

## Saturday 19

	STRAND: WR Hemiciclo	STRAND: WCF Sala Mariano Baquero
8.30-9.00		<b>Mercader</b> <i>The effects of written languaging on grammatical complexity, accuracy, and fluency. A study with advanced EFL writers in a revision task</i>
9.00-9.30	<b>Vasylets &amp; Marín</b> <i>Investigating the role of working memory in L2 written production</i>	<b>Boggs</b> <i>A mixed-methods longitudinal investigation of facilitating L2 writers' use of corrective feedback</i>
9.30-10.00	<b>Al-Saadi &amp; Galbraith</b> <i>The effects of EFL language proficiency, gender and writing beliefs on the writing processes and products of ELT undergraduate Omani students</i>	<b>Larsen</b> <i>The learning potential of feedback on the L2 writing of sociology students</i>
10.00-10.30	<b>McBride</b> <i>Writing-to-learn content in a CLIL Spanish compulsory secondary education environment. An exploratory study</i>	<b>Chacón</b> <i>Learning English with the help of Grammar Checker: What can we expect from written corrective feedback?</i>
10.30-11.00	<b>Whittaker &amp; McCabe</b> <i>Writing on history in a Content and Language Integrated Learning (CLIL) context: development of grammatical metaphor as evidence of language learning</i>	<b>González-Cruz</b> <i>Evidence of the effectiveness of error correction on the improvement of CAF measures in L2 writing: An exploratory study</i>
11.00-11.30	<b>COFFEE BREAK</b>	
	STRAND: WR Hemiciclo	STRAND: WR Sala Mariano Baquero
11.30-12.00	<b>Marcus Saller</b> <i>The learning potential of L2 collaborative writing: A study of syntactic complexity development at tertiary level</i>	<b>García-Pastor</b> <i>Implementing a genre-based pedagogy in L2 writing instruction: Raising students' awareness of genre and the use of evaluative language in EFL</i>
12.00-12.30	<b>Imaz-Aguirre &amp; García Mayo</b> <i>The impact of agency on degree of participation: Evidence from young EFL learners' collaboration</i>	<b>Al 'Adawi</b> <i>Modelling self-regulation strategies and writing performance</i>
12.30-13.00	<b>Stiefenhöfer</b> <i>Investigating peer interaction in computer supported collaborative L2 writing. An eye-tracking and stimulated recall study</i>	<b>Cornejo-Sosa</b> <i>Evaluación autorregulada de la escritura de estudiantes universitarios a través de guiones y de revisión por pares</i>
13.00-13.30	<b>SEMINAR CLOSING</b>	