

3rd Conference of Association for Reading and Writing in Asia (ARWA 2019) Timetable

<Day 1> Thursday 28th February 2019

Time			
9:00 – 9:30	Reception		
9:30 – 9:45	Opening		
9:45 – 10:00	President’s Address Speaker: Catherine McBride		
10:00 – 10:15	Welcome Speech Speaker: R. Malatesha (Malt) Joshi		
10:15 - 11:15	Keynote 1 Chair: Sonali Nag Keynote Speaker: Pooja Nakamura		
11:15 – 11:30	Tea break		
11:30 – 12:30	Poster Session #1		
12:30 – 13:30	Lunch / Board meeting		
13:30 – 14:30	Poster Session #2		
14:30 – 15:30	Parallel Sessions 1: Spelling Chair: Beth O’Brien	Parallel Sessions 1: Assessment Chair: Poh Wee Koh	Parallel Sessions 1: Technology in Education Chair: Twila Tardif
	Symposium: Early spelling skills across three languages for bilingual primary school children: What accounts for errors?	Alternative assessments in EFL reading among typical and atypical Chinese readers Presenter: Orieta H.Y.Wong, The Education University of Hong Kong	Localization of Apps for Literacy Learning: How Smartphones Can Give Everyone the Opportunity to Read Presenter: Stephanie Gottwald, Curious Learning
		Assessment of Literacy and Foundation Learning in multilingual	Testing the Effectiveness of a Digital Intervention Tool for Children

		<p>India: What to Assess and How.</p> <p>Presenter: Sonali Nag, University of Oxford</p>	<p>Learning to Read English in India</p> <p>Presenter: Mahima Bhalla, UNESCO MGIEP</p>
		<p>Evaluating and presenting the reading gains in learners with dyslexia across a continuum of literacy bands using curriculum based assessment.</p> <p>Presenter: Sujatha Nair; Dyslexia Association of Singapore</p>	<p>Inclusive Literacy to All</p> <p>Presenter: Heikki Lyytinen University of Jyväskylä & Niilo Mäki Institute, Finland</p>
15:30 – 15:45	Tea break		
15:45 – 16:45	<p>Parallel Sessions 2: Memory and fluency</p> <p>Chair: Jeung-Ryeul Cho</p>	<p>Parallel Sessions 2: Bridging gaps between research and education</p> <p>Chair: Rachel Schiff</p>	<p>Parallel Sessions 2: Bilingualism</p> <p>Chair: Rui Alves</p>
	TBA	<p>The European Literacy Network, or how to align literacy and values so to fulfill the 2030 Agenda for Sustainable Development</p> <p>Presenter: Rui A. Alves, University of Porto</p>	<p>Learning to Read in Context: Do bilingual children perform differently when they learn to read L1 (Urdu) and L2 (English) in Pakistan and Canada?</p> <p>Presenter: Amna Mirza, Wilfrid Laurier University</p>
	<p>On the age of acquisition effects in free recall and orthographic transparency: Evidence from Turkish</p>	<p>Implementation of the research-based literacy program for children with learning disorder and at risk of learning disorder</p> <p>Presenter: Mugdha Safai, Dr. Anjali Morris</p>	<p>Order of acquisition of components of phonological awareness in Hebrew as L2 children: A confluence of universal and language specific features</p>

	<p>Presenter: Ilhan Raman, Middlesex University, UK</p>	<p>Foundation Education and Health Foundation</p>	<p>Presenter: Esther Geva, University of Toronto</p>
	<p>Examining the growth of reading fluency skills in Chinese</p> <p>Presenter: Poh Wee Koh, Texas A & M University</p>	<p>Developing Curriculum-Based Measures in Marathi: A Promising First Phase</p> <p>Presenter: Medha Pathak, Morris Foundation</p>	<p>Trilinguals vs. Bilinguals: Phonological Processing and Early Language and Literacy Development</p> <p>Presenter: Susan J. Rickard Liow, National University of Singapore</p>
16:45 – 17:45	<p>Parallel Sessions 3: Attention and executive functions in reading</p> <p>Chair: Kevin Kien Hoa Chung</p>	<p>Parallel Sessions 3: Technological Interventions for struggling readers</p> <p>Chair: Heikki Lyytinen</p>	<p>Parallel Sessions 3: Diglossia, dialects, and multilingualism</p> <p>Chair: Elinor Haddad</p>
	<p>What kind of cognitive processes are related to Word Reading, Comprehension and Math competence in a sample of school children who live in poverty: A two-part study</p> <p>Presenter: Swagatika Samantaray</p>	<p>Technology Infused Instructional Design for Learners with Learning Differences: Today's Affordances for Tomorrow's Promises</p> <p>Presenter: Soofrina Mubarak, Dyslexia Association of Singapore</p>	<p>The Effect of Diglossia on Phonological Awareness in High and Low SES: a Developmental Study across the School Years</p> <p>Presenter: Rachel Schiff, Bar Ilan University</p>
	<p>The direct and indirect prediction model of executive function skills to Chinese reading and writing among Hong Kong kindergarteners</p> <p>Presenter: Dan Lin, The Education University of Hong Kong</p>	<p>Combining Portable Tablet with Prompting Systems to Teach Chinese Characters to Students with Word Recognition Difficulties</p> <p>Presenter: I-Ting Chiu, National Taiwan Normal University, Taiwan</p>	<p>The impact of dual-language learning on L2 Chinese learner's Chinese early literacy skills</p> <p>Presenter: Yanling Zhou, The Education University of Hong Kong</p>

	<p>Visual-spatial Attention and Reading Achievement in Chinese Children: Evidence from a Two-year Longitudinal Study</p> <p>Presenter: Duo Phil Liu, The Education University of Hong Kong</p>	<p>GraphoLearn India: The Effectiveness of a Computer-Assisted Reading Intervention in Supporting Struggling Readers of English</p> <p>Presenter: Priyanka Patel, University of Jyväskylä</p>	<p>The Influence of Dialect Density on the Co-Development of Writing and Reading in African-American Children</p> <p>Presenter: Cynthia Puranik, Georgia State University</p>
19:00 – 21:00	Conference Dinner		

REMARKS: The above schedule is subject to change.

<Day 2> Friday 1st March 2019

Time			
9:15 – 10:15	<p>Parallel Sessions 4: Reading-writing relations</p> <p>Chair: Beth O'Brien</p>	<p>Parallel Sessions 4: Cross-linguistic studies</p> <p>Chair: Alexandra Gottardo</p>	<p>Parallel Sessions 4: Interventions for struggling readers</p> <p>Chair: Catherine McBride</p>
	<p>Symposium: Early reading-writing relations across three languages for bilingual primary school children: what are the developmental patterns?</p>	<p>Arabic and Hebrew: Fraternal but not identical twins</p> <p>Presenter: Elinor Saiegh-Haddad, Bar-Ilan University, Israel</p>	<p>The emphasis on the explicit teaching of Reading Comprehension to learners on the Main Literacy Programme (MLP)- Dyslexia Association of Singapore</p> <p>Presenter: Serena Tan Abdullah, Dyslexia Association of Singapore</p>
		<p>Literacy acquisition in Malayalam-English-Hindi multilinguals</p> <p>Presenter: Mimisha Nesan, University of Canterbury</p>	<p>Interventions targeting literacy and well-being in New Zealand and Asian students</p> <p>Presenter: John Everatt, University of Canterbury</p>
		<p>Spelling errors in Hebrew and Chinese and their influence on reading speed</p> <p>Presenter: Victor Kuperman, McMaster University</p>	<p>Remedial strategies to develop reading and writing of words with conjunct consonant in Kannada</p> <p>Presenter: Surendranath Nishanimut, Samveda Training & Research Centre</p>
10:15 – 10:30	Tea Break		
10:30 – 11:30	<p>Keynote 2 Chair: Catherine McBride</p>		

	Keynote Speaker: Julie Washington		
11:30 – 12:30	Parallel Sessions 5: Reading comprehension Chair: Shih-Jay Tzeng	Parallel Sessions 5: Linguistics Chair: Joanne Arciuli	Parallel Sessions 5: Learning mechanisms Chair: Li Yin
	Reading Comprehension across Three Languages: Tagalog, Filipino, and English Presenter: Portia Padilla, Wilfrid Laurier University	The Filipinization of the English Language Employed in Twitter Presenter: Orlyn Joyce D. Esquivel	The relationship between statistical learning and reading ability across languages Presenter: Joanne Arciuli, The University of Sydney
	Predictors of reading comprehension in Persian as the first and English as the second language among English language learners Presenter: Amir Sadeghi, Islamic Azad University, Damavand Branch and University of Canterbury	Labial Nasal and No Coda Constraint in Telugu Phonology and Orthography Presenter: Aishwarya Vardhani Aarugonda, The English and Foreign Languages University	Initial and Later Procedural Learning Rates of Implicit Sequences in Good and Poor Readers of English Presenter: Arpitha Vasudevumrthy, All India Institute of Speech and Hearing
	Cross-language predictors of reading comprehension in Punjabi-Hindi-English multilinguals Presenter: Seema Gautam, University of Canterbury	Phonological process of Gemination in Indic languages with reference to their orthographic systems: an analysis Presenter: Hemanga Dutta, The English and Foreign Languages University	Meta-linguistic vs. working memory intervention in Chinese children with dyslexia: preliminary results from a randomized control study Presenter: Urs Maurer, Chinese University of Hong Kong
12:30 – 13:30	Lunch		

13:30 – 14:30	Parallel Sessions 6: Reading among adolescents and adults Chair: Urs Maurer	Parallel Sessions 6: Curriculum and instruction Chair: Sonali Nag	Parallel Sessions 6: Orthographic awareness & spelling Chair: Cynthia Puranik
	Brain Bases of Phonological and Morphological Awareness in Adult Chinese Readers Presenter: Twila Tardif, University of Michigan	Factors that influence reading acquisition in L2 English for students in Bangalore, India Presenter: Sunaina Shenoy, University of New Mexico	Examining the longitudinal relations between orthographic awareness and character dictation in Chinese: A cross-lagged panel analysis Presenter: Mahjabin Chowdhury, Texas A & M University
	Reading Comprehension Assessment for Aphasia in Sinhala language (RCAA-SINHALA): Item analysis Presenter: Weerathne NC, University of Colombo, Sri Lanka	Early classroom-based literacy interventions for young readers with specific language weaknesses Presenter: Joel Ginj Chang, University of Canterbury	What Explains Reading and Dictation in Persian among Iranian Second Grade Students? Presenter: Fateme Mohseni, Chinese University of Hong Kong
	The unique challenges faced by Chinese- English speakers learning to read English Presenter: Alexandra Gottardo, Wilfrid Laurier University	An Evaluation of the Preference-Based Teaching approach for children diagnosed with Dyslexia and challenging behaviours Presenter: Sharyfah Fitriya, Dyslexia Association of Singapore	Graphotactic as well as phonological influences on decisions about consonant doubling among non-native speakers of English Presenter: Yin Li, Tsinghua University
14:30 – 14:45	Tea Break		
14:45 – 15:45	Closing, awarding, and business meeting		

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Poster Session #1

Display Number	Author	Title
1	Yanyan Ye	A model of Chinese spelling development in Hong Kong kindergarteners
2	Xiujie Yang	Phonological processing matters in early Chinese reading and mathematics
3	Beth O'Brien	Effects of Script Sets on Reading Profiles of Bilingual Typical Readers
4	Christine Kong-Yan Tong	Improving Chinese character recognition by perceptual learning among children with developmental dyslexia
5	Gaisha Oralova	Probabilistic cues in Chinese word segmentation
6	Michelle Huo	Development of English Vocabulary Knowledge in Chinese-English Bilingual Adolescents: A One-year Longitudinal Study
7	Jianhong Mo	Comparing the contributions of orthographic working memory and phonological working memory in Hong Kong third graders' Chinese word recognition and written spelling
8	Chenyi Zhang	Untangling Chinese Preschoolers' Early Writing Development: Associations among Early Reading, Executive Functioning and Early Writing Skills
9	Zhen Zhang Su	How does home literacy environment affect Chinese children's reading performance?
10	Li-Chih Wang	Distinct Effects of Visual and Auditory Temporal Processing Raining on the Reading-Related and Reading Abilities of Chinese Children with Dyslexia
11	Kosei Hashimoto	Assessment of the orthographic lexicon for brain damaged patients with dyslexia —using the original lexical decision task including Kanji pseudohomophones—
12	Yusra Ahmed	Empirical Validation for the Not-so-Simple View of Writing
13	Dorit Aram	Shared book reading in Arabic: Reference to the standard and the spoken language and preschoolers' understanding of the plot and its mental aspects
14	Su Li	Chinese Parents' Reading Behavior and Its Relation to Young Children's Reading
15	Jeung-Ryeul Cho	Effective teaching instructions for Hangul learning among Korean kindergartners

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Poster Session #2

Display Number	Author	Title
1	Jeung-Ryeul Cho	Korean developmental dyslexia: phonological and surface subtypes
2	Ilhan Raman	Word and picture naming in Turkish adults with and without dyslexia
3	Hye-won Jung	A Study on Cognitive-Linguistic Variables in terms of Literacy of Children from Marriage immigrant Family in Korea
4	Soyeong Pae	Web-based decoding/spelling intervention for Korean children with reading difficulties with and without language difficulties
5	Fuk-chuen Ho	Using an Orthographic Analytic vs Whole-word Approach to Teaching Chinese to Children with Learning Disabilities
6	Tzeng Shih-Jay	The effects of comic strips on the Chinese reading comprehension of grade 2 students with different reading abilities
7	I-Ting Chiu	Using Summarization Strategy Instruction to Teach Two Students with Learning Disability Summary Skills and Reading Comprehension
8	Peng Sun	Contribution of cognitive skills to reading accuracy and fluency in Chinese deaf children
9	Kevin Kien Hoa Chung	The role of executive functioning skills among Chinese adolescent readers of English as L2
10	Shelley Xiuli Tong	The Roles of Vocabulary and Prosody in Word Reading and Reading Comprehension in Children with and without Autism Spectrum Disorders
11	Ryan Lee-James	The impact of cultural dialect on reading and writing: the case of African American English
12	Peng-Yu Chen	Identifying Children with Reading Disabilities Applying Artificial Neural Network
13	Hsuan-Hui Grace Wang	Frequency and semantic-transparency effect in processing of Chinese words: An eye-tracking investigation of typical readers and readers with learning disabilities
14	Jason Chor Ming Lo	Event-related Potential During Two-character Chinese Word Reading among Hong Kong Children
15	Brendan Weekes	A Cognitive Study of Tactile Perception in Blind Bilinguals

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