

From Letter to Sound

Third International Workshop on Writing Systems

University of Cologne, Germany, September 23-24, 2002

This workshop is the third in a row of international meetings dealing with questions of writing systems. The two predecessors took place at the Max Planck Institute for Psycholinguistics in Nijmegen (Netherlands) under the titles 'What Spelling Changes' (1997) and 'Writing Language' (2000). The workshops offer a forum of discussion between researchers from different fields of writing research like theoretical linguistics, psycholinguistics, computational linguistics or language education, coming from different countries and working on different languages.

The aim of this workshop is to focus on the letter-to-sound-perspective. Especially welcome are contributions to the following subjects:

- How does a theory of orthography have to look like that takes written forms as basic (as opposed to a theory that derives written forms from spoken forms)?
- Which aspects of the psycholinguistics of reading are capable of explaining the form of writing systems?
- Which aspects of learning to read are informative for a theory of orthography?
- How can reading be modelled? Both psycholinguistic models and computational models for text-to-speech-synthesis may reveal the exact relation between reading and writing.

INVITED SPEAKERS:

Charles Perfetti (University of Pittsburgh) (sponsored by the Flemish Funding Agency for Scientific Research, Scientific Research Community on the theme 'Psycholinguistics: the Processes of Reading and Writing')

Richard Venezky (University of Delaware)

PROGRAM COMMITTEE: Martin Neef (German Department, University of Cologne), Anneke Neijt (Dutch Department, University of Nijmegen), Beatrice Primus (German Department, University of Cologne), Dominiek Sandra (Dutch Department, University of Antwerp)

Programme

Monday, September 23

9.00 - 9.15	Beatrice Primus (University of Cologne) Welcome
9.15 - 10.15	Richard Venezky (University of Delaware) In search of the perfect orthography
10.15 - 11.00	Leoma Gilley (University of Khartoum) Morphophonemic orthographies in fusional languages
11.00 - 11.30	coffee break
11.30 - 12.15	Richard Wiese (University of Marburg) How to optimize orthographies
12.15 - 13.00	Hanady Mansour & Allan Ramsay (UMIST, Manchester) Text to speech for Modern Standard Arabic
13.00 - 14.30	lunch break
14.30 - 15.15	Martin Neef (University of Cologne) How to recode vowel letter sequences
15.15 - 16.00	Christina Noack (University of Freiburg) Reading competencies among German secondary school pupils – a contrastive analysis'
16.00 - 16.30	coffee break
16.30 - 17.15	Daniel Bunčić (University of Bonn) The apostrophe: A neglected and misunderstood reading aid
17.15 - 18.00	Rüdiger Weingarten (University of Osnabrück) Capitalizing of nouns in German sentence production
18.00 – 18.30	Rachel Kemps, Miriam Ernestus & Harald Baayen (University of Nijmegen and Max-Planck Institute for Psycholinguistics Nijmegen) Orthography induces auditory illusions: the case of Dutch highly reduced word forms

Tuesday, September 24

9.15 - 10.15	Charles Perfetti (University of Pittsburgh) From letters and other graphic objects to sounds: Results from comparative writing system research
10.15 - 11.00	Benedetta Bassetti (University of Essex, UK) The effects of orthography on metalinguistic awareness: Word awareness in native and non-native readers of Chinese
11.00 - 11.30	coffee break
11.30 - 12.15	Mirjam Ernestus & Pim Mak (University of Nijmegen and Max-Planck Institute for Psycholinguistics Nijmegen) The reading of Dutch misspelled verb forms
12.15 - 13.00	Heike Martensen, Maaïke Loncke & Dominiek Sandra (University of Antwerp) The role of CV and Rime Frequency in Dutch Reading
13.00 - 14.30	lunch break
14.30 - 15.15	Dominiek Sandra (University of Antwerp) Where orthography, phonology, and morphology meet. On the spelling and reading of homophonous verbs
15.15 - 16.00	Dorit Ravid & Amalia Bar-On (Tel Aviv University) Manipulating written Hebrew roots across development: The interface of semantic, phonological and orthographic factors
16.00 - 16.30	coffee break
16.30 - 17.15	Liliane Sprenger-Charolles (CNRS et Université René Descartes, France) Which aspects of learning to read are informative for a theory of reading?
17.15 - 18.00	Virginia M. Holmes (University of Melbourne) What can spelling tell us about reading?