>Elisa Guggenbichler & Benjamin Kremmel University of Innsbruck</p> <p><i>Writing across foreign languages: same task, different processes?</i></p>	<p>Muhammad M. M. Abdel Latif Cairo University</p> <p><i>Recent developments in assessing writing motivation constructs</i></p>
3.00-3.25	<p>Jim McKinley, Agata Mikolajewska, Josef Mueller, Lesley Price, Nathan Thomas, Dandan Zhu University College London (UCL)</p> <p><i>Evolving doctoral writer identities through peer feedback</i></p>	<p>Aysel Saricaoglu & Özkan Kilic University of Ankara</p> <p><i>Pauses in syntactic complexity research</i></p>	<p>Taichi Yamashita Iowa State University</p> <p><i>On a complementary relationship between LAA (language analytic ability) and revision: Findings from two classroom-based studies</i></p>
3.30-3.55	<p>Sian Alsop & Sheena Gardner Coventry University</p> <p><i>Written corrective feedback information in a digital environment: Can corpus linguistic methods uncover patterns of differentiation by recipient ethnicity?</i></p>	<p>Gaëtanelle Gilquin Université Catholique de Louvain</p> <p><i>Exploiting screencasting and keylogging for L2 writing process instruction</i></p>	<p>Svetlana Koltovskaia Oklahoma State University</p> <p><i>L2 writing teachers' use of Grammarly to complement their formative feedback</i></p>
4.00-4.25	<p>Sophie McBride, M. Dolores Mellado, Olena Vasylets & Alberto Sánchez Universidad de Murcia & Universitat de Barcelona</p> <p><i>The role of individual differences on L2 learner's written corrective feedback processing</i></p>	<p>Yajie Li Jon Clenton & Simon Fraser Hiroshima University</p> <p><i>Can productive vocabulary knowledge measures predict IELTS writing proficiency</i></p>	<p>Enric Llorca & Guzmán Mancho-Bares Universitat de Lleida</p> <p><i>LIDISELF – A project on the development of disciplinary literacies in English as a lingua franca at university</i></p>
4.30-4.40	Break		

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4.45-5-10	<p>Joaquín Gris, Lourdes Cerezo & Florentina Nicolás-Conesa Universidad de Murcia</p> <p><i>Feedback processing via written languaging and its relationship with written accuracy: A comparative study between secondary and university EFL learners</i></p>	<p>Sonja Zimmermann TestDaF-Institut</p> <p><i>Validating an L2 integrated writing assessment – Linking process, product and scoring data</i></p>	<p>Laura Stiefenhöfer Lancaster University</p> <p><i>Examining learners' affective engagement and interaction mindsets as mediating factors in computer-supported collaborative L2 writing</i></p>
5.15-5.40	<p>Natalia Muguero & Damiana Lobos National University of La Pampa</p> <p><i>Written corrective feedback strategies and their effects on EFL students' accuracy: A longitudinal small-scale study</i></p>	<p>Kristin Rock University of Hawaii at Manoa & UHM</p> <p><i>Refining an analytic rubric to support second language writing development in online tasks</i></p>	<p>M Camino Bueno-Alastuey & Nerea Irujo Universidad Pública de Navarra</p> <p><i>Writing collaboratively in Google docs: effects in subsequent individual compositions</i></p>
5.45-6.10	<p>Esther Usó & Alicia Martínez Flor Universitat Jaume I</p> <p><i>The effectiveness of instruction and pragmatic corrective feedback to improve students' writing of appropriate email requests</i></p>	<p>Benjamin Kremmel, Kathrin Eberharter & Elisa Guggenbichler Universität Innsbruck</p> <p><i>Exploring the cognitive validity of a computerized writing test using eye-tracking, keystroke logging and stimulated recalls</i></p>	<p>Agurtzane Azkarai Garai Universidad del País Vasco (UPV/EHU)</p> <p><i>EFL learners' beliefs towards online collaborative writing amid a pandemic</i></p>
6.15-6.40	<p>Maria-Lourdes Lira-Gonzales, Hossein Nassaji & Kuok Wa Chao Université du Québec</p> <p><i>Student engagement with teacher written corrective feedback in a French as a foreign language classroom</i></p>	<p>Carola Strobl University of Antwerp</p> <p><i>Cohesion in L2 writing: Contrasting human rating with automated assessment</i></p>	<p>Izaskun Villarreal Universidad Pública de Navarra</p> <p><i>Effects of collaborative writing on young learners' texts: L2 vs. FL</i></p>
6.45-7-00	SEMINAR CLOSING		