

# LEARNING TO WRITE EFFECTIVELY: CURRENT TRENDS IN EUROPEAN RESEARCH

EDITED BY

**MARK TORRANCE**

*Nottingham Trent University, UK*

**DENIS ALAMARGOT**

*University of Poitiers, France*

**MONTSERRAT CASTELLO**

*Ramon Llull University, Barcelona, Spain*

**FRANCK GAMER**

*European University of Brittany and University of Brest, France*

**OTTO KRUSE**

*Zurich University of Applied Sciences, Switzerland*

**ANNE MANGEN**

*University of Stavanger, Norway*

**LILIANA TOLCHINSKY**

*University of Barcelona, Spain*

**LUUK VAN WAES**

*University of Antwerp, Belgium*



United Kingdom • North America • Japan  
India • Malaysia • China

# Contents

List of Contributors	xv
Foreword: Writing as a Societal Question in Europe	vii
Introduction: Why We Need Writing Research	xxix

## SECTION 1: WRITING DEVELOPMENT

1.00.01. Introduction: Writing Development <i>Lilidna Tolchinsky</i>	3
1.00.02. Early Development of Handwriting Motor Skills <i>Olga Soler Vilageliu, Sonia Kundel and Melina Aparici Aznar</i>	7
1.00.03. Effects of Orthographic Consistency on Children's Spelling Development <i>Marie-Claire Hazard, Bruno De Cara and Lucile Chanquoy</i>	11
1.00.04. Acquisition of Spelling Skills with Regard to the Norwegian Language <i>Astrid Skaathun and Per Henning Uppstad</i>	15
1.00.05. The Impact of Open and Closed Vowels on the Evolution of Pre-School Children's Writing <i>Cristina Silva and Margarida Alves</i>	19
1.00.06. Copying Ability in Primary School: A Working Memory Approach <i>Christian Weinzierl, Joachim Grabowski and Markus Schmitt</i>	23
1.00.07. Acquisition of Linearization in Writing, from Grades 5 to 9 <i>Lucie Beauvais, Monik Favart, Jean-Michel Passerault and Thierry Olive</i>	27

1.00.08.	Construct-Relevant or Construct-Irrelevant Variance in Measures of Reading? <i>Oddny Judith Solheim and Per Henning Uppstad</i>	31
1.00.09.	Studying Written Language Development in Different Contexts, Languages and Writing Systems <i>Li liana Tolchinsky and Joan Perera</i>	35
1.00.10.	The Impact of Oral Language Skills on Children's Production of Written Text <i>Julie Dockrell, Vincent Connelly, Geoff Lindsay and Clare Mackie</i>	39
1.00.11.	The Development of Written Language in Children with Language Impairment <i>Judy Reilly, Jim O'Hara, Darin Wootpert, Nayme Salas, Beverly Wulfeck and Liliana Tolchinsky</i>	43
1.00.12.	Improving Anaphoric Cohesion in Deaf Students' Writing <i>Barbara Arfe, Pietro Boscolo and Silvia Sacilotto</i>	47

## ' SECTION 2: LEARNING AND TEACHING WRITING

2.00.01.	Introduction: Teaching and Learning Writing <i>Montserrat Castello and Otto Kruse</i>	53
----------	--	----

### Subsection 2.01: Writing Instruction

2.01.01.	Implementation of Self-Regulated Writing Strategies in Elementary Classes <i>Sandra Budde</i>	71
2.01.02.	Evaluating Cognitive Self-Regulation Instruction for Developing Students' Writing Competence <i>Raquel Fidalgo, Mark Torrance, Patricia Robledo and Jesus-Nicasio Garcia</i>	75
2.01.03.	Are Help Levels Effective in Textual Revision? <i>Olga Arias-Gundin and Jesus-Nicasio Garcia</i>	79
2.01.04.	A Spanish Research Line Focused on the Improvement of Writing Composition in Students With and Without LD <i>Jesus-Nicasio Garcia and Esther Garcia-Martin</i>	83

2.01.05.	Results of Writing Products After a Motivational Intervention Programme According to Students' Motivational Levels <i>Ana M. de Caso and Jesiis-Nicasio Garcia</i>	87
2.01.06.	Can Different Instructional Programmes Achieve Different Results on Students' Writing Attitudes and Writing Self-Efficacy? <i>Ana M. de Caso and Jesus-Nicasio Garcia</i>	91
2.01.07.	Enhancing Writing Self-Efficacy Beliefs of Students With Learning Disabilities Improves Their Writing Processes and Writing Products <i>Ana M. de Caso and Jesus-Nicasio Garcia</i>	95
2.01.08.	Comparative Studies of Strategy and Self-Regulated Interventions in Students With Learning Disabilities <i>Raquei Fidalgo and Jesus-Nicasio Garcia</i>	99
2.01.09.	Instructional and Developmental Online Approaches of Writing Composition in Students With and Without Learning Disabilities <i>Jesus-Nicasio Garcia, Maria-Lourdes Alvarez, Carmen Diez and Patricia Robledo</i>	103
2.01.10.	Effective Characteristics of Intervention Programmes Focused on Writing and Agenda <i>Jesus-Nicasio Garcia and Esther Garcia-Martin</i>	107
2.01.11.	Improving Struggling Writers via Digital Recordings <i>Margunn Mossige and Per Henning Upstad</i>	115
2.01.12.	Non-Fiction Writing in Lower Secondary School <i>Anne Hdland</i>	119
2.01.13.	Observational Learning in Argumentative Writing <i>Marline Braaksma, Gert Rijlaarsdam and Huub van den Bergh</i>	123
2.01.14.	Hypertext Writing: Learning and Transfer Effects <i>Marline Braaksma, Gert Rijlaarsdam and Huub van den Bergh</i>	127
2.01.15.	Effective Instructional Strategies in Collaborative Revision in EFL: Two Empirical Studies <i>Elke Van Steendam, Gert Rijlaarsdam, Lies Sercu and Huub van den Bergh</i>	131

2.01.16.	Tutoring the End-of-Studies Dissertation: Helping Psychology Students Find Their Personal Voice When Revising Academic Texts <i>Montserrat Caste/Id, Anna Inesta, Marta Pardo, Eva Liesa and Reinaldo Martinez-Fernandez</i>	135
2.01.17.	Learning Philosophy by Writing in a Community of Learning <i>Mariona Corcelles and Montserrat Castello</i>	141
2.03.18.	Improving Students' Academic Writing: The Results of Two Empirical Projects <i>Helmut Gruber, Birgii Huemer and Markus Rheindorf</i>	145
2.01.19.	Classroom Teaching of Writing Throughout Schooling <i>Luisa Alvares Pereira, Ines Cardoso and M. Jose Loureiro</i>	149
2.01.20.	Teaching Reading and Writing to Learn in Primary Education <i>Isabel Martinez, Elena Martin and Mar Mateos</i>	153
2.01.21.	Effects of Being a Reader and Observing Readers on Argumentative Writing <i>Noreen S. Moore and Charles A. Mac Arthur</i>	157
2.01.22.	Writing and Text Genre Acquisition Among 4- to 8-Year-Old Icelandic Children <i>Rannveig Oddsdottir, Freyja Birgisdottir and Hrafnhildur Ragnarsdottir</i>	161
2.01.23.	Parental Intervention in Improving Children's Writing and Their Achievement <i>Patricia Robledo and Jesus-Nicasio Garcia</i>	165
2.01.24.	Supporting Children in Improving Their Presentation of School Reports <i>Hans van der Meij</i>	169
<b>Subsection 2.02: Learners' Writing Processes</b>		
2.02.01.	Explaining Knowledge Change Through Writing <i>Veerle Baaijen, David Galbraith and Kees de Glopper</i>	175
2.02.02.	Patterns of Meta-Cognitive Processing During Writing: Variation According to Reported Writing Profile <i>Marion Tillema, Huub van den Bergh, Gert Rijlaarsdam and Ted Sanders</i>	179

2.02.03.	Formulating Activities in LI and L2 and Their Relation With Text Quality <i>Daphne van Weijen, Marion Tillema and Huub van den Bergh</i>	183
2.02.04.	Relationship Between Text Quality and Management of the Writing Processes <i>Caroline Beauvais, Thierry Olive and Jean-Michel Passerault</i>	187
2.02.05.	Spanish Children's Use of Writing Strategies When Composing Texts in English as a Foreign Language <i>Jose Maria Campillo Ferrer, Sonia Lopez Serrano and Julio Roca de Larios</i>	191
2.02.06.	The Effects of Dyslexia on the Writing Processes of Students in Higher Education <i>David Galbraith, Veerle Baaijen, Jamie Smith-Spark and Mark Tor ranee</i>	195
2.02.07.	Subcomponents of Writing Literacy: Diagnosis and Didactical Support <i>Joachim Grabowski, Michael Becker-Mrotzek, Matthias Knopp, Nicole Nachtwei, Christian Weinzierl, Jorg Jost and Markus Schmitt</i>	199
2.02.08.	What Expert Writers Do When They Don't Solve Problems? Literate Expertise Revisited <i>A tie Skaftun and Per Henning Uppstad</i>	203
2.02.09.	Effects of Creative Writing on Students' Literary Response <i>Tan/a Janssen</i>	207
2.02.10.	Writing Summaries and Syntheses to Learn in Secondary and Higher Education <i>Isabel Sole, Mariana Miras, Maria Grdcia, Nuria Castells, Sandra Espino, Mar Mateos, Elena Martin, Isabel Cuevas and Ruth Villalon</i>	211

### Subsection 2.03: Text Assessment

2.03.01.	CEFLING: Combining Second Language Acquisition and Testing Approaches to Writing <i>Maisa Martin, Riikka Alanen, Ari Huhta, Paula Kalaja, Katja Mdntyld, Mirja Tarnanen and Asa Palviainen</i>	IXI
----------	---	-----

2.03.02.	Designing and Assessing L2 Writing Tasks Across CEFR Proficiency Levels <i>Riikka Alanen, Ari Huhta, Maisa Martin, Mirja Tarnanen, Katja Mantyld, Paula Kalaja and Asa Palviainen</i>	221
2.03.03.	What Is 'Improvement' in L2 French Writing? <i>Cecilia Gunnarsson</i>	225
2.03.04.	DESI — Text Production <i>Astrid Neumann</i>	229
2.03.05.	Indicator Model of Students' Writing Skills (IMOSS) <i>Astrid Neumann and Swantje Weinholt</i>	235
2.03.06.	Assessment of Written Proficiency: Finnish-Speaking University Students Writing in Swedish <i>Asa Palviainen</i>	239
2.03.07.	Development of Written and Spoken Narratives and Expositories in Icelandic <i>Hrafnhildur Ragnarsdottir</i>	243
<b>Subsection 2.04: Learner and Teacher Variables</b>		
2.04.01.	What Do Portuguese University Students Say About Their Writing in Exams? <i>Jose Branddo Carvalho</i>	249
2.04.02.	Trie Impact of Educational Experiences on Writing Processes and Products <i>Florentina Nicolas Conesa</i>	253
2.04.03.	Taking and Using Notes and Learning Approach in University Students <i>Sandra Espino and Mariana Miras</i>	255
2.04.04.	The Effect of Beliefs on Writing Synthesis from Multiple Texts <i>Mar Mateos, Isabel Cuevas, Elena Martin, Ana Martin, Maria Luna, Gerardo Echeita, Mariana Miras, Isabel Sole, Nuria Castells, Sandra Espino and Marta Minguela</i>	257
2.04.05.	The Dynamics of Writing Beliefs and Composing Strategies <i>Florentina Nicolas Conesa</i>	261

2.04.06.	Does the Quality of Teaching Determine Students' Achievement in Writing? <i>Deilis-Ivonne Pacheco-Sanz, Jesus-Nicasio Garcia and Carmen Diez</i>	265
2.04.07.	Perspective Taking: A Prerequisite of Communicative Writing <i>Markus Schmitt and Joachim Grabowski</i>	269
2.04.08.	Development of Fluency in First and Foreign Language Writing <i>Eva Lindgren, Kirk Sullivan and Kristyan Spelman Miller</i>	11!>
2.04.09.	Writing Counter to Personal Opinion: Can Advanced Communication Students Set Aside Their Own Understanding of a Field? <i>Denis Alamargot and Celine Beaudet</i>	275
2.04.10.	Peer Interaction in Students With/Without Learning Disabilities in Writing (LD, NLD and ADHD) <i>Carmen Diez, Deilis-Ivonne Pacheco-Snaz and Jesus-Nicasio Garcia</i>	279

### Subsection 2.05: Genre in Educational Contexts

2.05.01.	Academic Genres in French Humanities <i>Isabelle Delcambre and Christiane Donahue</i>	285
2.05.02.	Comparing Genres of Academic Writing: Abstracts and Summaries <i>Cornelia Hie</i>	289
2.05.03.	Writing Cultures and Student Mobility <i>Otto Kruse</i>	293
2.05.04.	Students' Conceptions About Academic Writing <i>Ruth Villalon and Mar Maieos</i>	297

## SECTION 3: DOCUMENT DESIGN

3.00.01.	Introduction: Design of Written Professional Documents <i>Franck Ganier</i>	303
3.00.02.	Four Characteristics of Procedural Texts <i>Franck Ganier</i>	307



3.00.03.	The Anatomy of Procedural Instructions <i>Michael Steehouder</i>	311
3.00.04.	Some Constraints on the Processing of Procedural Instructions <i>Franck Ganier</i>	315
3.00.05.	Textual Motivational Elements in Cell Phone User Instructions <i>Nicole Loorbach and Joyce Karreman</i>	319
3.00.06.	Enhancing the Design of Instructions for Use: A Contribution of Cognitive Psychology <i>Franck Ganier</i>	323
3.00.07.	Writing Easy-to-Read Documents for People With Intellectual Disabilities <i>R. Ignaeio Madrid, Vicenta Avila, Inmaculada Fajardo and Antonio Ferrer</i>	327
3.00.08.	Reading Strategies and Cognitive Load: Implications for the Design of Hypertext Documents <i>R. Ignaeio Madrid, Jose J. Canas and Herre van Oostendorp</i>	331
3.00.09.	Designing Multimedia Documents for the Workplace <i>Patricia Wright</i>	335
3.00.10.	Idee Suisse: Language Policy and Writing Practice of Public Service Media Journalists <i>Daniel Perrin, Marcel Burger, Mathias Purer, Aleksandra Gnach, Michael Schanne and Vinzenz Wvss</i>	339

#### **SECTION 4: TOOLS FOR STUDYLNG AND SUPPORTING WRITING**

4.00.01.	Introduction: Tools for Studying and Supporting Writing: Technological Advances in Writing Research <i>Luuk Van Waes and Anne Mangen</i>	345
4.00.02.	Eye and Pen: A Device to Assess the Temporal Course of Writing Production — Three Studies <i>Denis Alamargot</i>	351
4.00.03.	EyeWrite — A Tool for Recording Writers' Eye Movements <i>Mark Tor rane</i>	355

4.00.04.	Reading During Text Production <i>Roger Johansson, Victoria Johansson, Asa Wengelin and Kenneth Holmqvist</i>	359
4.00.05.	Inputlog 4.0: Keystroke Logging in Writing Research <i>Marielle Leijten and Luuk Van Waes</i>	363
4.00.06.	Fluency in Second-Language and in Mother-Tongue Writing Processes <i>Maarit Mutta</i>	367
4.00.07.	Handwriting versus Typewriting: Behavioural and Cerebral Consequences in Letter Recognition <i>Jean-Luc Velay and Marieke Longcamp</i>	371
4.00.08.	Text Production in Handwriting versus Computer Typing <i>Roger Johansson, Victoria Johansson and Asa Wengelin</i>	375
4.00.09.	The Visual Writer <i>Gunn Helen Ofstad Oxborough</i>	379
4.00.10.	Computer Capture of Writing Under Keyboard and Handwriting Conditions <i>Kristyan Spelman Miller</i>	383
4.00.11.	Memory for Word Location: Studies in Writing <i>Nathalie Le Bigot, Jean-Michel Passerault and Thierry Olive</i>	387
4.00.12.	Writing with PowerPoint <i>Gisella Paoletti</i>	391
4.00.13.	Modelling Writing Phases <i>Daniel Perrin and Marc Wild!</i>	395
4.00.14.	Design of an Open Corpus and Computer Tool for Writing Development and Instruction among 8 to 16 Years Old Students With and Without Learning Disabilities <i>Esther Garcia-Martin and Jesus-Nicasio Garcia</i>	399
4.00.15.	Developing Writing Through Observation of Writing Processes Using Keystroke Logging <i>Eva Lindgren and Kirk Sullivan</i>	403

4.00.16. The Haptics of Writing: Cross-Disciplinary Explorations of the Impact of Writing Technologies on the Cognitive-Sensorimotor Processes Involved in Writing <i>Anne Mangen and Jean-Luc Velay</i>	---	405
Author Index		409
Subject Index		415
List of Volumes		423