Mapping graphemes onto phonemes

Fourth International Workshop on Writing Systems

University of Antwerp, Belgium, September 30 – October 1, 2004.

Sponsored by the Flemish Funding Agency for Scientific Research

Scientific Research Community 'Psycholinguistics: the Processes of Reading and Writing'

This workshop is the fourth in a row of international meetings dealing with questions of writing systems. The three predecessors took place at the Max Planck Institute for Psycholinguistics in Nijmegen (Netherlands) with the themes 'What Spelling Changes' (1997) and 'Writing Language' (2000) and in Cologne with the theme 'From Letter to Sound' (2002). These workshops offer a forum of discussion between researchers from different fields of writing research (theoretical linguistics, psycholinguistics, computational linguistics or language education), from different countries and working on different languages.

The aim of the forthcoming workshop is to focus on research addressing the involvement of phonology in the processes of reading and writing (both normal and disturbed) and research addressing the way in which different writing systems represent the phonology of a language. Central topics for this workshop are:

- Psycholinguistic research on the role of phonology in reading and spelling, learning to read and spell, dysfunctions in reading and spelling.
- Research addressing the question how (different) writing systems take the reader's perspective into account when representing the sounds of a language, i.e., the process of mapping graphemes onto phonemes.
- Computational modelling research involving issues of grapheme-to-phoneme mapping.

INVITED SPEAKERS: Margaret Snowling (University of York): Language skills and learning to read

Peter Daniels: The Adaptation of Scripts

SCIENTIFIC COMMITTEE: Martin Neef (German Department, Univ. of Cologne), Anneke Neijt (Dutch Department, Radbout Univ. Nijmegen), Beatrice Primus (German Department, Univ. of Cologne), Dominiek Sandra (Centre for Psycholinguistics, Univ. of Antwerp)

Programme

Thursday, 30.09.2004

9:00
Opening
Dominiek Sandra

9:10
Keynote Lecture
Peter Daniels: *The Adaptation of Scripts*

10:10
Brahmi-derived scripts, script layout, and phonological awareness
Richard Sproat
University of Illinois at Urbana-Champaign, USA

10:50 – 11:10   **coffee**

11:10
From grapheme-features to phoneme-features: A featural analysis of the Modern Roman Alphabet
Beatrice Primus
University of Cologne, Germany

11:50
Mapping in two steps: Rule-based graphematics and constraint-based orthography
Martin Neef
University of Cologne and University of Brunswick, Germany

12:30 – 14:00   **lunch**

14:00
Representing orthography in the lexicon
Jon Herring
University of Brighton, UK

14:40
The Dutch writing system is the rope in the tug-of-war between phonology and morphology
Antal van den Bosch
Tilburg University, The Netherlands

15:20

Boundaries of the Syllable

Hartmut Günther

Seminar für Deutsche Sprache und ihre Didaktik, University of Cologne, Germany

16:00 – 16:30   coffee

16:30

Spelling, convention, and interpretation

Anneke Neijt, Robert Schreuder, & Harald Baayen

Radboud University

Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands

17:00

Syllabic segmentation and spelling in primary school children

Guido Nottbusch

University of Bielefeld, Germany

17:30

Vowel representation in learning to read and spell Hebrew

Dorit Ravid & Sarit Haimowitz

Tel Aviv University, Israel

Friday, 01.10.2004

9:00

Keynote Lecture

Margaret Snowling: *Language skills and learning to read*

10:00

Allophonic perception in developmental dyslexia: Reliability, origin, and implications for reading acquisition

Willy Serniclaes, Caroline Bogliotti, Souhila Messaoud-Galusi, & Liliane Sprenger-Charolles

CNRS and University René Descartes, France

University Denis Diderot, France

10:30

Prevalence and Stability of Phonological deficits in Developmental Dyslexia: Longitudinal data

Liliane Sprenger-Charolles, Caroline Bogliotti, & Willy Serniclaes

CNRS and University René Descartes, France

11:00 – 11:20   coffee

11:20

Phoneme awareness is not a prerequisite for learning to read

Catherine G. Penney & James Drover

Memorial University of Newfoundland, Canada

11:50

Phoneme isolation ability is not simply a consequence of letter-sound knowledge

Charles Hulme, Markéta Caravolas, Gabriela Málková, Sophie Brigstocke

University of York, UK

12:20

Questioning the relevance of the onset-rime structure in children's phonological awareness and early reading development

Astrid Geudens, Dominiek Sandra, Heike Martensen, & Kate Nation

University of Antwerp, Center for Psycholinguistics, Belgium

12:50 – 14:00   lunch

14:00

Core deficits and variable differences in Dutch poor readers learning English

Aryan van der Leij and Eleni Morfidi

Department of Education, University of Amsterdam, Amsterdam, The Netherlands

14:30

Learning the orthography of English L2: Visual aspects of English spelling

Ans van Berkel

University of Amsterdam, The Netherlands

15:00 – 15:30   coffee

15:30

Reading the spoken language: Orthographic conventions and perception of phonology in learners of Chinese as a foreign language

Benedetta Bassetti

University of Essex, UK

16:00

When a FAN is FUN: Near-homophone effects in bilingual visual word recognition

Robert J. Hartsuiker, Mitsuhiko Ota, & Sarah Haywood

Ghent University, Belgium