

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

<Day 1> Thursday 28th February 2019

Time			
8:30 – 9:00	Reception		
9:00 – 9:02	Invocation		
9:02 – 9:05	Lighting of Lamp		
9:05 – 9:15	Welcome Address by Local Organizer, Prof. Veeky Baths		
9:15 – 9:20	Bouquet presentation		
9:20 – 9:35	Address by Director of Host Institution, Prof. Raghurama G		
9:35 – 9:50	Inaugural address by President, ARWA, Prof. Cammie McBride		
9:50 – 10:00	Welcome Note by Prof. Malatesha Joshi		
10:00 - 11:00	Keynote 1 Chair: Sonali Nag Keynote Speaker: Pooja Nakamura Title: Connecting the dots: Theory, practice and policy of literacy acquisition in multilingual contexts		
11:00 – 11:20	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: Ilhan Raman	Parallel Sessions 1: Technology in Education Chair: Twila Tardif
	Symposium: Early spelling skills across three languages for bilingual primary school	Alternative assessments in EFL reading among typical and atypical Chinese readers	GraphoLearn India: The Effectiveness of a Computer-Assisted Reading Intervention in

	children: What accounts for errors? Presenters: Malikka Habib, Nur Artika Arshad, Beth O'Brien	Presenter: Orieta H.Y.Wong, The Education University of Hong Kong	Supporting Struggling Readers of English Presenter: Priyanka Patel, University of Jyväskylä
		Assessment of Literacy and Foundation Learning in multilingual India: What to Assess and How. Presenter: Sonali Nag, University of Oxford	Testing the Effectiveness of a Digital Intervention Tool for Children Learning to Read English in India Presenter: Mahima Bhalla, UNESCO MGIEP
		Evaluating and presenting the reading gains in learners with dyslexia across a continuum of literacy bands using curriculum based assessment. Presenter: Sujatha Nair and Sridhar Pratyusha; Dyslexia Association of Singapore	Inclusive Literacy to All Presenter: Heikki Lyytinen University of Jyväskylä & Niilo Mäki Institute, Finland
15:30 – 15:50	Tea break		
16:00 – 17:00	Parallel Sessions 2: Memory and fluency Chair: Jeung-Ryeul Cho	Parallel Sessions 2: Bridging gaps between research and education Chair: Rachel Schiff	Parallel Sessions 2: Bilingualism Chair: Duo Phil Liu
	On the age of acquisition effects in free recall and orthographic transparency: Evidence from Turkish	The European Literacy Network, or how to align literacy and values so to fulfill the 2030 Agenda for Sustainable Development Presenter: Rui A. Alves, University of Porto	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>Presenter: Ilhan Raman, Middlesex University, UK</p>		<p>Presenter: Alexandra Gottardo, Wilfrid Laurier University</p>
	<p>What Explains Reading and Dictation in Persian among Iranian Second Grade Students?</p> <p>Presenter: Fateme Mohseni*, Chinese University of Hong Kong *ARWA 2019 Scholarship awardee</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 Foundation Education and Health Foundation</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: Esther Geva, University of Toronto</p>
	<p>Korean developmental dyslexia: phonological and surface subtypes</p> <p>Presenter: Jeung-Ryeul Cho</p>	<p>Developing Curriculum-Based Measures in Marathi: A Promising First Phase</p> <p>Presenter: Medha Pathak, Morris Foundation</p>	<p>The role of executive functioning skills among Chinese adolescent readers of English as L2</p> <p>Presenter: Kevin Kien Hoa Chung</p>
17:00 – 18:00	<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 Saiegh-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>Untangling Chinese Preschoolers' Early Writing Development: Associations among Early Reading, Executive Functioning and Early Writing Skills</p> <p>Presenter: Chenyi Zhang</p>	<p>Does the Reading Acceleration Program (RAP) Promote English Reading Comprehension and Fluency among Adult Chinese Students?</p> <p>Presenter: Yueming Xi, University of Toronto</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>Localization of Apps for Literacy Learning: How Smartphones Can Give Everyone the Opportunity to Read</p> <p>Presenter: Stephanie Gottwald, Curious Learning</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		

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<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>Presenters: Beth O'Brien, Nicole Lim, Nur Artika Arshad, Malikka Habib</p>	<p>Arabic and Hebrew: Fraternal but not identical twins</p> <p>Presenters: Elinor Saiegh-Haddad, Bar-Ilan University, Israel; David Share, Haifa University, Isarel</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 – 10:45	Tea Break		
10:45 – 11:45	<p>Keynote 2 Chair: Catherine McBride</p>		

	<p>Keynote Speaker: Julie Washington Title: The impact of community Dialects on reading acquisition in children growing up in poverty</p>		
11:45 – 12:45	<p>Parallel Sessions 5: Reading comprehension</p> <p>Chair: Shih-Jay Tzeng</p>	<p>Parallel Sessions 5: Orthographic Processing</p> <p>Chair: Ramesh Kumar Sharma</p>	<p>Parallel Sessions 5: Learning mechanisms</p> <p>Chair: Li Yin</p>
	<p>Reading Comprehension across Three Languages: Tagalog, Filipino, and English</p> <p>Presenter: Portia Padilla, Wilfrid Laurier University</p>	<p>Assessment of the orthographic lexicon for brain damaged patients with dyslexia —using the original lexical decision task including Kanji pseudohomophones—</p> <p>Presenter: Kosei Hashimoto, Kumamoto General Hospital and University of Tsukuba</p>	<p>The relationship between statistical learning and reading ability across languages</p> <p>Presenter: Joanne Arciuli, The University of Sydney</p>
	<p>The Roles of Vocabulary and Prosody in Word Reading and Reading Comprehension in Children with and without Autism Spectrum Disorders</p> <p>Presenter: Shelley Xiuli Tong</p>	<p>Labial Nasal and No Coda Constraint in Telugu Phonology and Orthography</p> <p>Presenter: Aishwarya Vardhani Aarugonda, The English and Foreign Languages University</p>	<p>Initial and Later Procedural Learning Rates of Implicit Sequences in Good and Poor Readers of English</p> <p>Presenter: Arpitha Vasudevamurthy*, All India Institute of Speech and Hearing *ARWA 2019 <i>Scholarship awardee</i></p>
	<p>Cross-language predictors of reading comprehension in Punjabi-Hindi-English multilinguals</p> <p>Presenter: Seema Gautam, University of Canterbury</p>	<p>Phonological process of Gemination in Indic languages with reference to their orthographic systems: an analysis</p> <p>Presenter: Hemanga Dutta, The English and</p>	<p>Meta-linguistic vs. working memory intervention in Chinese children with dyslexia: preliminary results from a randomized control study</p>

		Foreign Languages University	Presenter: Urs Maurer, Chinese University of Hong Kong
12:45 – 14:00	Lunch: ‘Meet the researcher’ session		
14:00 – 15:00	Parallel Sessions 6: Reading among adolescents and adults Chair: Urs Maurer	Parallel Sessions 6: Curriculum and instruction Chair: Rui Alves	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: Weeraratne NC, University of Colombo, Sri Lanka	Early classroom-based literacy interventions for young readers with specific language weaknesses Presenter: Joel Ginja Chang, University of Canterbury	Promoting Writing through Strategy Instruction targeting Planning and Self-Regulation Skills in Portuguese School-Aged Children Presenter: Teresa Limpo, University of Porto
	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

15:00 – 15:30	Tea Break
15:30 – 16:30	Closing, awarding, and business meeting

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Poster Session #1 Day 1 11:30 – 12:30

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	Perceptual fluency of Chinese character as a correlate of reading performance
5	Ilhan Raman	Word and picture naming in Turkish adults with and without dyslexia
6	Michelle Huo	Development of English Vocabulary Knowledge in Chinese-English Bilingual Adolescents: A One-year Longitudinal Study
7	Su Zhen Zhang	How does home literacy environment affect Chinese children's reading performance?
8	Li-Chih Wang	Distinct Effects of Visual and Auditory Temporal Processing Raining on the Reading-Related and Reading Abilities of Chinese Children with Dyslexia
9	Kosei Hashimoto	Assessment of the orthographic lexicon for brain damaged patients with dyslexia —using the original lexical decision task including Kanji pseudohomophones—
10	Yusra Ahmed	Empirical Validation for the Not-so-Simple View of Writing
11	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
12	Su Li	Chinese Parents' Reading Behavior and Its Relation to Young Children's Reading
13	Jeung-Ryeul Cho	Effective teaching instructions for Hangul learning among Korean kindergartners

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Poster Session #2 Day 1 13:30 – 14:30

Display Number	Author	Title
1	Hye-won Jung	A Study on Cognitive-Linguistic Variables in terms of Literacy of Children from Marriage immigrant Family in Korea
2	Soyeong Pae	Web-based decoding/spelling intervention for Korean children with reading difficulties with and without language difficulties
3	Fuk-chuen Ho	Using an Orthographic Analytic vs Whole-word Approach to Teaching Chinese to Children with Learning Disabilities
4	Tzeng Shih-Jay	The effects of comic strips on the Chinese reading comprehension of grade 2 students with different reading abilities
5	I-Ting Chiu	Using Summarization Strategy Instruction to Teach Two Students with Learning Disability Summary Skills and Reading Comprehension
6	Peng Sun	Contribution of cognitive skills to reading accuracy and fluency in Chinese deaf children
7	Ryan Lee-James	The impact of cultural dialect on reading and writing: the case of African American English
8	Peng-Yu Chen	Identifying Children with Reading Disabilities Applying Artificial Neural Network
9	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
10	Jason Chor Ming Lo	Event-related Potential During Two-character Chinese Word Reading among Hong Kong Children
11	Brendan Weekes	A Cognitive Study of Tactile Perception in Blind Bilinguals
12	Jianhong Mo	Comparing the contributions of orthographic working memory and phonological working memory in Hong Kong third graders' Chinese word recognition and written spelling

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