

THURSDAY 17 Hemiciclo, Facultad de Letras		FRIDAY 18 Hemiciclo, Facultad de Letras	
8.00-8.30	REGISTRATION	8.00-8.30	REGISTRATION
8.30-9.00	OFFICIAL OPENING	8.30-8.40	INTRODUCTION TO DAY 2: Julio Roca de Larios
9.05-9.15	INTRODUCTION TO DAY 1: Rosa Manchón	8.45-11.00	SEMINAR 4. WCF EFFECTS AND L2 LEARNING. RESEARCH INSIGHTS
9.15-11.00	SEMINAR 1. L2 WRITING: WRITING TASKS AND L2 LEARNING. RESEARCH INSIGHTS	8.45-9.30	Natsuko Shintani <i>Effects of different types of feedback: Issues in past and current theory and research (Focus paper)</i>
9.15-10.00	Parvaneh Tavakoli <i>Task-modality effects. Issues in past and current theory and research (Focus paper)</i>	9.30-10.00	Mohammad Ahmadian <i>The effects of written corrective feedback and cognitive abilities on the development of linguistic knowledge (Empirical study)</i>
10.00-10.30	Roger Gilabert & Olena Vasylets <i>Task complexity across modalities (Empirical study)</i>	10.00-10.30	Flori Nicolás-Nicolás & Vicky Amelohina <i>Long-term effects of WCF in an out-of-school context (Empirical study)</i>
10.30-11.00	Alberto Sánchez, Rosa M. Manchón & Roger Gilabert <i>Task repetition across modalities (Empirical study)</i>	10.30-11.00	Lourdes Cerezo & Belén Moreno <i>Effects of WCF in individual and collaborative writing conditions (Empirical study)</i>
11.05-11.25	Coffee break	11.05-11.25	Coffee break
11.30-14.00	SEMINAR 2. L2 WRITING: LINGUISTIC PROCESSING WHILE WRITING AND L2 LEARNING. RESEARCH INSIGHTS	11.30-14.00	SEMINAR 5. WCF PROCESSING AND LANGUAGE LEARNING. RESEARCH INSIGHTS
11.30-12.15	Alister Cumming. <i>Writing and L2 Learning: Resources, self-regulation, and interactions (Focus paper)</i>	11.30-12.15	Julio Roca de Larios & Yvette Coyle <i>WCF processing and L2 development: Key issues of debate in past and current theory and research (Focus paper)</i>
12.15-12.45	Sonia López-Serrano, Julio Roca de Larios & Rosa M. Manchón <i>Reprocessing output during L2 individual writing tasks: An exploration of depth of processing and the effects of proficiency (Empirical study)</i>	12.15-12.45	Julio Roca de Larios, Yvette Coyle, Josefa Cánovas & Lola Vidal <i>Trajectories in feedback processing by children. Implications for language learning (Empirical study)</i>
12.45-13.15	Andrea Revesz & Marije Michel <i>Investigating the pausing behaviours of L2 writers</i>	12.45-13.15	Rosa Manchón, Lourdes Cerezo & Flori Nicolás-Conesa

		<i>across independent and integrated tasks: A mixed methods study</i> (Empirical study)			<i>Depth of processing via written languaging. Implications for language learning</i> (Empirical study)
	13.15-13.35	Discussant: David Galbraith		13.15-13.35	Discussant: Natsuko Shintani
	13.35-13.55	Questions & audience participation Chair: David Galbraith		13.35-13.55	Questions & audience participation Chair: Natsuko Shintani
14.00-15.25	Lunch break		14.00-15.25	Lunch break	
15.30-19.00	SEMINAR 3 LOOKING AHEAD. L2 WRITING AND L2 LEARNING. ADVANCING RESEARCH AGENDAS		15.30-19.00	SEMINAR 6 LOOKING AHEAD. WCF AND L2 LEARNING. ADVANCING RESEARCH AGENDAS	
	15.30 -16.15	Heidi Byrnes <i>L2 writing and linguistic development: Reflections, refractions, reconsiderations</i> (Position paper)		15.30 -16.15	Diane Schmitt <i>Can writing and WCF facilitate the development of a richer vocabulary? Advancing research agendas</i> (Position paper)
	16.15-17.00	David Galbraith <i>A dual-process model of L1 writing processes: Implications for L2 writing research agendas on processing and language development</i> (Position paper)		16.15-17.00	Mohammad Ahmadian <i>Individual differences in feedback processing. Advancing research agendas</i> (Position paper)
	17.05-17.25	Coffee break		17.05-17.25	Coffee break
	17.30-18.15	Andrea Revesz & Marije Michell <i>Using mixed methods to explore cognitive writing processes, behaviors, and text quality.</i> (Position paper)		17.30-18.15	Javier Marín, Miguel A. Pérez-Sánchez & Olena Vasylets <i>Tapping into processes and processing while making use of feedback: Methodological considerations for future research agendas</i> (Position paper)
	18.15-18.35	Discussant: Alister Cumming		18.15-18.35	Discussant: Rosa Manchón
	18.35-19.00	Questions & audience participation Chair: Alister Cumming		18.35-19.00	Questions & audience participation Chair: Rosa Manchón
19.30	WELCOME RECEPTION				

Saturday 19

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