



Contributors

Cristina Aliagas Marin is a Postdoctoral Researcher in the Department of Educational Studies at The University of Sheffield, United Kingdom. Her research interest focuses on the role of literacy in the everyday life of Catalan/Spanish teenagers, particularly those that resist education. Within this broad area, her research covers a variety of topics: ethnography and literacy, digital literacies, literacy/literary identities and the complex interface between digital literacies and the curriculum. c.aliagas-marin@sheffield.ac.uk

Olga Anokhina, a researcher at the *Institute for Modern Texts and Manuscripts* (Paris, France), has been researching on the genesis of literary works by multilingual writers. Her interests also include the cognitive aspects of the written production, multilingualism and creation. In 2005-2007, she directed the scientific program *Multilingualism and the genesis of texts* (CNRS & The Russian Academy of Sciences). Within ITEM, she is head of the research team *Multilingualism, translation, creation*. olga.anokhina@ens.fr

Arthur N. Applebee (1946-2015) was a Distinguished Professor in the School of Education, and Director of the Center on English Learning & Achievement at the State University of New York. Among his 24 books are *Tradition and Reform in the Teaching of English* (1974); *The Child's Concept of Story* (1978); *Writing in the Secondary School* (1981); *How Writing Shapes Thinking* (with J. Langer, 1987); *Curriculum as Conversation* (1996) and *Writing Instruction that Works* (with J. Langer, 2013).

Natalia Avila Reyes is a Doctoral Student and MA in Education, University of California, Santa Barbara, USA; MA in Linguistics and Spanish Teacher, Pontificia Universidad Católica, Chile. Her research interests include Academic and Professional Writing as well as the development of Writing Studies in Latin America. She has served as a WPA and taught several courses on writing and pedagogy, and currently works as a writing researcher at the Centro de Investigación Avanzada de la Educación (CIAE), Universidad de Chile. navila@education.ucsb.edu

Charles Bazerman, Professor of Education at the University of California Santa Barbara, is Chair of the International Society for the Advancement of Writing Research. His books include *A Rhetoric of Literate Action*, *A Theory of Literate Action*, *The Languages of Edison's Light*, *Constructing Experience*, *Shaping Written Knowledge*, *The Informed Writer*, *The Handbook of Research on Writing*, *Traditions of Writing Research*, *Genre in a Changing World*, and *What*

Writing Does and How It Does It. bazerman@education.ucsb.edu

Vesna Bogdanović, Ph.D. is Assistant Professor at the Faculty of Technical Sciences, Serbia, where she teaches courses in ESP and academic writing to students of engineering and architecture. She is the author/co-author of three ESP textbooks for students of civil engineering and graphic engineering and design. She has published a monograph and a number of scientific papers on ESP, English as a lingua franca, genre analysis, academic writing in English/Serbian, and metadiscourse. vesna241@uns.ac.rs

Catherine Boré, Associate Professor of Letters, is Professor Emeritus of Language Sciences at the University of Cergy-Pontoise. She taught didactics of writing and writing as part of teacher training. Her research, which is located in the genetics of texts and linguistics of the enunciation, deals with rewriting and reformulation. Currently, she is participating in a Franco-Brazilian project on the collaborative writing of students who have just entered literacy. catherine.bore@noos.fr

Ana Valéria Bork is Doctoral Student in Language Studies, Londrina State University (UEL), Brazil; MA in Linguistics, Federal University of Paraná (UFPR), Brazil; English Teacher, Federal University of Technology of Paraná—Campus Curitiba (UTFPR), Brazil. Her research interests include Academic Writing, Genre Studies, English Language Teaching and Learning, and Teacher Formation. valeriabbork@hotmail.com.

Myriam Bras is Professor of Linguistics in the Department of Language Sciences at the University of Toulouse 2-Jean Jaurès, where she coordinates the master's program, and is a member of the Axis S'caladis (Semantic Structures: Lexical Categories at Discourse) Laboratory CLLE. Specializing in the semantics and pragmatics of discourse, she is particularly interested in analyzing the coherence and temporal structures of discourse. myriam.bras@univ-tlse2.fr

As a researcher at the University of Strasbourg, **Annie Camenisch** has been working at the IUFM in Alsace (now ESPE) since 1996. She trains future school teachers in the didactics of French. His research interests include school literacy, particularly the development of the understanding of problem statements in mathematics through the medium of writing. She is also interested in the didactics of specific vocabulary and literary reading in the disciplines. annie.camenisch@unistra.fr

Eduardo Calil is a professor at the Federal University of Alagoas, Brazil. He has focused on the study of collaborative writing processes in the elementary school context. His research is supported by the National Council for Scientific and Technological Development. Currently, he coordinates the School Manuscript Laboratory. His most important works have been pub-

lished in French and English. Among them, stands out the book *L'école, l'écriture et la création: Études franco-brésiliennes*. eduardocalil@pq.cnpq.br

Paula Carlino, Ph.D. in Psychology, works as Research Professor with the CONICET at the University of Buenos Aires. She leads the interdisciplinary GICEOLEM (Group for an Inclusive and Quality Education by Taking Care of Reading and Writing in all Subjects). Her research interests comprise writing and reading to learn, WAC, WID, teacher development, and graduate students' experiences regarding their thesis. Access her CV and publications at <https://sites.google.com/site/giceolem2010/>. p.carlino@conicet.gov.ar

Kate Chanock is an Adjunct Associate Professor in Student Learning at La Trobe University in Australia. Her research has focussed on the cultures and discourses of the disciplines; collaborating to embed development of academic literacies in discipline curricula; and studying with a disability. c.chanock@latrobe.edu.au

Nathalie Chapleau, Ph.D. in Education, is Professor in the Department of Special Education and Training at the Université du Québec à Montréal. She is also the founder and head of the Center for Orthopedagogical Services of the Faculty of Education at UQAM. Her research focuses on early learning and assessment / intervention with the dyslexic-dysorthographic student. chapleau.nathalie@uqam.ca

Ariel M. Cohen-Goldberg is Assistant Professor of Psychology at Tufts University in Medford, Massachusetts. His research investigates the cognitive mechanisms of word processing in spoken, written, and signed comprehension and production. A main research interest is understanding how multimorphemic words are stored in long-term memory and are assembled at form-levels of processing. Cohen-Goldberg's methods include experimental, computational, and cognitive neuropsychological approaches. ariel.goldberg@tufts.edu

Bernard Combettes is Professor Emeritus at the University of Lorraine and member of the UMR-ATILF laboratory. Author of a thesis on the order of words in French, he is a specialist in historical linguistics and grammar of the text. His work deals with the syntax of the French language, the grammaticalization of the complex sentence, and the organization of the text. He is also interested in the teaching of French as a mother tongue. bernard.combettes@univ-lorraine.fr

Markus F. Damian is a cognitive psychologist with a focus on language processing, particularly in production tasks. He obtained a Ph.D. from Rice University in Houston, TX, in 1998, conducted postdoctoral work at the Max Planck Institute in Nijmegen, Netherlands, and joined the University of Bristol, UK, in 2000. He is currently Professor of Psychology of Language in the

School of Experimental Psychology. m.damian@bristol.ac.uk

Dolores Amira Dávalos Esparza is Head of the Department of Educational Research and Innovation at the Ministry of Education of the State of Queretaro. Ph.D. in Sciences in the specialty of Educational Research from the Center for Research and Advanced Studies CINVESTAV-IPN (Mexico). Thesis directed by Dr. Emilia Ferreiro Schiavi. Professor of Higher Education and Teacher Training. Co-author of language textbooks for primary and secondary students. adavalos@queretaro.gob.mx

Christiane Donahue is Director of the Institute for Writing and Rhetoric at Dartmouth (US) and member of the Théodile-CIREL research laboratory at l'Université de Lille III, France. She works on questions of translingual competence and writing, writing knowledge adaptation, repurposing and transformation, and research methods for studying writing, including across cultures and disciplines. She belongs to multiple international research projects and organisations. Christiane.K.Donahue@dartmouth.edu

Olga Dysthe is Professor emeritus in Education at the University of Bergen, Norway. Her research has been in teaching and learning with a special focus on writing, supervision, assessment and technology. She has published a number of books in Norwegian and many articles within sociocultural and dialogical perspectives on learning, most of them based on empirical classroom studies. Her last book, *Dialogue-Based Teaching*, deals with art education. olga.dysthe@uib.no

Claudine Garcia-Debanc is University Professor of language sciences at ESPE Midi-Pyrénées, Université Toulouse 2-Jean Jaurès and member of the laboratory CLLE, where she coordinates the Didactic Acquisition Psycholinguistic axis. Specializing in teaching French as a first language, she has conducted extensive research on the analysis and evaluation of student texts (INRP research, Cognitique Ecole program) and is currently working on creating large corpora of school texts. claudine.garcia-debanc@univ-tlse2.fr

Louis Hay, having taught at l'Université de Franche-Comté and the Sorbonne, joined CNRS in 1968, where he was a member of the Executive Board and Chairman of the SHS Department. He founded the Institute of Modern Texts and Manuscripts (CNRS-ENS) devoted to genetic criticism, a current of research in human sciences which analyzes the productions of the spirit through their witnesses, such as the processes of literary creation studied through manuscripts. louis.hay@ens.fr

Froydis Hertzberg is Professor emeritus at the University of Oslo, Norway. Her research has been in teaching and learning of Norwegian language with particular focus on writing. She has been leader of the interfaculty research program Knowledge in Schools and of one of the work packages in

ProTed, Center for Excellence in education. She has published books and articles on students' writing, oral skills, academic writing, and grammar. froydis.hertzberg@ils.uio.no

Per Holmberg is Associate Professor at the Department of Swedish, University of Gothenburg. He specializes in Systemic Functional Linguistics research on text and writing, from runic inscriptions to student texts. per.holmberg@svenska.gu.se

Bruno Hubert is a trainer at the Espé de l'Académie de Nantes (Le Mans). A former teacher before becoming Professor of Letters, he completed his thesis, "Faire parler ses cahiers d'écolier," in Educational Sciences in Paris VIII. At the crossroads of the field of life histories and the didactics of writing, his research is concerned with singular speech in the context of formation, whether it be children within the school or adults in professional settings. bruno.hubert@univ-nantes.fr

Marie-Hélène Jacques is a Lecturer in Education Sciences at the ESPE of the University of Poitiers and a researcher at the GRoupe d'Etudes Sociologiques du Centre Ouest (GRESO). Her research focuses on academic orientations, career paths, and related transitions. She has published several articles and book chapters on transitions related to the Validation of Acquired Experience, the entry into apprenticeship, the insertion of mentally handicapped young people, and internships at the end of studies. marie-helene.jacques@neuf.fr

Roxane Joannidès is a doctoral student of Language Sciences at the University of Rouen. Her thesis explores the impact of the extracurricular practice of electronic writing on the orthographic skills of college students and considers the didactic implications of the observations made.

Angela M. Kohnen is Assistant Professor in the School of Teaching and Learning at the University of Florida. amkohnen@gmail.com

Ellen Krogh, Ph.D., is Professor at University of Southern Denmark and visiting professor at Linneaus University, Sweden. Her research interests include teaching and learning in school subjects, with a special focus on the L1 subject Danish, and writing in the disciplines. She is vice chair of ARLE/ International Association for Research in L1 Education, and in the steering committee of ISAWR/ International Society for the Advancement of Writing Research. ellen.krogh@sdu.dk

Jacqueline Lafont-Terranova, a lecturer authorized to conduct research at the University of Orléans, has developed a research focus in the field of academic literacies within the team of Didactics of French and Languages of the Laboratoire Ligérien de Linguistique . The subject-writing question and that of the writing process are at the heart of the experiments it has been

carrying out for nearly twenty years at the university, with a dual approach, linguistic and didactic. jacqueline.lafont@univ-orleans.fr

Maria Lim Falk is a researcher at the Department of Swedish Language and Multilingualism, Stockholm University. She works within the field of educational linguistics, specializing on content and language integrated learning in Swedish bilingual school contexts. maria.lim-falk@su.se

Vera Lúcia Lopes Cristovão, Associate Professor at the State University of Londrina, Paraná, Brazil, teaches for undergraduate and graduate levels and carries out research for the Brazilian National Council for Scientific and Technological Development. She has co-edited books and written articles and chapters of books on genre studies, teacher education, writing and foreign language teaching and learning. veraluciacristovao@gmail.com

François Mangenot is Professor of Language Teaching at Grenoble Alps University. He co-coordinates axis 3 of the Lidilem laboratory (linguistics and didactics of foreign and maternal languages). For more than 25 years, his work (including doctorate and enabling) has focused on computer-assisted language learning and mediated communication. He is the author of several software programs, of two books (*Les aides logicielles à l'écriture*, 1996; *Internet et la classe de langue*, 2006) and numerous articles. francois.mangenot@u-grenoble3.fr

Martine Marquillo Larruy is Professor of Linguistics at Lumière University Lyon 2 after having been in charge of a professional master's program specialized in the design of tools in didactics of French as a foreign and second language. A member of the ICAR laboratory (UMR 5191 Labex ASLAN), her research focuses on writing in language contact situations. She is also interested in the appropriation of languages and writing in a plurilingual context and the problem of error as a variant of learning. martine.marquillo.larruy@univ-lyon2.fr

Ivana Mirovic is Senior Lecturer at the Faculty of Technical Sciences in Novi Sad, Serbia. Over the past 25 years she has taught general English and ESP courses to students of electrical engineering, computing, traffic engineering and graphic engineering. She is the co-author of two ESP textbooks for students of graphic engineering and design. Her interests in English teaching and research are centred on ESP, academic writing, cultural differences in writing and English as a lingua franca. miriv@uns.ac.rs

Catherine Muller is a Lecturer in Language Sciences at Stendhal-Grenoble 3 University and a member of the Lidilem team. She teaches courses in French as a foreign language. Her research themes revolve around the methodologies of language teaching, the analysis of didactic interactions, in the presence or at a distance, and the training of language teachers. catherine.muller@univ-grenoble3.fr

muller@u-grenoble3.fr

Maarit Mutta, Ph.D., is Adjunct Professor in the Department of French at University of Turku, Finland. She is a specialist in second language acquisition and learning, and has been involved in educational issues as a teacher educator at the university level. Mutta has concentrated on the fluency of writing processes and lexical retrieval in a multilingual environment by L3 learners. Her latest interests lie in the areas of computer-mediated and/or mobile learning/teaching. maamut@utu.fi

Elizabeth Narváez-Cardona is a doctoral candidate in Education, University of California, Santa Barbara, USA, holding a Fulbright-Colombia scholarship, and faculty member of the Department of Language in Universidad Autónoma de Occidente, Colombia. Her professional practice, research, and publications have been focused on Pedagogy of Higher Education and its relationship with disciplinary writing as part of interdisciplinary and cooperative projects. enarvaez@uao.edu.co

A doctor of languages and letters, **Maurice Niwese** is a Lecturer in Language Sciences at the University of Bordeaux. Inscribed in the didactic current of scriptural competence and based on the contributions of disciplines (textual genetics, psycholinguistics and cognitive psychology) that conceive writing as a process, his research focuses on the teaching and learning of the writing in initial formations (academic and scholarly) and continuous. maurice.niwese@u-bordeaux.fr

Birgitta Norberg Brorsson, Ph.D., is Assistant Professor at Mälardalen University, Eskilstuna, Sweden. Her research interests are teaching and learning of the Swedish language, especially writing. She has published books and articles on students' writing, on the role of language in learning content subjects, and on issues concerning second language medium education. birgitta.brorsson@mdh.se

Marie-claude Penloup is Professor of Language Sciences at the University of Rouen. His research, which is at the crossroads of the sciences of language and didactics of French, deals with the description of spontaneous personal writing practices (diaries, electronic writings), identification of the knowledge on which they are based, and the consideration that could be made by the school of these non-scholarly practices. marie-claude.penloup@univ-rouen.fr

Marie-Emmanuelle Pereira, associate of modern letters and doctoral student in the laboratory CREDO-UMR 7308, CNRS, EHESS, teaches at the ESPE of Aix-Marseille. She is co-responsible for the Professional Writer course (Master MEEF, AMU-ESPE). Her research focuses on the teaching of writing and more specifically on the teaching of high-level writing in a

context of distance learning. marie-emmanuelle.pereira@univ-amu.fr

Agnès Pernet-Liu has been teaching French as a foreign language in China for over 10 years. She is currently a reader in the Department of French at the University of Foreign Languages in Beijing. For her thesis, she worked on intertextuality in the writing of Chinese students and she continues her research on the writing and didactics of the FLE. She is an associate member of the laboratory Textes Images Langues. Center Interlangues (TIL EA 4182) of the University of Burgundy. jliufc@yahoo.fr

As an honorary mathematics teacher, **Serge Petit** has been involved in the training of mathematics teachers since the beginning of his professional career. After being a linguistic attaché abroad and then assigned to the training of undergraduate professors, he directed his research towards the strong interactions that exist between the two fundamental disciplines of language and mathematics. He has contributed to the writing of a grammar for school teachers and numerous articles. petit.serge@sfr.fr

Sylvie Plane is Professor Emeritus of Language Sciences at the l'École Supérieure du Professorat et de l'Éducation de l'Université Paris-Sorbonne (France) and is Vice-President of the Superior Council of Programs. She was responsible for the WRAB III Conference held in Paris in 2014. Her work focuses on writing and teaching as well as orality. She is currently working on the temporality of writing and on questions of epistemology. sylvie.plane@wanadoo.fr

Francini Percinoto Polisel-Corrêa is a doctoral student in Language Studies at Londrina State University (UEL), Brazil; MA in Communication and Semiotics at Pontifical Catholic University of São Paulo (PUC-SP), Brazil; English Teacher at Paraná State University (UNESPAR)—Campus Apucarana, Brazil. Her research interests include preservice teacher education, foreign language teaching, reading/writing skills and professional genres of education. francinicorrea@yahoo.com.br

Qingqing Qu's research mainly focuses on cognitive processes and neural mechanisms underlying language production (spoken and written production). She obtained a Ph.D. from University of Bristol in 2013 under Markus Damian's supervision. She then joined the Institute of Psychology, Chinese Academy of Sciences, Beijing, China, as an Associate Professor. quqq@psych.ac.cn

Véronique Rey is University Professor of Linguistics, co-responsible for the Course Professionnel (Master MEEF, AMU-ESPE), and member of the laboratory CREDO-UMR 7308, CNRS, EHESS. Her research focuses on the heritage function of language and professional writing, and has as its theme language communication. In particular, she interrogates high-level

literacy and writing through the study of professional writing and academic writing. veronique.rey-lafay@univ-amu.fr

Members of the Circeft-Escol laboratory, **Patricia Richard-Principalli, Georges Ferone et Catherine Delarue-Breton** work on literacy, both academic and academic, in relation to the issue of learning inequalities. Their work focuses on learning materials, discourse, teaching practices and devices, as well as on the writings that are required today from master's students, including those carried out in the context of distance learning. patricia.richard-principalli@u-pec.fr, georges.ferone@u-pec.fr, and catherine.delarue-breton@u-pec.fr

Paul M. Rogers is Associate Professor of English and Associate Chair of the English department at George Mason University. His recent publications include the co-edited volumes, *International Advances in Writing Research: Cultures, Places, and Measures* (WAC Clearinghouse and Parlor Press, 2012), *Writing Across the Curriculum: A Critical Sourcebook* (Bedford St. Martin's 2011), and *Traditions of Writing Research* (Routledge, 2010). Professor Rogers was a 2008 recipient of American Association of Colleges & Universities K. Patricia Cross Award for leadership in higher education, and a co-recipient of National Council of Teachers of English 2009 Janet Emig Award for research in English education. progers2@gmu.edu

Christina Romain is a Lecturer at Aix-Marseille University and member of the laboratory Parole and Langage-UMR 7309, CNRS. Her research focuses on interacting discourse in a conflictual context. She explores professional writing by questioning the enunciative and pragmatic practices during the written production of an interdiscursive report (linguistic description of politeness aimed at the articulation of conflicting points of view). christina.romain@univ-amu.fr

Fabienne Rondelli is a Lecturer in Language Sciences at the University of Lorraine and a member of the Crem-Center for research on mediation. His work focuses on textual linguistics, on the didactics of French, and especially on the didactics of writing, in reception and production. fabienne.rondelli@univ-lorraine.fr

Carolina Roni holds a degree in Pedagogy from University of Buenos Aires. She has obtained a Ph.D. scholarship from CONICET. She belongs to the interdisciplinary GICEOLEM (Group for an Inclusive and Quality Education by Taking Care of Reading and Writing in all Subjects). Her research addresses the intersection between the literacies high school students are asked to perform in the disciplines and the didactical conditions in which they can learn. She teaches at UBA and also has been a high school teacher. carolinaroni@gmail.com

David R. Russell is Professor of English in Rhetoric and Professional Communication at Iowa State University. He has published widely on writing across the curriculum (WAC), online pedagogy, international writing instruction, and cultural-historical activity theories of genre. He is the author of *Writing in the Academic Disciplines: A Curricular History* and numerous articles. He co-edited *Writing and Learning in Cross-National Perspective* and two collections on genre and activity theory. drrussel@iastate.edu

Wendy Saul serves as Professor of Education and International Studies at the University of Missouri-St Louis. saulw@umsl.edu

Mary Lourdes Silva is Assistant Professor and Director of First-Year Composition at Ithaca College. She received a doctoral degree in Language, Literacy, and Composition Studies from the University of California, Santa Barbara. Her current research examines the online navigational behaviors of college writing students throughout the research/revision process; pedagogical use of multimodal and multimedia technologies in the classroom; and implementation of institutional ePortfolio assessment. msilva@ithaca.edu

Nancy R. Singer directs the Gateway Writing Project and is Associate Professor of English Education at the University of Missouri-St. Louis. singer@umsl.edu

Monica Tapia-Ladino, Ph.D. in Linguistics, is Professor in the Department of Languages of the Faculty of Education, Universidad Católica de la Santísima Concepción, Chile. She has participated in research projects on academic writing in Higher Education and in the Chilean School System. She has published scientific articles on acoustic phonetics and speech and writing disorders in disciplinary magazines and journals. Her research study relates writing at the university level. mtapia@ucsc.cl