

LLCd Symposium: Time Table

December 16th, 2011

| Time | Programme | |
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| 8.30 – 9.00 | Welcome: Auditorium | |
| 9.00 to 10.00 | <p>Chair: Gideon Arulmani (Auditorium)</p> <p>Keynote: What places a child at risk of dyslexia? Evidence from family risk studies</p> <p>Maggie Snowling, University of York, UK</p> | |
| 10.00 – 10.30 | Tea | |
| 10.30 – 12.30 | <p>Language and Literacy development in the alphasyllabaries</p> <p>Auditorium</p> | <p>Morphological, Semantic and Syntactic knowledge across languages</p> <p>Conference Hall</p> |
| <p>Paper 1: 10.30 – 11.00</p> <p>Paper 2: 11.00 – 11.30</p> <p>Paper 3: 11.30 – 12.00</p> <p>Discussion: 12.00 to 12.30</p> | <p>Chair: Prathibha Karanth</p> <p>Initial learning of a formation principle for secondary phonemic elements of hiragana in Japanese children: Claire Fletcher-Flinn & Brian Thompson¹ (University of Otago, and Victoria University of Wellington¹, New Zealand)</p> <p>Word processing in a non-linear alphasyllabary – the reading network for Devanagari: Nandini Chatterjee Singh & Chaitra Rao (National Brain Research Center, Manesar)</p> <p>Reading Acquisition in Malayalam-English Biliterates: Shivani Tiwari, Gopee Krishnan, Shyamala Chengappa & B. Rajashekar (Manipal College of Allied Health Sciences, Manipal University)</p> | <p>Chair: R. Amritavalli</p> <p>Neural Mechanisms of Semantic anomaly detection and word order in Hindi-English Bilinguals: An ERP Study: Abhilasha Srivastava & Narayanan Srinivasan (Centre of Behavioural and Cognitive Sciences, University of Allahabad)</p> <p>The interaction of reading ability/ formal literacy and semantic processing during language-mediated eye movements in the visual world: Falk Huettig (Max Planck Institute for Psycholinguistics, and the Donders Institute for Brain, Cognition, and Behaviour, Netherlands)</p> <p>Classification of bilingual children: role of novel word learning and conceptual priming: Kavitha Jayachandran & Prema Rao (All India Institute of Speech and Hearing, Manasagangothri)</p> |
| 12.45 to 1.15 | <p>Chair: Glenn C. Kharkongor</p> <p>Auditorium</p> <p>Multiple pathways to literacy: findings from two longitudinal studies</p> <p>Sonali Nag, University of York, UK and The Promise Foundation, Bangalore</p> | |

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| 1.00 to 2.15 | Lunch | | | |
| <p>2.15 – 3.45</p> <p>Paper 1: 2 to 2.30</p> <p>Paper 2: 2.30 to 3.00</p> <p>Discussion: 3.00 to 3.30</p> | <p>Literacy in the alphasyllabaries: Focus on script characteristics</p> <p>Seminar Hall 1</p> <p>Chair: Ramesh Mishra</p> <p>Are the precursors to literacy governed by the script structure? Prema Rao (All India Institute of Speech and Hearing, Manasagangothri)</p> <p>Comparison of certain reading measures in good and poor readers of Malayalam alphasyllabary: Remya Nair, Shivani Tiwari & B. Rajashekar (Manipal College of Allied Health Sciences, Manipal University)</p> | <p>Literacy in the alphasyllabaries: Understanding the complex akshara</p> <p>Conference Room</p> <p>Chair: Claire Fletcher Flinn</p> <p>Phonological and orthographic factors in learning to read Telugu words: An experiment based on 4th and 6th grade children: Duggirala Vasanta (Osmania University, Hyderabad)</p> <p>Spelling development in young Bengali readers: Shruti Sircar & Sonali Nag¹ (The English and Foreign Languages University, Hyderabad and The Promise Foundation¹, Bangalore)</p> | <p>Interventions for children and adults</p> <p>Seminar Hall 2</p> <p>Chair: Anuradha Bakshi</p> <p>Manual for Treatment of Reading, Writing and Arithmetic for Persons with Adult Aphasia in Kannada (MTR3A2-K): Kruthi H. R. & Goswami S. P. (All India Institute of Speech and Hearing, Naimisham campus)</p> <p>Computer-based training for improving cognitive functions in young children: Anita Rajah (Clinical Psychologist)</p> | <p>Dyslexia and language impairment across writing systems</p> <p>Auditorium</p> <p>Chair: Nandini Chatterjee Singh</p> <p>Shared risk factors for deficits in attention, literacy and arithmetic. Kristina Moll (University of York, UK)</p> <p>The Dyslexia Screening Test – Junior (DST-J): Overview of India standardization: Nitin Anand (Pearson Clinical and Talent Assessment, India)</p> |
| 3.45 – 4.15 | Tea | | | |
| 4.15 – 5.30 | <p>Interactive Poster Session</p> <p>(details next page)</p> | | | |

| Time | 16th Dec |
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| <p>Poster Session:</p> <p>4.15 to 5.00</p> | <p>Bilingual and Multilingual Profiles: Facilitators: Silke Goebel & Bhoomika Kar</p> <ul style="list-style-type: none"> • Conceptual combinations – Interpretation of modifier-noun combinations by Kannada-English bilingual children: Greeshma R. and Prema K. S., All India Institute of Speech and Hearing, Manasagangothri • Language and brain organization among Kannada-English-Hindi Multilinguals using a visually presented antonym generation task: a conjunction analysis: Sharathchandra R., Shobini L. Rao et al, NIMHANS, Bangalore • Activation of cohorts of translation equivalent in non-target language: an eye tracking evidence from Hindi-English bilinguals: Niharika Singh & Ramesh Kumar Mishra, Centre for Behavioural and Cognitive Sciences, University of Allahabad • Cost in transliteration? The neurocognitive challenge of Romanized writing: Chaitra Rao, Avantika Mathur & Nandini Chatterjee Singh, National Brain Research Center, Manesar. • Effect of education on neural correlates of visual working memory: An fMRI study. Rajakumari K., Shobini L. Rao et al. National Institute of Mental Health And Neuro Sciences (NIMHANS), Bangalore • Language mediated visual orienting behaviour in high and low literates: Siddharth Singh, Falk Huettig¹ and Ramesh Kumar Mishra, Centre for Behavioural and Cognitive Sciences, University of Allahabad and Max Plank Institute¹. <p>Children's language and literacy development: Facilitator: Prema Rao</p> <ul style="list-style-type: none"> • Role of Knowledge of Orthography and Automaticity in differentiating Good and Poor Readers in Tamil: Balambigai Narayanan, MERF-Institute of Speech and Hearing, Chennai. • Meta-phonological skills of verbal Kannada-speaking children with cerebral palsy: Angel Mercy Ruby Selvakumar, Department of Speech and Hearing, Manipal College of Allied Health Sciences, Manipal University • Novel word learning and executive functioning in Hindi-English speakers: A bilingual advantage.: Swathi Kandru, University of York, UK • Phonological awareness in Hindi-English biscriptal children: Sarika Cherodath, Chaitra Rao, T. Sumathi & N. Singh, National Brain Research Center, Manesar. |
| <p>Plenary:</p> <p>Chair: Maggie Snowling</p> <p>5.00 to 5.30</p> | <p>Ideas for language and literacy interventions: Facilitators: Gayathri Raman, Lakshmi Venkatesh & Ajit Moorkoth</p> <ul style="list-style-type: none"> • The tiger who had a cold. Changes in children's story writing following a language programme: Riona Lall, Laxmi Sutar & Sonali Nag, The Promise Foundation, Bangalore. • Using Enid Blyton Literature to Facilitate Creative Problem Solving Among Fifth- and Sixth-Standard Children: An Exploratory Research: Pearl Mascarenhas and Anuradha J. Bakshi, Nirmala Niketan, University of Mumbai. • To study and compare the effect of two strategies on the reading performance of children with reading difficulty in mainstream schools of Kolkata, West Bengal: Arundhati Sarkar, Visva Bharati, Shantiniketan • Use of Educational Software to Facilitate Language and Mathematics Learning in 4-to-7-Year-Old School Children in Mumbai and Navi Mumbai Region: Vidhya Satish and Anuradha J. Bakshi, Nirmala Niketan, University of Mumbai. • How Are Preschool Teachers Trained to Facilitate Language Skills in Young Children? A Study of Preschool Teacher Education Programmes in Mumbai: Rachel Valles and Anuradha J. Bakshi, Nirmala Niketan, University of Mumbai. • <i>'I am learning so much more than I thought I would':</i> A preliminary report of interviews on school to work challenges among individuals with special needs: Sajma Aravind, Esther Sailo & Gideon Arulmani, The Promise Foundation, Bangalore. |

December 17th, 2011

| Programme | | | Time |
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| Welcome | | | 8.30 – 9.00 |
| Chair: Sonali Nag (Auditorium) Keynote: The Theory and Practice of Reading Intervention Charles Hulme, University College London, UK | | | 9.00 to 10.00 |
| Tea | | | 10.00 – 10.30 |
| Morph., Semantic & Syntactic knowledge across languages Conf. Hall | Bi-lingual and multilingual contexts: opportunity, proficiency and related matters Auditorium | Reading and phonology Seminar Hall 1 | Session 10.30 – 12.00 |
| Chair: Shruti Sircar On the role of morphosyntactic events during probabilistic language processing: Ramesh Kumar Mishra (<i>Centre of Behavioural and Cognitive Sciences, University of Allahabad</i>) Inflectional morphology in children 'at risk' for language impairment and dyslexia: Madhavi Gayathri Raman (<i>English and Foreign Languages University, Hyderabad</i>) Brain organization of language in Tamil-English bilinguals from rural Tamil Nadu, India: Thamodharan A., Shobini L. Rao, et al (<i>NIMHANS, Bangalore</i>) | Chair: Anita Rajah Complexity of literacy learning in Indian contexts: Anuradha J. Bakshi (<i>Nirmala Niketan, University of Mumbai</i>) Bilingualism, language proficiency and cognitive control: Bhoomika Kar (<i>Centre of Behavioural and Cognitive Sciences, University of Allahabad</i>) | Chair: Duggirala Vasanta Phonological awareness and reading skills in Kannada: Observations from children with hearing impairment using different communication modes: Kavita B. & Lakshmi Venkatesh¹ (<i>All India Institute of Speech & Hearing, Mysore & B. R. Chandrasekhar Institute¹, Bangalore</i>) Telugu and Japanese: a test case for the use of rhythmic similarities in speech segmentation: Lalita Murty (<i>University of York, UK</i>) | Paper 1: 10.30 – 11.00 Paper 2: 11.00 – 11.30 Paper 3/Discussion: 11.30 – 12.00 |

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| Implications for Cognitive Science | | Session 12.15 – 1.00 |
| <p>Chair: Charles Hulme</p> <p>Auditorium</p> <p>Running a three legged race in a linguistic maze - the case of children with atypical language development in a multilingual society: Prathibha Karanth (<i>Comm-DEAL, Bangalore</i>)</p> | <p>Chair: Falk Huettig</p> <p>Conference Hall</p> <p>Multilingual syntactico-semantic access during acquisition and in proficient language use: R. Amritavalli (<i>The English and Foreign Languages University, Hyderabad</i>)</p> | |
| Lunch | | 1 – 2.15 |
| <p>So What?!</p> <p>Facilitated by Gideon Arulmani</p> <p>Auditorium</p> <p>At this final session of the Symposium we will ask ourselves and each other this fundamental question: <i>So What?!</i> Outcomes of conferences and symposia often dissipate once the event is over. This session is an attempt to harvest the outcomes of the LLCd and make action plans for the future. The <i>So What</i> session of the LLCd will use the World Café method for each of us to engage with each other in collaborative dialogue, to share knowledge and create possibilities for action.</p> | | 2.15 – 3.30 |
| Concluding Session | | 3.30 – 4.00 |
| Tea and Networking | | 4.00 onwards |