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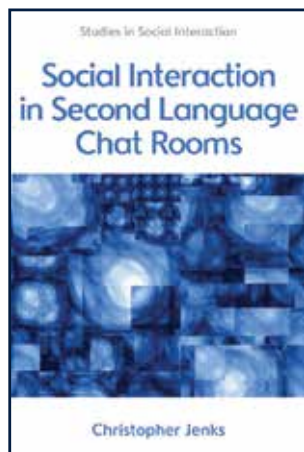


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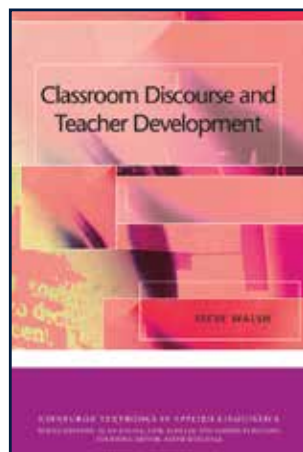
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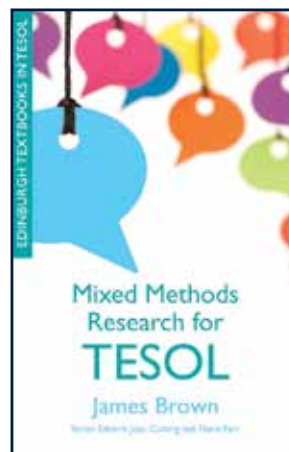
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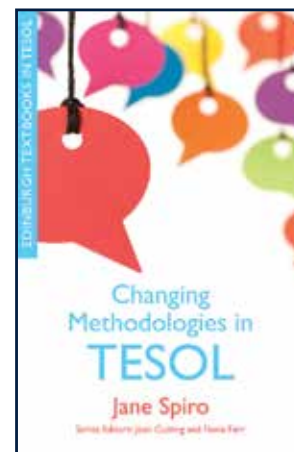
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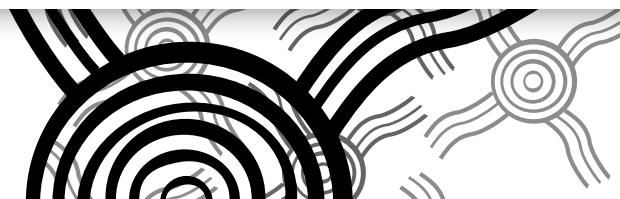
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Welcome from Congress Co-Chairs



Prof. Dick Baldauf
Congress Co-Chair



Dr. Christina Gitsaki
Congress Co-Chair

Welcome to AILA 2014.

On behalf of the organizing committee for the AILA2014 congress, it is our very great pleasure to welcome you to the 17th World Congress of the International Association of Applied Linguistics here in Brisbane, Australia.

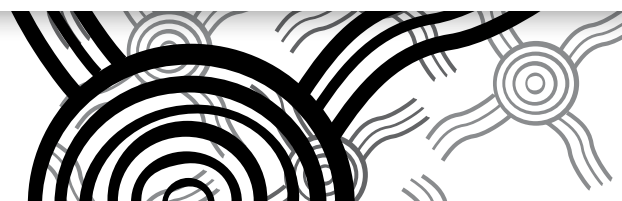
AILA2014 marks 50 years since the first AILA was held in Nancy, France in 1964. We are indeed proud to have been given the privilege of hosting this major event and milestone in applied linguistics, together with the University of Queensland and the City of Brisbane.

Brisbane has a long tradition of hosting international events and it was recently ranked as one of the 'World's Most Liveable Cities' thanks to its international attractions such as the Gallery of Modern Art, and for hosting major international events such as the G20 Leaders' Summit in November 2014. The congress venue, the Brisbane Convention & Exhibition Centre, is a world-class purpose-built venue renowned for its operational and service excellence. The Centre is located in a unique urban cultural and entertainment precinct in the heart of Brisbane known as South Bank. Set in lush subtropical riverfront parkland, South Bank is a dynamic urban lifestyle and retail precinct that showcases Queensland's art and culture and hosts one of the world's most important collections of indigenous art.

With more than 200 Aboriginal languages and a multicultural modern society, Australia is the perfect venue for the 2014 World Congress with the theme: "One World – Many Languages". In this congress we have the pleasure to welcome over 1600 delegates from 80 countries around the world making this one of the most international events in the history of AILA.

The theme of the congress has encouraged a large number of colleagues to submit over 2,300 proposals for papers posters and symposia. Of these, 1018 oral papers, 222 posters, 32 workshops and 56 symposia were carefully selected by means of an elaborate review process that involved 121 international reviewers. Presentations have been carefully organised in strands in the program in a way that we hope you will find is focused and helpful for you in following your interests.

We would like to especially welcome our 1510 presenters the large majority of whom travelled long distances to join us here in Australia. We would also like to express our sincere gratitude to our plenary speakers and the





convenors of the invited, featured and ReN symposia who have gracefully accepted to come to Australia and help set the foundation for an extremely stimulating and intellectually rewarding academic program.

This year we also have the pleasure of hosting the 2014 AILA Executive and International Committee Business Meeting, so a special welcome to the Executive Board and the International Committee members of AILA.

It almost goes without saying that it is impossible to organise such a major academic event without the help and support of a team of people, academic institutions, sponsors and exhibitors. We are deeply grateful to the commitment of the AILA2014 organising team and the multitude of benefactors who once again have shown that applied linguistics is an academic discipline that encompasses areas of study and research that are integral to everyday and professional life and particularly relevant in today's globalised world.

Finally, we would like to thank you all for attending. We have done our best to provide a stimulating and wide-ranging program where participants have an opportunity to discuss their work and their interests. Keep in mind that congresses are also important for the more personal contacts and interactions that we make with our colleagues, and the community of scholars that that helps us to create. A special thank you to the group of student volunteers without whose help this congress would not have been possible.

We wish you an enjoyable, fulfilling and stimulating congress, over the course of the next six days.

Prof. Dick Baldauf
Congress Co-Chair

Dr. Christina Gitsaki
Congress Co-Chair





Welcome from AILA President



Professor Bernd Rüschoff
AILA President

Dear Colleagues,

As President of AILA, the International Association of Applied Linguistics, I would like to welcome all of you to AILA 2014 in Brisbane. I extend this warm welcome to you on behalf of AILA and its Executive Board and International Committee to a congress which is once again promising to be a stimulating event at personal and academic levels.

AILA World Congresses offer the applied linguistics community from around the world important opportunities for sharing their research and networking with colleagues from around the globe. I have always felt that the multimodal and multicultural perspectives gained at AILA's congresses on issues at the centre of applied linguistics as an interdisciplinary field of research and practice dealing with practical problems of language and communication are important contributions to the work we are involved in at local, regional, and global levels. Looking at the impressive program the AILA 2014 team has put together, this congress will be no exception.

Therefore, I would like to express my gratitude and appreciation to our Australian affiliate, the Applied Linguistics Association of Australia, for having accepted the challenge of hosting this congress, and to all colleagues from within that association and beyond, who have been and are involved in preparing this great event. Thank you also to the all AILA officers, the AILA Secretariat and all of AILA's committees for all their efforts and initiatives. A word of thanks is also due to the University of Queensland, the AILA 2014 congress secretariat and all at ICMS, who are so competently managing the congress and its preparations. Obviously, a long list of individuals and institutions should be mentioned here. As this would be beyond the scope of a welcome note, a collective and heartfelt Thank You to you know who will have to suffice. I would, however, like to pay tribute to Dick Baldauf, a colleague and friend I had the privilege of working with on the AILA executive for a long time. Sadly, he did not live to see the fruits of his efforts and initiatives to make this AILA congress in Brisbane come true, but I know his legacy will be present. Thank you and farewell, my friend.

As to the program, the very topical theme of AILA 2014 did attract a large number of scholars and practitioners to submit proposals for papers, posters, and symposia. From these, an impressive number were carefully selected and organized into a program of high academic quality by means of an elaborate review procedure which involved colleagues from around the world. A special word of thanks needs to be extended to the program committee and all those who participated in the review, as this formed the basis for what we hope is a very exciting conference program. In addition, the program is led by distinguished keynote speakers from around the world, who will address issues relevant to the conference theme and current trends in applied linguistics from various perspectives. I





would also like to draw your attention to the special symposia offered by AILA's ReNs, i.e. our international Research Networks, which form an important backbone to all the initiatives and opportunities for cooperation and networking AILA offers the applied linguistics community on a permanent basis.

It is hoped that all participants at AILA 2014 will find the intellectual excitement they would expect from a congress of this size. I would also like to thank all our sponsors and supporters as well as all exhibitors; may I please draw your attention to those parts of the program, conference materials, and the website which identify these numerous institutions, organizations, and companies.

All efforts have been made to offer a congress for you to enjoy, and I do hope that all participants will be able to get the most out of their week here in Brisbane. Therefore, welcome to Brisbane and enjoy AILA 2014.

Professor Bernd Rüschoff
AILA President

Welcome from ALAA President



Andy Kirkpatrick
President, Applied Linguistics Association of Australia

Welcome to the 2014 conference of the International Applied Linguistics Association Conference.

The Applied Linguistics Association of Australia is pleased to have the opportunity to host this conference and to welcome participants from around the world to Brisbane to an exciting and stimulating event which will bring together applied linguists from around the world to discuss topical issues in our field.

Our theme "One World, Many Languages" highlights the importance of the richness of linguistic diversity and recognises the role that applied linguists have in shaping the ways in which the world responds to this richness. We look forward to having the opportunity to explore these issues with you and to meeting you here in Australia 10 – 15 August 2014.

Andy Kirkpatrick
President, Applied Linguistics Association of Australia





About AILA

What is AILA

AILA is the acronym for Association Internationale de Linguistique Appliquée or International Association of Applied Linguistics. AILA (originally founded in 1964 in France) is an international federation of national and regional associations of Applied Linguistics. AILA has a membership of more than 8, 000 individuals worldwide who as researchers, policy makers or practitioners are active in the field of Applied Linguistics.

Applied Linguistics

Applied Linguistics is an interdisciplinary field of research and practice dealing with practical problems of language and communication that can be identified, analyzed or solved by applying available theories, methods and results of Linguistics or by developing new theoretical and methodological frameworks in Linguistics to work on these problems. Applied Linguistics differs from Linguistics in general mainly with respect to its explicit orientation towards practical, everyday problems related to language and communication. The problems Applied Linguistics deals with range from aspects of the linguistic and communicative competence of the individual such as first or second language acquisition, literacy, language disorders, etc. to language and communication related problems in and between societies such as e.g. language variation and linguistic discrimination, multilingualism, language conflict, language policy and language planning.

Mission and activities

AILA has the following objectives:

- Actively contribute to the development of all subject areas of applied linguistics
- Promote the exchange of scientific knowledge and practical experience
- Stimulate international cooperation
- Foster language pluralism
- Support applied linguistics in developing countries

AILA pursues these objectives by means of the following:

- Hold a triennial world conference
- Establish and support Research Networks (ReNs)
- Promote the dissemination of scientific information by a variety of a scholarly journal, a book series and a newsletter.
- Collaborate with other organizations with related objectives and goals
- Make available Solidarity Awards to support the attendance of academics from developing countries at the World Congress

Benefits for members

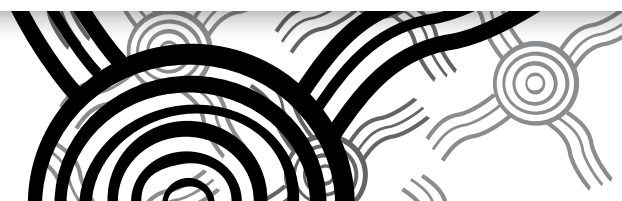
There are various types of membership in AILA. Individuals can be a member of AILA by membership in a national or regional Association of Applied Linguistics affiliated to AILA or by becoming an individual member of AILA.

All members of affiliated national organizations are automatically AILA members.

The benefits are:

- Reduced rate at the triennial AILA World Congress
- Reduced rate at conferences of AILA affiliations.
- Participation in international research and practice through its Research Networks (ReN)
- Free issues of the annual AILA Review
- Discounts for volumes of the AILA Applied Linguistics Series
- Discounts for the subscription of various scholarly journals (see list of Journal Discounts)

Website: <http://www.aila.info>





General Information

Registration Desk

The registration desk is located on the ground floor foyer of the Brisbane Convention and Exhibition Centre (Merivale Street entrance) and will be open at the following times:

Sunday 10 August	1400 - 1900
Monday 11 August	0730 - 1800
Tuesday 12 August	0730 - 1800
Wednesday 13 August	0730 - 1400
Thursday 14 August	0730 - 1800
Friday 15 August	0730 - 1700

Speakers' Preparation Room

If you are presenting a talk, you must take your presentation on a USB stick to M10 (located on the Mezzanine Level of the Brisbane Convention and Exhibition Centre) and load it on the server so that it can benetworked to the allocated session room. If you are using any video files in yourpresentation, please have these files saved separately on your USB stick. Presentations are to be loaded **well before your presentation session:**

- Sunday 10 August between 1400 - 1900
- For morning sessions, 1 day before the scheduled presentation
- For afternoon sessions, before 1100 on the day of the scheduled presentation

The speakers' preparation room will be open at the following times:

Sunday 10 August	1400 - 1900
Monday 11 August	0730 - 1800
Tuesday 12 August	0730 - 1800
Wednesday 13 August	0730 - 1400
Thursday 14 August	0730 - 1800
Friday 15 August	0730 - 1700

Please note: Speakers presenting on Monday morning will be given priority in the Speakers' Preparation Room.

Posters

Posters are on display in the Mezzanine Level of the Brisbane Convention and Exhibition Centre. Posters will be refreshed daily and can be viewed during catering breaks and at delegate's leisure.

Automated Teller Machines (ATMs)

There are two ATMs situated on the main concourse on the Merivale Street side of the Centre and one located next to Olio Cafe & Bar on the Grey Street ground level.

Other ATMs are available nearby in the South Bank precinct.

Banks

Normal banking hours are Monday to Thursday 0930-1600 and Fridays 0930-1700, excluding public holidays. There are four major banks in Australia which offer a full range of banking services including currency conversions and sales of travellers cheques including Commonwealth Bank, Westpac Bank, ANZ Bank and the National Bank.

Car Parking

The Centre provides 24 hour undercover parking with direct lift access to the Centre's convention and exhibition facilities. Parking rates start at \$16 with a maximum daily rate of \$26.

Lost property

Please go to the Registration Desk.



**Emergency / First Aid**

In Australia, phone 000 in an emergency situation requiring police, the fire department or ambulance. See staff at the Registration Desk for access to the first aid room.

Message Board

If you have a message for a colleague, please deliver it to the Registration Desk for placement on the notice board.

Name Badges - Sponsored by **OXFORD**
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For security purposes, delegates are requested to wear their name badge at all times during the congress. If you misplace your name badge, please go to the Registration Desk to arrange a replacement.

Mobile Phones

Delegates are advised to switch their mobile phones onto silent.

Public Transport around Brisbane

Getting around South East Queensland using public transport is easy. On translink.com.au you'll find timetables, maps and destinations, plus everything you need to know about catching a bus, train and ferry. There is also information about late night services and safety and security.

Restaurants/Bars

Brisbane Convention and Exhibition Centre is located in South Bank a unique riverside cultural and entertainment precinct where an array of restaurants and cafes offer varied menus, prices and décor. Local seafood delicacies are recommended and include Oysters, King Prawns, Queensland Mud Crab, Balmain Bugs and Barramundi. These are delicious when accompanied by Australian wines, many of which have won major international awards.

Taxis

There is a taxi rank located outside the main entrance to the Convention Centre on Merivale Street and at Mantra South Bank on Grey Street.

Time

Local Brisbane time during August is – Greenwich Mean Time plus 11 hours.

T-Shirts

If you have pre-purchased a t-shirt you can collect it from the Registration Desk.

Shopping

Shops open from 0900 to 1730 during the week with late night shopping on Thursdays to 2100. On Saturdays and Sunday shops are open between 0900 and 1600.

Wi-Fi

There is complimentary Wi-Fi available throughout the Brisbane Convention and Exhibition Centre.



Venue

Brisbane Convention and Exhibition Centre
Cnr Merivale and Glenelg Streets, South Bank, Brisbane
Queensland Australia

Australia: 07 3308 3000
International: 61 7 3308 3000

There are two different areas of the Brisbane Convention and Exhibition Centre –BCEC on Grey Street and BCEC on Merivale Street. AILA 2014 will utilise both areas of the Centre:

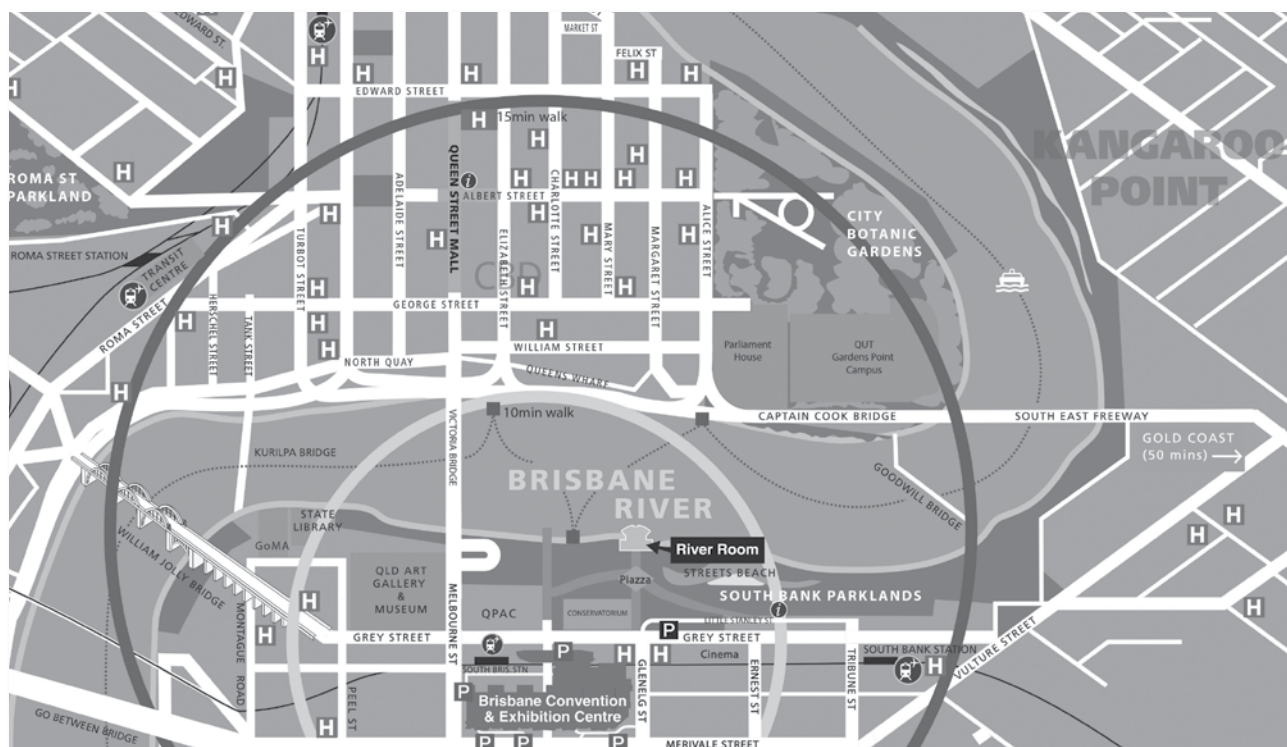
BCEC Merivale Street

Plenary sessions - Great Hall
Exhibition and posters – Mezzanine Level
Concurrent sessions rooms – M1 – M9, P1 – P6
Speakers' Preparation Room – M10
Congress Dinner – Plaza Terrace Room

BCEC Grey Street

Concurrent session rooms – A1-A2, B1-B3, P6-P11, S1

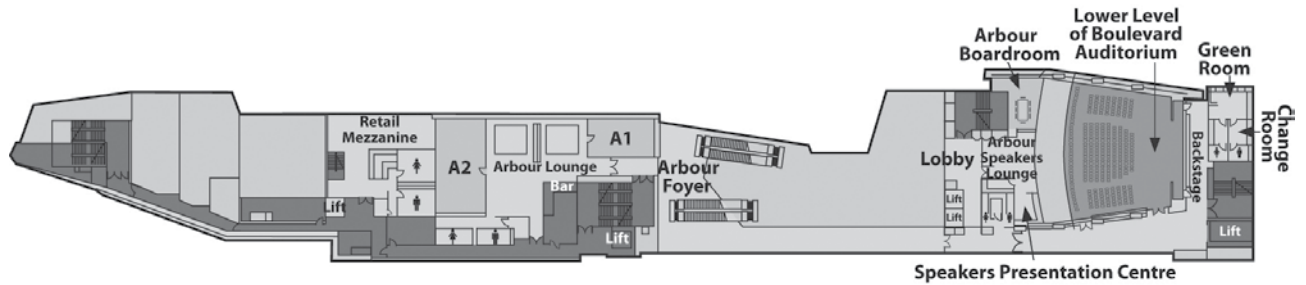
Brisbane Convention & Exhibition Centre locality map



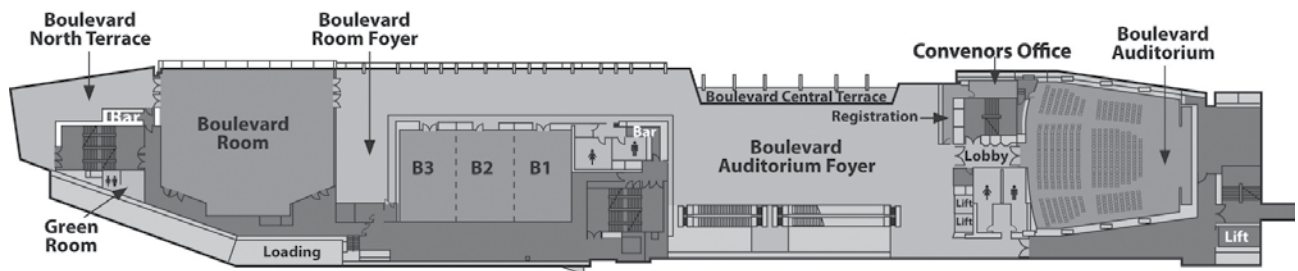


Floor Plans

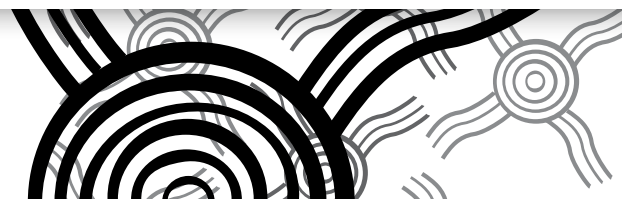
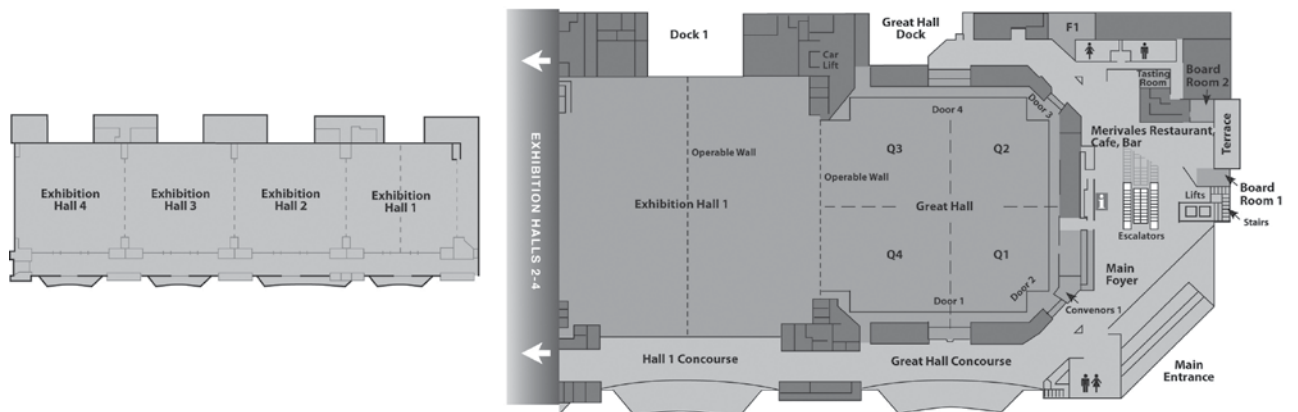
Arbour Level



Boulevard Level

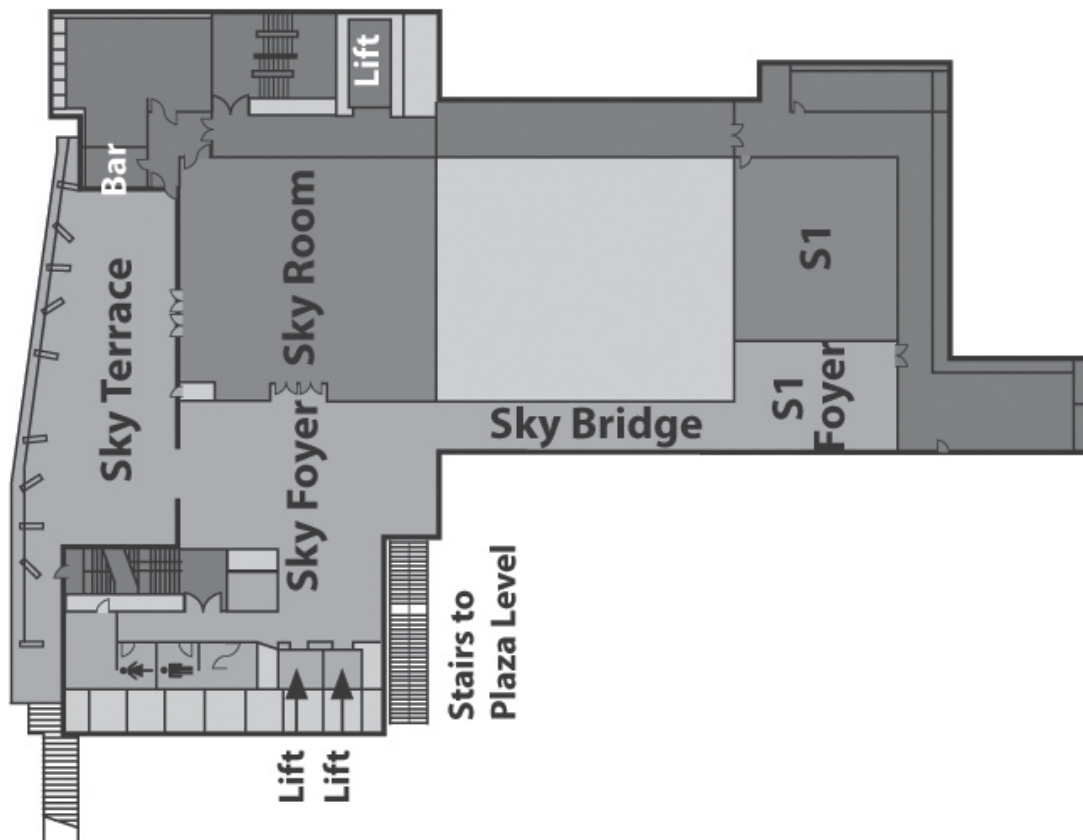


Foyer Level

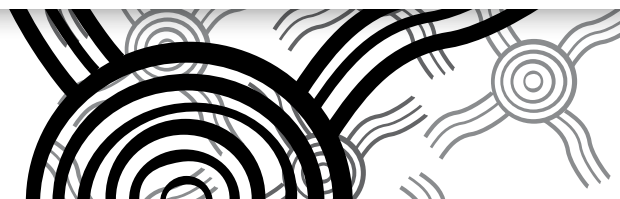
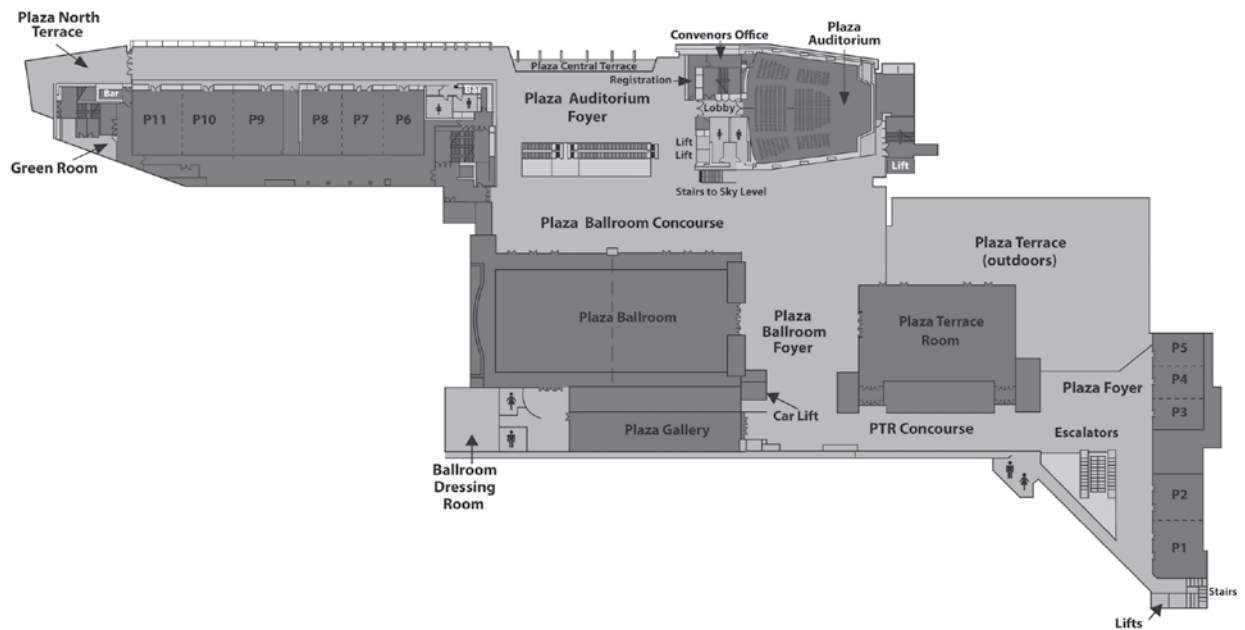




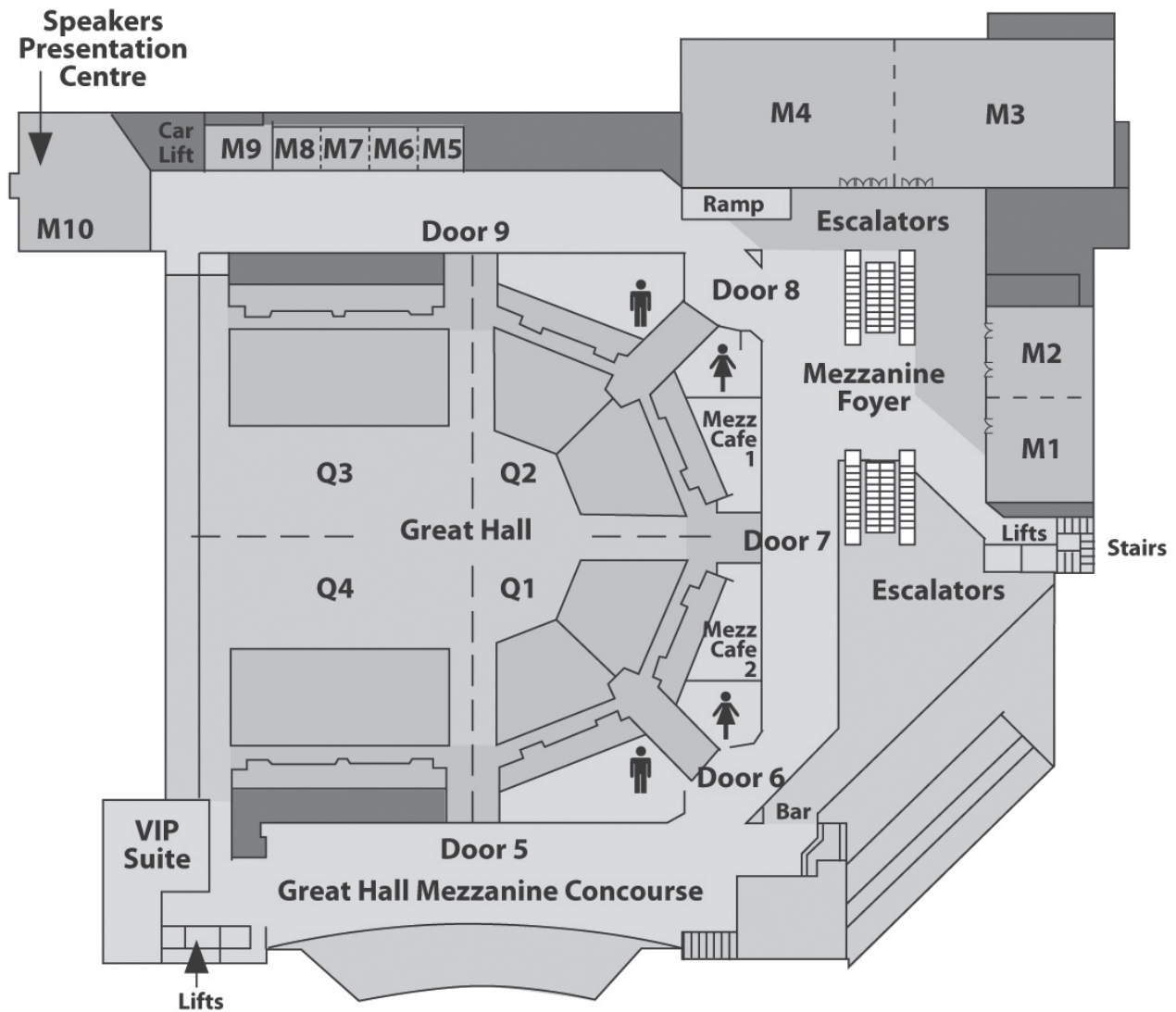
Sky Level



Merivale Street Plaza

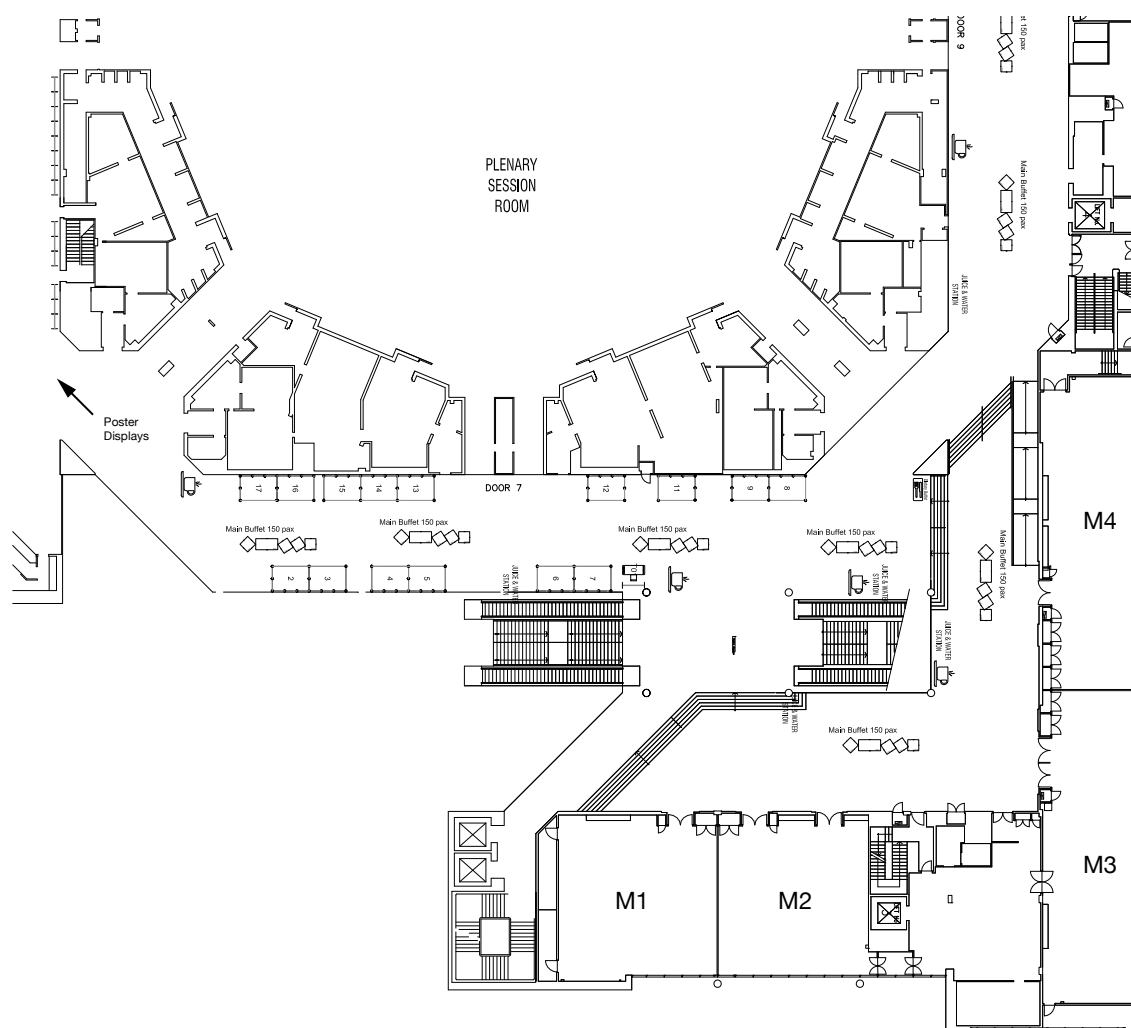


Mezzanine Level





Exhibition Floor Plan - Mezzanine Level



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Xi'an Jiaotong-Liverpool University

西交利物浦大學

Xi'an Jiaotong-Liverpool University is the largest international joint-venture university in China, offering dual UK and China undergraduate degrees, and UK postgraduate degrees; taught in English by faculty from over 45 countries. The Language Centre's 150 staff provide English, Chinese and Spanish modules and support to the 7,000 students on campus.





Social Program

The Congress social program will be a time for delegates to catch up with old friends and meet new ones in a relaxed atmosphere, away from the hustle and bustle of the Congress sessions. The social program will feature quality venues, fine wines, delicious food and a relaxed atmosphere.

Welcome Reception

Date: Sunday 10 August 2014
Time: Immediately after the Opening Ceremony and Plenary
Dress: Casual
Venue: Mezzanine Foyer, Brisbane Convention & Exhibition Centre
Cost: Inclusive for full registrations

Brazilian Night

Date: Tuesday 12 August 2014
Time: 7pm
Dress: Casual
Venue: Mezzanine Foyer, Brisbane Convention & Exhibition Centre
Cost: Inclusive for full registrations

Congress Dinner

Date: Thursday 14 August 2014
Time: 7pm – Midnight
Dress: Smart Casual
Venue: Plaza Terrace Room, Brisbane Convention & Exhibition Centre
Cost: \$130 per person

Congress Dinner ticket includes a buffet dinner, alcoholic drinks and refreshments, and live entertainment.





Glossary of Congress Strands and Presentation Types

Congress Strands:

A: Language Acquisition and Language Processing

- A1: First Language Acquisition
- A2: Second Language Acquisition
- A3: Reading, writing and visual Literacy
- A4: Psycholinguistics

B: Language Teaching and Learning

- B1: Mother Tongue Education
- B2: Standard Language Education
- B3: Second/Foreign Language Teaching and Teacher Development
- B4: Language and Education in Multilingual Settings
- B5: Educational Technology and Language Learning
- B6: Language Evaluation, Assessment and Testing

C: Language in the Professions

- C1: Business and Professional Communication
- C2: Translating, Interpreting and Mediation
- C3: Language and the Law/Forensic Linguistics
- C4: Language and the Workplace
- C5: Language in the Media and Public Discourse
- C6: Language, Health and Aging

D: Language in Society

- D1: Sociolinguistics
- D2: Language Policy and Planning
- D3: Bilingualism and Multilingualism
- D4: Intercultural Communication
- D5: Language and Ideology
- D6: Language, Culture and Socialization
- D7: English as a Lingua Franca and World Englishes
- D8: Language and Technology

E: Analysis of spoken and written discourse

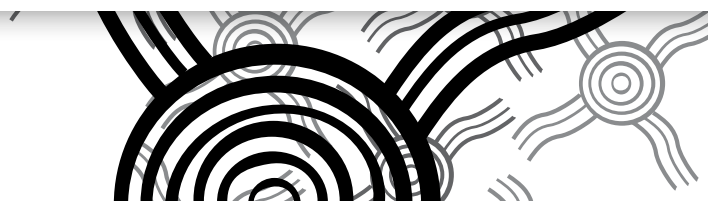
- E1: Language and Social Interaction
- E2: Pragmatics
- E3: Multimodality
- E4: Corpus Linguistics
- E5: Discourse Analysis
- E6: Rhetoric and Stylistics
- E7: Lexicography and Lexicology





Presentation types

Oral Presentations	Papers with OR in the paper reference Eg. OR100
Posters	Papers with P in the paper reference Eg. P100
Workshops	Papers with W in the paper reference Eg. W100 Strands where a workshop will occur will have a W in the session code. Eg. B3W
Symposia	Papers with S in the paper reference Eg. S100 Strands where a symposium will occur will have a S in the session code. Eg. B3S
Invited Symposium	Papers and sessions with IS in the reference Eg. IS01
Featured Symposium	Papers and sessions with FS in the reference Eg. FS01
ReN Colloquium	Papers and sessions with ReN in the reference Eg. RN01





Keynote Speakers

Professor Nicholas Evans

Australian National University



Hearing the Inside: The Landscape of Meaning in Australian Languages.

'Of all linguistic branches, it is in semantics that the changes due to cultural development can best be seen at work, for "meaning" is the best barometer of cultural climate' (Spitzer 1947:2)

Perhaps nowhere more than in their systems for organising meaning does the diversity of the world's languages pose a greater challenge to applied linguistics, particularly at a time of growing mutual interest between language pedagogy and programs to maintain and reclaim minority languages. In this talk I explore some of the deep differences in semantic systems between Australian indigenous languages and those of languages elsewhere in the world, in the process introducing some key facets of indigenous Australian culture as manifested in its multitude of languages.

I particularly concentrate on how different patterns of polysemy – extension of meaning – build on different systems of mutually presumed cultural knowledge that have gradually sedimented into lexical systems. At the same time I will show how many indigenous metalinguistic practices can help us explore the semantic landscape, ranging from special respect speech registers, multiple semiotic systems such as hand-signs and sand-drawing, and indigenous theorizations of polysemic connections.

Topics I will cover include kinship, ecological relationships, and the language of perception, thought, belief and memory.

This will lead us into the importance of learning to 'hear the inside' if we are to fully appreciate the cultural heritage of indigenous languages, and the question of whether current programs of language maintenance and revival are overly concerned with speaking at the expense of listening and understanding.

Biography

Nicholas Evans is Professor of Linguistics at the College of Asia/Pacific, Australian National University. He has carried out wide-ranging fieldwork on languages of northern Australia and Papua New Guinea, and the driving interest of his work is the interplay between documenting endangered languages and the many scientific and humanistic questions they can help us answer.

In addition to grammars of two Aboriginal languages, Kayardild and Biniŋ Gun-wok, dictionaries of Dalabon and Kayardild; edited collections on a number of linguistic topics, and over 120 scientific papers, he recently published the widely-acclaimed crossover book *Dying Words: Endangered Languages and What They Have to Tell Us* which sets out a broad program for the field's engagement with the world's dwindling linguistic diversity.

He has also worked as a linguist, interpreter and anthropologist in two Native Title claims in northern Australia, and as a promoter of Aboriginal art by the Bentinck Island women's artists.





Professor Lourdes Ortega

Georgetown University



Experience and Success in Late Bilingualism

One of the central projects of second language acquisition (SLA) is to explain the likelihood and degrees of success that can be claimed for adult language learning. In this endeavor, experience is a central construct for the contemporary family of sociocultural, sociocognitive, emergentist, and usage-based SLA approaches. Since language cannot exist outside its users and people cannot exist as disembodied entities prior to society and culture, their experience of language takes the lion's share in explaining language learning success. Yet, the epistemological, ontological, and ethical make-up of "experience of language" has gone relatively unexamined.

I attempt to redress this situation using a three-step argument. First, I ask: What do we know about key ways in which language usage experiences contribute to multiple-language learning outcomes? Making a foray into recent bilingual first language development literature, I distill key findings linking environmental affordances to linguistic outcomes for bilingual (as opposed to monolingual) learning, along earlier vs. later times when the learning happens.

I then pose a second question: How do we know what we know about experience in bi/multilingual learning? Here I identify different ways of theorizing experience of language, and I discuss how well they fare in capturing theoretically relevant dimensions of the research construct: (a) that experience is at once linguistically, cognitively, and socioculturally constituted, (b) that it unfolds in embodied, singular events and practices, (c) that it meshes social, physical, and subjective being – or put differently, intersubjective thinking, feeling, and doing with others, and (d) that, by definition, it engages more than one language.

The final corollary is to interrogate: How do dominant disciplinary ways of knowing about experience of language construct both definitions of success and concomitant SLA knowledge about the experience-success conundrum? My goal is to uncover open moments, roads not taken in SLA thus far which may lead to future breakthroughs in our understanding of how experience shapes degrees of success in becoming bi/multilingual later in life.

Biography

Lourdes Ortega is Professor in the Department of Linguistics at Georgetown University, and she has held previous positions at Georgia State University, Northern Arizona University, and the University of Hawaii. Her main area of research is in second language acquisition, particularly socio-cognitive and educational dimensions of additional language learning in adult classroom settings. She has also long-standing interests in second language writing and foreign language education and has published widely about systematic research synthesis and epistemological and ethical dimensions of second language acquisition research. In the last few years she has become interested in applying insights from bilingualism, usage-based linguistics, and transdisciplinarity to the investigation of second language development. She is originally from Spain, where she also received her first degree in Spanish Philology.

She has lived in Germany, Greece, and since 1993 in the United States. She was co-recipient of the Pimsleur and the TESOL Research awards in 2000 and has been a doctoral Mellon fellow (1999), a postdoctoral Spencer/National Academy of Education fellow (2003), and a senior research fellow at the Freiburg Institute of Advanced Studies (2010). Her publications include the book *Understanding Second Language Acquisition* (Hodder, 2009) and several co-edited collections with John Benjamins and Routledge. She served as area editor for "Language Learning and Teaching" for the Wiley Encyclopedia of Applied Linguistics (2012). She is the editor of *Language Learning* for the five-year term of 2010-2015 and serves on the editorial boards of a number of other journals.





Professor Elana Shohamy

Tel Aviv University



Linguistic Landscape Research as a Means for Broadening Language Policy Theory and Practice

Linguistic landscape (LL) is an emerging and dynamic field of research of the past decade which focuses on a domain often overlooked by applied linguists, that of public spaces. It broadens our view of language as it incorporates images, sounds, movement, and other multi-modal sources. LL research identifies patterns that are then interpreted within different disciplines such as politics, policy, ideology, economics, education, geography, law and justice. Within the field of Applied Linguistics LL research yields innovative findings about multilingualism, literacy, identity, language learning, critical theory, language policy, language justice and rights.

This talk will focus on findings obtained from multi-layered LL studies as they apply to theories and practices of language policy. It will show how the findings from these studies contribute to the development of language policy theory. One study documents LL in a multilingual national space and provides significant understanding of the role of different languages in the symbolic construction of the public space. It demonstrates how LL adds a unique construct that contributes significantly to an understanding of language policy that could not be achieved otherwise. Another study expands the notion of LL to incorporate multiple multi-modal sources of writing, images, and space as well as historical sources to arrive at a more comprehensive interpretation of what we mean by 'languages' within language policy theory. Further, a number of studies which address LL in various types of urban space highlight the levels of tension and contestation between governing bodies and diverse city residents, pointing to the need for further inclusion in language policies.

Other studies focus on the unique language practices and experiences of smaller places within cities such as neighborhoods and entities such as health clinics, social services, educational institutions, and families and provide insight into actual language use within spatial identities, often ignored in language policy theory and research. Finally, studies of actual engagement of school students and educators with 'on hand' LL data collection and analyses show how LL can serve as an effective and useful tool for the development of critical language policy awareness leading to language activism. Together, the above LL studies problematize, deepen, expand and validate new theories of language policy, moving away from tools used to manage languages in nations reflecting ideologies and political interests for enforcing 'desired' linguistic realities towards development of language policy theory that reflects realities, involves people and their everyday life experiences and aims at correcting injustices via negotiating community needs.

Biography

Elana Shohamy is a professor of language education at the School of Education, Tel Aviv University, Israel. Her research, teaching and writings focus on a variety of topics related to language testing, language policy and migration within a critical perspective, in the contexts of conflicts, co-existence and rights. A central component of her work in the last decade has been in the field of 'linguistic landscape', referring to the study of languages and their representations in public space in contexts of multilingualism, multimodalities, visual literacy, urban spaces, language policy and within a focus on public spaces as arenas of contestation and negotiations.

Elana has published extensively on all these topics. Her authored and edited books include: *The languages of Israel: Ideology, policy and practice* (with B. Spolsky, Multilingual Matters, 1999); *The power of tests* (Longman, 2001); *Language policy: Hidden agendas and new approaches* (Routledge, 2006); *Encyclopedia of Language and Education: Language Testing and Assessment, Volume 7* (ed. with N. Hornberger, Springer, 2008); *Linguistic landscape: Expanding the scenery*, (ed. with D. Gorter, Routledge, 2009); and *Linguistic landscape in the city* (ed. with E. Ben Rafael & M. Barni, Multilingual Matters, 2010). Elana is the editor of the journal *Language Policy*. In 2010 she was granted the ILTA (International Language Testing Association) lifetime achievement award.





Professor Anne Cutler

University of Western Sydney



Native Language Listening Advantages

Listening is the language skill in which, arguably, the native language most emphatically exercises its advantages over later learned languages. Listening situations can be ranked along a continuum of difficulty, with position on this continuum determined by such (largely extra-linguistic) factors as talker presence, talker familiarity, varietal familiarity, speech register, rate of speech, background noise or other signal-attenuating conditions, in addition to considerations of speech content. Thus vastly different demands arise from chatting one-on-one with a friend in a quiet room, compared to listening to a technical lecture by an unfamiliar speaker, too far away to be easily visible, speaking rapidly in a strong regional accent, in a crowded and reverberant auditorium with the air-conditioning at full blast (it can happen!). Importantly, every one of these factors relevant to listening difficulty affects not only listening in second or later languages, but also listening in the L1; nonetheless, experiential and experimental evidence alike consistently reveal that the impact on L2 listening is greater. This presentation will compare and evaluate explanations for the listening advantages enjoyed by the native language at every stage along the continuum of listening difficulty.

Biography

Anne Cutler is Research Professor at The MARCS Institute, University of Western Sydney. She studied in Australia, Germany and the US, and worked in the UK before becoming, from 1993 to 2013, a director of the Max Planck Institute for Psycholinguistics, and Professor of Comparative Psycholinguistics, University of Nijmegen, both in Nijmegen, The Netherlands. She is a fellow of a number of scientific academies on three continents, and in 1999 received the Spinoza Prize (highest scientific prize in the Netherlands).

Her research centres on the recognition of spoken language, in particular how listening to speech is adapted, from the earliest opportunity onwards, to suit the native language. This has led her to undertake research in many different languages, including Sesotho, Telugu, Korean, Finnish, Japanese, Cantonese and Arabic besides the Romance (French, Spanish, Portuguese, Italian) and Germanic (English, Dutch, German) families more familiar to Western audiences. Her book, *Native Listening*, was published by MIT Press in 2012.





Professor Li Wei

University of London



New Chinglish: Translanguaging Creativity and Criticality

Media headlines such as 'China has more English speakers than the US', 'How English is evolving into a language even native speakers no longer understand', and 'Chinese free-form adoption of English is happily leading an alternative lifestyle without us', have not only raised alarm bells amongst those who are worried about the end of the global English hegemony but also attracted renewed interest in what was once called 'the ugliest English to be heard', namely, Chinglish. It is estimated that there are over 500 million netizens in China and a significant proportion of them mix English and Chinese in their online social interactions, resulting in a vast and growing number of new Chinglish words and phrases that are highly creative. Many could also be regarded as subversive, expressing deep unease with the current politico-economic situations in China.

In this talk, I examine the surge of the new creative and critical form of Chinglish through a translanguaging lens, seeing this fluid practice as going beyond conventional systems and structures and simultaneously transforming them. Through ethnographic investigations of verbal and online interaction as well as linguistic landscape, I will show how people in China, especially the young, re-inscribe Chinglish with their identities, subjectivities and ideologies, against a background of new nationalism and enhanced geopolitical awareness, and how New Chinglish is received in different sectors of the China society and outside China. Implications for the study of World Englishes, Global Chinese, language teaching and learning, language planning and language policy will be discussed.

Biography

Li Wei is Professor of Applied Linguistics at Birkbeck College, University of London, UK, where he is also Pro-Vice-Master and Director of the Birkbeck Graduate Research School. He was born and grew up in Beijing, China and began working as an English language teacher when he was 19. He later studied at Beijing Normal University and Newcastle University in England where he worked with Lesley Milroy on a series of sociolinguistics projects on the Chinese immigrant communities in Britain. His main research interests are in the broad field of bilingualism and multilingualism, including Bilingual and Multilingual First Language Acquisition (BAMFLA), early second language acquisition (ESLA), speech and language disorders of bilingual and multilingual speakers, pragmatics of codeswitching, bilingual education, and intercultural communication.

His current work focuses on the creativity and criticality of multilingual speakers. He is author and editor of numerous publications, most notably, *Three Generations Two Languages One Family* (1994), *The Bilingualism Reader* (2000, 2007), and *Blackwell Guide to Research Methods in Bilingualism and Multilingualism* (with Melissa Moyer, 2008) which won the 2009 BAAL Book Prize. He is Principal Editor of the *International Journal of Bilingualism*. He is an Academician of the Academy of Social Sciences, UK, and Chair of the University of Council of General & Applied Linguistics (UCGAL), UK.





Professor Jan Blommaert

Tilburg University



Lookalike Language and the Nature of Sociolinguistic Globalization

Globalization enables linguistic materials to travel across the world at amazing speed and in amazing quantities, and this form of extreme mobility causes a range of disruptive sociolinguistic processes, in which materials seemingly belonging to one language - say, English or Chinese - are transformed into semiotic forms that look like language but are no longer linguistically transparent. We call this lookalike language, and it is good to remember that lookalike languages are not confined to English.

Such phenomena prompt us to revise diffusion models of the spread of languages, such as Kachru's three-circles model of the spread of English. Instead, we need a model of complexity in which, while the general tendencies in a system are discernible, several levels of unpredictability need to be acknowledged. Sociolinguistically, we need, for instance, to think of nonlinear effects - unscripted side-effects of processes of mobility, in which linguistic and cultural materials are taken into entirely different directions not contained in, nor predictable because of the internal linguistic-systemic logic. Lookalike language is a prime example of such nonlinear effects, in which language materials originally defined by, say, English are dislodged from that linguistic system and morphed into unexpected new semiotic forms.

In this lecture, the theoretical argument will be supported by linguistic landscaping materials from Europe, Africa and Asia.

Biography

Jan Blommaert is Professor of Language, Culture and Globalization and Director of the Babylon Center at Tilburg University, The Netherlands, and Professor of African Linguistics and Sociolinguistics at Ghent University, Belgium. He holds honorary appointments at University of the Western Cape (South Africa) and Beijing Language and Culture University (China) and is group leader of the Max Planck Sociolinguistic Diversity Working Group. He has published widely on language ideologies and language inequality in the context of globalization. Publications include *The Sociolinguistics of Globalization* (Cambridge University Press, 2010), *Ethnographic Fieldwork: A Beginner's Guide* (Multilingual Matters 2010), *Grassroots Literacy* (Routledge, 2008), *Discourse: A Critical Introduction* (Cambridge University Press, 2005) and *Language Ideological Debates* (Mouton de Gruyter, 1999).





Invited Symposia

Please refer to abstract book for individual abstracts for each invited symposium.

IS01: Content And Language Integrated Learning (CLIL) As A Catalyst For Research Cooperation In Europe And Beyond

Convenors



Christiane Dalton-Puffer
University of Vienna
Austria



Tarja Nikula
University of JyväskyläAutónoma
Finland



Ana Llinares
University of Madrid,
Spain

Presenters

- Do Coyle, University of Aberdeen, United Kingdom
- Tom Morton, Birkbeck, University of London, United Kingdom
- Teppo Jakonen, University of Jyväskylä, Finland
- Emma Dafouz, Universidad Complutense de Madrid, Spain
- Ute Smit, Universität Wien, Austria
- KristiinaSkinari, University of Jyväskylä, Finland
- Yolanda Ruiz de Zarobe, University of the Basque Country, Spain
- Stephan Breidbach, Humboldt-University Berlin, Germany
- José Medina Suárez, Universidad de Las Palmas de Gran Canaria, Spain
- Roy Lyster, McGill University, Canada
- Angel Lin, University of Hong Kong, Hong Kong
- Simone Smala, University of Queensland, Australia
- Diane Tedick, University of Minnesota, USA

Abstract

By bringing together two prominent themes of the first AILA congress in 1964 (second language learning and research cooperation in Europe), this symposium will showcase recent research collaboration on Content and Language Integrated Learning (CLIL), an increasingly common model for second/foreign language teaching in Europe and beyond.

IS02: Automatic Translation

Convenor



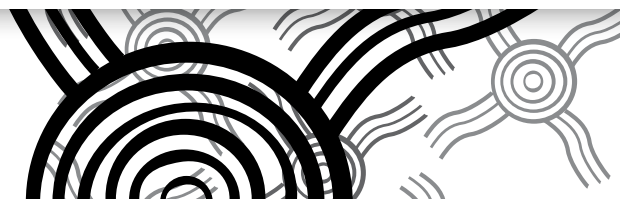
Dorothy Kenny
Dublin City University
Ireland

Presenters

- Maeve Olohan, University of Manchester, United Kingdom
- Lynne Bowker, University of Ottawa, Canada
- JairoBuitragoCiro, University of Ottawa, Canada

Abstract

In this symposium, we attempt to give a nuanced picture of contemporary automatic translation and complementary technologies, drawing on a variety of methods, including corpus linguistics, discourse analysis, ethnography and recipient evaluation. We adopt multiple standpoints, including those of the research community, translation businesses, and translation users.





IS03: Technology In Language Testing: Automated Scoring And Beyond

Convenor



Sara Weigle
Georgia State University
USA

Presenters

- Xiaoming Xi, Educational Testing Service, USA
- Paul Dean, Educational Testing Service, USA
- Alistair Van Moere, Pearson Knowledge Technologies, USA
- Nick Savile, University of Cambridge, United Kingdom
- Neil Jones, University of Cambridge, United Kingdom
- Miranda Hamilton, University of Cambridge, United Kingdom
- Ardeshir Gerenpayeh, University of Cambridge, United Kingdom
- Gad Lim, University of Cambridge, United Kingdom
- Helen Yannakoudakis, University of Cambridge, United Kingdom
- April Ginther, Purdue University, USA

Abstract

This symposium presents a state-of-the art overview of the use of automated scoring and other technology in language testing. Presenters from three major test development organizations will discuss their current research on automated scoring and feedback as well as other uses of technology to enhance assessments.

IS04: Language and trauma

Convenor



Brigitta Busch
University of Vienna
Austria

Presenters

- David Gramling, University of Arizona, USA
- Claire Kramsch, University of California at Berkeley, USA
- Birgit Lang, The University of Melbourne, Australia
- Tim McNamara, The University of Melbourne, Australia
- Christine Anthonissen, Stellenbosch University, South Africa
- Peter Sutton, South Australian Museum & University of Adelaide, Australia
- Marcelyn Oostendorp, Stellenbosch University, South Africa
- Maria Grazia Guido, University of Salento, Italy
- Julia Boyd, University of Salento, Italy

Abstract

Taking a heteroglossic perspective which considers the multiplicity of discourses, languages and voices we address the interrelation between trauma and language with reference to situations such as the Holocaust, the legacy of colonialism in Australia or apartheid in South Africa and current phenomena of displacement due to war and socio-economic crisis.





IS05: Reassessing translation

Convenors



Henry Widdowson
University of Vienna
Austria



Juliane House
Hellenic American University
USA

Presenters

- Henry Widdowson, University of Vienna, Austria
- Juliane House, Hellenic American University, USA

Abstract

As a consequence of globalization and developments in electronic communications, interactions now take place between people speaking different languages across a wide range of discourse domains at various levels, from individual exchanges to diplomatic negotiation and immigration control. Multilingual diversity has somehow to be reconciled with the demand for mutual understanding. One way of doing this is by using a common language as means of communication. Another is to use translation to mediate meaning across languages. But what does this mediation involve? How far are established concepts and practices of translation still appropriate to the increased and complex demands made upon them in the contemporary world? And what implications does a consideration of this question have for the role of translation in language education? It is the purpose of this session to open up a critical debate on such essentially applied linguistic issues.

The session is designed to reverse the priorities that are customarily followed in a conference symposium, whereby the main event is a succession of presentations of prepared papers, with brief interludes for audience questions and comments in between, if and when time allows. What we want to do is to provide for the maximum involvement of all participants in the symposium. Although there will be presentations from the four panel speakers these will be short, their purpose being to raise issues about translation that from their own perspective they see as particularly problematic or significant so as to get the open discussion going. Once discussion is underway, the panel members will, as and when it seems appropriate, comment on points raised by other contributors from the floor.



IS06: Making Applied Linguistics Matter: Opportunities for Engaging with Professional Practice

Convenors



Christopher Candlin
Macquarie University
Australia



Jonathan Crichton
University of South Australia
Australia

Presenters

- Rick Iedema, University of Technology, Australia
- Sue Hor, University of Technology, Australia
- Daniel Perrin, University of Applied Sciences, Switzerland
- Azirah Hashim, University of Malaya, Malaysia
- Professor Rick Powell, Nihon University, Japan
- Gillian Wigglesworth, University of Melbourne, Australia
- Cindy Gallois, University of Queensland, Australia
- David Hewett, University of Queensland, Australia

Abstract

This symposium explores the interface between applied linguistics and the professions, specifically the opportunities and challenges this raises for applied linguists and their professional practices. Presentations from colleagues working at this interface will inform an open discussion around issues of focus, sites of research, epistemologies, methodologies, relevance and impact associated with inter-disciplinary and inter-professional participation.

IS07: Rethinking 'English' in High-Stakes Encounters: the Significance of English as a Lingua Franca

Convenor



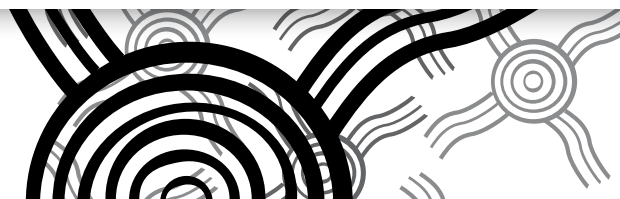
Barbara Seidlhofer
University of Vienna
Austria

Presenters

- Brigitta Busch, University of Vienna, Austria
- Mary Jane Curry, University of Rochester, USA
- Andy Kirkpatrick, Griffith University, Australia
- Joseph Lo Bianco, The University of Melbourne, Australia
- Anna Mauranen, University of Helsinki, Finland
- Marie-Luise Pitzl, University of Salzburg, Austria
- Elana Shohamy, Tel Aviv University, Israel

Abstract

This symposium will address the need for reconceptualizing the medium of communication in international high-stakes interactions (e.g. asylum procedures, language policy, publishing, testing, interpreting) explicitly as 'English as a lingua franca' so as to critically engage the vital issues of misunderstanding, alienation, inequity, and disenfranchisement that often beset such encounters.





IS08: The Darker Side of Applied Linguistics

Convenor



Alastair Pennycook
University of Technology
Sydney, Australia

Presenters

- Ryuko Kubota, University of British Columbia, Canada
- Sinfree Makoni, Pennsylvania State University, USA
- Lynn Mario T. Menezes de Souza, Universidade de São Paulo, Brazil
- Tommaso M. Milani, University of the Witwatersrand, South Africa

Abstract

This symposium critically examines the darker side of applied linguistic assumptions about diversity (complicit with neoliberal multiculturalism) and global relevance (erasing local difference), showing how the intersections of coloniality, race and sexuality and the inevitable location of people and ideas within complex relations of power have been constantly overlooked.

IS09: A World of Indigenous Languages: Rights, Access, and Education

Convenors



Gillian Wigglesworth
University of Melbourne
Australia



Teresa McCarty
University of California
USA

Presenters

- Barbra A. Meek, University of Michigan, USA
- Serafin M. Coronel-Molina, Indiana University, USA
- Pem Bird, Ngā Kura ā Iwi o Aotearoa, New Zealand
- Te Waimatao Murphy, Ngā Kura ā Iwi o Aotearoa, New Zealand
- Cath Rau, Ngā Kura ā Iwi o Aotearoa, New Zealand
- Jaky Troy, Australian Institute for Aboriginal and Torres Strait Islander Studies, Australia
- Michael Walsh, Australian Institute for Aboriginal and Torres Strait Islander Studies, Australia
- Inge Kral, Australian National University, Australia
- Elizabeth Marrkilyi Ellis, Ngaatjatjarra Educator and Researcher, Australia
- Mary Hermes, University of Minnesota, USA
- Kendall King, University of Minnesota, USA
- Sheilah Nicholas, University of Arizona, USA

Abstract

Most Indigenous languages are highly endangered as a consequence of the marginalization of their speakers. Focusing on Canada, the USA, Australia, South America, and New Zealand, this symposium showcases the efforts of Indigenous communities to maintain and revitalize their languages through language planning and policymaking inside and outside of schools.





IS10: Interdisciplinary Approaches to Language Teaching and Learning in contemporary and transnational times

Convenor



Julie Byrd Clark
The University of
Western Ontario
Canada

Presenters

- David Malinowski, Yale University, USA
- Claire Kramsch, University of California, Berkeley, USA
- Angela Scarino, University of South Australia, Australia
- Tony Liddicoat, University of South Australia, Australia

Abstract

The purpose of this symposium, comprised of international scholars, is to consider what interdisciplinary approaches can contribute to understandings of language teaching and learning in contemporary and transnational times. Drawing upon sociolinguistic, social psychological, ecological, linguistic anthropological, and postmodern approaches, the symposium offers suggestions and recommendations for all those involved in language education as well as policy makers.



Featured Symposia

Please refer to abstract book for individual abstracts for each featured symposium.

FS01: Current Research Trends in Language Education in the Gulf

Convenor



Melanie Gobert
Higher Colleges of
Technology UAE

Presenters

- Kay Gallagher, Zayed University, UAE
- Helene Demirci, Abu Dhabi Men's College, UAE
- Patrick Dougherty, Akita International University, Japan

Abstract

Until recently the widespread adoption of English as a Second Language for Gulf nationals seeking employment in government and private sectors has met with little success. Globalization has brought the need for a dynamic language environment to the forefront of curriculum reform. This symposium will highlight some of the challenges and successes.

FS02: Second Language Vocabulary Learning: Current Trends and Issues

Convenor



Charles Browne
Professor, Meiji Gakuin
University
Japan

Presenters

- Batia Laufer, University of Haifa, Israel
- Tom Cobb, University of Quebec, Canada
- Charles Browne, Meiji Gakuin University, Japan
- Tess Fitzpatrick, University of Cardiff, Wales, UK

Abstract

Four well-known speakers from a range of backgrounds and perspectives on second language vocabulary learning, assessment and corpus-based list creation will discuss recent research and developments in second language vocabulary acquisition and corpus linguistics. Each presenter will talk for about 15 minutes on their chosen topic after which the floor will be open for a question and answer session. Dr. Charles Browne will moderate the session.

FS03: Psycholinguistic Rationales for Task Sequencing in Instructional Design

Convenors



Peter Robinson
Aoyama Gakuin University
Japan



Melissa Baralt
Florida International University
USA



Roger Gilabert
University of Barcelona
Spain

Presenters

- Caroline Payant, University of Idaho, USA

- YouJin Kim, Georgia State University, USA
- Simone Harmath-de Lemmos, Florida International University, USA
- SawsanWerfelli, University of Tripoli, Libya
- Colin Thompson, Shimonoseki City University, Japan
- Craig Lambert, Kitakyushu University, Japan
- MayyaLevkina, University of Barcelona, Spain
- Aleksandra Malicka, University of Barcelona, Spain

Abstract

This symposium addresses the role of task complexity and other design characteristics of tasks in psycholinguistically motivating decisions about sequencing tasks for language learners.

FS04: Observation and Feedback: Practice, Talk and Reflection

Convenor



Amanda Howard
British University in
Dubai
UAE

Presenters

- Fiona Copland, Aston University, United Kingdom
- Helen Donaghue, Sheffield Hallam University, United Kingdom
- NurKurtoglu-Hooton, Aston University, United Kingdom

Abstract

Observation and feedback are fundamental parts of the education process, so much so that it could be argued that their ongoing use is essential in providing an optimum learning environment. However, considering the strategic significance of these practices, there is relatively little research data available to inform and guide practitioners. This Symposium will provide insight into classroom observation and feedback practices at both pre-service and in-service levels by means of four presentations, after which the floor will be open to questions.

FS05: Directions in Language Policy Research: How Compatible Are Current Approaches?

Convenors



Terrence G. Wiley
Center for Applied Linguistics
& Arizona State University
USA



James W. Tollefson
University of Hong Kong
Hong Kong

Presenters

- Richard Baldauf Jr, University of Queensland, Australia
- Robert Kaplan, University of Southern California, USA
- Jelena Filipovi, University of Belgrade, Serbia
- Peter De Costa, Michigan State University, USA
- Teresa McCarty, University of California, USA
- Rani Rubdy, Nanyang Technological University, Singapore
- Sandra Lee McKay, San Francisco State University, USA

- Ronald Fuentes, University of Memphis, USA
- Angel Lin, University of Hong Kong, Hong Kong
- Amy Wu, University of Hong Kong, Hong Kong
- M. Beatriz Arias, Center for Applied Linguistics and Arizona State University, USA

Discussant

- Reynaldo Macías, University of California, Los Angeles, USA

Abstract

Approaches to language policy analysis are sometimes dichotomized as either focusing on social structure (historical-structural approaches) or those emphasizing creative agency within the public sphere. This panel explores Tollefson's contention that there is no inherent theoretical conflict between these approaches. Rather than focusing on the differences between these approaches, his contention is that the crucial questions for LP research, are: "Under what conditions are the state and other powerful institutions (e.g., corporations and non-governmental organizations) able to impose their will on individuals and communities through language policies? Under what conditions can individuals and communities act as agents in their own language learning and language use?" Through research-based examples, the panel will critically address the contention that "the difference between these two paradigms is not theoretical but a matter of emphasis or perhaps even the temperament of different researchers."

FS06: Adopting Mobile Learning Technology for English: Benefits and Challenges

Convenor



Michael Carrier
Cambridge Language
Assessment
United Kingdom

Presenters

- Christina Gitsaki, Higher Colleges of Technology, UAE
- Matthew A. Robby, Higher Colleges of Technology, UAE
- Jodi Crandall, University of Maryland, USA
- Philip L. Hubbard, Stanford University, USA
- Agnieszka Palalas, University of New Mexico, USA
- Nick Saville, Cambridge English Language Assessment, United Kingdom

Abstract

The panel will discuss the theory and practice of Mobile Assisted Language Learning, and share experience of new pedagogical approaches for English learners in multiple contexts. We will look at the impact on school & classroom strategies, the impact on teachers and teacher development needs, and the impact on learners and on learner outcomes.



ReN Colloquia

Please refer to abstract book for individual abstracts for each ReN colloquia

ReN01: Current research on global scholarly publishing: Peer review, writing, and pedagogies

Convenors



Mary Jane Curry
University of Rochester
USA

Theresa Lillis
The Open University
United Kingdom

David Hanauer
Indiana University of
Pennsylvania USA

Presenters

- Cheryl Sheridan, National Chengchi University, Taiwan & Indiana University of Pennsylvania, USA
- Brian Paltridge, University of Sydney, Australia
- Theron Muller, University of Toyama, Japan
- Hafdisingvarsdóttir, University of Iceland, Iceland
- Birna Arnbjörnsdóttir, University of Iceland, Iceland
- Suganthi John, University of Birmingham, United Kingdom
- Natàlia Judith Laso, University of Barcelona, Spain
- Margaret Cargill, University of Adelaide, Australia

Abstract

Against the backdrop of growing pressure for the use of English in academic publishing, this colloquium presents three strands of research exploring aspects of the global publishing landscape: explorations and critiques of the peer review process; studies of writing practices; and classroom, computer-based, and textual pedagogies about writing for publication.





ReN02: Relationships of Content and Language in CLIL

Convenors



Rick de Graaff
Utrecht University
The Netherlands



Ute Smit
University of Vienna
Austria

Presenters

- Hellmut Johannes Vollmer, University of Hamburg, Germany
- Christiane Dalton-Puffer, University of Vienna, Austria
- Simone Smala, The University of Queensland, Australia
- Lesley Harbon, The University of Sydney, Australia
- Ruth Fielding, The University of Sydney, Australia
- Maria Gindidis, Monash University, Australia
- Maria Lim Falk, Stockholm University, Sweden
- Tarja Nikula, University of Jyväskylä, Finland
- Pat Moore, Universidad Pablo de Olavide, Spain

Abstract

This thematic symposium of the Research Network on Content and Language Integrated Learning and Immersion Classrooms focuses on the co-occurrence, interaction and relationships between language development and cognitive development in CLIL settings. Contributions take an interdisciplinary conceptual, developmental and pedagogical perspective.

ReN04: Linguistic complexity and second language learning

Convenors



Folkert Kuiken
University of Amsterdam
The Netherlands



Ineke Vedder
University of Amsterdam
The Netherlands

Presenters

- Bram Bulté, University of Brussels (VUB), Belgium
- Alex Housen, University of Brussels (VUB), Belgium
- Mary Lou Vercellotti, Ball State University, USA
- Bastien De Clercq, University of Brussels (VUB), Belgium
- Jonas Granfeldt, Lund University, Sweden



- Petra Bernardini, Lund University, Sweden
- Henrik Gyllstad, Lund University, Sweden
- Marie Källkvist, Lund University, Sweden
- Roger Gilabert, University of Barcelona, Spain

Abstract

The goals aimed at in the colloquium are the following: (i) a critical approach of the definition and operationalization of the construct of L2 complexity; (ii) standardisation and validation of measures of L2 complexity; (iii) investigation of the link between L2 complexity and other constructs in SLA; (iv) cross-linguistic perspectives on L2 complexity.

ReN05: CLAT (Corpus Linguistics and Technology) Colloquium

Convenor



Maocheng Liang
Beijing Foreign
Studies University
China

Presenters

- Ying Qin, Beijing Foreign Studies University, China
- Wenxin Xiong, Beijing Foreign Studies University, China
- Libo Guo, Nanyang Technological University, Singapore
- Huaqing Hong, Nanyang Technological University, Singapore
- Jiajin Xu, Beijing Foreign Studies University, China
- Yunlong Jia, Beijing Foreign Studies University, China
- Wenzhong Li, Beijing Foreign Studies University, China
- Manchun Dai, Beijing Foreign Studies University, China
- Yanhong Chen, Renmin University of China, China

Abstract

This ReN session consists of several presentations and software demonstrations by some corpus linguists and language learning technologists, focusing either on issues in Corpus Linguistics and language learning technology, or on issues in integrating Corpus Linguistic methodologies and Computer-Assisted Language Learning (CALL) technologies into Applied Linguistics.

ReN06: Adapting learning environments in one world with many languages: Migrant/Indigenous learners' Funds of Knowledge

Convenor



Shelley Taylor
Western University
Canada

Presenters

- Christian Horst, Aarhus University at Copenhagen, Denmark
- Kathleen Heugh, University of South Australia, Australia
- Sakshi Manocha, Jawaharlal Nehru University, India
- Déirdre Kirwan, Scoil Bhride (Caillíní), Ireland
- Monica Axelsson, Stockholm University, Sweden
- Elizabeth Ellis, University of New England, Australia

Abstract

This colloquium provides theoretical support for adapting mainstream learning environments in Australian, Indian, African, European, Asian and North American contexts to enhance the learning potential of migrant and Indigenous students from stigmatized cultural/linguistic backgrounds by drawing on their plurilingual, digital and traditional indigenous "funds of knowledge" (Moll & González, 1997).



ReN08: Folk Linguistics and Language Policy

Convenors



Antje Wilton
University of Siegen
Germany



Martin Stegu
Vienna University of Economics and Business
Austria

Presenters

- Michael Pasquale, Cornerstone University, USA
- Matteo Santipolo, University of Padua, Italy
- Barbara Soukup, University of Vienna, Austria

Abstract

As applied linguistics (AL) is mainly concerned with solving language-related problems of laypeople, folk views of language(s) and communication constitute an important field of research for applied linguists. In this workshop we will highlight the relevance of Folk Linguistics (FL) for Language Policy while leaving enough room for discussing other aspects of the mutual relationship between FL and AL.

ReN09: Instructor/Interlocutor Individual Differences In Cognition And SLA

Convenor



Laura Gurzynski-Weiss
Indiana University
USA

Presenters

- Charlene Polio, Michigan State University, USA
- Susan M. Gass, Michigan State University, USA
- Kimi Nakatsukasa, Texas Tech University, USA
- Avizia Yim Long, Indiana University, USA
- Charlene Polio, Michigan State University, USA

Abstract

The Interlocutor & Instructor Individual Differences in Cognition and SLA ReN will discuss theoretical role(s) of the interlocutor/instructor, and present novel studies investigating how interlocutor/instructor individual differences including L1, gender, training and research background relate to their provision of input, instruction, feedback, gestures, and use of training in instructed settings.





ReN11: Prospects and Challenges in Language Teacher Professional Development in Asia

Convenor



Yan Zhou
Beijing Foreign
Studies University
China

Presenters

- Lian Zhang, Beijing Foreign Studies University, China
- Lawrence Jun Zhang, University of Auckland, New Zealand
- Yi'an Wu, Beijing Foreign Studies University, China
- Qiufang Wen, Beijing Foreign Studies University, China
- Peiya Gu, Suzhou University, China
- Jie Zhang, Beijing Foreign Studies University, China

Abstract

This colloquium presents findings from several research projects on the prospects and challenges that influence the professional development of the language teachers in both basic and tertiary education in Asia. Issues concerning teacher identity, teacher engagement in classroom research, training models for teacher trainers, teacher-researcher collaboration, teachers' working context and social relationships in the learning communities will be addressed. The presentations will be followed by a discussion among the audience for a better understanding of the issues concerning the professional development of foreign language teachers.

ReN12: Learner autonomy: Research agendas

Convenor



Naoko Aoki
Osaka University
Japan

Presenters

- Terry Lamb, University of Sheffield, United Kingdom
- Garold Murray, Okayama University, Japan
- Alice Chik, City University of Hong Kong, Hong Kong
- Harry Kuchah, University of Sheffield, United Kingdom
- David M. Palfreyman, Zayed University, UAE
- Xuesong Gao, The University of Hong Kong, Hong Kong

Abstracts

Learner autonomy has become an increasingly popular idea among language educators. The number of researchers studying learner autonomy has dramatically increased in the past decade, while their interests have diversified. This is a good sign that our field is alive and kicking, but the field as a whole may be running the risk of losing a sense of direction. The Research Network therefore started a mailing list discussion in 2012 as to which areas are particularly worth our attention and what research agenda each area might have. The five symposium papers are the result of this discussion among members.





ReN13: Transmodal text production in the news

Convenors



Geert Jacobs
Ghent University
Belgium



Daniel Perrin
Zurich University of Applied Sciences
Switzerland

Presenters

- Marcel Burger, University Of Lausanne, Switzerland
- Colleen Cotter, Queen Mary University of London, United Kingdom
- Mats Ekström, University of Oerbro , Sweden
- Richard Fitzgerald, University of Queensland, Australia
- Aleksandra Gnach, Zurich University of Applied Sciences, Switzerland
- Gitte Gravengaard, University of Copenhagen, Denmark
- Felicitas Macgilchrist, Georg-Eckert-Institut, Germany
- Els Tobback, Ghent University, Belgium
- Tom Van Hout, Leiden University, The Netherlands
- Ellen Van Praet, Ghent University, Belgium

Abstract

The panel of the AILA Research Network on Media Linguistics focuses on transmodal text production in journalistic media as both a socially relevant field of language use and as a strategic field of applied linguistics. The presentations provide insights into scientific projects in the emerging field of media linguistics. From empirical micro and theoretical macro perspectives, strategies and practices of research development and knowledge transformation are discussed.

ReN14: Sociocultural Theory and Emergentism

Convenor



Jean-Paul Narcy-Combes
Université Sorbonne
Nouvelle – Paris 3
France

Presenters

- Stephan Breidbach, Humboldt University, Berlin
- Lutz Küster, Humboldt University, Berlin
- Claire Kramsch, University of California Berkeley, USA
- Heather Hilton, Université Lyon 2, France
- Marie-Françoise Narcy-Combes ,Université de Nantes, France
- Gregory Miras, University Sorbonne Nouvelle Paris 3, France

Abstract

SLA research has frequently been carried out by researchers looking at either social, linguistic, or cognitive aspects of language learning. Language use and language learning are complex processes, in which all of these factors come into play. This ReN is studying how apparently diverging theories can be integrated to investigate how multiple factors interact in SLA.





ReN15: Study Abroad and Language Learning: The Role of Social Networks, Integration and Identity

Convenors



Carmen Pérez-Vidal
Pompeu Fabra University
Spain



Martin Howard
University College Cork
Ireland

Presenters

- Ros Mitchell, University of Southampton, United Kingdom
- Nicole Tracy-Ventura, University of Southampton, United Kingdom
- Kevin McManus, University of Southampton, United Kingdom
- Patricia Romero, University of Southampton, United Kingdom
- Laurence Richard, University of Southampton, United Kingdom
- Rikki Campbell, Monash University, Australia
- Jane Jackson, The Chinese University of Hong Kong, Hong Kong
- Isabel Pereira, New York University Madrid
- Asunción Martínez-Arbelaiz, USAC, The Basque Country
- Emma Trentman, The University of New Mexico, USA
- Ruth Whittle, University of Birmingham, United Kingdom
- C. del Río-San Román, Pompeu Fabra University, Spain
- M. Juan-Garau, Universitat de les Illes Balears, Spain

Abstract

Reflecting recent developments in study abroad research within the field of SLA, this symposium focuses on the relationship between input exposure, interaction patterns, social networks, social integration and identity in L2 development during study abroad. The symposium consists of six presentations which explore such issues in various study abroad contexts.



ReN16: Advancing Synthetic Methods in Applied Linguistics

Convenors



John Norris
Georgetown University
USA



Lourdes Ortega
Georgetown University
USA



Luke Plonsky
Northern Arizona
University USA

Presenters

- Shoko Sasayama, Georgetown University, USA
- Aleksandra Malicka, University of Barcelona, Spain
- Tom Cobb, Université du Québec à Montréal, Canada
- Alex Boulton, ATILF – CNRS & Université de Lorraine, France

Abstract

This symposium, funded by a Language Learning Roundtable grant, encourages applied linguists to embrace principled, meaningful, and discipline-appropriate research synthetic practices. The presentations—including examples of synthesis and meta-analysis, as well as conceptual overviews—build upon the recent introduction of these methods to the field, and they offer forward-thinking recommendations for improved practice.

This symposium is funded by a Language Learning Roundtable Grant. Insert Language Learning logo



Call for ReNs

AILA Research Networks: Call for Applications

Deadline: 31 October 2014

Research Networks (ReN) within AILA are formed for promoting research and disseminating its research findings inside and outside AILA. Each ReN focuses on special topic areas of Applied Linguistics that have potential for new cross-disciplinary research. ReNs exist for three years and can be renewed upon reapplication.

The criteria for ReNs includes:

- at least five members, some of whom should be new scholars;
- multinational composition with universities from at least three countries;
- participants are active in the research area of the ReN
- a research area pertaining to applied linguistics;
- a commitment to fill a ReN symposium slot at the AILA Congress three years hence;
- a report of the activities of the last three years if your ReN is seeking renewal

For applications (both renewals and new applications), the ReN convenor must submit a proposal to the ReN Coordinator. The proposal should consist of:

- a statement concerning the scope of the ReN,
- a list of the participants of the ReN and their affiliation,
- a plan for ReN activities for the upcoming three years, and
- a design for a ReN symposium at the 17th AILA Congress

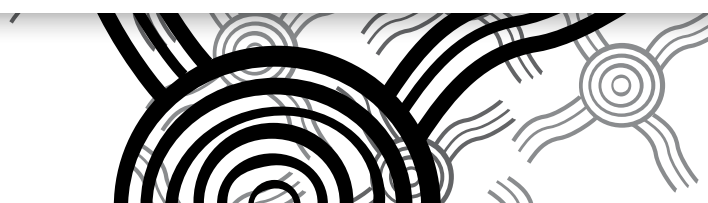
Applications to set up a ReN should be submitted between 1 September 2014 and 31 October 2014. Submissions should be sent to the AILA ReN Coordinator (shawn.loewen@aila.info). Notification of acceptance will occur by 31 January 2015.





Program at a Glance - Sunday 10 August

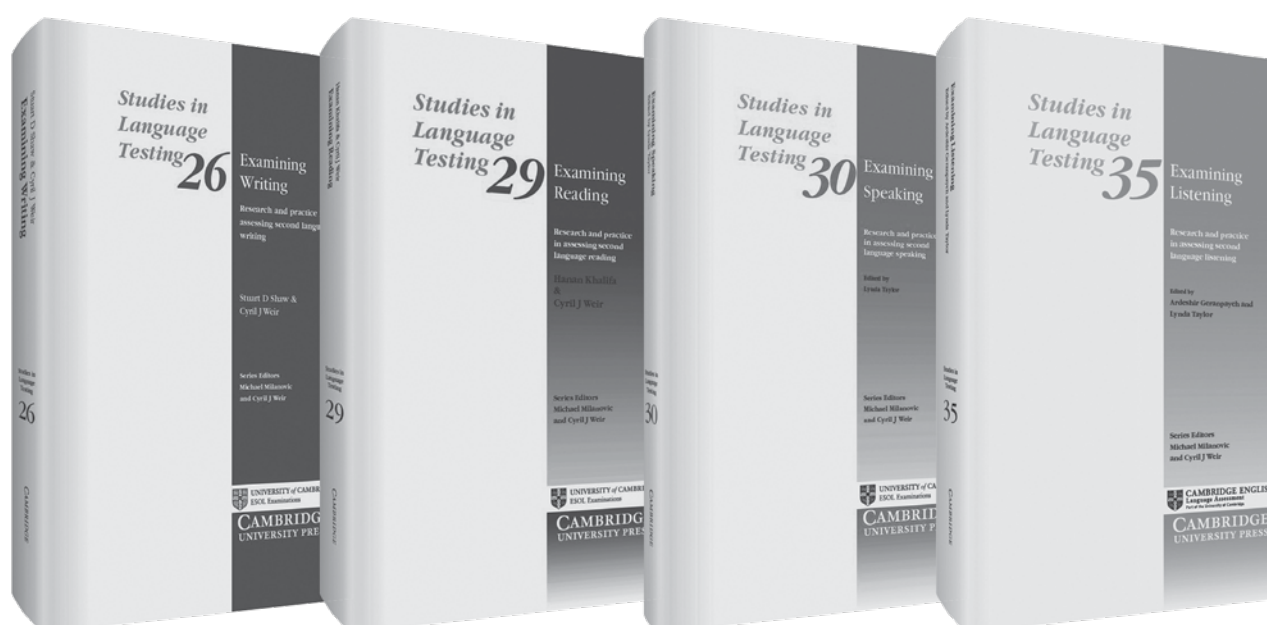
Time	Session
1400 - 1900	Registration open
1400 - 1900	Speakers preparation room open <i>M10</i>
1630 - 1700	Opening Ceremony <i>Great Hall 1 & 2</i>
1700 - 1800	Plenary 1 - KN01 Nicholas Evans Hearing the Inside: The Landscape of Meaning in Australian Languages <i>Great Hall 1 & 2</i>
1800 - 2000	Welcome Reception Mezzanine Foyer



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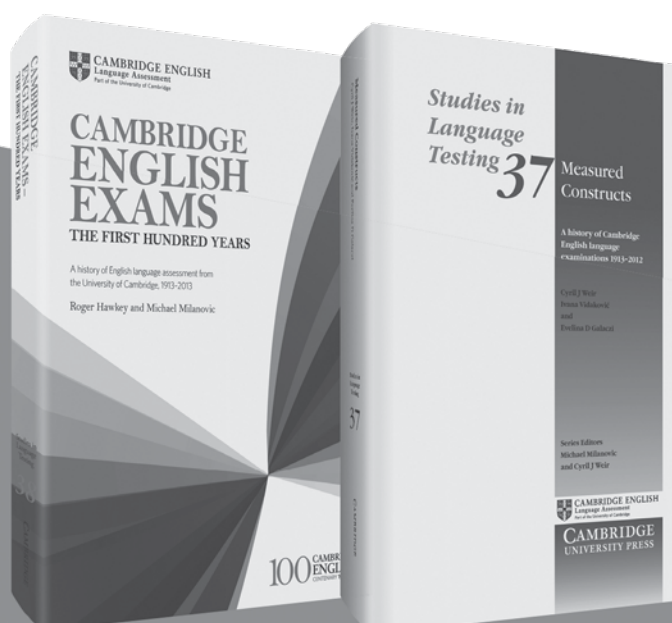
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Program at a Glance - Monday 11 August

Registration Open													
0730 – 1800 Rooms	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5
0800 – 1000	ISO5: Reassessing translation	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	C4: Language and the Workplace	B6: Language Evaluation, Assessment and Testing	B6: Language Evaluation, Assessment and Testing	D4: Intercultural Communication	D2: Language Policy and Planning	D8: Language and Technology
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1	
0800 – 1000	D7: English as a Lingua Franca and World Englishes	B5: Educational Technology and Language Learning	B5: Educational Technology and Language Learning	A2: Second Language Acquisition	A2: Second Language Acquisition	A2: Second Language Acquisition	B4: Language and Education in Multilingual Settings	D1: Sociolinguistics	D3: Bilingualism and Multilingualism	C1: Business and Professional Communication	C2: Translating, Interpreting and Mediation	E2: Pragmatics	
1000 – 1030	Morning Tea												
1030 – 1300	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5
ISO7: Rethinking 'English' in High-Stakes Encounters: the Significance of English as a Lingua Franca	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	C4: Language and the Workplace	B6: Language Evaluation, Assessment and Testing	B6: Language Evaluation, Assessment and Testing	D4: Intercultural Communication	D2: Language Policy and Planning	D8: Language and Technology
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1	
1030 – 1300	D7: English as a Lingua Franca and World Englishes	B5: Educational Technology and Language Learning	B5: Educational Technology and Language Learning	A2: Second Language Acquisition	A2: Second Language Acquisition	A2: Second Language Acquisition	B4: Language and Education in Multilingual Settings	D1: Sociolinguistics	D3: Bilingualism and Multilingualism	C1: Business and Professional Communication	C2: Translating, Interpreting and Mediation	E2: Pragmatics	
1300 – 1400	Lunch												
1400 – 1500	Plenary 2 - KN02 Lourdes Ortega Experience and Success in Late Bilingualism (Great Hall 1 & 2)												

Program at a Glance - Monday 11 August (Cont.)

Rooms	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5
1500 - 1600	FS03: Psycholinguistic Rationales for Task Sequencing in Instructional Design	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	C4: Language and the Workplace	B6: Language Evaluation, Assessment and Testing	B6: Language Evaluation, Assessment and Testing	D4: Intercultural Communication	D2: Language Policy and Planning	D8: Language and Technology
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1	
1500 - 1600	D7W: English as a Lingua Franca and World Englishes	B5: Educational Technology and Language Learning	B5: Educational Technology and Language Learning	A2: Second Language Acquisition	A2: Second Language Acquisition	A2: Second Language Acquisition	B4: Language and Education in Multilingual Settings	D1: Sociolinguistics	D3: Bilingualism and Multilingualism	0: No Theme Allocated	C2: Translating, Interpreting and Mediation	E2: Pragmatics	
1600 - 1630	Afternoon Tea												
Rooms	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5
1630 - 1830	FS03: Psycholinguistic Rationales for Task Sequencing in Instructional Design	B4S: Language and Education in Multilingual Settings	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development		B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B6S: Language Evaluation, Assessment and Testing	B6S: Language Evaluation, Assessment and Testing		D4S: Intercultural Communication	D2S: Language Policy and Planning	D8S: Language and Technology
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1	
1630 - 1830	FS04: Observation and Feedback: Practice, Talk and Reflection	B5: Educational Technology and Language Learning	B5W: Educational Technology and Language Learning B3W: Second/Foreign Language Teaching and Teacher Development	A2: Second Language Acquisition	A2S: Second Language Acquisition	B4S: Language and Education in Multilingual Settings	B4S: Language and Education in Multilingual Settings	D1S: Sociolinguistics		0S: No Theme Allocated	C2: Translating, Interpreting and Mediation	E5: Discourse Analysis	



Scientific Program - Monday 11 August

0800 – 1000 CONCURRENT SESSIONS

0800 – 1000 IS05: Reassessing translation

Room: Great Hall 1 & 2

Convenors: Henry Widdowson* & Juliane House*

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

Room: M1

0800	0830	B3	OR686 Teacher Role Versus Learner Expectation: Narrative Dialogue of Omani Learners In EFL Context Tausiff Sultana*
0830	0900	B3	OR407 Sixteen weeks to produce a research paper Sara Cotterall*
0900	0930	B3	OR251 Gender, Culture, and Professional Identity: Exploring the Lives of Foreign Female English Teachers in Japan Diane Nagatomo*
0930	1000	B3	OR3489 'Arts-enriched' Methods in Participatory and Developmental Practitioner Research in Language Teaching in Higher Education Ana Ines Salvi*

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

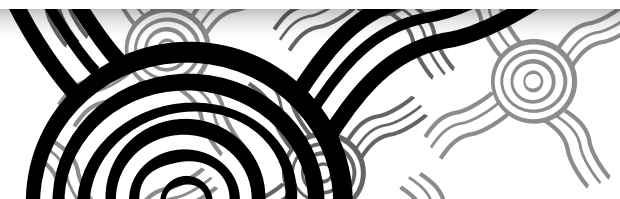
Room: M2

0800	0830	B3	OR403 The Pibid/Letras-Inglâs Project: Strengthening Teacher Education In The Amazon Region Nilton Hitotuzi*
0830	0900	B3	OR489 The role of emotions in teacher development: A longitudinal study of an EFL teacher Chunguo Meng*
0900	0930	B3	OR580 Language Teachers Narratives of Practice: Design and process in collecting teachers stories, for professional learning Robyn Moloney*, Lesley Harbon*
0930	1000	B3	OR612 Exploring the Professional Role Identity of Novice ESL Teachers Through Reflective Practice Thomas Farrell*

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

Room: M3

800	830	B3	OR667 Writing center tutors' professional development from an activity theory perspective Mayumi Fujioka*
830	900	B3	OR1195 Teaching EFL writing to Chinese College Students: A Holistic, Engaging & Dynamic Process Ju Zhan* & Fengjuan Zhang
900	930	B3	OR1573 Learning to teach writing: A case study of EFL teachers in China Fengjuan Zhang* & Ju Zhan
930	1000	B3	OR2289 The Difference Between the Logical Structure of Japanese University Students' L1 and L2 Academic Writing Gavin Brooks Brooks*





0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development
Room: M4

800	830	B3	OR2245 Fluency of lexical access in second and foreign language literacy Sanna Olkkonen*
830	900	B3	OR867 Integrating a self-regulated learning approach into vocabulary learning and teaching Atsushi Mizumoto*
900	930	B3	OR1953 English Loanwords in Japanese - Function and Role in English Language Acquisition David Bollen*
930	1000	B3	OR1755 Past learning experiences and Agency in L2 Learning: phenomenological exploration in Trinidad and Tobago Diego Andres Mideros Camargo*, Beverly-Anne Carter

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development
Room: M5 & M6

0800	0830	B3	OR2446 Improving listening efficiency of Chinese EFL learners through post-listening perception activities Dan Hou*
0830	0900	B3	OR3093 Shadowing: who benefits and how? Uncovering a booming EFL teaching technique for listening Yo Hamada*
0900	0930	B3	OR99 Listening In MFL Textbooks: An Exploration Of Textual Content, Teachers' Beliefs And Classroom Practice Denise Santos*, Suzanne Graham*
0930	1000	B3	OR54 Limiting or facilitating? How L2 listening pedagogy prepares learners for life beyond the classroom Joseph Siegel*

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development
Room: M7 & M8

0800	0830	B3	OR457 Enhancing Teacher's Knowledge Base through Academic English Support in Initial Teacher Preparation Donglan Zhang*, Lawrence Zhang*
0830	0900	B3	OR3493 Chinese and International EFL Teachers' Collaboration and Professional Development: Clashes and Compromises Tong Chu*, Haiying Pan
0900	0930	B3	OR1860 Investigating practices for teacher support and development Beatriz Maciel*, Silvia Becher*
0930	1000	B3	OR1965 Transformation and trans-national language teacher education John Macalister*





0800 – 1000 C4: Language and the Workplace

Room: M9

0800	0830	C4	OR2303 Investigating English use in the Vietnamese hospitality industry: the language of checking in and out Van Vu*, Katie Dunworth, Chris Conlan
0830	0900	C4	OR1253 Language Exploitation at Work on the U.S.-Mexico Border Glenn Martinez*
0900	0930	C4	OR1552 'Image avion pred vama na isn...?' Code Switching in the Zagreb Mid-Air Collision Simon Cookson*
0930	1000	C4	OR557 Coping with multilinguality in the multiprofessional workplace: Language management at the German shipyard Howaldtswerke Deutsche Werft Klaus Geyer*

0800 – 1000 B6: Language Evaluation, Assessment and Testing

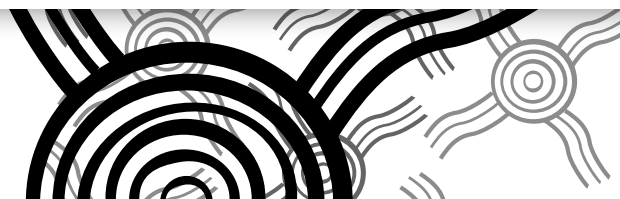
Room: P1

0800	0830	B6	OR154 Increasing the practicality of CEFR descriptor scales by bringing the context back into the framework Lut Baten*, Jan Van Maele
0830	0900	B6	OR190 A Longitudinal Study of L2 Grammar and Vocabulary Assessment and CEFR Applicability Yuji Nakamura*, Adam Murray*, Kazunari Shimada*, Haruhiko Mitsunaga*
0900	0930	B6	OR980 Proficiency Exams at CELE-UNAM: Guidelines for Analysis with the Common European Framework Alma Ortiz*

0800 – 1000 B6: Language Evaluation, Assessment and Testing

Room: P2

0800	0830	B6	OR818 Supplementing an original L2 (English) essay/paragraph writing rubric with interpretations and writing samples Yukiko Kuru*, Kinshi Kayoko*, Michiko Masaki*, Junko Otoshi*, Hiroyuki Yamanishi*
0830	0900	B6	OR1181 Exploring Cognitive Processes in L2 Argumentative Writing Lei Feng*, Shao Qinyu
0900	0930	B6	OR1701 Constructing and Construing Written Argumentative and Expository Assignments in L1 and EFL Britt-Marie Apelgren*, Per Holmberg*
0930	1000	B6	OR2169 The Development of a Rating Scale for a Criteria-referenced Diagnostic Writing Test for Eighth Graders Yun Xu*, Zunmin Wu





0800 – 1000 D4: Intercultural Communication

Room: P3

0800	0830	D4	OR113 Hot and cold ethnicities in the Baltic states Martin Ehala* , Anastassia Zabrodskaia
0830	0900	D4	OR486 Toward an Ethnography of Communication: Insights from a Multilingual Performance in Eighteenth Century India Urmishree Bedamatta*
0900	0930	D4	OR571 Service Interactions in Persian Ethnic Shops in Sydney Dariusz Izadi*
0930	1000	D4	OR2888 Exploring intercultural communication in Thailand: perspectives of foreign students and teachers from a pedagogical context Wilailak Riach*

0800 – 1000 D2: Language Policy and Planning

Room: P4

0800	0830	D2	OR1109 The use of English as a medium of instruction in Indonesia: Is it a threat? Dyah Sunggingwati*
0830	0900	D2	OR1179 Flexible models of multilingual education: The withdrawal of top-down language planning Fiona Willans*
0900	0930	D2	OR1741 Internationalisation of Higher Education and the role of languages Sabine Ylönen*
0930	1000	D2	OR157 The textbook as a change agent: Factors influencing the appropriate use of innovative textbooks Simon Humphries*

0800 – 1000 D8: Language and Technology

Room: P5

0800	0830	D8	OR2080 Social Networking in an EFL Classroom: Promises and Challenges Hsin-I Chen*
0830	0900	D8	OR885 Facebook for informal language practice: Perceptions of University language students Antonie Alm*
0900	0930		OR1215 Utilization of On-line Coursera and a TOEIC Training Kit to Enhance EFL Learning Hiroyuki Obari*
0930	1000	D8	OR2706 Time and Work in Science Twitter Greg Myers*





0800 – 1000 D7: English as a Lingua Franca and World Englishes

Room: P6

0800	0830	D7	OR2477 What influences the perceptions of English pronunciation held by EFL learners? Yihui Chiu*
0830	0900	D7	OR1910 What influences the perceptions of English pronunciation held by EFL learners? Yihui Chiu*
0900	0930	D7	OR783 /t, D/ Deletion in Hong Kong English Jette Hansen Edwards*
0930	1000	D7	OR917 Cultural identity and language use: an investigation of the status of Singlish among Singaporean youths Tsui Eu Sandra Lam*

0800 – 1000 B5: Educational Technology and Language Learning

Room: P7

0800	0830	B5	OR399 A Remedial English Corpus Browsing System for Beginner Level L2 Teachers and Students Kiyomi Chujo*, Chikako Nishigaki*, Kathryn Oghigian, Shiro Akasegawa
0830	0900	B5	OR1852 Introduction to a framework for online EAP courses Heejin Chang*
0900	0930	B5	OR2986 Implementation of an interactive platform to enhance second language acquisition at the beginner level Jessica Chakowa*
0930	1000	B5	OR520 Second language interaction with interactive technologies: the IWB in state school foreign language classrooms Shona Whyte, Euline Cutrim Schmid*, Gary Beauchamp

0800 – 1000 B5: Educational Technology and Language Learning

Room: P8

0800	0830	B5	OR221 Adventures in Naviland: A mobile phone and GPS English language learning project Mark R. Freiermuth*
0830	0900	B5	OR1146 Mobile-based learning at Community of Practice: Theory and practice to enhance English language learning Takeshi Sato*
0900	0930	B5	OR1241 Educational Paradox: Hidden obstacles to the use of mobile technology in the language classroom Karen Woodman*





0800 – 1000 A2: Second Language Acquisition

Room: P9

0800	0830	A2	OR242 Education Internationalization and Motivation in EFL learning: Perspectives from Taiwanese college EFL students Yih-Lan Chen*
0830	0900	A2	OR27 The effects of teachers' motivational practice on EFL learners' motivation and actual achievement Fakieh Alrabai*
0900	0930	A2	OR406 Formation and maintenance of motivation in L2 learning: Implications from a study abroad program Ueki Michiko*, Takeuchi Osamu
0930	1000	A2	OR628 Overviews of Motivation, Communicative/Traditional Language Learning Orientation, and Linguistic Abilities among Japanese University EFL Learners Rieko Nishida*, Tomoko Yashima

0800 – 1000 A2: Second Language Acquisition

Room: P10

0800	0830	A2	OR811 Lexical transfer in young CLIL and traditional EFL learners: a preliminary comparison Maria Pilar Agustin Llach*
0830	0900	A2	OR712 Extramural English, CLIL and the development of academic vocabulary in English among Swedish students Eva Olsson*
0900	0930	A2	
0930	1000	A2	OR919 The acquisition of the lexicon in immersion pre/schools: A longitudinal study Anja Steinlen*, Thorsten Piske*

0800 – 1000 A2: Second Language Acquisition

Room: P11

0800	0830	A2	OR677 Acquisition of WH-Interrogatives by Chinese learners of English Shinian Wu*
0830	0900	A2	OR396 Logging metaphorical thoughts: A pausological study of second language learners' production of metaphors Ha Hoang*
0900	0930	A2	OR760 Swedish L1 and L2 speakers verbalize grammatical knowledge: technical metalanguage versus imagined scenarios Gisela Hakansson*, Catrin Norrby*
0930	1000	A2	OR3312 Relative Clauses in English-Mandarin Bilingual Children: Language Transfer and Development Jing Yan*





0800 – 1000 B4: Language and Education in Multilingual Settings

Room: B1

0800	0830	B4	OR1545 “Asking to stop writing is like tying my hands”: hearing students learning Brazilian Sign Language Audrei Gesser*
0830	0900	B4	OR695 The teaching of Afrikaans as a Second Language at a South African university Elbie Adendorff*
0900	0930	B4	OR3306 The development of African Languages in a Multilingual SA Higher Education Institutions Linda Kwatsha*

0800 – 1000 D1: Sociolinguistics

Room: B2

0830	0900	D1	OR3105 Chinese as a Foreign Language learners' Identity Negotiation in China: A Case Study Li Mao*, Joe Wu
0900	0930	D1	OR3276 Home Language Exposure Effect On Mandarin Competence Of Chinese Children In Singapore Hock Huan Goh*, Chunsheng Zhao, Siew Hoon Kwek
0930	1000	D1	OR2551 The Spread of English in Taiwan in the Age of Globalization: A Sociolinguistic Study Su-Chiao Chen*

0800 – 1000 D3: Bilingualism and Multilingualism

Room: B3

0800	0830	D3	OR2462 Can I be a happy bilingual? Voice of a non-native speaker of English Lan Anh Le*
0830	0900	D3	OR2223 Affordance of an English-Taught Program: Roles of Peers Yi-Ping Huang*
0900	0930	D3	OR2364 Reaching out to migrant and refugee communities to support childhood bilingualism and home language maintenance Andrea Schalley*, Susana Eisenclas
0930	1000	D3	OR455 Comparing The Use Of Code-Switching Among Three Generations Of Brunei Malay-English Speakers In Brunei Debbie Guan Eng Ho*

0800 – 1000 C1: Business and Professional Communication

Room: A1

0800	0830	C1	OR973 A Contrastive Study on English and Russian Texts of the Global Economic Crisis Huili Wang*, Tamara Runtsova
0830	0900	C1	OR1225 Differences Between Professors and Professionals in Evaluating Business Presentations Misa Fujio*
0900	0930	C1	OR2448 An English Language Needs Analysis of Technology Entrepreneurs in Japan Chuaning Huang*, Lee Knowlton*
0930	1000	C1	OR1996 Supply vs. Demand: English Proficiency of Japanese Company Employees Mako Ishida*





0800 – 1000 C2: Translating, Interpreting and Mediation

Room: A2

0800	0830	C2	OR1436 Understanding Interpreters' Professional Identity: An Analysis of China's Political Press Conference Yi Chen*
0830	0900	C2	OR3460 What happened between 'power' and 'actualization'? - A case study of a Chinese to English translator trainer Lili Qin*
0900	0930	C2	OR75 Expert Interpreters for Expert Witness Examinations: A Case Study of Interpreter-Mediated Courtroom Examinations in South Korea Jieun Lee*
0930	1000	C2	OR1475 Error Analysis for Students Learning Court Interpreting Chung-Chien Chang*

0800 – 1000 E2: Pragmatics

Room: S1

0800	0830	E2	OR587 How Did Chaucer Regulate Space and Time? Pragmatic Analysis of Middle English Spatio-temporal Systems Minako Nakayasu*
0830	0900	E2	OR1730 Analysis of pragmatic features in ELT textbooks Chie Kawashima*
0900	0930	E2	OR1464 For an information structure typology: Cleft sentences in a Gallo-Italian dialect Ada Valentini*
0930	1000	E2	OR3226 Acquisition of Korean sentence ending -ney as a politeness device Jiyoung Lee*, Jinyoung Choi*

1000 – 1030 Morning Tea

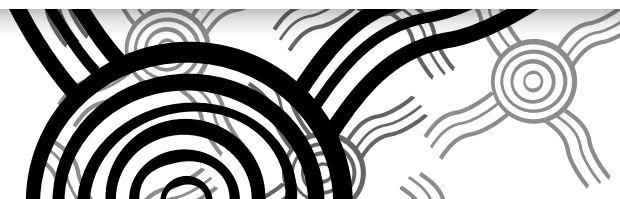
1030 – 1300 CONCURRENT SESSIONS

1030 – 1300 IS07: Rethinking 'English' in High-Stakes Encounters: The Significance of English as a Lingua Franca

Room: Great Hall 1 & 2

Convenor: Barbara Seidlhofer

Barbara Seidlhofer*, Brigitta Busch*, Mary Jane Curry*, Andy Kirkpatrick*, Joseph Lo Bianco*, Anna Mauranen*, Marie-Luise Pitzl*, Elana Shohamy*





1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M1

1030	1100	B3	OR278 Faculty feedback: perceptions and practices in L2 disciplinary writing Ken Hyland*
1100	1130	B3	OR1157 Investigation of University English Teachers Motivation in Japan Rie Tsutsumi*
1130	1200	B3	OR252 Teacher-researcher collaboration on teaching pragmatics: A situated instructional study in an English-medium university in Japan Naoko Taguchi*, Naeko Naganuma*, Carlos Budding*
1200	1230	B3	OR1062 Voices of University FL Teachers in a Thai Context: Their Perceptions of Thailand's FL Education Natheeporn Keawkhong*, Chantarath Hongboontri, Robert C. Kleinsasser
1230	1300	B3	OR1226 University-School Collaboration through Action Research Kazuyoshi Sato*

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M2

1030	1100	B3	OR227 A Study of Teacher Reflection in a Community of Practice for Professional Development Ping Wang*
1100	1130	B3	OR858 The impact of pre-service training on language teachers: Reporting on a long-term research project. Diane Johnson*
1130	1200	B3	OR971 The importance of language teacher's formation and development processes and how they affect teaching practices Patricia Vasconcelos Almeida*
1200	1230	B3	OR1121 Exploring Novice Teachers' Teacher Talk Development: A Multiple-Case Study of EFL Teachers in China Hao Xu*
1230	1300	0	OR770 Majority And Minority Language Students Responses To Form-Focused Instruction In Two-Way Immersion Diane Tedick *

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M3

1030	1100	B3	OR322 Teacher research engagement: Evaluating the impact on individuals and institutions in a national educational sector Anne Burns*, Katherine Brandon*
1100	1130	B3	OR711 From a teacher's perspective: Using action research to improve ESL students' academic writing and speaking Emily Edwards*, Jennifer Wallace*
1130	1200	B3	OR744 Investigating Feedback On Writing From A Sociocultural Theoretical Perspective Neomy Storch*
1200	1230	B3	OR1211 Does peer reviewing help students improve their writing abilities? Noriko Kurihara*
1230	1300	B3	OR3008 Effects of Written and Spoken Peer Feedback on Japanese EFL Students' L2 Writing Keiko Hirose*





1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M4

1030	1100	B3	OR3282 Vocabulary Learning Tasks of EFL Japanese University Students: An Investigation of the Involvement Load Hypothesis Mayumi Tsubaki*
1100	1130	B3	OR2384 Genre-based vocabulary development in ESP education Miho Fujieda*, Hiroko Suzuki*
1130	1200	B3	OR976 Lexical Bundles Analysis: An English Teaching And Learning Experience In Public High Schools Shirlene Bemfica De Oliveira*
1200	1230	B3	OR1789 Lexical Bundles as Markers of Authenticity in English for Academic Purposes Materials Ellen Cray*, David Wood*
1230	1300	D3	OR803 Contemporary migration and multilingualism in Japan and Singapore: A 21st century approach to 'super-diversity' Catherine Siew Kheng Chua*, Patrick Chin Leong Ng*

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M5 & M6

1030	1100	B3	OR169 Investigating cross-curricular collaboration between L2 and content subject teachers in content-based instruction programmes Yuen Yi Lo*
1100	1130	B3	OR139 A Model to empower grade 10 mathematics teachers with questioning techniques Maureen Ledibane*
1130	1200	B3	OR462 Content-based English language teaching for at risk EAL students Jenny Miller*
1200	1230	B3	OR1954 Australian teachers' perspectives on successes, challenges, and caveats of Content and Language Integrated Learning (CLIL) Russell Cross*, Margaret Gearon*
1230	1300	B3	OR1230 Gauging the CLIL effect: Results from a large-scale longitudinal study on German CLIL programmes Dominik Rumlich*

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M7 & M8

1030	1100	B3	OR2479 Collaborating Across Borders: A Case Study of Videoconference-Enhanced Teacher Training Programs Minako Yogi*
1100	1130	B3	OR2483 Developing Process Drama Teacher Professional Development Program Hae-Ok Park*
1130	1200	B3	OR3096 Developing Pre-service EFL Teachers' Professional Beliefs through a Foreign Language Education Course: A longitudinal Study Shi Pu*, Yi'an Wu
1200	1230	B3	OR3115 Learning to help in tandem learning: Experience of preservice teachers of Japanese Naoko Aoki*
1230	1300	B3	OR3356 Teachers' Pedagogies: From Transmission Teaching To Facilitating Learning LuzMaria Muñoz De Cote*





1030 – 1300 C4: Language and the Workplace

Room: M9

1030	1100	C4	OR417 English Oral Communication Skills and Employers' Decision to (Not) Hire Mei-Yuit Chan* , Ngee-Thai Yap , Paul Chandra Bose Selvarajoo , Afida Mohd Ali , Swee-Heng Chan
1100	1130	C4	OR1726 Exploring advanced non-native university lecturers' use of general, academic and domain specific collocations Birgit Henriksen* , Pete Westbrook*
1130	1200	C4	OR3459 The discourse of the managerial university: the case of the word 'strategy' Tim Moore*
1200	1230	C4	OR1356 Self and peer assessment of interpersonal skills in group work prepares students for the workplace Radhika Jaidev*
1230	1300	C4	OR1995 Doing Patient-centredness - Pragmatic Competence for International Medical Graduates Maria Dahm* , Lynda Yates*

1030 – 1300 B6: Language Evaluation, Assessment and Testing

Room: P1

1030	1100	B6	OR1221 Strategies for TOEFL iBT Integrated Writing task Yasunori Matsuzono*
1100	1130	B6	OR946 Humanizing language testing: Voices of IELTS test-takers M. Obaidul Hamid*
1130	1200	B6	OR1833 Living with IELTS: A narrative inquiry into the lived experiences of IELTS test candidates. Megan Yucel*
1200	1230	B6	OR2989 Reading strategies in IELTS tests: What difference do they make to the outcome? James Chalmers* , Ian Walkinshaw*
1230	1300	B6	OR232 Evaluating a University Spanish Basic Language Program in the United States Mariche Garcia-Bayonas* , Holli Bayonas*

1030 – 1300 B6: Language Evaluation, Assessment and Testing

Room: P2

1030	1100	B6	OR2360 Corpus-Based Contrastive Analysis of lexical words in Argumentative English Writing Aiqiong Huang*
1100	1130	B6	OR2549 Teachers Rating Writing - a study of processes and consistency in a high stakes context Gudrun Erickson*
1130	1200	B6	OR2654 Understanding Writing Abilities of Native and Non-native English Speakers at College Level Hyojin Jeon*
1200	1230	B6	OR3041 Development of Writing Evaluation Criteria for novice EFL students Chiaki Baba*
1230	1300	B6	OR3417 Raters' Decision-making Process of Assessing EFL Writing Performance in a Large-scale Achievement Test Luna Yang* , Zunmin Wu*





1030 – 1300 D4: Intercultural Communication

Room: P3

1030	1100	D4	OR1382 English Refusals: Perceptual Differences between Native and Japanese Speakers Regarding Politeness and Appropriateness Junko Yamaai*
1100	1130	D4	OR3254 The comparison in the evaluations of group discussions between native and non-native speakers of Japanese Ikuyo Morimoto*, Etsuo Mizukami, Naomi Yanagida
1130	1200	D4	OR1418 Communication style transfer of EFL learners: An analysis of topic-development style by Japanese English learners Mami Otani*
1200	1230	D4	OR1679 A comparison of English and Japanese conversation: offering an opinion in question forms Yuka Shigemitsu*
1230	1300	D4	OR2164 'Impolite' - 'Polite' - 'More Polite'? Degrees of politeness from a pragmatic, intercultural and language acquisition perspective. Martina Rost-Roth

1030 – 1300 D2: Language Policy and Planning

Room: P4

1030	1100	D2	OR3059 English Medium Instruction in Vietnamese universities: Trend or triumph? Thi Thuy Nhung Le*
1100	1130	D2	OR2033 Dilemmas and contradictions faced by universities regarding foreign language education policies: The case of Colombia Doris Correa*, Jaime Usma*
1130	1200	D2	OR2345 Fractionating English language proficiency: Policy and practice in Australian higher education. Michael Harrington*, Paul Moore*
1200	1230	D2	OR2997 Attitudes of teachers and students towards China's foreign language policy on tertiary English education Jiani Li*
1230	1300	D2	OR3292 Discursive construction of medium of instruction debates in Malaysian Higher Education Moses Samuel*

1030 – 1300 D8: Language and Technology

Room: P5

1030	1100	D8	OR3410 The Interactive Study Abroad Text (ISAT): Helping students prepare to study abroad Tony Cripps*
1100	1130	D8	OR3270 Promoting EFL oral presentation performance through video blogging Shao-Ting Hung*, Heng-Tsung Huang
1130	1200		
1200	1230	D8	OR3155 Digital artifacts, languages in use and technological mediation Marilda Cavalcanti*, Ines Signorini*
1230	1300	D8	OR3197 Using iPads in a comprehensive and creative way for English language teaching and learning Yan Ge*





1030 – 1300 D7: English as a Lingua Franca and World Englishes

Room: P6

1030	1100	D7	OR1543 Is English Queens'? Language Choice by the Heads of State at the UN Meetings Tomoyuki Kawashima*
1100	1130	D7	OR3088 Mutual face preservation among Asian speakers of English as a Lingua Franca Ian Walkinshaw*
1130	1200	D7	OR1697 Confronting the status of English as an International Language with the perception of learners Marisa Grigoletto*
1200	1230	D7	OR256 English, imagined community and media: the linguistic construction of the Chinese people community Songqing Li*
1230	1300	D7	OR1871 University Teachers and Employees' Attitude toward English Diversity and Intercultural Communication in Promoting International Education Chaochang Wang*, Chu-Tai Ho*

1030 – 1300 B5: Educational Technology and Language Learning

Room: P7

1030	1100	B5	OR965 Let's tweet in Chinese! Microblogging to enhance motivation and language proficiency among learners of Chinese Ya Ping Hsiao, Peter Broeder*
1100	1130		
1130	1200	B5	OR2506 Exploration of EFL Writing through Facebook: Impact of Informal Learning June Liu*
1200	1230	B5	OR1947 Young Brazilians' Engagement with Glogsters: An analysis of multimodal meaning-making and identity constitution Lucas Moreira Dos Anjos Santos*, Raquel Gamero*
1230	1300		

1030 – 1300 B5: Educational Technology and Language Learning

Room: P8

1030	1100	B5	OR2972 The Effects of using Mobile Phones in the EFL Classroom Adrian Leis*, Simon Cooke, Tohei Akihiko Andrew
1100	1130	B5	OR2454 A Comparative Study of Human versus Computer Assessment in EFL Writing Shih-Jen Huang*
1130	1200	B5	OR567 A Narrative Inquiry of Curriculum Change: A blended-learning experience. Jenny Mendieta*
1200	1230	B5	OR79 To type or not to type: using written facilities during audio/videoconferencing lessons Olga Kozar*
1230	1300	B5	OR597 Collective and Individual Literacy Strategies in the Process of Writing within a Digitalized Classroom Maria Westman*, Eva Hultin*





1030 – 1300 A2: Second Language Acquisition

Room: P9

1030	1100	A2	OR2031 Second Language Acquisition, Study Abroad and Motivation: A Mixed-method Study of Japanese University Students Gaby Benthien*
1100	1130	A2	OR1196 Creating an autonomous learning model for Japanese learners of English to foster their autonomous attitude Akiko Kochiyama*
1130	1200	A2	OR2222 The impact of learner demotivation: Retrospective accounts of Japanese university EFL learners Kota Ohata*, Mark Christianson*
1200	1230	A2	OR3373 Investigating the relationships among motivational variables, self-regulation strategies, willingness to communicate, and English oral fluency Sakae Onoda*
1230	1300	A2	OR532 The Effects of Meta-Cognitive Monitoring Training on L2 Proficiency Sachiko Takahashi*

1030 – 1300 A2: Second Language Acquisition

Room: P10

1030	1100	A2	OR987 The Effects of Comprehensible Input on L2 Reading Comprehension and Incidental Vocabulary Acquisition Xiaohui Han*, Lili Wen*
1100	1130	A2	OR1033 Vocabulary proficiency and progress among CLIL and non-CLIL students: a longitudinal study Liss Kerstin Sylven*
1130	1200	A2	OR1254 The role of input properties on lexical development in foreign language acquisition: Transparency and frequency Ada Valentini*, Roberta Grassi
1200	1230	A2	OR1273 Using learners' first language word association profiles as an alternative to native speaker norms Tess Fitzpatrick*, John Racine
1230	1300	A2	OR1355 Measuring second language productive vocabulary: Strengths and limitations of the capture-recapture sampling technique Norman Segalowitz*, Joy Williams





1030 – 1300 A2: Second Language Acquisition

Room: P11

1030	1100	A2	OR1731 Pragmatic development by Japanese students studying abroad: Focusing on pragmatic routines Naoko Osuka*
1100	1130	A2	
1130	1200	A2	OR3391 Comprehension of Vague Expressions in a Study-abroad Setting Feng Xiao*, Yanjun Liu*
1200	1230	A2	OR2911 Short-Term ESL Study Abroad: Its Linguistic and Pragmatic Impact Yoko Sato*
1230	1300	A2	OR63 ISLA: Methodological issues and options Mike Long*

1030 – 1300 B4: Language and Education in Multilingual Settings

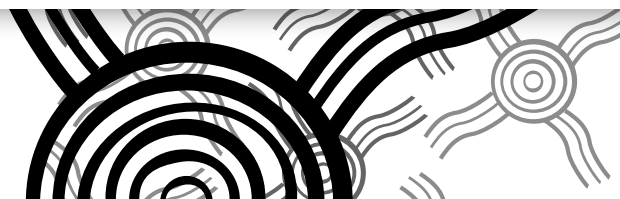
Room: B1

1030	1100	B4	OR2704 Blended learning and language learning in extreme linguistic diversity: A case study of learners of French in Nigeria. Grace A. Obaigbona*
1100	1130	B4	OR796 Reading Popular Culture Texts: The Case with ESL Students in Hong Kong Jasmine Luk*
1130	1200	B4	OR815 Learners' use and conceptualisations of multilingual strategies in a German-Finnish conversation-for-learning setting Sabine Grasz*
1200	1230	B4	OR1587 Approaches to linguistic diversity in Finnish national curricula 1985 - 2014 Sirkku Latomaa*
1230	1300	B4	OR1104 'It's English class... toktok lo Bislama.' Exploring issues of teacher codeswitching in Vanuatu primary classrooms. Emma Caukill*

1030 – 1300 D1: Sociolinguistics

Room: B2

1030	1100	D1	OR2776 Multilingual Cityscape: language, politics and urban space in Astana (kazakhstan) Irina Moore*
1100	1130	D1	OR1363 Comfy shoe wearing gaijin chicks: constructions of Western women teaching English in Japan Roslyn Appleby*
1130	1200	D1	OR1538 Mapping the multilingual repertoire of generation Y university students. A French-Australian study Veronique Conte*
1200	1230	D1	OR2411 Dialect features of young children in post tsunami Leupung, Aceh Kismullah Kismullah*, Zosia Golebiowski





1030 – 1300 D3: Bilingualism and Multilingualism

Room: B3

1030	1100	D3	OR60 Understanding Psychological Traits Affecting Fluency in Foreign Languages and Adapting to Foreign Cultures Tim Keeley*
1100	1130	D3	OR498 Experience and learner autonomy: Locus of control in multilingual language learners Ron Peek*
1130	1200	D3	OR1438 Mother tongue classes in superdiversity: understandings of language, Mother Tongue and belonging Martha Karrebæk*
1200	1230	D3	OR2048 Assessing correlations between types of input and language dominance in child bilingualism Eleni Agathopoulou*, Marina Mattheoudakis*, Aspasia Chatzidaki, Christina Maligkoudi
1230	1300	D3	OR3404 Code switching in repair sequences among students-repatriates in EFL classroom Damira Akynova*, Sholpan Zharkynbekova,

1030 – 1300 C1: Business and Professional Communication

Room: A1

1030	1100	C1	OR1518 What Chinese professionals expect from a business English course: Quantitative and corpus data Mable Chan*
1100	1130	C1	OR2331 ELF, gestures and smiling faces. A young Finnish engineer's professional communicative repertoire Tiina Räisänen*
1130	1200	C1	OR1005 Exploring the discourse of telephone-based financial planning consultations Stephen Moore*
1200	1230	C1	OR2015 Professional mobility, multilingualism and the art of impression management. Fiona O'Neill*
1230	1300	C1	OR531 Effects of a communication skills course for international medical students: unproblematic gains and continuing challenges Rosemary Wette*

1030 – 1300 C2: Translating, Interpreting and Mediation

Room: A2

1030	1100	C2	
1100	1130	C2	OR694 An interactional analysis of interpreters' gatekeeping when handling non-task oriented topics in Belgian healthcare settings Dorien Van De Mierop*
1130	1200	C2	OR808 Pedagogic contribution of subtitle translation to enhance mediation competence among Japanese EFL learners Shoko Toyokura*
1200	1230	C2	OR2142 Case Studies Of Japanese Translators In Training: Tracing The Development Of The English Article System Masako Terui*, Shoji Miyanaga*, Atsuko Misaki*, Judy Noguchi*
1230	1300	C2	OR3220 Prerequisites for using bilingual corpora to discover linguistic translation universals Shian-Jung Chen*





1030 – 1300 E2: Pragmatics

Room: S1

1030	1100	E2	OR52 Providing a rationale for the teaching of listenership in the Japanese EFL classroom Pino Cutrone*
1100	1130	E2	OR579 Developing pragmatic competence: Before, during, and after study abroad Joseph Siegel*
1130	1200	E2	OR1544 A Corpus-Based Study of Apology Expressions for Apologies and non-Apologies S. Kathleen Kitao*, Kenji Kitao
1200	1230	E2	OR469 “Catch Operational Face Maintenance on Tape”: Online Chatters’ Initial Intention, Text Production Process, and Publicly Displayed Messages Phalangchok Wanphet*
1230	1300	E2	OR1866 Phalangchok Wanphet* Implicature as social action Michael Haugh*

1300 – 1400 Lunch

1400 – 1500 KN02

Room: Great Hall 1 & 2
Lourdes Ortega

Experience and Success in Late Bilingualism

1500 – 1600 CONCURRENT SESSIONS

1500 – 1830 FS03: Psycholinguistic Rationales for Task Sequencing in Instructional Design

Room: Great Hall 1 & 2

Convenors: Peter Robinson, Melissa Baralt, Roger Gilabert

Psycholinguistic Rationales for Task Sequencing in Instructional Design

Peter Robinson*, Melissa Baralt*, Roger Gilabert*, Caroline Payant*, YouJin Kim*, Simone Harmath-de Lemmos*, Sawsan Werfelli*, Colin Thompson*, Craig Lambert*, Mayya Levkina*, Aleksandra Malicka*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

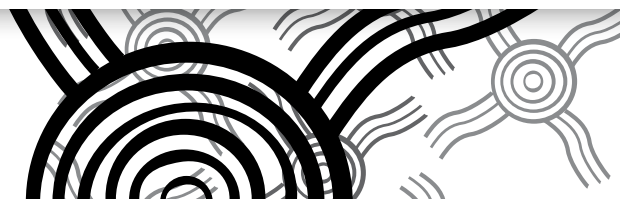
Room: M1

1500	1530	B3	OR1317 Teacher Translanguaging In University Language Courses: Any Insights For School-Based Language Programs? Marianne Turner*
1530	1600	B3	OR2251 One Classroom, Many Voices: Fostering Student Communicative Autonomy in Japanese University English Courses Ellen Motohashi*, Chitose Asaoka*, Carolyn Ashizawa*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M2

1500	1530	B3	OR1247 Teacher professional identity in a transnational context: Stories and issues Xuan Nhat Chi Mai Nguyen*
1530	1600	B3	OR1713 What Makes the A Good English Language Teacher Trainer? Ali Al-Issa*





1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development
Room: M3

1500	1530	B3	OR3021 Chinese University EFL teacher's feedback on text-level features of student writing: A socio-cultural perspective Xiaoyun Bian*
1530	1600	B3	OR389 A Qualitative Meta-analysis on Peer Feedback Research in ESL/EFL Writing Tsui-ping Chen*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development
Room: M4

1500	1530	B3	OR3071 Decontextualized Presentation of Lexical Phrases Prior to Focus-on-Form EFL Tasks Yoshimasa Ogawa*
1530	1600	B3	OR2055 Does paraphrasing practice contribute to second language vocabulary learning? Marina Dodigovic*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development
Room: M5 & M6

1500	1530	B3	OR2188 Explicit grammar instruction and the young foreign language learner Rowena Hanan, Emma Marsden*
1530	1600	B3	OR3262 A classroom revolution: How creative can you be? Tony Cripps*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development
Room: M7 & M8

1500	1530	B3	OR2470 Becoming an effective discursive practitioner in the academic seminar: preparing L2 students for active participation. Nicholas Marshall*, Evelyn Naoumi*
1530	1600	B3	OR2366 The effects of teacher collaboration on children's morphological awareness across languages Roy Lyster*

1500 – 1600 C4: Language and the Workplace
Room: M9

1500	1530	C4	OR2463 The discursive demands of patient-centred consultations and the challenges for overseas-trained doctors Robyn Woodward-Kron*, Catriona Fraser, Neville Chiavaroli
1530	1600	C4	OR1554 'We need priority please' Mitigated Speech in the Crash of Avianca Flight 052 Simon Cookson*

1500 – 1600 B6: Language Evaluation, Assessment and Testing
Room: P1

1500	1530	B6	OR1156 Introduction Of The Center Listening Test: Perceptions Of English Teachers And Students Kozo Yanagawa*
1530	1600	B6	OR1984 Test Delivery Mode Effects on L2 Learners with Different Attributes Emiko Kaneko*, Younghyon Heo*





1500 – 1600 B6: Language Evaluation, Assessment and Testing

Room: P2

1500	1530	B6	OR618 Writing in test vs. real-life academic situations: Linguistic and discorsal features of the texts Mehdi Riazi*, Jill Murray
1530	1600	B6	OR1092 The Establishment of Models for Integrated-skills Assessment “From the Standpoint of Assessment Literacy” Yuji Nakamura*, Yasutomo Akiyama*, Yasuko Ito*, Kahoko Matsumoto*, Kei Miyazaki*, Adam Murray*, Taiko Tsuchihira*

1500 – 1600 D4: Intercultural Communication

Room: P3

1500	1530	D4	OR1868 Self-presentation practices in interactions between Australians and Americans getting acquainted Michael Haugh*, Donal Carbaugh
1530	1600	D4	OR2882 Teach like you’re hosting a dinner party! Rethinking social inclusion using the small culture paradigm Brie Willoughby-Knox*

1500 – 1600 D2: Language Policy and Planning

Room: P4

1500	1530	D2	OR1118 Peacebuilding: A New Paradigm in Language Planning? Joseph Lo Bianco*
1530	1600	D2	OR2385 Medium of instruction and struggles for identity Iffat Jahan*

1500 – 1600 D8: Language and Technology

Room: P5

1500	1530	D8	OR3374 Hybrid Texts, Hybrid Identities: A case study of an Indonesian English language learner’s literacy practices and identity construction on Twitter Dian Marissa*
1530	1600	D8	OR1205 Digital curation as an emerging literacy: Storify and ‘O Estado de S. Paulo’ Nayara Barros*

1500 – 1600 D7W: English as a Lingua Franca and World Englishes

Room: P6

1500	1600	D7	W2118 A Proposal for ELF interactions with Interactive Digital Text Books for Cross-Cultural Distance Education Michiko Nakano*, Satoshi Yoshida*, Yusuke Kondo*
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1500 – 1600 B5W: Educational Technology and Language Learning

Room: P7

1500	1600	B5	W1378 Designing a pedagogical corpus to support language revitalization: The case of Labrador Inuititut Elizabeth Gatbonton*, Vivek Venkatesh, Ildiko Pelczer, Michael Conor Cook, Norman Segalowitz
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1500 – 1600 B5: Educational Technology and Language Learning

Room: P8

1500	1530	B5	OR1169 Web-based collaborative environments with a virtual facilitator for developing EFL students' writing skills Chizuko Kushima*, Yasuhito Kishi, Katsuhide Sonoda, Hiroko Tajika, Nobuko Kishi
1530	1600	B5	OR1297 A Comparative Study on Automated Writing Evaluation and Teacher Feedback: Students' Perceptions on Error Feedback Shan Chen, Chunrong Bao*

1500 – 1600 A2: Second Language Acquisition

Room: P9

1500	1530	A2	OR1425 Strategizing: Teaching a controversial strategy Natsumi Wakamoto*
1530	1600	A2	OR3199 Investigating the relationship between communication strategy training and L2 acquisition: A longitudinal study Joseph Wood*

1500 – 1600 A2: Second Language Acquisition

Room: P10

1500	1530	A2	OR1565 Missing Academic Words in High School Wordlist: its Impact and Subsequent Acquisition in EFL Colleges Lee-Yen Wang*
1530	1600	A2	OR380 A Longitudinal Study on the Fluctuating Development of L1/L2 Semantic Awareness Yongyan Zheng*

1500 – 1600 A2: Second Language Acquisition

Room: P11

1500	1530	A2	OR1159 A New Horizon for Early English Education in Japan Naomi Ono*, Tsuneo Takanashi*, Kagari Tsuchiya*
1530	1600	A2	OR231 Modified Spanish Second Language Acquisition Program Mariche Garcia-Bayonas*

1500 – 1600 B4: Language and Education in Multilingual Settings

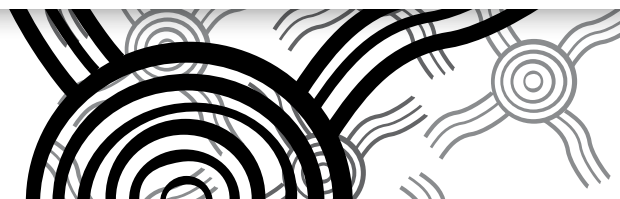
Room: B1

1500	1530	B4	OR2216 Negotiating educational language policies: The case of a multilingual neighborhood in Tel Aviv-Jaffa. Elana Shohamy*, Ofra Inbar*
1530	1600	B4	OR2357 Teaching for communication in multilingual contexts: A critical investigation Lydia Dutcher*

1500 – 1600 D1: Sociolinguistics

Room: B2

1500	1530	D1	OR2416 Towards a multicultural Japan: The introduction of foreign nurses and caregivers in an ageing society Rika Kusunoki*
1530	1600	D1	OR1347 A Study of Presidential Reference Terms in Taiwan: A Comparison between KMT and DPP Legislators Li-Jung Huang*, Ju-Ching Chen*





1500 – 1600 D3: Bilingualism and Multilingualism

Room: B3

1500	1530	D3	OR3076 Exploring language choice and identity construction in 'in-between sites': community languages school and ethnic media in Australia Ken Cruickshank*, Antonia Rubino*
1530	1600	D3	OR927 When does Language Matter? Applied and Perceived Norms in Bilingual Formal Meetings Merja Koskela*, Gun-Viol Vik*

1500 – 1600 0: No Theme Allocated

Room: A1

1500	1530	0	OR3486 Museums And Theatres As Places To Learn And Teach Outside School Jutta Rymarczyk*
1530	1600	0	OR3487 Staging Shakespeare at secondary schools – applying Theatre Education to foster communicative and performative competences Jenny Passon*

1500 – 1600 C2: Translating, Interpreting and Mediation

Room: A2

1500	1530	C2	
1530	1600	C2	OR3328 A Foregrounding Analysis of an Autobiography and its Translation: Whose Point of View Is This? Susan Xu*

1500 – 1600 E2: Pragmatics

Room: S1

1500	1530	E2	OR615 A Pragmatic Analysis of English Learners' Planning for Speech Act Productions Chi-Yin Hong*
1530	1600	E2	OR2103 Studying the Semantic and Pragmatic Aspects of Arabic as a Foreign Language: A corpus-based Approach Seham El Kareh*, Sherine Hassan*

1600 – 1630 Afternoon Tea

1630 – 1830 CONCURRENT SESSIONS

1500 – 1830 FS03: Psycholinguistic Rationales for Task Sequencing in Instructional Design

Room: Great Hall 1 & 2

Convenors: Peter Robinson, Melissa Baralt, Roger Gilabert

Psycholinguistic Rationales for Task Sequencing in Instructional Design

Peter Robinson*, Melissa Baralt*, Roger Gilabert*, Caroline Payant*, YouJin Kim*, Simone Harmath-de Lemmos*, Sawsan Werfelli*, Colin Thompson*, Craig Lambert*, Mayya Levkina*, Aleksandra Malicka*

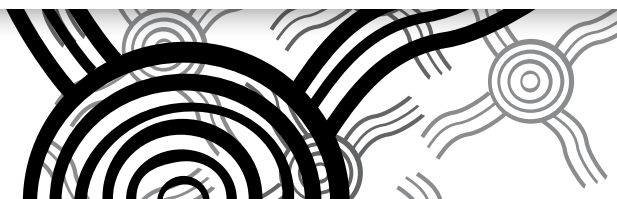
1630 – 1830 B4S: Language and Education in Multilingual Settings

Room: M1

S2024 Beyond the metropolis: language learning, teaching, use and maintenance in rural and regional Australia

Convenor: Elizabeth Ellis

Elizabeth Ellis*, Louisa Willoughby*, Finex Ndhlovu*, Isabel Tasker*





1630 – 1830	B3S: Second/Foreign Language Teaching and Teacher Development
Room: M2	
S650	
Convenor: Peter Broeder	
Perspectives on improving Teacher Training: Meeting Challenges and Creating Opportunities	
Peter Broeder*, Ken Hisamura*, Hisatake Jimbo*, Takane Yamaguchi*, Ken Hisamura*, Carel van Wijk*, Angela Scarino*, Kathleen Heugh*	

1630 – 1830	B3S: Second/Foreign Language Teaching and Teacher Development
Room: M3	
S408	
Convenor: Qiang Wang	
Enhancing Students' English Reading Competence through University-School Collaborative Action Research in the Chinese Context	
Qiang Wang*, Shaoqian Luo*, Zehang Chen*, Xin Ma*, Xiaofang Qian*	

1630 – 1830

B3: Second/Foreign Language Teaching and Teacher Development

Room: M5 & M6

1630	1700	B3	OR2585 Building Connections between English Language Needs and Subject Knowledge: From Course Planning to Implementation Natalie Fong*
1700	1730	B3	OR3491 Curriculum as Knowledge System: The Warlpiri Theme Cycle Samantha Disbray*
1730	1830	B3W	W603 Radically Improving Second Language Instruction with the Input-Based Incremental Approach Joe Barcroft*

1630 – 1830

B3: Second/Foreign Language Teaching and Teacher Development

Room: M7 & M8

1630	1700	B3	OR1769 Teacher research into language users' definitions of good language skills and their relevance Tuula Lehtonen*
1700	1730	B3	OR1962 Lack of retention in high school language programs: Students' own understandings Timothy Jowan Curnow*, Michelle Kohler
1730	1830	B3W	W89 The linguistic landscape as a pedagogical tool for promoting sociopragmatic awareness and symbolic competence Lawrence Williams*, Lee Abraham*

1630 – 1830	B6S: Language Evaluation, Assessment and Testing
Room: M9	
S1274	
Post-entry academic English assessment and students' engagement with independent language enrichment - rising to the challenge	
Janet Von Randow*, John Read*, Siew Hean Read*, Jenni Bedford*, Jennifer Jones*	

1630 – 1830	B6S: Language Evaluation, Assessment and Testing
Room: P1	
S2586	
Assessment for autonomy; assessment of autonomy	
Maria Giovanna Tassinari*, Fumiko Murase*, Carol Joy Everhard*, Diane Malcom*, Sara Cotterall*	





1630 – 1830 D4S: Intercultural Communication
Room: P3
S519
 Academic Publishing from the Periphery: Vulnerability of Nonnative English Researchers in Humanities and Social Sciences
Jelena Filipovic*, Julijana Vuco*, Olivera Durbaba*, Aleksandra Vranes*, Ljiljana Markovic*

1630 – 1830 D2S: Language Policy and Planning
Room: P4
S188
 Native-speakerism and beyond: Constructing the vision of the post-native-speakerist language teacher
Stephanie Houghton*, Damian J. Rivers*, Kayoko Hashimoto*, Andy Kirkpatrick*

1630 – 1830 D8S: Language and Technology
Room: P5
S1045
 Utilizing Emerging Technologies and Social Media to Enhance EFL Learning
Hiroyuki Obari*, Takeshi Sato*, Stephen Lambacher*, Kazunori Nozawa*, Steve McCarty*

1630 – 1830 FS04: Observation and Feedback: Practice, Talk and Reflection
Room: P6
FS04
 Observation and Feedback: Practice, Talk and Reflection
Amanda Howard*, Fiona Copland*, Helen Donaghue*, Nur Kurtoglu-Hooton*

1630 – 1830 B5W: Educational Technology and Language Learning
Room: P7

1630	1730	B5W	W821 Computer-assisted Intelligent Language Tutoring System Using Students' Footprints of L2 Language Learning Chae Wook Lee*, Yong Kook Won*, Hyun Sook Chung*
1730	1800	B5	OR1120 What is "correct" English? Nonnative creativeness and its pedagogical implication Yasukata Yano
1800	1830	B5	OR1198 Becoming a lingua franca user: Young learners in Asia in transborder spaces Takanori Kawamata

1630 – 1830 B5W: Educational Technology and Language Learning
Room: P8

1630	1730	B5W	W497 Six-step Guide for developing Virtual Learning Objects (VLOs) with Open Access Resources Shelick Garcia Galviin
1730	1830	B5W	W1337 Exploring critical pedagogy in English education: Cases studies in engaging with social justice issues Alison Stewart*, Andy Barfield*, Chika Hayashi*, Hugh Nicoll*, John Smyth*





1630 – 1830 A2: Second Language Acquisition

Room: P9

1630	1730	A2W	W1495 Processing Instruction and Teaching and Learning of tense Mable Chan*
1730	1800	A3	OR2527 Error correction in EFL writing: The case of Saudi Arabia, Taif University Naif Althobaiti*
1800	1830	A3	OR1220 Dimensions Of Multilingualism: Hungarian And Vietnamese Bilinguals Writing In English Emese Boksay Pap*

1630 – 1830 A2S: Second Language Acquisition

Room: P10

S1035

Content and language integration in Swedish schools - the CLISS project

Liss Kerstin Sylven*, Maria Lim-Falk*, Britt-Marie Apelgren*, Per Holmberg *, Eva Olsson*, Beth Anne Yoxsimer Paulsrud*, Ylva Sandberg*

1630 – 1830 B4S: Language and Education in Multilingual Settings

Room: P11

S1989

One size does not fit all: specificities of language and culture in the Australian Curriculum

Michael Walsh*, Angela Scarino*, Jean Mulder*, Jakelin Troy*, Joseph Lo Bianco*

1630 – 1830 B4S: Language and Education in Multilingual Settings

Room: B1

S859

Exploring Ethical Issues from the Ground: Language Researcher Narratives

Peter De Costa*, Susan Gass*, Paula Winke*, Scott Sterling*, Patricia Duff*, Klara Abdi*, Brian Paltridge*, Sandra Silberstein*, Jane Zuengler*

1630 – 1830 D1S: Sociolinguistics

Room: B2

S1847

Repertoires, spaces, mobilities

Alastair Pennycook*, Brigitta Busch*, Li Wei*, Zhu Hua*, Jan Blommaert*, Emi Otsuji*

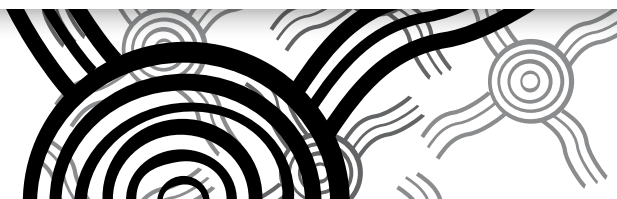
1630 – 1830 OS: No Theme Allocated

Room: A1

S507

Exploring the role of agency in language education

Xuesong (Andy) Gao*, Adnan Ajsic*, Chatwara Suwannamai Duran*, Man-Chiu Lin*, Próspero N. García*, Patricia Duff*





1630 – 1830 C2: Translating, Interpreting and Mediation

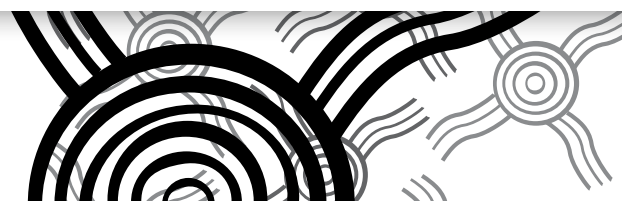
Room: A2

1630	1700	C2	OR2434 Interpretation or transformation? Exploring rhetorical and ritual functions of short consecutive church interpreting Margarita Giannoutsou*
1700	1730	C2	OR1828 Data collection instruments in foreign language research: the translation process Claudia Beatriz Martins*, Herivelto Moreira
1730	1800	C2	OR3482 Translation strategies and the accessibility of health promotion information in a multilingual developing country Helena Kruger-Roux*, Susan Wright

1630 – 1830 E5: Discourse Analysis

Room: S1

1630	1700	E5	OR2370 When South African police become postgraduates: A Critical Discourse Analysis of academic writing Sibusiso Ndlangamandla*
1700	1730	E5	OR2295 A genre-based investigation of business and management research articles Yihui Chiu*
1730	1800	E5	OR584 Alignment in learner-learner discourse in ICLHE in Japan: a corpus-based comparative study with EFL interaction Keiko Tsuchiya*



Poster Schedule - Monday 11th August

A2: Second Language Acquisition	
Tim Keeley*	P69 The emotional appeal of the critical period hypothesis & universal grammar as rationalizations in SLA
Harumitsu Mizuno*, Kouichi Okumura	P530 A cyclical trinity language training enhancing communicative competence in English - A bilingual approach
Atsuko Otsuki*, Junko Kareira*	P569 English conversation practice based on thinking ability - An approach to english education from linguistics
Shaobin Ji*	P115 Self-editing in writing practice conducted by EFL class through electronic second language acquisition
Ying Hou*, Chunhong Zhou	P155 The effect of extracurricular reading for pleasure on sports majors' English language learning
Yongbing Liu*, Huiping Zhang	P210 A corpus-based study of Chinese Beginning learners' English: A conceptual transfer perspective
Naif Althobaiti*	P2469 Corrective feedback as a bridge between the cognitive interactionsit and the social interactionist perspectives

A3: Reading, Writing and Visual Literacy	
Kuang Yu Chen*	P684 The college EFL student's perspectives toward vocabulary,syntactic knowledge and reading comprehension
Toshiko Yoshimura*, Yukari Tokioka*, Masaru Yasuda*, Haruo Nishinoh*, Kenji Ishihara*	P1925 Improving written fluency through extensive reading

B3: Second/Foreign Language Teaching and Teacher Development	
Tiechuan Ma*, Xiaoxia Liu	P146 A new model for oral English teaching based on students' experience
Hideo Kojima*	P37 Developing EFL learner and teacher autonomy: a portfolio program under collaborative and reflective supervision
Vickie Wai Kei Li*	P426 'Are we collaborative learning partners or competitors?': Post-secondary English learning in the Hong Kong context
Marilei Sabino*	P535 False cognates, false friends and deceptive cognates: Do they designate the same linguistic phenomenon?
Marilei Sabino*	P539 Semantic changes in related languages and the renewal of language lexis
Francisco Figueiredo*	P565 Using peer feedback in the EFL writing class: The points of view of Brazilian students
Minako Nakayasu*	P643 Bridging the gap: Using a scientific journal as content at a Japanese medical university
Satoko Hamamoto*	P681 The treatment of cross-cultural understanding in the new japanese elementary school material Hi, Friends!

B4: Language and Education in Multilingual Settings	
Leticia Vicente-Rasoamalala*	P2005 Interactional feedback in immersion classrooms: A case study of two senegalese international bilingual schools
Suk May Low*	P2879 Could code-switching be an answer to the language dilemma in multilingual science classrooms?

B5: Educational Technology and Language Learning	
Una Cunningham*	P736 Flipping the language classroom
Hiroki Ishizuka*	P1183 Effect of scaffolding in communication with 3D intelligent agents on language learners' attitude
Kenichi Kamiya*	P1233 Using database software for developing multi-purpose-use language educational material
Yan Wen*	P1350 Mobile learning: A unique contribution to ELT

B6: Language Evaluation, Assessment and Testing	
Caroline Larson, Viorica Marian*	P288 Assessing language skills in one language versus across both developing languages in bilingual children
Ene Alas*, Suliko Liiv*	P432 A gender perspective of the interviewer behaviour during national examination speaking tests
Romulo Villanueva Jr.*	P491 Level of grammar proficiency of EFL and ESL freshman students
Renata Simoes*	P622 Practicing speaking skills for the TOEFL iBT test in private lessons
Beilei Wang*	P1182 Fostering learner autonomy via ELP-based assessment in the Chinese learning context
Eva Waltermann*	P1497 Redefining 'errors': A larger perspective for teachers' language awareness
Kosuke Sugai*, Shigeru Yamane*, Kazuo Kanzaki*	P1669 Can listening comprehension test predict lexical stress perception ability? : A study on Japanese EFL Learners
Michiko Nakano*, Yusuke Kondo*, Satoshi Yoshida*	P2115 Performance assessment of four skills for asian users of english: Listening, writing, speaking and reading

C1: Business and Professional Communication	
Kerrilee Lockyer*	P2373 Between branding and mobility: Employees' experiences of belonging to a multinational company
Tommi Nieminen*	P2380 Narrating selves in academic writing

C2: Translating, Interpreting and Mediation	
Hayley King*	P100 Achieving student empowerment through social-constructivist assessment in a translation practice course
Yurii Nikolatvich Marchuk*	P525 Machine translation: New aspects
Zhi Huang*	P642 Perceptions of teachers and students on the qualities of an effective translation teacher
Jakub Marszalenko*	P710 English as the language of interpreting in Criminal proceedings in Japan



D2: Language Policy and Planning	
Fabio Pelizzoni*	P3026 The 'Accademia della Crusca' and the 'Académie Française' from a European viewpoint

D4: Intercultural Communication	
Ying-Ying Chuang*	P505 A study of EFL learner comprehension in phrasal idioms and their cross-cultural awareness
Kie Kawauchi*, Masashi Yamada, Mellisa Ogasawara	P3242 Communication anxiety experienced in medical situations by foreign residents living in Japan

D7: English as a Lingua Franca and Word Englishes	
Ming Chang*	P129 Shifts in learner beliefs about teaching English as an international language
Kaori Nitta*	P267 English for international cooperation
Adrian Leis*, Tetsuo Nishihara	P2848 The intelligibility of EFL speakers using stress-timed rhythm and mora-timed rhythm
Yoko Kurahashi*	P3126 The Emotional Barriers to Japanese People when Communicating in English

E2: Pragmatics	
Qun Zheng*	P1624 'No I mean I'm only joking': A sociopragmatic study of I mean in British spoken English
Kentaro Ochi*	P2122 The bi-directional transfer between L2 and L1 for Japanese students in an ESL environment
Sanja Curkovic Kalebic*	P2140 The use of discourse markers in the spoken discourse of L2 students of English
Kim Bradford-Watts*	P2442 Kickstarting financing - The language of crowdfunding sites
Yoshihiro Minamitsu*	P3313 Semantics and pragmatics in note-taking during consecutive interpreting
Aurélia Lyrio*	P3467 Instruction in face work and politeness in the foreign language classroom
Kayo Fujimura-Wilson*	P666 A part of collaborative interaction: Compliments in Japanese conversation

No Sub-Theme Allocated	
Weiqliang Wang*	P2276 How proficiency-pairing affects peer-assessment effects on students' EFL writing
Yuri Nishio*, Masako Tsuzuki*	P3344 E-learning to improve english phonological features affecting the accuracy and intelligibility of Japanese English learners
Eric Hawkinson*	P3496 Introduction to augmented reality for language learning
Huang Qing*	P3497 A corpus-based study of syntactic features in EFL graduate students' writing
Elaine Goldstein*	P3498 TEMPUS, CLIL, DOTS, and beyond an adventure; Teaching content and language in an Israeli engineering college



Program at a Glance - Tuesday 12 August

0730 – 1800	Registration Open														
Rooms	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5		
0800 – 1000	D2S: Language Policy and Planning	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	D2S: Language Policy and Planning	C2: Translating, Interpreting and Mediation	B6: Language Evaluation, Assessment and Training	B6: Language Evaluation, Assessment and Training	D4: Intercultural Communication	D2: Language Policy and Planning	D5: Language and Ideology		
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1			
0800 – 1000	D6: Language, Culture and Socialization	B5: Educational Technology and Language Learning	E5: Discourse Analysis	A2: Second Language Acquisition	A2: Second Language Acquisition	A2: Second Language Acquisition	A1: First Language Acquisition B1: Mother Tongue Education	D3: Bilingualism and Multilingualism	D1: Sociolinguistics	C6: Language, Health and Aging	B4: Language and Education in Multilingual Settings	E4: Corpus Linguistics			
1000 – 1030	Morning Tea														
Rooms	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5		
1030 – 1300	IS04: Language and trauma	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	A3: Reading, writing and visual Literacy	C2: Translating, Interpreting and Mediation	B6: Language Evaluation, Assessment and Training	B6: Language Evaluation, Assessment and Training	D4: Intercultural Communication	D2: Language Policy and Planning	D5: Language and Ideology		
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1			
1030 – 1300	D6: Language, Culture and Socialization	B5: Educational Technology and Language Learning	E5: Discourse Analysis	A2: Second Language Acquisition	A2: Second Language Acquisition	A2: Second Language Acquisition	B1: Mother Tongue Education	D3: Bilingualism and Multilingualism	D1: Sociolinguistics	C6: Language, Health and Aging	B4: Language and Education in Multilingual Settings	E4: Corpus Linguistics			
1300 – 1400	Lunch														
1400 – 1500	Plenary 3 - KN03 Elana Shohamy Linguistic Landscape Research as a Means for Broadening Language Policy Theory and Practice (Great Hall 1 & 2)														

Program at a Glance - Tuesday 12 August (Cont.)

Rooms	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5
1500 - 1600	IS01: Content and Language Integrated Learning (CLIL) as a catalyst for research cooperation in Europe and beyond P6	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	A3: Reading, writing and visual Literacy	0: No theme allocated	B6: Language Evaluation, Assessment and Training	B6: Language Evaluation, Assessment and Training	D4: Intercultural Communication	D2: Language Policy and Planning	D8: Language and Technology
Rooms		P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1	
1500 - 1600	D6: Language, Culture and Socialization	D8: Language and Technology	E5: Discourse Analysis	A2: Second Language Acquisition	A2: Second Language Acquisition	A2: Second Language Acquisition	0: No Theme Allocated	D3: Bilingualism and Multilingualism	D1: Sociolinguistics	C3: Language and the Law/Forensic Linguistics	B4: Language and Education in Multilingual Settings	E4: Corpus Linguistics	
1600 - 1630	Afternoon Tea												
Rooms	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5
1630 - 1830	IS01: Content and Language Integrated Learning (CLIL) as a catalyst for research cooperation in Europe and beyond P6	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	B3W: Second/Foreign Language Teaching and Teacher Development	D1S: Sociolinguistics	C4S: Language and the Workplace	B6S: Language Evaluation, Assessment and Training	DS: Intercultural Communication	D2: Language Policy and Planning	D7: English as a Lingua Franca and World Englishes
Rooms		P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1	
1630 - 1900	D6S: Language, Culture and Socialization	B3W: Second/Foreign Language Teaching and Teacher Development	A2: Second Language Acquisition	A2: Second Language Acquisition	A2S: Second Language Acquisition	A2S: Second Language Acquisition	D3S: Bilingualism and Multilingualism	D3S: Bilingualism and Multilingualism	D1: Sociolinguistics	B4S: Language and Education in Multilingual Settings	B4S: Language and Education in Multilingual Settings	E4: Corpus Linguistics	
1900- 2000	Great Hall 1 & 2 Brazilian Party												



Scientific Program - Tuesday 12 August

0800 – 1000 CONCURRENT SESSIONS

0800 – 1000 D2S: Language Policy and Planning

Room: Great Hall 1 & 2

S1017

Convenor: M. Obaidul Hamid

Language Planning, Medium of Instruction and Student Agency: Case studies from Viet Nam and Malaysia

M. Obaid Hamid*, Trang Nguyen*, Huong Thu Nguyen*, Nor Liza Ali*, Huy Van Nguyen*, Lan Nguyen*

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

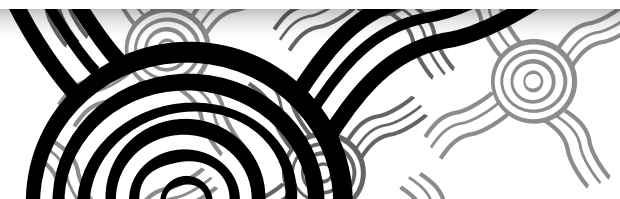
Room: M1

0800	0830	B3	OR2337 The developmental processes of L2 teachers learning to use online technology for language teaching. Scott Wendeatt*, Sandra Morales-Rios
0830	0900	B3	OR1929 Utilizing computer mediated communication in teacher education: Possibilities and challenges. Soyeon Kim*, Pei-Hsun Emma Liu*
0900	0930	B3	OR1893 Mobile technology tasks in initial language teacher education. Constanza Tolosa*
0930	1000	B3	OR1364 Online tools and professional development in computer-assisted language learning: A survey. Jeong-Bae Son*

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

Room: M2

0800	0830	B3	OR2701 Preliminary study: English Language Acquisition and Classroom Activities of L2 in Vietnamese Children, Grade 5 Thanh Vi Son*
0830	0900	B3	OR2306 Variation in the characteristics of peer-interaction and level of teacher involvement according to group size Phung Dao*, Noriko Iwashita*
0900	0930	B3	OR441 Some aspects of the nature of non-native EFL teachers' cognitions in complex school contexts Shigeru Sasajima*
0930	1000	B3	OR1500 Balancing classroom Target Language and First Language Use: the Scaffolded Teacher Speech Model Susan Oguro*





0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

Room: M3

0800	0830	B3	OR1942 How Does English Literacy Education Affect Japanese Primary School Children's Ability and Motivation? Sakiko Yoneda* , Yoichi Nishimura*
0830	0900	B3	OR2358 Developing a contextualized, CEFR-informed textbook for Japanese learners of English to facilitate autonomous learning and teaching Naoyuki Naganuma* , Noriko Nagai* , Fergus O'Dwyer* , Alexander Imig*
0900	0930	B3	OR2476 Process And Results Of Curriculum Development Of A Japanese University's EFL Elective Courses Kim Bradford-Watts*
0930	1000	B3	OR2837 Effects of Explicit Syntagmatic Knowledge on Japanese English Learners' Noticing a Hole Takahiro Iwanaka*

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

Room: M4

0800	0830	B3	OR1134 Shortcomings of the New Practical Chinese Reader for Learners of Chinese and Recommendations Han Lin*
0830	0900	B3	OR998 An Intersubjectivity Approach to Needs Analysis in Chinese College English Curriculum Development Jinding Peng* , Yanwen Zhang* , Dianning Qu*
0900	0930	B3	OR959 Critical thinking and developing academic literacy in English: Perspectives of Chinese postgraduate students Shi Pu*
0930	1000	B3	OR2880 The Micro-Contextual Factors Facilitating Language Transfer in a Bilingual Kindergarten in Taiwan Sa-Hui Fan* , Ling-Ling Hsu* , Ming-Jae Lo

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

Room: M5 & M6

0800	0830	B3	OR1861 Critical thinking in Vietnamese EFL classrooms: An investigation into current practices Thi Thanh Binh Nguyen*
0830	0900	B3	OR2078 Portraits of Some Vietnamese Teachers of English: An Inquiry into Their Language Proficiency Development Khoi Ngoc Mai*
0900	0930	B3	OR2831 Using Corpus Linguistics in Teaching and Learning English in the Classroom (For Vietnamese learners of English) Thanh Vi Son*
0930	1000	B3	OR2147 A systemic analysis of TBLT in Malaysia and Vietnam: from policy to textbooks to classrooms Jonathan Newton* , Thi Bao Trang Nguyen* , Norhayu Norany*

0800 – 1000 D2S: Language Policy and Planning

Room: M7 & M8

S2028

Convenor: Stephen May

Bourdieu and Language Policy

Stephen May*, Ruanni Tupas*, Xiao-Lan Curdt-Christiansen*, Nkonko Kamwangamalu*, Robert Lingard*





0800 – 1000 C2: Translating, Interpreting and Mediation

Room: M9

0800	0830	C2	OR683 The Effects of a Self-Directed Learning Intervention on Translation Competence Nutthaporn Owatnupat*
0830	0900	C2	OR1620 Students' Perceptions of Native and Non-native Speaking Instructors and Learner Autonomy Shoji Miyanaga*
0900	0930	C2	OR2023 The Myth of the Myth of Invisibility? Uldis Ozolins*
0930	1000	C2	OR1435 Sight Translating for Skill Development and Transfer in Simultaneous Interpreting Training Kun Yan*

0800 – 1000 B6: Language Evaluation, Assessment and Training

Room: P1

0800	0830	B6	OR1890 Correlation Between Language Learning Strategy Use And Academic Language Proficiency Of Second Language Learners Zakia Ali Chand*
0830	0900	B6	OR1060 Assessing test-takers' strategic processing and lexico-grammatical test performances over time Nick Zhiwei Bi*
0900	0930	B6	OR2045 Russian speakers taking Finnish high-stakes language test: candidate pre- and post-test reflections and test results Tiina Lammervo*, Sari Ahola
0930	1000	B6	OR2051 Candidate attitudes and beliefs about an indigenous L2 language Henna Tossavainen, Sari Ahola, Tiina Lammervo*

0800 – 1000 B6: Language Evaluation, Assessment and Training

Room: P2

0800	0830	B6	OR174 Evidence from pre-post design extensive reading research: A meta-analysis Takayuki Nakanishi*
0830	0900	B6	OR896 Comparative Study of Testees' Meta-cognitive Strategy Use in Paper-Based and Computer-Based English Reading Tests Xiaoling Zou*, Chunyan Lan
0900	0930		
0930	1000	B6	OR2404 Incorporating test-takers' perspectives into validation research on high-stakes language proficiency tests: a proposed model Ngoc Hoang*, Obaid Hamid, Richard Bauldauf





0800 – 1000 D4: Intercultural Communication

Room: P3

0800	0830	D4	OR3361 Translating the “gaps”: The plurilinguistic theater. Mai Yoshino*
0830	0900	D4	OR2158 Portrayal of the Northeastern Japan Earthquake 2011 in Five News Programs of Five Countries Margit Krause-Ono*
0900	0930	D4	OR1897 Becoming reflexive and intercultural: Insights from a multilingual sojourner Jane Jackson*
0930	1000	D4	OR2400 Teletandem and Transculturality: Cross/intercultural communicative Telecollaboration in virtual environment Maria Do Rosario Silva*

0800 – 1000 D2: Language Policy and Planning

Room: P4

0800	0830	D2	OR2781 Enriching Official French Terminology, 1930-2013: The timescales of evolving attitudes Danielle Candel*
0830	0900	D2	OR2522 Can the Common European Framework of Reference for Languages achieve its objectives? Philippe Valax*
0900	0930	D2	OR3171 Language policy and language practice: The case of German in Luxembourg (1795-1920) Peter Gilles, Evelyn Ziegler*
0930	1000	D2	OR2754 ‘Holes’ vs ‘free spaces’ in language planning: Language policy design in Estonia and Denmark Maarja Siiner*

0800 – 1000 D5: Language and Ideology

Room: P5

0800	0830	D5	OR3201 English Education in North Korea: Insights from High School English Textbooks Yu Kyoung Shin, Eun Sung Park*
0830	0900	D5	OR3081 Imag(in)ing the Nation: A Critical Discourse Analysis of Singapore’s National Day Rally Speech Ruiguo Cui*
0900	0930	D5	OR664 Implementing a bilingual programme in the early childhood sector in Australia Victoria Benz*
0930	1000	D5	OR359 The Cross-border Multilingual Practices at a Primary School in Ruili: A Sociolinguistic Ethnography Jia Li*





0800 – 1000 D6: Language, Culture and Socialization

Room: P6

0800	0830	D6	OR149 A case study of Japanese college students' attitudes toward studying abroad and learning English Rie Adachi*
0830	0900	D6	OR206 Code switching on Facebook: Developing SAE proficiency through the expression of personal and cultural identity Rhonda Oliver*, Ellen Grote, Judith Rochecouste, Bich Nguyen
0900	0930	D6	OR1855 English learner's attitude to third languages-Asian language- Yukiko Ideno*
0930	1000	D6	OR3385 Participating in the Margins: Academic Socialization in a Second Language Michael Hood*

0800 – 1000 B5: Educational Technology and Language Learning

Room: P7

0800	0830	B5	OR1693 Mediating EFL students' English learning investment through multimodal composing in China Lianjiang (George) Jiang*
0830	0900	B5	OR1945 English Language Learners-as-Multilinguals in Online Text-Based Role Play Games Yu-Feng (Diana) Yang*
0900	0930	B5	OR2521 Exploring Computer-Mediated Research Supervisory Dialogue in EFL Graduate Students' Learning and Academic Writing Practices Ming-I Lydia Tseng*
0930	1000	B5	OR2453 Creating new authentic foreign language E-learning spaces: Learning written, spoken and intercultural communication with internet and other interactive applications and games Laura Pihkala-Posti*, Mikael Uusi-Mäkelä

0800 – 1000 E5: Discourse Analysis

Room: P8

0800	0830	E5	OR3301 Meaning Genesis: Functional dynamic modeling of semantic structures for Discourse Analysis Mahe Ben Hamed*
0830	0900	E5	OR1185 Teacher Discourse in the Film Freedom Writers: Empowering the Students Josefa Mardijono*
0900	0930	E5	OR1865 Dreaming Big in a Small-Story World: How Narratives of Undocumented Youth Transform U.S. immigration policies. Angela Haeusler*
0930	1000	E5	OR2316 Brazilian Homeless People: ways of self-narration Maria Jose Coracini*





0800 – 1000 A2: Second Language Acquisition

Room: P9

0800	0830	A2	OR360 Can Performance-Oriented Instruction Really Create Competence? Chiaki Iwai*
0830	0900	A2	OR461 The Role of Working Memory in L2 Listening Comprehension Miki Satori*
0900	0930	A2	OR936 Prosodic characteristics in Mandarin polite speech by native and non-native speakers Wentao Gu, Chiharu Tsurutani*, Ting Zhang
0930	1000	A2	OR994 Contribution of musical memory to L2 pronunciation and listening skills Akiko Kondo*

0800 – 1000 A2: Second Language Acquisition

Room: P10

0800	0830	A2	OR1759 The Acquisition of Verbs in a Second Language Bernt Ahrenholz*
0830	0900	A2	OR1932 Effects of Different Reading plus Word-focused Tasks on L2 Incidental Vocabulary Acquisition Ping Fu*, Qing Zhou
0900	0930	A2	OR2459 L2 pragmatic and grammatical awareness in relation to vocabulary knowledge Nanaho Oki*, Hiroya Tanaka*
0930	1000	A2	OR2505 Exploring the role of units in young foreign language learners' linguistic production at early stage Keiko Imura*

0800 – 1000 A2: Second Language Acquisition

Room: P11

0800	0830	A2	OR274 Dynamic Development of Second Language Academic Writing: The Case of Syntactical Complexity Rosmawati*
0830	0900	A2	OR861 A Scalar Approach to SLA: Analyzing the Narratives of an Immigrant Student Peter De Costa*
0900	0930	A2	OR1142 Learner Corpus-Based Research of the Dynamic Lexical Richness Development in EFL Learners' Writing Yurong Zheng*
0930	1000	A2	OR1244 The concurrent prediction of writing performance in young learners Maria Del Mar Suárez Vilagran*





0800 – 1000 A1: First Language Acquisition B1: Mother Tongue Education

Room: B1

0800	0830	A1	OR2155 The Acquisition of Double Object Constructions in Creole Languages Dany Adone*
0830	0900	A1	OR1737 Extreme First Language Acquisition: Replacing the notion of a Steady State for a State of Equilibrium? Michael Iverson*, Jason Rothman*
0900	0930	B1	OR1508 Break time! Understandings of mother tongue education in Farsi and Arabic classrooms Martha Karrebæk*
0930	1000	B1	OR922 Teacher cognition in literacy instruction within minority language education in Sweden Christina Hedman*, Natalia Ganuza*

0800 – 1000 D3: Bilingualism and Multilingualism

Room: B2

0800	0830	D3	OR111 Typology of Russian-Estonian code-switching Anastassia Zabrodskaia*
0830	0900	D3	OR2499 English-Kazakh Code Switching within the Context of EFL classroom environment Damira Akynova*, Sholpan Zharkynbekova, Atirkul Agmanova
0900	0930	D3	OR381 What is being switched and why it is being switched: codeswitching in Indonesian bilingual classrooms Hilda Cahyani*
0930	1000	D3	OR456 Students' Attitudes Towards Code-Switching In The Bilingual Classroom Of Accounting English Jianjun Ma*

0800 – 1000 D1: Sociolinguistics

Room: B3

0800	0830	D1	OR334 "Save dialects": An analysis of the mass media coverage in China Xuesong Gao*
0830	0900	D1	OR845 The social meaning of style-shifting between three varieties of Belgian Dutch in parent-child interactions Dorien Van De Mierop*, Eline Zenner, Stefania Marzo
0900	0930	D1	OR983 Prestige shifts in the linguistic landscape: The geosemiotics of linguistic capital in Hawaii Christina Higgins*
0930	1000	D1	OR1359 Winners and losers in Lithuanian as heritage language maintenance Meilute Ramoniene*





0800 – 1000 C6: Language, Health and Aging

Room: A1

0800	0830	C6	OR3272 Cryptic messages in health communication: how processing time relates to message effectiveness Lennie Donné*, John Hoeks, Patty Huijbers, Carel Jansen
0830	0900	C6	OR3355 Coding and decoding health risk & benefits: Text analysis meets the reception study Alison Moore*
0900	0930	C6	OR669 Understanding and applying metaphor in psychotherapy and health communication. A three-phase approach Dennis Tay*
0930	1000	C6	OR1839 Aged care in linguistic and cultural diversity: A study of workplace safety Jonathan Crichton*, Angela Scarino*

0800 – 1000 B4: Language and Education in Multilingual Settings

Room: A2

0800	0830	B4	OR3323 In class with Lefebvre: multimodal methodology for school as a heteroglossic space Judith Purkarthofer*
0830	0900	B4	OR2789 CLIL And Cognition: Taking It To The Next Level Jill Surmont*, Piet Van De Craen, Esli Struys, Thomas Somers
0900	0930	B4	OR810 CLIL in Australia: Preparation of Teaching Materials in Multilingual Education Simone Smala*
0930	1000	B4	OR958 The effect of training in content-based settings: A longitudinal study on reading strategies Yolanda Ruiz De Zarobe*, Victoria Zenotz*

0800 – 1000 E4: Corpus Linguistics

Room: S1

0800	0830	E4	OR3260 Using Speech Corpora in Language Teaching Nora Binghadeer*
0830	0900	E4	OR1056 What happens when they write bilingually? -- An analysis of English-Japanese Bilingual Essay Corpus Miho Yamashita*
0900	0930	E4	OR487 Teacher Talk: Use of Metadiscourse in L2 Classroom Lessons Joseph J. Lee*
0930	1000	E4	OR1787 Learning Prepositions through Corpora: with special reference to Phraseology and Register Atsuko Furuta Umesaki*

1030 – 1300 CONCURRENT SESSIONS

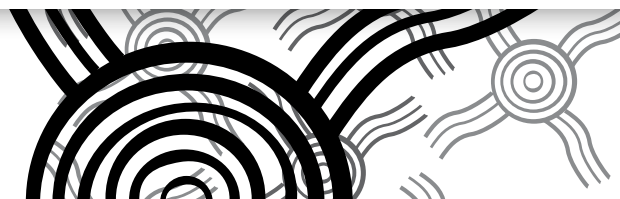
1030 – 1300 IS04: Language and trauma

Room: Great Hall 1 & 2

Convenor: Brigitta Busch

Language and trauma

Brigitta Busch*, David Gramling*, Claire Kramsch*, Birgit Lang*, Tim McNamara*, Christine Anthonissen*, Peter Sutton*, Marcelyn Oostendorp*, Maria Grazia Guido*, Julia Boyd*





1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M1

1030	1100	B3	OR561 How future English teachers deal with new technologies? Janara Barbosa Baptista*
1100	1130	B3	OR538 In-service Teachers and Their Consequential Transitions from CALL Teacher Education: A Case Study Chin-Chi Chao
1130	1200	B3	OR602 Innovating For A Change: Teacher Development And Technological Innovation Lillian L.C. Wong*
1200	1230	B3	OR735 Educating the digital language teacher Una Cunningham*
1230	1300	B3	OR1289 Authenticity and Technology: Variation in French Textbook Packages Jennifer Wagner*

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M2

1030	1100	B3	OR185 Collaborative Communication Projects For Meaningful Learning Josefina Santana*
1100	1130	B3	OR156 Language narratives from adult upper secondary education: Developing foreign language identities within autonomy-oriented pedagogy Tero Korhonen*
1130	1200	B3	OR3388 Conditions for effective learner reflection in the autonomous learning process Steve Brown*
1200	1230	B3	OR2752 From autonomy in foreign language learning to autonomy in foreign language teaching Peter Jing Huang*
1230	1300	B3	OR1413 An autonomous project-based approach to advanced language learning Mira Kim*

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M3

1030	1100	B3	OR3229 Development and use of a learning module for fostering EFL learners' self-regulated learning in Japan Reiko Yamamoto*, Ayumi Ikeda, Eiji Saito, Yoshitaka Choja, John Smith, Yasushige Ishikawa
1100	1130	B3	OR2127 Fostering Cognitive Development in English Language Education in Japan: Analyzing Junior High School English Textbooks Madoka Kawano*, Seiko Hirai*
1130	1200	B3	OR913 Implementing CLT in EFL contexts: Lessons from success stories of English teachers in Japan Masako Kumazawa*
1200	1230	B3	OR1084 Socio-psychological structure of Japanese "good" learners: analysis of large-scale survey data and in-depth interview data Rieko Matsuoka*, Kahoko Matsumoto*, Gregory Poole*, Michael Johnson, Rie Tsutsumi*
1230	1300	B3	OR1206 Training High School Students on Summary Writing in Japan Noriko Kurihara*





1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M4

1030	1100	B3	OR1589 Deconstructing the Deficiency of Critical Literacy in Chinese EFL education: a case study Quanyou Ruan*
1100	1130	B3	OR2489 Teaching Priorities of English Pronunciation for Chinese University Students Lingli Zhang*
1130	1200	B3	OR1177 Intelligibility and Pronunciation Adjustment Strategies in Hong Kong L2 Classrooms Hsueh Chu Chen*
1200	1230	B3	OR1452 A Little Intervening Effort and Its Impact and Effects on EFL Elementary Students in Taiwan Ching Yu Na*
1230	1300	B3	OR1331 What's in a face? The impact of nonlinguistic ethnic™ features on accent perception Susana Eisenclas*, Rowan Michael

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M5 & M6

1030	1100	B3	OR2945 Learner development in a Japanese as a second language classroom Yoshio Nakai*
1100	1130	B3	OR2198 Foreign teachers of English in Vietnam: Identity and ethics in international contexts David Bright*
1130	1200	B3	OR2598 Using Mixed Methods To Investigate Classroom Interaction In Southeast Asia: An Indonesian Case Nunung Suryati*, Shen Chen*, Jennifer Archer*
1200	1230	B3	OR3080 English Language Teacher Research in Cambodia: Development and Challenges Chan Narith Keuk*
1230	1300	B3	OR912 Attrition Among Thai EFL Teachers: Its Reasons Thachapan Kesornsit*, Chantarath Hongboontri

1030 – 1300 A3: Reading, writing and visual Literacy

Room: M7 & M8

1030	1100	A3	OR454 The Impact of Context on Beliefs about and Use of Written Corrective Feedback Stephanie Rummel*
1100	1130	A3	OR199 Overcoming the Japanese writing system: Challenges faced by learners of the Japanese language. Heath Rose
1130	1200	A3	OR130 Skilled and unskilled EFL student writers' narrative story production Taeko Kamimura*
1200	1230	A3	OR162 What factors contribute to L2 text comprehension? Kusumi Dhanapala*
1230	1300	A3	OR2326 Writing in a second and a third language: A translingual perspective Nadya Tanova*





1030 – 1300 C2: Translating, Interpreting and Mediation

Room: M9

1030	1100	C2	OR2572 An adventure surrounding Japanese 'Yare-yare' in English translations of Murakami's short stories Takaaki Goto*
1100	1130	C2	OR3035 Translation: A New Linguistic-Cognitive Approach Juliane House*
1130	1200	C2	OR1389 An Approach To Explore The Influence Of Translation On The Validity And Reliability In Cross-Cultural Language Education Research Thao Phan*
1200	1230	C2	OR1013 Delivery of Speaker's Illocutionary Information in Consecutive Interpreting Qiu Mei Bai*
1230	1300	C2	OR546 Impact of court interpreting on lawyers' linguistic strategies for witness examination in Japanese courts Makiko Mizuno*, Yumiko Terada*

1030 – 1300 B6: Language Evaluation, Assessment and Training

Room: P1

1030	1100	B6	OR1388 Critiquing the writing prompt in a high-stakes English examination: Making a case for counterargumentation Fulan Liu, Paul Stapleton*
1100	1130	B6	OR572 Predicting Passive Recall Vocabulary Knowledge Using Yes-No Test Real-word and Pseudo-word Results Raymond Stubbe*
1130	1200	B6	OR3261 Vocabulary recognition knowledge in screening academic English proficiency in English as a lingua franca educational contexts Thomas Roche*, Michael Harrington
1200	1230	B6	OR3164 Investigating Assessment Literacy and Beliefs of English Language Teachers: the case of Mainland China Barley Mak*
1230	1300	B6	OR2093 The importance of training on pre-service teachers' assessment literacy Thi Huynh Loc Nguyen*

1030 – 1300 B6: Language Evaluation, Assessment and Training

Room: P2

1030	1100	B6	OR3240 Investigating the impact of rater language background on the scoring of spoken and written performances Jamie Dunlea*
1100	1130	B6	OR1332 Who Assesses Tomorrow's English Teachers? An impact of Rater Differences on Teacher Employment Decisions' Tomoyasu Akiyama*
1130	1200	B6	OR1810 Foreign language teachers' proficiency: Research results and the implementation of the EPPL examination in Brazil Douglas Altamiro Consolo*, Vera Lacia Teixeira da Silva*
1200	1230	B6	OR1081 How useful is the Praxis Series in certifying entry-level ESL teachers? Shinian Wu*, Maria Konkel*
1230	1300	B6	OR1236 Evaluating validity of criterion-referenced test score interpretations and uses Takaaki Kumazawa*





1030 – 1300 D4: Intercultural Communication

Room: P3

1030	1100	D4	OR1214 Impacts of Internationalization on EFL Students' International Willingness to Communicate and International Posture Lilian Cheng*
1100	1130	D4	OR3425 The development of students majoring in intercultural communication as they prepare to study abroad Ron Martin*
1130	1200	D4	OR3200 Metalinguistic L2 learner talk-in-interaction in a study abroad context Janice McGregor*
1200	1230	D4	OR1698 Many Languages One Team: Intercultural Groupwork in English-Medium Master's Programmes at WU Vienna Miya Komori*
1230	1300	D4	OR414 Creation of a Framework and Instructional Models for Teaching Intercultural Communication to Japanese University Students Kahoko Matsumoto*, Yukie Koyama*, Hideki Ohno*

1030 – 1300 D2: Language Policy and Planning

Room: P4

1030	1100	D2	OR2050 'Whither official English?' The implications of census data for US educational and language policy Sandra Gollin-Kies*, Daniel Kies*
1100	1130	D2	OR1838 Bilingualism, globalization, non-native speaker English teachers, and the media: The case of Latin America Adriana Gonzalez*, Enric Llurda*
1130	1200	D2	OR2753 Fine-tuning MOI policy In Hong Kong: A policy approach plus a cultivation approach? Anita Y.K. Poon*
1200	1230	D2	OR467 Equalizing Educational Systems of Bangladesh Tania Hossain*
1230	1300	D2	OR2105 In pursuit of intercultural competence: English language education policy in Indonesia Jonathan Newton*, Fenty Siregar*, David Crabbe*

1030 – 1300 D5: Language and Ideology

Room: P5

1030	1100	D5	OR112 Russian in the Baltic States: Dominant language in subordinate position Anastassia Zabrodskaja*
1100	1130	D5	OR849 Native speaker ideology, agency, and international students' identity negotiation in a TESOL program in Canada Roumiana Ilieva*, Sepideh Fotovatian*
1130	1200	D5	OR1406 Guest Workers. Foreigners, Fellow Citizens: What is in a Name? Changing Migration Ideologies in Germany Martina Mollering*
1200	1230	D5	OR1615 Dilemmas of multilingualism in Swedish preschools Tünde Puskás*
1230	1300	D5	OR2996 English in Iceland: A Microcosm of the Nordic Countries Birna Arnbjörnsdóttir*, Hafdis Ingvarsdóttir*





1030 – 1300 D6: Language, Culture and Socialization

Room: P6

1030	1100	D6	OR2205 Minority children's literacy socialization in and out of school Ulla Lundqvist*
1100	1130	D6	OR2878 Contested discourses of a migrant identity in one suburban school in China Enmou Huang*
1130	1200	D6	OR3066 Temporary Return Migration as a Strategy for Bilingual Language Socialization among Chinese-Canadian Families Klara Abdi*
1200	1230		OR509 Connecting L1 older migrants and L2 language learners: A model to foster language development and social inclusion Marisa Cordella, Hui Huang, Brigitte Lambert, Yanying Lu*
1230	1300	D6	OR2839 Youth language(s) in Austria in urban and rural areas Melanie Lenzhofer-Glantschnig*, Arne Ziegler*

1030 – 1300 B5: Educational Technology and Language Learning

Room: P7

1030	1100	B5	OR2755 A multimodal analysis of interaction and scaffolding in a collaborative strategic reading task on a tabletop computer. Scott Windeatt, Jaber Maslamani*
1100	1130	B5	OR2511 Implementation of an animated conversation agent for interactive pronunciation training Tom Anderson*, Yihui Chiu, Richard Leibbrandt, Trent Lewis, David Powers
1130	1200	B5	OR2353 Using a CALL system with a Text-to-Speech function to improve listening skills Toshiko Koyama*, Judy Noguchi, Takaaki Okura
1200	1230	B5	OR968 Advanced speech recognition supports reading development for young EAL learners Kenneth Reeder*, Jon Shapiro, Jane Wakefield, Reg D'Silva
1230	1300	B5	OR2166 Computer-supported collaborative learning in teaching spoken language skills at Tampere University of Technology Nina Niemela*, Heidi Jauni*

1030 – 1300 E5: Discourse Analysis

Room: P8

1030	1100	E5	OR3073 Upholding and promoting the city's core values by the HKSAR Government through discourse Victor Ho*, Amy Suen*
1100	1130	E5	OR2202 Engendering neo-feminist identity reflection in Japanese female undergraduates through Critical Discourse Analysis Kristie Sage*, Tomoko Sugihashi*, Sumiko Miyafusa*
1130	1200	E5	OR2262 Discourses of Sustainability and Unsustainability in Print Media texts: International students, Higher Education and Sustainability Radha Iyer*
1200	1230		
1230	1300	E5	OR3265 Informing the future, a critique of the past: a critical discourse analysis of Australian literacy policy. Debra Edwards*





1030 – 1300 A2: Second Language Acquisition

Room: P9

1030	1100	A2	OR1172 Phonological Development of ESL Learners in a Multilingual Context: L1 Transfer or L3 Influence Ngee-Thai Yap*
1100	1130	A2	OR1790 The impact of computer assisted pronunciation training across multiple phonetic contexts. Ron Thomson*, Raul Erazo
1130	1200	A2	
1200	1230	A2	OR3433 Phonetic Negotiation of Form as Corrective Feedback in Form-Focused Instruction and L2 Pronunciation Pedagogy Hideki Abe*
1230	1300	A2	OR1632 Making sense out of sound: Fostering L2 word recall through sound-symbolic associations Julie Deconinck*, June Eyckmans*, Helene Stengers*, Frank Boers*

1030 – 1300 A2: Second Language Acquisition

Room: P10

1030	1100	A2	OR3297 Profiling vocabulary knowledge for L2 learners and L1 speakers of Japanese Yukie Horiba*
1100	1130	A2	OR872 Effects of increased semantic and structural processing on mapping meanings onto homographs in L2 Shusaku Kida*, Joe Barcroft*
1130	1200	A2	OR293 The impact of linguistic knowledge on L2 productive word learnability Chen-Chun Camille Lin*
1200	1230	A2	OR891 Ancient words, modern worlds: second languages learners of an endangered language: the Maori language Elisa Duder*
1230	1300	A2	OR2471 Other's words in active use at work: Repeating as languaging Minna Suni*

1030 – 1300 A2: Second Language Acquisition

Room: P11

1030	1100	A2	OR1836 Outcomes for written production in primary language programs: Immersion vs non-immersion Robyn Spence-Brown*, Noriko Iwashita*
1100	1130	A2	OR1825 Enhancing Learner Agency in a Dialogical Writing Class: A Case Study Li-Te Li*
1130	1200	A2	OR1933 Developmental Patterns in Features of Spoken and Written Styles in Learner English Limin Jin*, Qiufang Wen
1200	1230	A2	OR2263 'Dear diary' L2 proficiency development through diary writing Conny Opitz*, Sarah Smyth
1230	1300	A2	OR3393 Adaptive imitation: Formulaicity and the words of others in L2 writing Susy Macqueen*, Ute Knoch





1030 – 1300 B1: Mother Tongue Education

Room: B1

1030	1100	B1	OR1590 The Cross-lingual Relationship of Pre-Academic Vocabulary in the Writings of Japanese-English Bilingual Children Aiko Sano*, Haidee Thomson*, Yuko Ikuta, Kazuko Nakajima, Tomoko Nakano, Misa Fukukawa
1100	1130	B1	OR1908 Translanguaging as pedagogy and ideologies in Mother Tongue Tuition classrooms Anne Reath Warren*
1130	1200	B1	OR2065 Metaphor, simile and the creation of identity in history Jean Brick*
1200	1230	B1	OR1812 Promoting academic literacy at graduate level through genres Orlando Vian Jr*
1230	1300	B1	OR2113 Is a 'snowman' a 'man made of snow'? Morphology teaching through children's stories Marina Tzakosta*, Evanthia Sinodi

1030 – 1300 D3: Bilingualism and Multilingualism

Room: B2

1030	1100	D3	OR1979 Bimodal Bilingualism in Arnhem Land Dany Adone*, Elaine Maypilama*
1100	1130	D3	OR2930 External and internal visual multilingualism in the Ruhr Area / Germany Evelyn Ziegler*, Haci Halil Uslucan*, Klaus Peter Strohmeier*
1130	1200	D3	OR527 Bilingualism in New York City's Public Spaces Sue Dicker*
1200	1230	D3	OR500 Fidelity to the model: bilingual programs and high-stakes testing in Australian and US primary schools Lesley Harbon*, Ruth Fielding*, Deb Palmer*, Dori Wall*
1230	1300	D3	OR705 Investigating the Contextual Factors of Language Delay in the Taiwanese Mixed Families from a Perspective of Racial Microaggression Sa-Hui Fan*, Hao-pai Ni*

1030 – 1300 D1: Sociolinguistics

Room: B3

1030	1100		
1100	1130	D1	OR3117 ESL International Student's Identity Negotiation in ESL Service Learning Experiences Li Mao*, Donna Chovanec
1130	1200	D1	OR1840 Identities, Code-Switching, and Stance-taking in Multilingual Couples Disagreement Yufeng Chi*
1200	1230	D1	OR1927 Experiencing inclusive policy in higher education: A narrative analysis Chantel Bongiovanni*
1230	1300	D1	OR739 Scoping out scapes: The explanatory power of scapes in research on language, identity and culture Kerry Taylor-Leech*, Donna Starks*, Louisa Willoughby*





1030 – 1100 C6: Language, Health and Aging

Room: A1

1030	1100	C6	
1100	1130	C6	OR2832 Language Of Obesity, Language Of Culture Emma Mohamad*, Abdul Latiff Ahmad, Samsudin A. Rahim
1130	1200	C6	OR2313 Voices and power in multi-party medical narratives Julie Bradshaw*, Marisa Cordella, Simon Musgrave, Louisa Willoughby
1200	1230	C6	OR422 Technical communication in intercultural contexts: Challenges in designing user interfaces for products on global markets Catherine Badras*, Martin Schuler, Kathrin Beyer
1230	1300	C3	OR823 Verbal Cues To Deception. Forensic Linguistics And Psychological Deception Detection Eilika Fobbe*

1030 – 1300 B4: Language and Education in Multilingual Settings

Room: A2

1030	1100	B4	OR1783 Migrant language learners: multilingual repertoires as a resource in the foreign language classroom in Finland Katja Mäntylä*, Anne Pitkanen-Huhta*
1100	1130	B4	OR2182 Discrepancies between beliefs and practices?: Swedish content teachers' language use in bilingual education programmes Ylva Sandberg*
1130	1200	B4	OR3309 Second Language Learners' reading and work with an old Swedish classic Catarina Economou*
1200	1230	B4	OR2815 Teaching Spanish to multidialectal students under a monolingual standard language ideology Macarena Ortiz Jimenez*
1230	1300	B4	

1030 – 1300 E4: Corpus Linguistics

Room: S1

1030	1100	E4	OR1870 The design, development and purpose of a learner corpus based on first drafts Tim Marchand*, Sumie Akutsu*
1100	1130	E4	OR2439 Supporting minority languages: issues and problems with creating and using spoken language corpora David Kroik*, Christian Waldmann, Mikael Vinka, Kirk Sullivan
1130	1200	E4	OR2197 An audio-visual pedagogic corpus: viewing young learners' language acquisition in an instructed L2 context Thomas Zapounidis, Marina Mattheoudakis*
1200	1230	E4	OR2934 A corpus-based comparison of English and Spanish polysemy networks Karen 'Kari' Sullivan*
1230	1300	E4	OR1330 Differences of First-person Pronoun Use Between TESOL and Engineering Research Papers Keiko Kawaguchi*, Ritsuko Ohta*, Tae Ito*

1300 – 1400 Lunch



1400 – 1500 KN03

Room: Great Hall 1 & 2

Elana Shohamy

Linguistic Landscape Research as a Means for Broadening Language Policy Theory and Practice

1500 – 1600 CONCURRENT SESSIONS

1500 – 1600 IS01: Content and Language Integrated Learning (CLIL) as a catalyst for research cooperation in Europe and beyond

Room: Great Hall 1 & 2

Convenor: Christiane Dalton-Puffer, Tarja Nikula, Ana Llinares

Content and Language Integrated Learning (CLIL) as a catalyst for research cooperation in Europe and beyond

Christiane Dalton-Puffer*, Tarja Nikula*, Ana Llinares*, Do Coyle*, Tom Morton*, Teppo Jakonen*, Emma Dafouz*, Ute Smit*, Kristiina Skinari*, Yolanda Ruiz de Zarobe*, Stephan Breidbach*, José Medina Suárez*, Roy Lyster*, Angel Lin*, Simone Smala*, Diane Tedick*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M1

1500	1530	B3	OR2495 Assessing digital literacy levels: the design of an instrument Rosinda de Castro Guerra Ramos*, Simone Telles Martins Ramos*, Fernanda Katherine Asega*
1530	1600	B3	OR1884 Teaching and Learning Spanish Online: Action Research and Professional Development for Three Language Teacher Educators Antoinette Gagne*, Clea Schmidt*, Marlon Valencia*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M2

1500	1530	B3	OR923 Needs analysis for helping science-major EFL students develop their autonomy and English proficiency Fumiko Murase*
1530	1600	B3	OR1345 Enabling Autonomous Language Learning: Guides for Effective Support Kerstin Dofs*, Moira Hobbs*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M3

1500	1530	B3	OR2862 Feminist EFL teachers' identities and teaching practices in Japanese universities Reiko Yoshihara*
1530	1600	B3	OR3114 Identity transformation through narratives of native Assistant Language Teachers in Japanese public schools Nami Sakamoto*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M4

1500	1530	B3	OR1301 Understanding Chinese EFL teachers' pedagogical beliefs and practices through professional dialogues Huizhong Shen*, Margaret Kettle*, Yifeng Yuan
1530	1600	B3	OR3136 Developing Pedagogical and Linguistic Expertise: A Case Study of Chinese Language Teachers' Identity Negotiation Dian Marissa*, Bedrettin Yazan*, Pei-Jie Chen*



1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M5 & M6

1500	1530	B3	OR2988 An investigation of Indonesian primary students' L2 learning strategies and self-efficacy beliefs Syafi'ul Anam*, Elke Stracke*
1530	1600	B3	OR1559 EFL bilingual pedagogy programming in Indonesian classrooms Harni Ningsih*

1500 – 1600 A3: Reading, writing and visual Literacy

Room: M7 & M8

1500	1530	A3	OR2484 Evaluation of Presentation Order of Grammatical Items in Junior High School English Textbooks in Japan Tetsuo Baba*
1530	1600	A3	OR947 Text talk in the subjects of History, Swedish, Industrial Carpentry and Welding Yvonne Halleson*, Pia Anderson*

1500 – 1600 0: No theme allocated

Room: M9

1500	1530	0	OR1093 Phrasal borrowing in academic writing: legitimate intertextuality? John Morley*
1530	1600	0	OR3485 Interdisciplinary Projects In ESP Sylmara Barreira*

1500 – 1600 B6: Language Evaluation, Assessment and Training

Room: P1

1500	1530	B6	OR2311 In the real world: Perceptions of the relationship between the Occupational English Test and the workplace Susy Macqueen*, Cathie Elder, Catriona Fraser, Ute Knoch, John Pill
1530	1600	B6	OR2277 Is using TOEIC as an exit test in Vietnamese universities justified? An employers' perspective Ha Nguyen*

1500 – 1600 B6: Language Evaluation, Assessment and Training

Room: P2

1500	1530	B6	OR1637 A Multiple-Case Study of Three Teachers' Assessment Practices in Their EFL Speaking Classrooms in China Xiaoying Wang*
1530	1600	B6	OR2000 Formative assessment in an English academic writing classroom in Iran: Critical testing, democratic assessment and critical emotion theories' perspectives Leila Iranmanesh*

1500 – 1600 D4: Intercultural Communication

Room: P3

1500	1530	D4	OR620 Enhancing intelligibility in international communications: How native English speakers learn international English Phiona Stanley*
1530	1600	D4	OR2291 A Case Study On The Identity Change Of Confucius Institute Chinese Teachers In Britain Wei Ye*, Viv Edwards





1500 – 1600 D2: Language Policy and Planning

Room: P4

1500	1530	D2	OR1308 Constructs of ESOL learners in adult migrant language education policy in New Zealand, 1999-2013 Yulia Khan*, Sharon Harvey
1530	1600	D2	OR2200 Wrong side of the tracks: Inequitable access to language education in New Zealand schools Jocelyn Howard*

1500 – 1600 D5: Language and Ideology

Room: P5

1500	1530	D5	OR2441 “I am not Chinese, I mean I don’t speak the language”: Authenticating identities in Singapore Wai Fong Chiang*
1530	1600	D5	OR768 Semiotizing neoliberal values in corporate branding discourse: the case of Singapore’s corporatized universities Carl Jon Way Ng*

1500 – 1600 D6: Language, Culture and Socialization

Room: P6

1500	1530	D6	OR1115 A Female Blogger’s Narrative Performance: Becoming Black, A Second Birth Glenda Cristina Valim De Melo*
1530	1600	D6	OR1119 You cannot not show respect: Sociolinguistic constructions of politeness within the African American speech community Denise Troutman*

1500 – 1600 D8: Language and Technology

Room: P7

1500	1530	D8	OR966 Open Access Resources to Build Virtual Learning Communities: An Experience in Mexican Public Higher Education Shelick Garcia Galvañ*, Nevin Siders
1530	1600	D8	OR3127 Multimodal literacy: using iphones and iPads to enhance the teaching of writing. Mutuota Kigotho*

1500 – 1600 E5: Discourse Analysis

Room: P8

1500	1530	E5	OR992 Beyond Structuralism: Reconceptualising Pedagogically-Oriented Descriptions Of Languages - A Focus On New Zealand Maori. Michael Taiapa*
1530	1600	E5	OR3078 Exploring the discursive space for teaching thinking: A study of classroom discourse in Singapore Peter Teo*

1500 – 1600 A2: Second Language Acquisition

Room: P9

1500	1530	A2	OR3406 What do adult L2 learners know about phonology after minimal exposure? Natalia Pavlovskaya*, Samawal Jarad*, Alex Ho-Cheong Leung, Martha Young-Scholten
1530	1600	A2	OR3085 Quantifying Vowels, Voicing, and Vocal Fry in Australian L2 Spanish Pronunciation: Implications for Teachers William Steed*, Alfredo Herrero de Haro*, Manuel Delicado Cantero*





1500 – 1600 A2: Second Language Acquisition

Room: P10

1500	1530	A2	OR1949 Corpus-based Analysis of 'Develop' in Chinese and German Second Language Learners Yuanyuan Yang*
1530	1600	A2	OR3334 The interaction of the development of lexical variety and the use of tri-grams in spoken ESL Alan Juffs, Mary Lou Vercelloti*

1500 – 1600 A2: Second Language Acquisition

Room: P11

1500	1530	A2	OR3072 Autobiographical Narratives on English Learning by American Academics as Multilingual Subjects Fu Wang*
1530	1600	A2	OR1649 Promoting Oral Proficiency Gain in Study Abroad: A Three-year Study Margaret Malone, Francesca Di Silvio, Anne Donovan*

1500 – 1600 0: No Theme Allocated

Room: B1

1500	1530	0	OR3494 J M Coetzee and other languages Marius Crous*
1530	1600	0	OR3500 Communication in Specialized Domains (CSD): the study of language across genres and professional communities Liliana Ibeth Barbosa Santillán*, Inmaculada Alvarez De Mon Y Rego

1500 – 1600 D3: Bilingualism and Multilingualism

Room: B2

1500	1530	D3	OR591 Connectors and sentence openings in an expository essay by first year university students of French Maarit Mutta*
1530	1600	D3	OR2947 English in Indonesian higher education: resources and challenges Amirullah Amirullah*

1500 – 1600 D1: Sociolinguistics

Room: B3

1500	1530	D1	OR742 Sexualities in web 2.0: metapragmatic indexicalizations, queer performances and alternative futures Luiz Paulo Moita-Lopes*
1530	1600	D1	OR2136 Construction of Second Language Identities During Study Abroad in a Globalized Society Yoko Nogami*

1500 – 1600 C3: Language and the Law/Forensic Linguistics

Room: A1

1500	1530	C3	OR2765 Designing a syllabus for an extended language and skills remedial course for undergraduate law students Themba Lancelot Ngwenya*
1530	1600	C3	OR3135 Discourse Analysis of the guideline for lay judge person in Japanese lay judge system Hiroe Tanaka*





1500 – 1600 B4: Language and Education in Multilingual Settings

Room: A2

1500	1530	B4	OR2392 A Dynamic Approach to Language Proficiency: Principles, practices, and possibilities Ahmar Mahboob, Lydia Dutcher*
1530	1600	D4	OR1875 Vietnamese and Australian interpretations of silence: differences and accommodation. Phuong Do*

1500 – 1600 E4: Corpus Linguistics

Room: S1

1500	1530	E4	OR547 English Preposition Learning and Conceptual Transfer: collocation and colligation of most frequently used prepositions Huiping Zhang*, Yongbing Liu
1530	1600	E4	OR775 A Multi-Feature, Multi-Dimensional Analysis of Web Genres Jeff Connor-Linton*

1600 – 1630 Afternoon Tea

1630 – 1900 CONCURRENT SESSIONS

1630 – 1900 IS01: Content and Language Integrated Learning (CLIL) as a catalyst for research cooperation in Europe and beyond

Room: Great Hall 1 & 2

Convenors: Christiane Dalton-Puffer, Tarja Nikula, Ana Llinares

Content and Language Integrated Learning (CLIL) as a catalyst for research cooperation in Europe and beyond

Christiane Dalton-Puffer*, Tarja Nikula*, Ana Llinares*, Do Coyle*, Tom Morton*, Teppo Jakonen*, Emma Dafouz*, Ute Smit*, Kristiina Skinari*, Yolanda Ruiz de Zarobe*, Stephan Breidbach*, José Medina Suárez*, Roy Lyster*, Angel Lin*, Simone Smala*, Diane Tedick*

1630 – 1830 B3S: Second/Foreign Language Teaching and Teacher Development

Room: M1

S1259

Convenor: Linda Harklau

A cross-national analysis of K12 ESOL/EALD instructional and teacher education policy

Linda Harklau*, Michele de Courcy*, Kelleen Toohey*, Yvonne Foley*

1630 – 1830 B3S: Second/Foreign Language Teaching and Teacher Development

Room: M2

S1598

Convenor: Terry Lamb

Space, place and autonomy in language learning and teaching

Terry Lamb*, Cynthia White*, Garold Murray*, Naomi Fujishima*, Mariko Uzuka*, Gergana Alzeer*, Katherine Thornton*, Lindsay Miller*, Christoph Hafner*, Hayo Reinders*, Min Young Cho*

1630 – 1830 B3S: Second/Foreign Language Teaching and Teacher Development

Room: M3

S61

Convenor: Mitsuyo Sakamoto

Accommodating Japanese English Learners

Mitsuyo Sakamoto*, Kensaku Yoshida*, Yoshinori Watanabe*, Shinichi Izumi*, Lisa Fairbrother*





1630 – 1830 B3S: Second/Foreign Language Teaching and Teacher Development
Room: M4
S1946
Convenor: Amanda Hilmarsson
Second language learning and academic performance in Chinese and English at a Sino-British University, China
Amanda Hilmarsson-Dunn*, Seth Hartigan*, Xuanying Shen*, Tim Wallis*, Debra Jones*, Bin Zou*, Ellen E. Touchstone*

1630 – 1830 B3S: Second/Foreign Language Teaching and Teacher Development
Room: M5 & M6
S1348
Convenor: Jeong-Bae Son
Teacher training for CALL: Voices of CALL teacher educators
Jeong-Bae Son*, Scott Windeatt*, Philip Hubbard*

1630 – 1830 B3W: Second/Foreign Language Teaching and Teacher Development
Room: M7 & M8

1630	1730	B3W	W592 Strategy Training in Foreign Language Teaching Carol Griffiths*, Ying Tang*
1730	1830	B3W	W703 Using language learning strategies in tertiary foreign language teaching and learning Emmaline Lear*, Laura Tolton*, Nicolette Bramley*

1630 – 1830 D1S: Sociolinguistics
Room: M9
S1455
Convenor: Lars Holm
Researching literacy practices in transition
Lars Holm*, Helle Pia Laursen*, Anne Golden*, Sangeeta Bagga-Gupta*, Anne Pitkänen-Huhta, Laura McCambridge*

1630 – 1830 C4S: Language and the Workplace
Room: P1
S2128
Convenor: Catherine Elder
How authentic can we get? Reconstructing a specific-purpose language test to reflect health professionals' values
Catherine Elder*, John Pill*, Robyn Woodward-Kron*, Tim McNamara*, Barbara Hoekje*

1630 – 1830 B6S: Language Evaluation, Assessment and Training
Room: P2
S2264
Convenor: Chris Davison
Enhancing teacher assessment literacy: Building assessment for learning communities in English as an additional language
Chris Davison*, Dennis Alonzo*, Michael Michell*, Sofia Kesidou*, Nick Connolly*, Janelle Ho*





1630 – 1830 D4: Intercultural Communication

Room: P3

1630	1700	D4	OR2632 Attribution, Stereotyping and Miscommunication between Malaysian Employers and Foreign Domestic Helpers Francisco Dumanig*, Rodney Jubilado*
1700	1730	D4	OR2758 Linguistic B/orders: Intra-national linguistic possibilities for South Africa and Zimbabwe Muchativugwa Liberty Hove*
1730	1800	D4	OR1001 The effects of short-term study abroad experiences on willingness to communicate in a L2 Adrian Leis*
1800	1830	D4	OR3447 Building Intercultural Competence: Brazil, U.S. and Qatar Use English to Create Video together in Cloud Claudia Batista*

1630 – 1830 D2: Language Policy and Planning

Room: P4

1630	1700	D2	OR844 Legislative ideologies at the top and their implementational consequences: the case of Indonesia Lauren Zentz*
1700	1730	D2	OR1491 Bilingual children's language use and linguistic identity: home contributions and family language policy. Naashia Mohamed*
1730	1800	D2	
1800	1830	D2	OR117 An English Education Curriculum Reform Focusing on EGAP at a Japanese University Tamami Wada*, Masayuki Ohkado*, Hiromi Imamura*, David Laurence*

1630 – 1730 D7: English as a Lingua Franca and World Englishes

Room: P5

1630	1700	D7	OR3338 The Production of English Vowels by Chinese Speakers Fu-Hsing Su*, Li-szu Agnes Huang
1700	1730	D7	OR3369 Rhetorical Patterns in Cause-and-Effect Essays Produced by Taiwanese EIL Students Li-Szu Agnes Huang*, Fu-Hsing*

1630 – 1830 D6S: Language, Culture and Socialization

Room: P6

S1786

Convenor: Carolyn McKinney

The (in)visibility of children's linguistic and cultural resources in schooling in African contexts

Carolyn McKinney*, Pinky Makoe*, Maureen Kendrick*, Elizabeth Namazzi*, Jan Blommaert*





1630 – 1830 B3W: Second/Foreign Language Teaching and Teacher Development

Room: P7

1630	1730	B3W	W3036 Learner Autonomy And Drama: Components Of A Model Efl Teacher Training Programme Mehmet Boyno*
1730	1800	B3	OR72 The effect of hybridized methodology instruction on foreign language teacher self-efficacy Scott Kissau*
1800	1830	B2	OR71 Motivating male language learners: The need for 'more than just good teaching' Scott Kissau*

1630 – 1830 A2: Second Language Acquisition

Room: P8

1630	1700	A2	OR837 Classroom Discourse Analysis Of A Kindergarten ESL Classroom Using The COLT Observation Scheme Catherine Cordova*
1700	1730	A2	OR1015 Learner-nominated forms in a form-focused EFL classroom. Paul Moore*
1730	1800	A2	OR2812 "Stiltedness" or "Flailing about" Are there only 2 options for Paragraphing Pedagogy? Iain McGee*
1800	1830	A2	OR3015 The Effects of Teaching EFL Learners Metaphor and Metonymy through Metaphoric Mapping Approach Yi-Chen Chen*

1630 – 1830 A2: Second Language Acquisition

Room: P9

1630	1700	A2	OR3268 The phonology of L2 Spanish learners - a corpus study Lluisa Astruc*
1700	1730	A2	OR3165 English Prosodic Acquisition by Second Language Learners Zhengguang Liu*, Jun Xu*
1730	1800	A2	OR3347 Robustness of phonological categories in child L2 phonology acquisition under the influence of input multiplicity Alex Ho-Cheong Leung*
1800	1830	A2	OR313 Participants' perspectives in EFL classrooms: understanding classroom interaction experience in English language learning in China Yingna Wang*

1630 – 1830 A2S: Second Language Acquisition

Room: P10

S673

Convenor: Shuhei Kadota

Facilitating Fluency in L2 Processing: Evidence from Behavioral and Physiological Research

Shuhei Kadota*, Tadashi Noro*, Mariko Kawasaki*, Osato Shiki*, Naoya Hase*, Hiroshi Nakanishi*, Yoko Nakano*



1630 – 1830 A2S: Second Language Acquisition

Room: P11

S363

Convenor: Shaofeng Li

Language Aptitude: Redefining the Construct and Reorienting the Research

Rod Ellis*, Gisela Granena*, Shaofeng Li*, Peter Robinson*, Natsuko Shintani*, Zhisheng Wen*, Yucel Yilmaz*

1630 – 1830 D3S: Bilingualism and Multilingualism

Room: B1

S574

Convenor: Hideyuki Taura

Bilingualism as a First Language in the Japanese Context

Hideyuki Taura*, Satomi Mishina-Mori*, Yukio Ikari*, Kazuhiko Namba*

1630 – 1830 D3S: Bilingualism and Multilingualism

Room: B2

S1193

Convenor: Liam Morgan

Maximising language resources: Exploring and developing languages across sectors, schools and communities

Liam Morgan*, Ken Cruickshank*, Jan Wright*, Honglin Chen*, Linda Tsung*

1630 – 1830 D1: Sociolinguistics

Room: B3

1630	1730	D1W	W3023 A socio-pragmatic Analysis of Boko Haram's Language of Insurgency in Nigeria Stella Mbaeze*, Chris. Uchenna Agbede
1730	1800	D1	OR2071 Foreign Language Education Focusing on Subject Content and Individuality With CLIL and MI Theory Yoshihiro Nigo*
1800	1830		

1630 – 1830 B4S: Language and Education in Multilingual Settings

Room: A1

S940

Convenor: Monica Axelsson

Newly arrived students - a cross-disciplinary study on learning conditions in Swedish schools

Monica Axelsson*, Jenny Nilsson*, Nihad Bunar*, Päivi Juvonen*, Mano Candappa*

1630 – 1830 B4S: Language and Education in Multilingual Settings

Room: A2

S1716

Convenor: Dudley Reynolds

An Intervention to Improve Qatari Middle-Schoolers' Strategies for Reading EFL Science Materials

Dudley W. Reynolds*, Zohreh Eslami*, Katherine Wright*, JoAnn Crandal*, Nancy Allen*, Andrew Cohen*



1630 – 1830 E4: Corpus Linguistics

Room: S1

1630	1700	E4	OR1318 Corpus design of the outer case attributive modifier of Japanese language Kazuko Tanabe*
1700	1730	E4	OR2569 Corpus-based Critical Discourse Analysis of Divergent Viewpoints on the Controversial Issues between Korea and Japan Myongsu Park*
1730	1800	E4	OR2601 Corpus-Based Teaching Materials On Collocations For Trainee Translators And Foreign Language Learners Adriane Orenha-Ottaiano*
1730	1800	E4	OR2970 General Reference in Pollution Reports about China - A Corpus-based Approach Fuli Hou*



Poster Schedule - Tuesday 12th August

A2: Second Language Acquisition	
Anthony Walsh, Satoko Ebara*	P634 English acquisition through facilitating events in higher education
Elbie Adendorff*	P693 A multiperspective approach to the design of an Afrikaans task-based syllabus for university students
Qi Guo*	P781 Implicit or explicit written CF, is it the right question?
Lin He*	P907 The effect of processing instruction on the learning of English relative clauses
Fusako Beuckmann*	P1122 Interlanguage pragmatics of Japanese learners: A longitudinal study of request
Emika Abe*, Mami Ueda*, Toshiko Sugino*, Sunao Shimizu*	P1228 Willingness to delay gratification and motivational beliefs of Japanese university students learning English
Hilkka Koivistoinen*	P1243 Negotiating agency: The case of a challenging pupil
Maria Kela*, Annekatrin Kaivapalu*	P1678 Ethics and methodology in collecting longitudinal video data about children's L2 interaction
Toshiaki Nishihara*, Mayumi Nishihara*	P3027 Sentence complexity and production in Japanese learners of English
Mariko Boku*	P3140 A mixed methods approach to EIL learners' interlanguage development in higher-order inference
Mariko Boku*	P3141 Alternative diagnostic approach to the eil education: onset, provocation, quality, radiation, severity, and time (OPQRST)
Mitsuyo Toya*, Kazuchika Manabe*, Kiyoko Ishizu*	P3210 Japanese EFL listeners' sensitivity towards high-frequency sounds: Tones, 'R' and 'L' consonants, and word discriminations
Kazumi Araki*	P3264 Does teaching grammar really hinders students' speaking abilities?
Ikuyo Kaneko*	P3382 The acquisition of written expressions of emotion by Japanese learners of English
A3: Reading, Writing and Visual Literacy	
Diane Malcolm*	P1725 The challenge of reading academic English for first year Arabic-speaking medical students
Ari Huhta*, Lea Nieminen*, Riikka Ullakonoja*	P1743 Development of writing products and processes in a foreign language - A longitudinal perspective
B1: Mother Tongue Education	
Zoliswa Made*	P3040 The importance of mother-tongue education as the language of teaching and learning

B3: Second/Foreign Language Teaching and Teacher Development	
Shinji Fukuda*	P194 Speech-making in college EFL classes through the analysis of obama's second inaugural address
Suzanne Graham*, Louise Courtney*, Theo Marinis, Alan Tonkyn	P776 The impact of teaching approaches on foreign language grammatical development in primary schools in England
Akira Nakayama*, Neil Heffernan*, Yui Miura	P782 Foreign language activities for japanese elementary school students who need special educational assistance
Hiromasa Ohba*	P793 A cooperative construction process of knowledge in improving japanese efl learners' speaking ability
Yoichi Watari*	P899 What does 'explicit' mean? A methodological consideration in explicit grammar teaching research
Margit Hempel*	P1072 Do teaching materials at primary level really promote L2 communicative competence?
Yijie Hu*	P1132 Teacher's beliefs in the best balance of ELT
Lei Feng*	P1184 An investigation into Chinese COLLEGe English writing teaching
Bosse Thorén*	P1218 How to choose between pronunciation goals when teaching Swedish as a second language
Penelope Kambakis Vougiouklis*, Persephone Mamoukari*	P1380 Oral SILL application using the bar for frequency and subjects' evaluation of use
Carol J. Everhard*	P1720 Diamonds are forever: Enabling language learners to fulfil their lifelong learning aspirations
Tony Cripps*	P2845 'I see many other classes with judging eyes.': Creating new pedagogies and possibilities
Mônica Coimbra*	P3215 Visual metaphors as tools in awareness to reading
Samuel Barclay*, Akira Nakayama*	P3250 The roles of student assistants in tertiary-level EFL classrooms in Japan

B5: Educational Technology and Language Learning	
Hiroya Tanaka*, Akio Onishi*, Nanaho Oki*	P1476 Words I know I have learned and words I know I should learn
Rumi Tobita*, Eiichi Yubune*, Masahiro Suzuki*	P2011 Effectiveness of analysis with near-infrared spectroscopy for EFL listening training
Tan Choon Keong*, Lee Kean Wah, Yoon Sook Jhee, Ng Shi Ing	P2088 Measuring English language student teachers' creativity via title vocabulary
Sachi Takahashi*, Toshiyuki Kanamaru*, Yoshitaka Kato*, Akira Tajino*	P3336 Can learner autonomy be enhanced by authentic materials?: Suggestions from the use of Kyoto-U OpenCourseWare

B6: Language Evaluation, Assessment and Testing	
Makoto Abe*	P2269 Pre-instructional assessment of writing strategies for first year EFL university students
Norifumi Ueda*, Eiichiro Tsutsui*	P2449 Creating a Diagnostic system for Learning L2 Vocabulary



C2: Translating, Interpreting and Mediation	
Yong Yi*	P1424 To be invisible or not: On translating steps to an ecology of soul
Masako Mouri*	P2025 Language and gender in courtroom interpreting in Japan
Yasumasa Someya*, Atsuko Kikuchi*, Yoshihiro Minamitsu*	P2061 Developing Next Generation Open Courseware for English-Japanese Interpretation Training

C3: Language and the Law/Forensic Linguistics	
Merike Ristikivi*	P1647 Latin terms in the decisions of European Court of Justice: Practical tools in legal communication?

C6: Language, Health and Aging	
Yunian Xu*	P2195 Joint Staff in academic medical English teaching: Concept and practice
Kathryn Hill*, Joel King, Andrew Gleason	P3324 Defining effective communication in the psychiatric interview

D1: Sociolinguistics	
Jeremy Godofredo Morales*	P29 Language map of Tuguegarao City: A basis for language policy formulation

D2: Language Policy and Planning	
Yoko Okayama*	P1024 The effects of language policies and planning on people's opinions toward languages in Palau
Akiko Katayama*, Takunori Terasawa*	P1164 Narrative study of Japanese women with high proficiency: What is my English for?
Kazumi Sakai*	P1921 Impact of the CEFR on foreign language education in Japan

D6: Language, Culture and Socialisation	
Djamel Eddine Lachachi*	P142 Identity, cultural diversity and languages
Nurgul Saparkhojayevea*	P150 Mythopoeics of the Indians in the translation of the Romantic English Literature into the Russian Language.

E7: Lexicography and Lexicology	
Keiko Okada*, Noriko Nagai*, Takayuki Nakanishi*, Seiki Ayano*	P2920 A proposal for a new type of reference grammar of English

No Sub-Theme Allocated	
Vasiliy Ivshin*, Yulia Zinina, Alexander Ivshin	P209 The arbitrary borrowing of English words with the -ing form into Russian
Xiaoping Wang*	P788 Application of language learning strategies in the network-based environment
Chieko Hiranoi*	P3424 Applying Japanese movies with english subtitles into English Learning in Japanese college education
Mohammad Shamsuzzaman*, John Everatt, Brigid McNeill	P3499 An investigation of the relationship between instructors' background and L2W Teaching in the EFL context of Bangladesh
Roderick Neilsen*	P3503 Demystifying grammar: Rethinking language awareness for teacher training



Program at a Glance - Wednesday 13 August

0800 – 1400	Registration Open														
0930 – 1030	Plenary 4 - KN04 Anne Cutler Native Language Listening Advantages (Great Hall 1 & 2)														
1030 – 1100	Morning Tea														
Rooms	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5		
1100 – 1400	FS05: Directions in Language Policy Research: How Compatible Are Current Approaches?	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development		D1S: Sociolinguistics	RN15: Study Abroad and Language Learning: The Role of Social Networks, Integration and Identity	ReN14: Sociocultural Theory and Emergentism	ReN05: CLAT (Corpus Linguistics and Technology) Colloquium	ReN12: Learner autonomy: Research agendas	ReN01: Current research on global scholarly publishing: Peer review, writing, and pedagogies		
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1			
1100 – 1400	ReN11: Prospects and Challenges in Language Teacher Professional Development in Asia	IS03: Technology in Language Testing: Automated Scoring and Beyond	ReN06: Adapting learning environments in one world with many languages: Migrant/Indigenous learners' <i>Funds of Knowledge</i>	ReN02: Relationships of Content and Language in CLIL	ReN16: Advancing Synthetic Methods in Applied Linguistics	IS06: Making Applied Linguistics Matter: Opportunities for Engaging with Professional Practice	ReN09: Instructor/Interlocutor Individual Differences in Cognition And SLA	ReN13: Transmodal text production in the news	FS02: Second Language Vocabulary Learning: Current Trends and Issues	ReN08: Folk Linguistics and Language Policy	B3S: Second/Foreign Language Teaching and Teacher Development	ReN04: Linguistic complexity and second language learning			



Scientific Program - Wednesday 13 August

0800 – 1000 CONCURRENT SESSIONS

0930 – 1030 KN04

Room: Great Hall 1 & 2

Anne Cutler

Native Language Listening Advantages

1030 – 1100 Morning Tea

1100 – 1400 CONCURRENT SESSIONS

1100 – 1400 FS05: Directions in Language Policy Research: How Compatible Are Current Approaches?

Room: Great Hall 1 & 2

Convenors: Terrence G. Wiley, James W. Tollefson

Terrence G. Wiley*, James W. Tollefson*, Reynaldo Macías*, Robert Kaplan*, Jelena Filipovi*, Peter De Costa*, Teresa McCarty*, Rani Rubdy*, Sandra Lee McKay*, Ronald Fuentes*, Angel Lin*, Amy Wu*, M. Beatriz Arias*

1100 – 1300 B3S: Second/Foreign Language Teaching and Teacher Development

Room: M1

S800

Language/Literacy Teacher Professional Learning Communities Across Cultural and Educational Contexts

Convenor: Xiao Cheng

Xiao Cheng*, Heather Campbell*, Elizabeth Leer*, Li-ying Wu*, KeanWah Lee*

1100 – 1300 B3S: Second/Foreign Language Teaching and Teacher Development

Room: M2

S1454

Hobbyist dimensions and cultural consumption of language learning: Implications for teaching

Convenor: Ryuko Kubota

Ryuko Kubota*, Roslyn Appleby*, Hakyoon Lee*, Bal Skrishna*, Masaki Seo*, Chihiro Kinoshita*

1100 – 1300 B3S: Second/Foreign Language Teaching and Teacher Development

Room: M3

S2075

Addressing Challenges in a Large-Scale ELT Program: Learner Needs, Teaching Approaches, and Learner Assessment

Convenor: Ralph Rose

Ralph Rose*, Fusa Katada*, Emmanuel Manalo*, Chris Sheppard*

1100 – 1300 B3S: Second/Foreign Language Teaching and Teacher Development

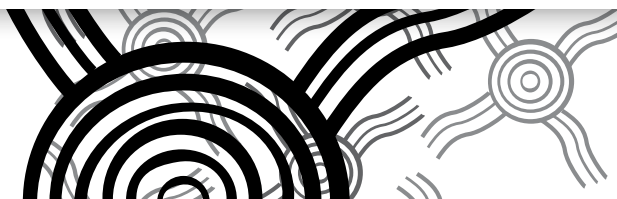
Room: M4


S2290

Language and Culture: A Journey of Research on EFL Teaching at an Australian University

Convenor: Shen Chen

Shen Chen*, Jennifer Archer*, Oktavian Mantiri*, Nunung Suryati*, Helena Sit*, Thi Thuy Le*





1100 – 1300

Room: M5 & M6

S3483

Using Mixed Methods To Investigate Classroom Interaction In Southeast Asia: An Indonesian Case

Convenor: Nunung Suryati

Nunung Suryati*, Shen Chen*, Jennifer Archer*

1100 – 1300 D1S: Sociolinguistics

Room: M9

S657

Communicative Competence: Are L2 Teachers Giving Students Everything They Should Be Entitled To?

Convenor: Virgilio Almeida

Virgilio Almeida*, Isabela Villas Boas*, Elaine Hodgson*, Fernanda Pereira*, Susana Martinez*, Cesario Pereira*, Sabrina Cerqueira*

1100 – 1300 ReN15: Study Abroad & Language Learning: The Role of Social Networks, Integration & Identity

Room: P1

Convenors: Carmen Pérez-Vidal, Martin Howard

Carmen Pérez-Vidal*, Martin Howard*, Ros Mitchell*, Nicole Tracy-Ventura*, Kevin McManus*, Patricia Romero*, Laurence Richard*, Rikki Campbell*, Jane Jackson*, Isabel Pereira*, Asunción Martínez-Arbelaiz*, Emma Trentman*, Ruth Whittle*, C. del Río-San Román*, M. Juan-Garau*

1100 – 1300 ReN14: Sociocultural Theory and Emergentism

Room: P2

Convenors: Jean-Paul Narcy-Combes

Jean-Paul Narcy-Combes*, Stephan Breidbach*, Lutz Küster*, Claire Kramsch*, Heather Hilton*, Marie-Françoise Narcy-Combes*, Gregory Miras*

1100 – 1400 ReN05: CLAT (Corpus Linguistics and Technology) Colloquium

Room: P3

Convenors: Maocheng Liang

Maocheng Liang*, Ying Qin*, Wenxin Xiong*, Libo Guo*, Huaqing Hong*, Jiajin Xu*, Yunlong Jia*, Wenzhong Li*, Manchun Dai*, Yanhong Chen*

1100 – 1400 ReN12: Learner autonomy: Research agendas

Room: P4

Convenors: Naoko Aoki

Naoko Aoki*, Terry Lamb*, Garold Murray*, Alice Chik*, Harry Kuchah*, David M. Palfreyman*, Xuesong Gao*

1100 – 1400 ReN01: Current research on global scholarly publishing: Peer review, writing, & pedagogies

Room: P5

Convenors: Mary Jane Curry, Theresa Lillis, David Hanauer

Mary Jane Curry*, Theresa Lillis*, David Hanauer*, Cheryl Sheridan*, Brian Paltridge*, Mary Jane Curry*, Theresa Lillis*, Theron Muller*, Hamamah Hamamah*, Hafdis Ingvarsdóttir*, Birna Arnbjörnsdóttir*, Marília Mendes Ferreira*, Suganthi John*, Natàlia Judith Laso*, Margaret Cargill*

1100 – 1400	ReN11: Prospects and Challenges in Language Teacher Professional Development in Asia
Room: P6	
Convenor: Yan Zhou Presenters: Yan Zhou*, Lian Zhang*, Lawrence Jun Zhang*, Yi'an Wu*, Qiufang Wen*, Peiya Gu*, Yan Zhou*, Jie Zhang*	
1100 – 1400	IS03: Technology in Language Testing: Automated Scoring and Beyond
Room: P7	
Convenor: Sara Weigle Sara Weigle* , Xiaoming Xi*, Paul Dean*, Alistair Van Moere*, Nick Savile*, Neil Jones*, Miranda Hamilton*, Ardeshir Gerenpayeh*, Gad Lim*, Helen Yannakoudakis*, April Ginther*	
1100 – 1400	ReN06: Adapting learning environments in one world with many languages: Migrant/Indigenous learners' Funds of Knowledge
Room: P8	
Convenor: Shelley Taylor Shelley Taylor* , Christian Horst*, Kathleen Heugh*, Sakshi Manocha*, Déirdre Kirwan*, Monica Axelsson*, Elizabeth Ellis*	
1100 – 1400	ReN02: Relationships of Content and Language in CLIL
Room: P9	
Convenors: Rick de Graaff, Ute Smit Rick de Graaff* , Ute Smit*, Hellmut Johannes Vollmer*, Christiane Dalton-Puffer*, Simone Smala*, Lesley Harbon*, Ruth Fielding*, Maria Gindidis*, Maria Lim Falk*, Tarja Nikula*, Pat Moore*, Helena Roquet*, Carmen Pérez-Vidal*, Goetz Schwab*, Jenny Denman*, Erik van Schooten*, Barbara Unterberger*, Xiao Yang*, Jing Zhao*, Emma Dafouz*, Julia Huettner*, Tarja Nikula*	
1100 – 1600	ReN16: Advancing Synthetic Methods in Applied Linguistics
Room: P10	
Convenors: John Norris, Lourdes Ortega, Luke Plonsky John Norris* , Lourdes Ortega*, Luke Plonsky*, Shoko Sasayama*, Aleksandra Malicka, Tom Cobb*, Alex Boulton*	
1100 – 1500	IS06: Making Applied Linguistics Matter: Opportunities for Engaging with Professional Practice
Room: P11	
Convenors: Christopher Candlin, Jonathan Crichton Christopher Candlin* , Jonathan Crichton*, Rick Iedema*, Sue Hor*, Daniel Perrin*, Azirah Hashim*, Rick Powell*, Gillian Wigglesworth*, Cindy Gallois*, David Hewett*	
1100 – 1400	ReN09: Instructor/Interlocutor Individual Differences in Cognition and SLA
Room: A1	
Convenor: Laura Gurzynski-Weiss Laura Gurzynski-Weiss* , Charlene Polio*, Susan M. Gass*, Kimi Nakatsukasa*, Avizia Yim Long*, Charlene Polio*	
1100 - 1400	ReN13: Transmodal text production in the news
Room: B2	
Convenors: Geert Jacobs, Daniel Perrin Geert Jacobs* , Daniel Perrin*, Marcel Burger*, Colleen Cotter*, Mats Ekström*, Richard Fitzgerald*, Aleksandra Gnach*, Gitte Gravengaard*, Felicitas Macgilchrist*, Els Tobback*, Tom Van Hout*, Ellen Van Praet*	



1100 – 1300 FS02: Second Language Vocabulary Learning: Current Trends and Issues

Room: B3

Convenors: Charles Browne

Charles Browne*, Batia Laufer*, Tess Fitzpatrick*, Tom Cobb*, Charles Browne*

1100 – 1400 ReN08: Folk Linguistics and Language Policy

Room: A1

Convenors: Antje Wilton, Martin Stegu

Antje Wilton*, Martin Stegu*, Michael Pasquale*, Matteo Santipolo*, Barbara Soukup*

1100 – 1300 B3S: Second/Foreign Language Teaching and Teacher Development

Room: A2

S2109

Convenor: Angela Scarino

Language education and intercultural mediation: perspectives from France and Australia

Angela Scarino*, Anthony Liddicoat*, Geneviève Zarate*, Martine Derivry*, George Alao*, Michelle Kohler*, Elli Suzuki*

1100 – 1400 ReN04: Linguistic complexity and second language learning

Room: S1

Convenors: Folkert Kuiken, Ineke Vedder

Folkert Kuiken*, Ineke Vedder*, Bram Bulté*, Alex Housen*, Mary Lou Vercellotti*, Bastien De Clercq*, Jonas Granfeldt*, Petra Bernardini*, Henrik Gyllstad*, Marie Källkvist*, Roger Gilabert*

Program at a Glance - Thursday 14 August

Registration Open														
Great Hall 1 & 2		M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5	
0800 – 1000	Rooms	B6S: Language Evaluation, Assessment and Testing	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	D2S: Language Policy and Planning	D6: Language, Culture and Socialization	B6S: Language Evaluation, Assessment and Training	E1S: Language and Social Interaction	A3S: Reading, writing and visual Literacy	B4S: Language and Education in Multilingual Settings	IS09: A World of Indigenous Languages: Rights, Access, and Education	
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1		
0800 – 1000		C1: Business and Professional Communication	A2: Second Language Acquisition	D5: Language and Ideology	B5: Educational Technology and Language Learning	B5: Educational Technology and Language Learning	B4: Language and Education in Multilingual Settings	D1: Sociolinguistics	D3: Bilingualism and Multilingualism	IS02S: Automatic translation	E4S: Corpus Linguistics	E5S: Discourse Analysis		
1000 – 1030	Morning Tea													
Great Hall 1 & 2		M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5	
1030 – 1300	Rooms	FS06: Adopting Mobile Learning Technology for English: Benefits and Challenges	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	B3S: Second/Foreign Language Teaching and Teacher Development	D4S: Intercultural Communication	B2: Standard Language Education	D6: Language, Culture and Socialization	B6S: Language Evaluation, Assessment and Training	E1S: Language and Social Interaction	A3S: Reading, writing and visual Literacy	D6S: Language, Culture and Socialization	IS09: A World of Indigenous Languages: Rights, Access, and Education	
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1		
1030 – 1300		C1: Business and Professional Communication	A2: Second Language Acquisition	D5: Language and Ideology	B5: Educational Technology and Language Learning	B5: Educational Technology and Language Learning	B4: Language and Education in Multilingual Settings	D1: Sociolinguistics	D3: Bilingualism and Multilingualism	FS01S: Current Research Trends in Language Education in the Gulf	E4S: Corpus Linguistics	E5S: Discourse Analysis		
1300 – 1400	Lunch													
1400 – 1500	Plenary 5 - Great Hall 1 & 2													
	Jan Blommaert													
	Lookalike Language and the Nature of Sociolinguistic Globalization													

Program at a Glance - Thursday 14 August (Cont.)

Rooms	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5
1500 - 1600	D8S: Language and Technology	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3W: Second/Foreign Language Teaching and Teacher Development	B3W: Second/Foreign Language Teaching and Teacher Development	D6: Language, Culture and Socialization	B6: Language Evaluation, Assessment and Training	E1: Language and Social Interaction	A3: Reading, writing and visual Literacy	A3: Reading, writing and visual Literacy	A2: Second Language Acquisition
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1	
1500 - 1600		A2: Second Language Acquisition	A2: Second Language Acquisition	D5: Language and Ideology	D8: Language and Technology	B5: Educational Technology and Language Learning	B4: Language and Education in Multilingual Settings	B3W: Second/Foreign Language Teaching and Teacher Development	D3S: Bilingualism and Multilingualism	D2S: Language Policy and Planning	E4: Corpus Linguistics	E5: Discourse Analysis	
1600 - 1630	Afternoon Tea												
Rooms	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5
1630 - 1830	D8S: Language and Technology	B3W: Second/Foreign Language Teaching and Teacher Development	B3W: Second/Foreign Language Teaching and Teacher Development	B3W: Second/Foreign Language Teaching and Teacher Development	Publishing & Applied Linguistics (Editor's Panel)	B3W: Second/Foreign Language Teaching and Teacher Development	B3W: Second/Foreign Language Teaching and Teacher Development	E2S: Pragmatics	B6: Language Evaluation, Assessment and Training	B3: Second/Foreign Language Teaching and Teacher Development	A3: Reading, writing and visual Literacy	A3: Reading, writing and visual Literacy	A2: Second Language Acquisition
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2	S1	
1630 - 1830	A2W: Second Language Acquisition	A2: Second Language Acquisition	A2: Second Language Acquisition	D5: Language and Ideology	D8: Language and Technology	B5: Educational Technology and Language Learning	B4: Language and Education in Multilingual Settings	D1: Sociolinguistics	D3S: Bilingualism and Multilingualism	D2S: Language Policy and Planning	E4: Corpus Linguistics	E5: Discourse Analysis	
1900- 2400	AILA Congress Dinner												



Scientific Program - Thursday 14 August

0800 – 1000 CONCURRENT SESSIONS

0800 – 1000

Room: Great Hall 1 & 2

S3304

Teacher assessment literacy in second and foreign language education: International perspectives

Kathryn Hill*, **Chris Davison***, **Angela Scarino***, **Liz Hamp-Lyons***, **Leila Iranmanesh***

0800 – 1000

B3: Second/Foreign Language Teaching and Teacher Development

Room: M1

0800	0830	B3	OR1771 Learning to Socialize in Heritage Language Acquisition Ji-Young Jung*
0830	0900	B3	
0900	0930	B3	OR2367 Russian heritage pupils' writing in Finnish and Russian – a longitudinal perspective Riikka Ullakonoja* , Lea Nieminen* , Ari Huhta , Eeva-Leena Haapakangas , J. Charles Alderson
0930	1000	B3	OR2259 Salience in oral and written narratives of young Greek-German-English Bilinguals Maria Andreou* , Christiane M. Bongartz , Eva M. Knopp

0800 – 1000

B3: Second/Foreign Language Teaching and Teacher Development

Room: M2

0800	0830	B3	OR1379 Malaysian BEd TESOL students' language choices in New Zealand: What role does identity play? Jennifer Jones*
0830	0900	B3	OR1567 Constructing and legitimating the interpreter's identity and the interpretation's activities in Brazilian Sign Language classes Audrei Gesser
0900	0930	B3	OR2413 Fostering User Identity in Learners of English as an International Language in the Expanding Circle Yumi Hato* , Sandra Healy* , Chieko Hayashi* , Tomoko Takei*
0930	1000	B3	OR2498 The Identity Formation in the Power Spectrum Amongst Native-Speaking English Teachers Su Yon Yim* , Kumju Hwang*





0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

Room: M3

0800	0830	B3	OR277 Experience, Context, and Personal Propensities in Provision of Corrective Feedback Rieko Mori
0830	0900	B3	OR558 An Exploratory Quantitative Meta-analysis on Peer Feedback Research in the ESL/EFL Writing Classrooms Tsuiping Chen*
0900	0930	B3	OR635 Teachers with Different L1 Backgrounds and Their Corrective Feedback Strategies Yoko Asari*
0930	1000	B3	OR924 Skype-Mediated Oral Corrective Feedback Xiaoping Gao*

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

Room: M4

0800	0830	B3	OR1987 Exploring a Genre-Based Approach to Second Language Teacher Education John Hedgcock*, Heekyeong Lee*
0830	0900	B3	OR1258 Visual Ethnography and Reflexive Methodologies to Develop Second Language Teachers' Professional Competence in Canada Cecile Sabatier*, Daniele Moore*
0900	0930	B3	OR1338 Appropriating and using tools of literacy: The development of teaching expertise by future French faculty Beatrice Dupuy*, Kristen Michelson*
0930	1000	B3	OR1075 Lifelong Learning: EFL Teachers' Conceptualizations and their Practical Understanding Purisa Watcharenwong*, Chantarath Hongboontri

0800 – 1000 B3S: Second/Foreign Language Teaching and Teacher Development

Room: M5 & M6

S1813

Convenor: Maureen Kendrick

New Literacies In Global Contexts: Problems and Prospects in Language and Literacy Education

Maureen Kendrick*, Diane Dagenais*, Kelleen Toohey*, Ilana Snyder*, Lynn Mario de Souza*

0800 – 1000 D2S: Language Policy and Planning

Room: M7 & M8

S1027

Convenor: Janet Enever

Policy and practice: learning English early in Europe

Janet Enever*, Magdalena Szpotowicz*, Lucilla Lopriore*, Karmen Pizorn*, Heather Hilton*





0800 – 1000 D6: Language, Culture and Socialization

Room: M9

0800	0830	D6	OR713 Academic literacy socialization: An ethnographic case study on EFL graduate students in their home country Ya-Fen Lo*
0830	0900	D6	OR863 Two to tango: language learning in edu-tourism programs Karen Woodman*
0900	0930	D6	OR1178 Shifting the language of instruction and school system: Challenges for teachers with foreign teaching certificates Aina Bigestans*
0930	1000	D6	OR2095 Negotiating self in social spaces: learners' visual representations of their self-concepts Jane Kehrwald*

0800 – 1000 B6: Language Evaluation, Assessment and Training

Room: P1

0800	0830	B6	OR3273 Validating the TOEIC Speaking Test: A Look at Test-Taking Strategies Heng-Tsung Danny Huang*, Shao-Ting Alan Hung*
0830	0900	B6	OR260 From the traditional to the innovative: How do teachers respond to mandated language assessment reform? Martin East*
0900	0930	B6	OR2086 Using the analytic hierarchy process in L2 textbook evaluation Shigeo Kato*
0930	1000	B6	OR1504 Exploring the Possibilities of Applying International Frameworks for English Program Accreditation to Universities in Japan Makiko Takeda*

0800 – 1000 E1: Language and Social Interaction

Room: P2

0800	0830	E1	OR3194 Negotiating Agreement and Disagreement in Mandarin Conversations Yang Zhang*, Carsten Roever*
0830	0900	E1	OR3169 Asking a question of no one: Japanese 'do + copula' type questions prefacing responses Masanobu Masuda*
0900	0930	E1	OR2175 Content and language integration evidenced in interaction add: A micro level analysis Heidi Jauni*, Nina Niemelä
0930	1000	E1	OR1885 Learners' engagement with language during peer interaction from socio-semiotic perspective: an EFL context Thu Hien Nguyen*





0800 – 1000 A3: Reading, writing and visual Literacy

Room: P3

0800	0830	A3	OR1521 A Case Study of a Childrens Literature Course for Junior College EFL Learners Hsiu-Chuan Chen*
0830	0900	A3	OR596 A longitudinal and a cross-sectional study to investigate literacy development among young EFL learners Mitsue Allen-Tamai*
0900	0930	A3	OR493 The Effects of Mother Tongue Instruction on the Acquisition of Literacy Skills Lalaine Yanilla Aquino*
0930	1000	A3	OR415 The mediating effect of contextual factors on second language learner uptake from written corrective feedback John Bitchener*

0800 – 1000 B4S: Language and Education in Multilingual Settings

Room: P4

S2253

Convenor: Maaïke Hajer

Implementing Subject Specific Language for Learning: four educational design studies in science and mathematics classrooms

Maaïke Hajer *, Dolly van Eerde*, Maria Kouns*, Gerald van Dijk*

0800 – 1000 IS09: A World of Indigenous Languages: Rights, Access, and Education

Room: P5

Convenor: Gillian Wigglesworth, Teresa McCarty

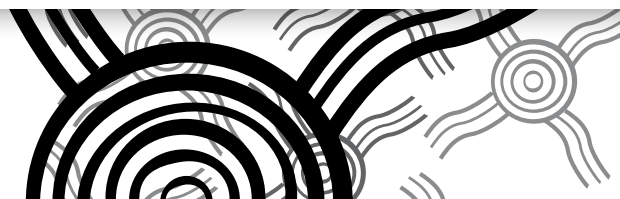
A World of Indigenous Languages: Rights, Access, and Education

Gillian Wigglesworth*, Teresa McCarty*, Barbra A. Meek*, Serafin M. Coronel-Molina*, Pem Bird*, Te Waimatao Murphy*, Cath Rau*, Jaky Troy*, Michael Walsh*, Inge Kral*, Elizabeth Marrkilyi Ellis*, Mary Hermes*, Kendall King*, Sheilah Nicholas*

0800 – 1000 C1: Business and Professional Communication

Room: P6

0800	0830	C1	OR2990 Learning ESL through Drama activities and online Games Virginie Privas Breauté*
0830	0900	C1	OR2974 Modelling expertise in written communication for public information documents Dana Skopal*
0900	0930	C1	OR1086 Developing pragmatic competence in adult Omani EFL learners by refining their performance of speech acts Rajat Ghosh*
0930	1000	C1	OR2389 Self-regulated learning and reflective thinking for developing employability skills in Omani graduates Vindhya Sathya Singh*





0800 – 1000 A2: Second Language Acquisition

Room: P7

0800	0830	A2	OR2540 Working memory and acquisition of L2 implicit and explicit grammatical knowledge Zhisheng Wen*
0830	0900	A2	OR1694 In Which Conditions Will Analytic Ability And Working Memory Predict Learning Outcomes Nadia Mifka-Profozic*
0900	0930	A2	OR3426 The Effects of Working Memory on L2 Development in Task-based Interaction Binbin Dai*
0930	1000	A2	OR2351 Labelling and Defining Meta Zone: What is Meta Awareness? Donna Starks*, Howard Nicholas*

0800 – 1000 A2: Second Language Acquisition

Room: P8

0800	0830	A2	OR986 A Study of L2 Chinese Learners' Speech Competence and Performance in a Classroom Context Peijian Sun*
0830	0900	A2	OR1284 Story Telling Works Wonders in Children's Second/Foreign Language Acquisition Siao-Cing Guo*
0900	0930	A2	OR2077 On the Relationship between First and Second Language Spontaneous Speech: The Role of Hesitation Phenomena Ralph Rose*
0930	1000	A2	OR488 Emergence of EFL oral competence as a complex system in a group of Brazilian beginners Leslie Mulico*, Tania Saliés

0800 – 1000 D5: Language and Ideology

Room: P9

0800	0830	D5	OR758 Exploring Standard English Ideology: Critical Praxis in English Language Education Pei-Hsun Emma Liu*
0830	0900	D5	OR1240 The Dialogicalities of Capitalism: Representations, Discourses, and Hegemony Christian Chun*
0900	0930	D5	OR270 Doing culture, doing race: Everyday discourses of "culture" and "cultural difference" in the ESL classroom Ena Lee*
0930	1000	D5	OR119 The Open University of The Third Age: sailing, seeking, learning, in a sea without end Elizabeth Pereira*





0800 – 1000 B5: Educational Technology and Language Learning

Room: P10

0800	0830	B5	OR1513 New perspectives on processes and outcomes of telecollaboration in foreign language curricula Kristi Jauregi*, Rick de Graaff
0830	0900	B5	OR2172 Mediating L2 academic literacy socialization through online intercultural interactions Hiroyuki Nemoto*
0900	0930	B5	OR3009 Rise to the task: Exploring the use of metacognitive strategies in multimodal language learning environments Charlotte Jones*
0930	1000	B5	OR908 Easy-to-use web-based questions to predict the English comprehension levels of EFL-learners Atsuko Kuramoto*, Toru Ochi, Chie Tsurii*

0800 – 1000 B5: Educational Technology and Language Learning

Room: P11

0800	0830	B5	OR2143 Using Facebook to Increase Student Engagement in Academic Activities Soo Fun Chin*, Aileen Ng
0830	0900	B5	OR2232 Digital Textbooks in Korean EFL classrooms: Issues and Perspectives Young-A Lee*
0900	0930	B5	OR3502 Using iPads in the ESL classroom: A Process and Impact Study Christina Gitsaki*, Matthew A Robby
0930	1000	B5	OR1772 Technology integration into Modern Languages Courses in Brazil: a mixed method study Claudia Beatriz Martins*, Herivelto Moreira

0800 – 1000 B4: Language and Education in Multilingual Settings

Room: B1

0800	0830	B4	OR222 Students' use of multilingual resources for school based learning Mei French*
0830	0900	B4	OR452 World Englishes and Implications for Pedagogies in the English Language Classroom Hiep Pham*
0900	0930	B4	OR515 Responsive-to-Intervention (RTI): Effects of Strategies-based Instruction in an English-Chinese Biliteracy programme Lawrence Jun Zhang*, Donglan Zhang*
0930	1000	B4	OR564 A Cross-Age Analysis of Fidelity to Text in Summaries Prepared by Canadian Students Léonard Rivard*, Ndeye Gueye, Margaux Roch-Gagné





0800 – 1000 D1: Sociolinguistics

Room: B2

0800	0830	D1	OR1168 EuLaViBar: a new tool for assessing language maintenance Anneli Sarhimaa*
0830	0900	D1	OR2957 Classroom as Community of Practice: How do ESL learners as newcomers become experienced learners Akiko Nagao*
0900	0930	D1	OR2982 Influence of social network on sociolinguistic competence in second language acquisition Rozenn Gautier*, Jean-Pierre Chevrot
0930	1000	D1	OR2177 Designing for agency and expertise in higher education Peppi Taalas*, Juha Jalkanen*

0800 – 1000 D3: Bilingualism and Multilingualism

Room: B3

0800	0830	D3	OR856 Diglossia in the Revitalization and Maintenance of Doukhobor Russian in British Columbia Gunter Schaarschmidt*
0830	0900	D3	OR2255 Investigating Young Yogyakartaans' Local and National Identities through Their Language Attitudes and Behaviour Erna Andriyanti*, Verna Rieschild
0900	0930	D3	OR2751 Language attitudes of plurilingual Mexican learners E. Desiree Castillo*, Nora Pamplon*, Adeline Perez*, Elizabeth Rios*, Dania Villalobos*
0930	1000	D3	OR2864 Cross-border Linguistic Landscapes between China and Myanmar Jia Li*

0800 – 1000 IS02: Automatic translation

Room: A1

Convenor: Dorothy Kenny

Automatic translation

Dorothy Kenny*, Maeve Olohan*, Lynne Bowker*, Jairo Buitrago Ciro*

0800 – 1000 E4: Corpus Linguistics

Room: A2

0800	0830		
0830	0900	E4	OR536 The Quantification of Nautical Written English Vocabulary Lina Liu*
0900	0930	E4	OR1548 A Corpus-based analysis of nuclear engineering English Daehyeon Nam*
0930	1000	E4	OR3116 Building web-corpora of patients' online mental health communication for mixed-methods investigation Daniel McDonald*, Robyn Woodward-Kron





0800 – 1000 E5: Discourse Analysis

Room: S1

0800	0830	E5	OR1390 Formality and politeness markers in English and Japanese corpora of scientific lectures and presentations Judy Noguchi* , Kazuko Tojo , Hiroko Hayashi , Nilson Kunioishi
0830	0900	E5	OR3331 Fostering content and language integration with an online corpus of science and engineering lectures Nilson Kunioishi* , Judy Noguchi , Kazuko Tojo , Hiroko Hayashi
0900	0930	E5	OR3249 An analysis of the methodology and results sections of the design science research articles of Information Systems Becky Kwan*
0930	1000	E5	OR3211 The positioning of L2 thesis writers: Stance and engagement strategies Emmaline Lear* , Lydia Li , Linda Li* , Sue Prentice , Garry Collins , Joelle Vandermensbrugghe

1000 – 1030 Morning tea

1030 – 1300 CONCURRENT SESSIONS

1030 – 1300 FS06: Adopting Mobile Learning Technology for English: Benefits and Challenges

Room: Great Hall 1 & 2

Convenor: Michael Carrier

Adopting Mobile Learning Technology for English: Benefits and Challenges

Michael Carrier*, **Christina Gitsaki***, **Matthew A. Robby**, **Jodi Crandall***, **Philip L. Hubbard***, **Agnieszka Palalas***, **Nick Saville***

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M1

1030	1100	B3	OR3456 Critical Perspectives For ELT In Brazil: Educating For Race Relations In A (False) Racial Democracy Miriam Jorge*
1100	1130	B3	OR2249 Literacy Effects On The Acquisition Of Grammatical Gender Across Bilingual Settings In Germany And Greece Christiane M. Bongartz , Theodoros Marinis* , Ianthi M. Tsimpli
1130	1200	B3	OR1584 Gender Agreement in Greek-English & Greek-German Bilingual Children Maria Kaltsa , Maria Andreou*
1200	1230	B3	
1230	1300	B3	OR3322 Identity Construction In EFL Contexts: A Case Study Of Primary English Language Teachers In Vietnam Chinh Nguyen*





1030 - 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M2

1030	1100	B3	OR3488 TESOL teacher perceptions of plagiarism as a culturally-based concept Kara Ronai*
1100	1130	B3	OR791 Interpreting the Multiple Reflections of Culture Lourdes Sanchez-Lopez*, Clara Mojica-Diaz*
1130	1200	B3	OR2207 Teaching Language And Culture: What life-cycle greetings in Yoruba teach the learner George Alao*
1200	1230	B3	OR698 Under what conditions do linguistic exchange activities affect students' motivational and intercultural development? Nicole Schallhart*, Sybille Heinzmann
1230	1300	B3	OR3030 Educational beliefs affecting Japanese language teachers' attitudes toward the use of Japanese literature. Vicky Richings

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

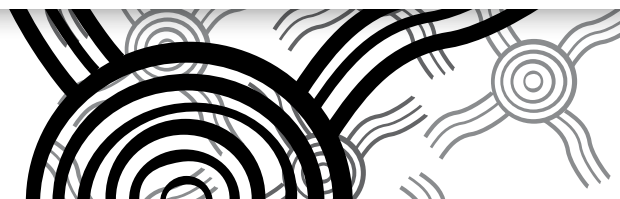
Room: M3

1030	1100	B3	OR1187 Needs analysis of peer feedback to design L2 learner training tasks in a college-EAP program Junko Imai*, Cheryl Tsuyuki*
1100	1130	B3	OR2307 The Effects of L2 writing tutorials on student revisions in an EFL writing center Maiko Nakatake*
1130	1200	B3	OR494 The impact of teaching practices on learning outcomes in foreign languages Marita Härmälä*, Raili Hildén*
1200	1230	B3	OR1275 Comparing the effectiveness of three oral communication tasks in foreign language learning Sarah Khan*
1230	1300	B3	OR1842 Literature discussion in EFL literature classes Suphinya Panyasi*

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M4

1030	1100	B3	OR1594 A Teacher's decision-making process in elementary school EFL education Eri Osada*
1100	1130	B3	OR1722 When the going gets tough....: Trainee teachers' strategies in teaching in challenging environment. Habsah Hussin*
1130	1200	B3	OR1729 Professionalization initiatives for EFL teachers: The teachers' perspective Ofra Inbar-Lourie, Elite Olshtain, Keith Goldstein*, Meital Yaakov-Aviv
1200	1230	B3	OR1823 Enhancing teacher development by implementing pluralistic approaches Rebecca Dahm*
1230	1300	B3	OR2730 What every teacher should know about student beliefs on language learning and teaching Michael Pasquale*





1030 – 1300	D4S: Intercultural Communication
Room: M5 & M6	
S977	
Convenor: Hua Zhu	
Symbolic power and conversational inequality in Intercultural Communication	
Hua Zhu*, Claire Kramsch*, Christina Higgins*, Anthony Liddicoat*, Ingrid Piller*, Martine Derivry-Plard*	

1030 – 1300 B2: Standard Language Education

Room: M7 & M8

1030	1100		
1100	1130	B2	OR2916 Cultivating Learner Autonomy in a Team-taught Graduate-level Introductory Reading Course in Japan Haruyo Yosdhida*, Bruce Malcolm*
1130	1200	B2	OR2226 Are There Any Fast and Efficient Ways in Training L2 Oral Output? Nobue Ellis*
1200	1230	B2	OR2312 Learning Academic Language in Math Classes through Supportive Writing Assignments Sabine Stephany*, Markus Linnemann
1230	1300		

1030 – 1300 D6: Language, Culture and Socialization

Room: M9

1030	1100	D6	OR2432 Age and cross-cultural influences on vocabulary and lexical-semantic organisation in Australian children. Natalie Munro*, Susannah Borg, Elise Baker, Karla McGregor, Joanne Arciuli
1100	1130	D6	OR2773 Different Methods of Filming Dialect in Audiovisual Dialectology Herta Maurer-Lausegger*
1130	1200	D6	OR2894 Hawaii Creole English: Articulating Variation in Language Use and Perceptions in Hawaii Georganne Nordstrom*
1200	1230	D6	OR3189 Producing silencing: Portuguese teaching/learning in rural schools in the Italian Colonial Region, Brazil Carmen Maria Faggion*, Terciane Ângela Luchese*
1230	1300	D6	OR2428 The affective dimension in the teacher-student relationship: a survey of Asian students Elli Suzuki*

1030 – 1300 B6: Language Evaluation, Assessment and Training

Room: P1

1030	1100	B6	OR3434 Towards a holistic approach to assessing reflection Ken Lau*
1100	1130	B6	OR1210 The influence of learner beliefs on student performance in criterion-referenced peer review: An activity theory perspective Jingjing Ma*
1130	1200	B6	OR2884 Students' Perceptions of the Effects of Rubric-Referenced Self-Assessment on EFL Writing Weiqliang Wang*
1200	1230	B6	OR152 A Can-do Study: The Use of Self-Assessment for Writing Skills Wakako Kobayashi*
1230	1300		





1030 – 1300 E1S: Language and Social Interaction

Room: P2

S1163

Convenor: Richard Young

Personal Moments of Classroom Language Learning in the History of Persons

Richard F. Young*, Paul D. Toth*, Younhee Kim*, Silvia Kunitz*, Richard Donato*, Kristin Davin*, Hansun Zhang Waring*, Di Yu*, Patricia Duff*

1030 – 1300 A3: Reading, writing and visual Literacy

Room: P3

1030	1100	A3	OR656 Lexical Richness in L2 Academic Writing Paivi Pietila*
1100	1130	A3	OR880 Developing Self-regulated L2 Writers: Self-efficacy, Self-regulated Learning (SRL) Strategies and L2 Proficiency Lin Teng*, Lawrence Jun Zhang*
1130	1200	A3	OR2488 An investigation of Chinese Learners' argumentation essay writing skills Peiling Xing*
1200	1230	A3	OR787 Near and Far Learning Transfer from an EAP Pathway Program: An Academic Literacies Perspective Veronica Ong*
1230	1300	A3	OR324 Caught and taught: The impact of immersion and explicit instruction on children's written arguments Paula Png*, Guangwei Hu, Peter Teo

1030 – 1300 D6S: Language, Culture and Socialization

Room: P4

S1358

Convenor: Patricia Duff

Sociocultural and Discursive Approaches to Research on Chinese Language Learning

Patricia A. Duff*, Wenhao Diao*, Tim Anderson*, Liam Doherty*, Rachel Wang*, Isabel Tasker*, Duanduan Li*, Hong Jiang*, Lorita Chiu*, Zhu Hua*, Li Wei*, Angel Lin*, Linda Tsung*

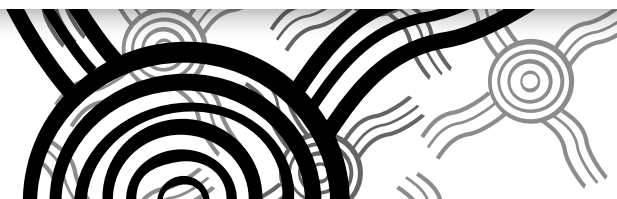
1030 – 1300 IS09: A World of Indigenous Languages: Rights, Access, and Education

Room: P5

Convenor: Gillian Wigglesworth, Teresa McCarty

A World of Indigenous Languages: Rights, Access, and Education

Gillian Wigglesworth*, Teresa McCarty*, Barbra A. Meek*, Serafin M. Coronel-Molina*, Pem Bird*, Te Waimatao Murphy*, Cath Rau*, Jaky Troy*, Michael Walsh*, Inge Kral*, Elizabeth Marrkilyi Ellis*, Mary Hermes*, Kendall King*, Sheilah Nicholas*





1030 – 1300 C1: Business and Professional Communication

Room: P6

1030	1100	C1	OR984 Language-related episodes in an Accountancy classroom Nick Shackleford*, Helen Basturkmen*
1100	1130	C1	OR1643 The State of Applied Linguistics in the United States: Results of a Nationwide Survey Margaret Malone, Anne Donovan*, Francesca Di Silvio
1130	1200	C1	OR2886 A Needs Analysis of Legal English in Brazil Fabricio Oliveira Da Silva*
1200	1230	C1	OR3455 Time, Space, and Memory in the Teaching-Learning of English within a Brazilian Juvenile Detention Center: The Effect of Suspension in a Confusing Space Valdeni Reis*
1230	1300	A2	OR1285 Dyslexia and English as Foreign/Additional Language Teaching in Brazil: a case study Juliana Reichert Assuncao Tonelli*

1030 – 1300 A2: Second Language Acquisition

Room: P7

1030	1100	A2	OR3077 Experience as development: Investigating the language learning activity of adult migrants beyond the classroom Diego Navarro*
1100	1300	A2S	S1832 The Effects of Task Repetition on L2 Speech Production by Japanese EFL Learners Miwa Morishita*, Ai Hirai*, Yuko Ikuma*, Shuhei Kadota*, Kaori Sugiura*, Tomoko Hori, Emiko Izumi, Hisaki Satoi

1030 – 1300 A2: Second Language Acquisition

Room: P8

1030	1100	A2	OR759 Determinants of second language willingness to communicate: What about proficiency and situational dependence? Katrijn Denies*, Rianne Janssen
1100	1130	A2	OR2603 Interplay of Two Types of Cognitive Demands and Attention Orientation in L2 Oral Production Junya Fukuta*, Junko Yamashita
1130	1200	A2	OR3378 Investigating the effects of "issue logs" on oral fluency and accuracy of university English majors Sakae Onoda*
1200	1230	A2	OR1019 Preferred Argument Structure and the English Relative Constructions by Japanese Learners in Spoken Language Megumi Okugiri*
1230	1300	A2	OR3069 The benefits of encouraging learners to notice their spoken errors Amanda Toyoura*, Satoko Watkins*





1030 – 1300 D5: Language and Ideology

Room: P9

1030	1100	D5	OR1143 Ideological Dilemma In Chinese Women's Narratives Of Domestic Conflicts Gecheng Zhang*
1100	1130	D5	OR115 Power of English in the Internationalization of Chinese Higher Education: Case study from the Mainland Wei Zhang*
1130	1200	D5	OR1153 Chinese language study topics in Japanese business and women's magazines: A rivalry against global English? Yoko Kobayashi*
1200	1230	D5	OR1751 Emergent Multimodal Curriculum as Social Justice Education: Towards Successful Integration of Older Immigrant Youth Roumiana Ilieva*
1230	1300	D5	OR1004 The Role of Privilege in Attitudes toward Language Learning: The Case of "Missionary Kids" Stephanie Vandrick*

1030 – 1300 B5: Educational Technology and Language Learning

Room: P10

1030	1100	B5	OR2533 The need for training in online language teaching Regine Hampel*, Ursula Stickler*, Aline Germain-Rutherford*
1100	1130	B5	OR2096 The effects of CALL professional development on teachers' beliefs about classroom technology integration Hsin-Chou Huang*
1130	1200	B5	OR1796 Personal traits that facilitate ICT use for language learning Tadayoshi Kaya
1200	1230	B5	OR2168 Any time, any place language learning: Utilising digital technologies in blended delivery teacher education courses Jocelyn Howard*, Adele Scott*, Rachel Martin*
1230	1300	B5	OR262 An EFL reading practice application for an android tablet computer Yasushige Ishikawa*, Ichiro Akano, Craig Smith, Kate Maher

1030 – 1300 B5: Educational Technology and Language Learning

Room: P11

1030	1100	B5	OR1577 An academic literacy programme for first-year students in the course Afrikaans and Dutch: an evaluation Amanda Lourens*
1100	1300	B5S	S989 Convenor: Hayo Reinders Beyond the language classroom: Exploring the social learning ecology Hayo Reinders*, Phil Hubbard*, Marie-Noelle Lamy*, Phil Benson*, Glenn Stockwell*, Yasuhisa Watanabe*, Mark Pegrum*





1030 – 1300 B4: Language and Education in Multilingual Settings

Room: B1

1030	1100	B4	OR967 Does L2 Language Proficiency Predict Academic Success In Study Abroad? Kenneth Reeder*, Reg D'Silva
1100	1130	B4	OR1561 'Capital Vs. Identity': University Students' Views About Language Of Instruction In A Multilingual Environment Christa Van Der Walt*, Nanda Klapwijk*
1130	1200	B4	OR2343 Investigating the language learning experiences of Croatian Erasmus students during a stay abroad Nikolina Vaic*
1200	1230	B4	OR708 Factors Motivating Second Language Studying in a Bilingual Country Hanna Lehti-Eklund*, Maria Green-Vänttinen*
1230	1300	B4	OR2104 Multilingualism as epistemic resource: rethinking 'languages' in educational policy Caroline Kerfoot*

1030 – 1300 D1: Sociolinguistics

Room: B2


1030	1100	D1	OR1368 Ethnic Group Affiliation and context: Facilitating and hindering effects on second language proficiency development Elizabeth Gatbonton*, Norman Segalowitz, Larisa Turuseva
1100	1130	D1	OR697 Beware: Coder bias! Marjoleine Sloos*
1130	1200	D1	OR658 What are they laughing about anyway? A study of competence to make sense of sitcoms Virgilio Almeida*
1200	1230	D1	OR485 Keepin' it real online: hip hop, authenticity and (dis)identification Elina Westinen*
1230	1300	D1	OR2798 The Linguascape of Urban Youth Culture in the context of Mongolia Sender Dovchin*

1030 – 1300 D3: Bilingualism and Multilingualism

Room: B3

1030	1100	D3	OR405 Bidirectional Language Learning in Migrant Families Shiva Motaghi-Tabari*
1100	1130	D3	OR1133 The Language Comprehensive Competitiveness of Chinese and its Implications for the Global Language System Jeffrey Gil*
1130	1200	D3	OR1401 The influence of L2 and L3 proficiency on Spanish L3 learners' motivation Diana Hsien-Jen Chin*
1200	1230	D3	OR1657 Tensions and conflicts in literacy use in Textile Crafts and Social Studies Eva Lindqvist*
1230	1300	D3	OR866 Contesting language shift through parental discourse strategies Melanie Revis*





1030 – 1300 FS01: Current Research Trends in Language Education in the Gulf

Room: A1

Convenor: Melanie Gobert

Current Research Trends in Language Education in the Gulf

Melanie Gobert*, Kay Gallagher*, Helene Demirci*, Patrick Dougherty*

1030 – 1300 E4: Corpus Linguistics

Room: A2

1030	1100	E4	OR1136 Constructing linguistic knowledge utilizing the Oxford Bookworms library series corpus designed for data driven learning Kunitaro Mizuno*
1100	1130	E4	OR548 The New General Service List: Celebrating 60 years of Vocabulary Learning Charles Browne*
1130	1200	E4	OR1481 A Software Selecting Articles from VOA Special English Based upon Wordlist Coverage and User Options Lee-Yen Wang*
1200	1230	E4	OR1785 A Corpus-Based Lexical Semantic Classification Of Underpassivized Verbs In Hong Kong Learners' L2 English Suzanne Wong*
1230	1300	E4	OR2493 English for Buddhist Purposes: A corpus approach to collocational and morphological preferences of loanwords Jessica Frye*

1030 – 1300 E5: Discourse Analysis

Room: S1

1030	1100	E5	OR279 A corpus approach to academic identity Ken Hyland*
1100	1130	E5	OR319 Citation in research articles: A cross-linguistic and cross-disciplinary study Guangwei Hu*, Guihua Wang
1130	1200	E5	OR451 Cohesion and coherence-related features in postgraduate student writing Helen Basturkmen*, Janet von Randow*
1200	1230	E5	OR472 Foreigner Talk Discourse Induced by Japanese Female University Students Satoko Hamamoto*
1230	1300	E5	OR342 Readers' Blogs in College-Level EFL Classrooms in China Yingliang Liu

1300 – 1400 LUNCH

1400 – 1500 KN05

Room: Great Hall 1 & 2

Jan Blommaert

Lookalike Language and the Nature of Sociolinguistic Globalization

1500 – 1600 CONCURRENT SESSIONS

1500 – 1600 D8S: Language and Technology

Room: Great Hall 1 & 2

S3191

Convenor: Giulia Messina Dahlberg

Virtual Sites for Sustainable Lifelong Language Learning

Giulia Messina Dahlberg*, **Ylva Lindberg***, **Sangeeta Bagga-Gupta***, **Sylvi Vigmo***, **Annaliina Gynne***

1500 -1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M1

1500	1530	B3	OR1950 The effect of strategy instruction on Thai learners' listening comprehension and self-efficacy Nantikarn Simasangyaporn*
1530	1600	B3	OR255 Students' perception of (in)civility toward groupmates Harumi Kimura*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M2

1500	1530	B3	OR2052 Professional Identities and Pedagogical Constructs in a Discipline-Specific Educational Setting in a Malaysian Context. Mimi Mohamed*
1530	1600	B3	OR802 An Analysis of cultural descriptors in J-PO(S)TL (Japanese Portfolio for (Student) Teachers of Languages) Natsue Nakayama* , Fumiko Kurihara*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M3

1500	1530	B3	OR2294 Exploring the relationship between education schema and pedagogy for teaching Chinese as a Foreign Language. Robyn Moloney* , HuiLing Xu*
1530	1600	B3	OR1266 European Language Teachers' beliefs on Intercultural Communicative Competence Martine Derivry * , Kristi Jauregi*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M4

1500	1530	B3	OR2414 An Activity Analysis of Professional Development Community of Practice for High School EFL Teachers Luxin Yang*
1530	1600	B3	OR1853 Professional Learning Communities: Challenging or Beneficial to English Language Teachers? Quynh Nhu Phan*

1630 – 1730 Publishing & Applied Linguistics (Editor's Panel)

Room: M4

1500 – 1600 B3W: Second/Foreign Language Teaching and Teacher Development

Room: M5 & M6

W1822

How can pluralistic approaches develop pupils' learning strategies?

Rebecca Dahm*



1500 – 1600	B3W: Second/Foreign Language Teaching and Teacher Development		
Room: M7 & M8			
W721			
Relating intonation research to language teaching: Metacognitive strategies bridge learner gaps in understanding speaker intent			
Marnie Reed*			

1500 – 1600 D6: Language, Culture and Socialization
Room: M9

1500	1530	D6	OR1623 The Language Culture Conflict Sudharani Subramanian*
1530	1600	D6	OR3384 Learning English as a foreign language in a globalizing world: economic benefits, selves and identity Virág Csillagh*

1500 – 1600 B6: Language Evaluation, Assessment and Training
Room: P1

1500	1530	B6	OR2417 A Bayesian Alternative to Traditional Statistics in L2 Research Analyses John Eidswick*
1530	1600	B6	OR2926 Assessing Absolute Proficiency Levels in Placement Tests with Predefined Item Difficulties Amma Kazuo*

1500 – 1600 E1: Language and Social Interaction
Room: P2

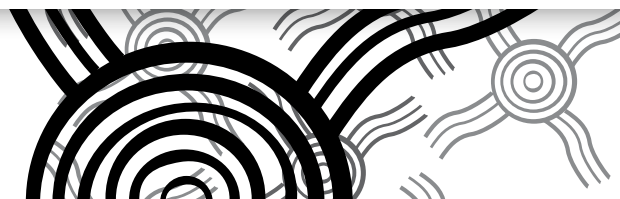
1500	1530	E1	OR700 The impact of linguistic exchange activities on learners' language learning motivation and intercultural competence. Sybille Heinzmann*, Nicole Schallhart*, Roland Kuenzle, Werner Wicki
1530	1600	E1	OR1037 Talk-in-interaction in the task-based French beginner classroom Jeanne Rolin-lanziti*

1500 – 1600 A3: Reading, writing and visual Literacy
Room: P3

1500	1530	A3	OR2709 How to organize written information. Norwegian 7-graders using linguistic tools to describe objects and processes. Hildegunn Otnes *
1530	1600	A3	OR2680 The Relation Between Linguistic Skills and Writing processes of Bilingual Finnish-Swedish Children Asa Wengelin*

1500 – 1600 A3: Reading, writing and visual Literacy
Room: P4

1500	1530	A3	OR3321 Exploring Arab Learners' EAP Writing Strategies: A Case Study of Universities in the Middle East Manisha Sinha*, Yogesh Sinha*, Thomas Roche
1530	1600	A3	OR1362 Creativity and language learning: instigating a creative zone Tan Bee Tin*





1500 – 1600 A2: Second Language Acquisition

Room: P5

1500	1530	A2	OR2191 Acquisition of Polysemous Shǎng (climb) in Chinese as a Foreign Language Haiyan Liang*
1530	1600	A2	OR230 Learnable and teachable aspects of dative arguments in Spanish L2 Esther Castro*

1500 – 1600 A2: Second Language Acquisition

Room: P7

1500	1530	A2	OR855 Processability Theory meets Conversation Analysis: a multi-perspective analysis of instructed language development Goetz Schwab*, Joerg-U. Kessler*
1530	1600	A2	OR161 Establishing the psychological and sociobiographical profile of proficient English foreign language users Jean-Marc Dewaele*

1500 – 1600 A2: Second Language Acquisition

Room: P8

1500	1530	A2	OR3278 The effect of explicit teaching on EFL oral fluency development Shzh-Chen Nancy Lee*
1530	1600	A2	OR2334 A Swedish construction - A potential resource for L2 acquisition and instruction Julia Prentice*, Lars Borin, Linnéa Bäckström, Markus Forsberg, Benjamin Lyngfelt, Leif-Göran Olsson, Rydolf Rydsted, Emma Sköldberg, Sofia Tingsell, Jonatan Uppström

1500 – 1600 D5: Language and Ideology

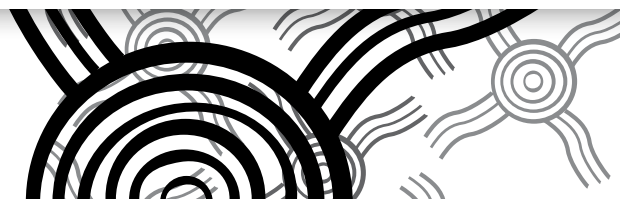
Room: P9

1500	1530	D5	OR1173 Great Expectations: Stakeholders' Perspectives on the English-Medium Option in the Upper Secondary School Beth Anne Yoxsimer Paulsrud*
1530	1600	D5	OR2162 Negotiating Language Ideologies and Identities Among International Teaching Associates in a University Spoken English Classroom Jungsook Kim*

1500 – 1600 D8: Language and Technology

Room: P10

1500	1530	D8	OR42 Analyzing Opinion Mining (OM) from Internet Resources: the Case of the 2011 Pan American Games. Liliana Ibeth Barbosa Santillan*, Inmaculada Álvarez de Mon y Rego
1530	1600	D8	OR848 Subtle Twifferences: A comparative study of American, Australian, and British twitter communication Netaya Lotze*, Saskia Kersten*, Ernesto Diaz-Aviles





1500 – 1600 B5: Educational Technology and Language Learning

Room: P11

1500	1530	B5	OR244 The effects of peer review on students' writing quality: A Singapore Study Yin Ling Cheung*
1530	1600	B5	OR3174 An online workshop on English for Specific Purposes from the complexity perspective Cátia Pitombeira*

1500 – 1600 B4: Language and Education in Multilingual Settings

Room: B1

1500	1530	B4	OR2178 In what extent are language skills transferable? An insight into migrant children's language development. Carlos Pestana*, Amelia Lambelet*
1530	1600	B4	OR2762 On the cusp of quality teaching-learning of English in rural schools in South Africa Muchativugwa Liberty Hove*

1500 – 1600 B3W: Second/Foreign Language Teaching and Teacher Development

Room: B2

W1339

Fostering new literacies through global simulation in intermediate French
Kristen Michelson*, Beatrice Dupuy*

1500 – 1600 D3S: Bilingualism and Multilingualism

Room: B3

S1326

Convenor: Anthony Liddicoat

Researching Multilingualism: Unilingual or Multilingual Approaches?

Anthony J. Liddicoat*, Geneviève Zarate*, Claire Kramsch*, Patience Fielding*, Vicki Kelly*, Danièle Moore*, Anne Pauwels

1500 – 1600 D2S: Language Policy and Planning

Room: A1

S2388

Convenor: Kathleen Heugh

Theorising multilingualism and diversity in, of and from the South

Kathleen Heugh*, Christopher Stroud*, Marilda Cavalcanti*, Terezinha Maher*, Elizabeth Woldemariam*, Hirut Woldemariam*, Estêvão Cabral*, Marilyn Martin-Jones*, Ousseina D. Alidou*, Caroline Kerfoot*

1500 – 1600 E4: Corpus Linguistics

Room: A2

1500	1530	E4	OR2743 Tracking ESL Learners' Awareness of Semantic Prosody Silvana Dushku *, Aziz Yuldashev*
1530	1600	E4	OR3038 The Non-Deictic Use of 'Previous' and 'Last' Followed by a Temporal Noun Isaiah WonHo Yoo*





1500 – 1600 E5: Discourse Analysis

Room: S1

1500	1530	E5	OR1306 Evaluation and instruction in PhD examiners' reports: Roles and functions Sue Starfield*, Brian Paltridge*, Robert McMurtrie*
1530	1600	E5	OR1407 Establishing a niche in Korean postgraduates' research articles: Indicating a gap or following tradition? Yeon Hee Choi*

1600 – 1630 Afternoon Tea

1630 – 1930 CONCURRENT SESSIONS

1630 – 1730	D8S: Language and Technology
Room: Great Hall 1 & 2	
S3191	
Convenor: Giulia Messina Dahlberg	
Virtual Sites for Sustainable Lifelong Language Learning	
Giulia Messina Dahlberg*, Ylva Lindberg*, Sylvi Vigmo*, Annaliina Gynne*, Sangeeta Bagga-Gupta*	

1630 – 1730	B3W: Second/Foreign Language Teaching and Teacher Development
Room: M1	
W3218	
Critical and creative thinking to enhance students' ability in using English genuinely and naturally	
Oikurema Purwati*, Ririn Pusparini*	

1630 – 1730	B3W: Second/Foreign Language Teaching and Teacher Development
Room: M2	
W792	
Achieving Intercultural Competency through the Multiple Reflections of Culture	
Lourdes Sanchez-Lopez*, Clara Mojica-Diaz*, Fernando Palacios*	

1630 – 1730	B3W: Second/Foreign Language Teaching and Teacher Development
Room: M3	
W374	
Integrating Sociocultural Theory in Writing Instruction for Grades K-12	
Feng-Ling Johnson*	

1630 – 1730	Publishing and Applied Linguistics (Editor's Panel)
Room: M4	

1630 – 1730	B3W: Second/Foreign Language Teaching and Teacher Development
Room: M5 & M6	
W2362	
Developing the Capacity of Foreign-Language Learners in Japanese Universities Through Interpreting and Translation Education	
Sachiko Nakamura*, Kikuko Tanabe*, Tomomi Nishimura*	

1630 – 1730	B3W: Second/Foreign Language Teaching and Teacher Development
Room: M7 & M8	
W1194	
Pragmatic Functions of Non-Standard Stress and Intonation: Often Overlooked, Always Essential, Ultimately Teachable	
Tamara Jones, Marnie Reed*	





1630 – 1900	E2S: Pragmatics
Room: M9	
S1021	
Convenor: Yihong Gao	
Chinese university students' email discourse in academia: An ELF pragmatic perspective	
Yuan-Shan Chen*, D. Victoria Rau*, Gerald Rau*, Miao-Hsia Chang*, Xinren Chen*, Yihong Gao*, Hsin-Chou Huang*, Li-Jung Huang*, Chih-Ying Lin*, Wei Ren*	

1630 – 1700 B6: Language Evaluation, Assessment and Training
Room: P1

1630	1700	B6	OR1998 Impact of TOEIC as a university exit test on English teaching in Vietnam Ha Nguyen*
1700	1730	B6	OR2403 Washback effect and language exams between 2004 and 2012: studies and their methodological procedures Gladys Quevedo-Camargo*, Matilde Virginia Ricardi Scaramucci
1730	1800	B6	OR3371 The Influence of Language Proficiency Scores on Graduate Admissions Decisions Slobodanka Dimova*, April Ginther*

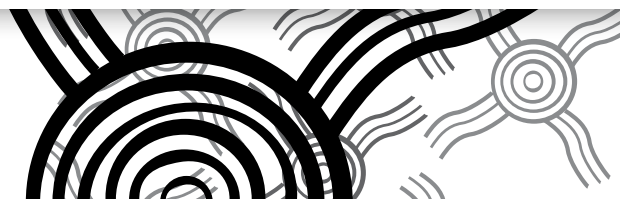
1630 – 1900 B3: Second/Foreign Language Teaching and Teacher Development
Room: P2

1630	1700	B6	OR3054 Investigating verbal report mediation styles for second language listeners Michael Yeldham*
1700	1730	B3	OR2501 On Doing Being Beyond a Learner: The Role of the Task in Accomplishing Such Goal Paola Salimen*, Ana Luiza Freitas*, Cristina Gibk*
1730	1800	B3	OR3492 Storytelling Development in a Second Language Anne-Marie Barraja-Rohan*

1630 – 1900 A3: Reading, writing and visual Literacy
Room: P3

1630	1700	A3	OR1220 Dimensions Of Multilingualism: Hungarian And Vietnamese Bilinguals Writing In English Emese Boksay Pap*
1700	1730	0	OR416 The feedback practices and motivations of Applied Linguistics thesis supervisors in New Zealand and Australian universities John Bitchener*, Martin East*
1730	1800	A3	OR1889 Collaborative Activities for Pedagogical Purposes with Extensive Reading: Studying the Dimensions of Reading Circles Greg Rouault*

1630 – 1700 A3: Reading, writing and visual Literacy
Room: P4
W2965
 Helping Public Elementary School Pupils to Learn How to Read and Write in English
Junko Yamamoto*, Hiroyo Nakagawa, Hiroshi Yokoyama, Teruhisa Higashikawa





1630 – 1800

A2: Second Language Acquisition

Room: P5

1630	1700	A2	OR3386 Learning the principle of recursion with a natural language Yan Tao*, John Williams
1700	1800	A2W	W101 Practical activities based on students' personality: introverted and extroverted Masa Tsuneyasu*

1630 – 1730

A2W: Second Language Acquisition

Room: P6

W846

Is your Tea Strong or Powerful? Fostering Vocabulary Acquisition in Young(er) Learners

Saskia Kersten*, Christian Ludwig*

1630 – 1800

A2: Second Language Acquisition

Room: P7

1630	1700	A2	OR1319 The differential effects of extensive versus intensive recasts on learning English articles Hossein Nassaji*
1700	1730	A2	OR1335 Can Processability Theory assess readiness for written feedback? An empirical study Bronwen Dyson*
1730	1800	A2	OR3248 L2 Chinese Learners' Production of Linguistic Politeness Strategies Feng Xiao*, Zhongqi Shi*

1630 -1800

A2: Second Language Acquisition

Room: P8

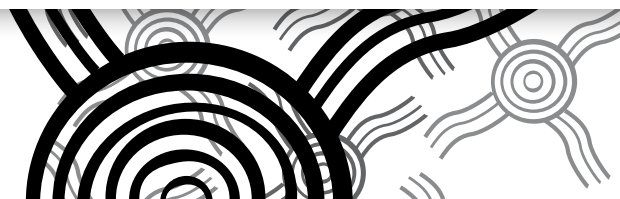
1630	1700	A2	OR1747 Task-based Interaction in Turkish Shawn Loewen*, Talip Gonulal
1700	1730	A2	OR608 Transfer and beyond: The case of Russian-English bilinguals Ludmila Isurin*
1730	1800	A2	OR1131 The impact of first language variety and experience with Japanese on cross-language perception Kimiko Tsukada*, Yukari Hirata

1630 – 1800

D5: Language and Ideology

Room: P9

1630	1700	D5	OR1797 CTO = Central Taking/Takin' /Taken Over: A Local Controversy over Southern American Vernacular English Catherine Davies*
1700	1730	D5	OR2185 Persuasive voices in English and Persian Editorials: Nuclear discussion between the U.S. and Iran Hossein Shokouhi*, Fatemeh Akbarzadeh
1730	1800	D5	OR1710 Whose ethics? Whose politics?: A discourse-based approach to the depathologization of transsexuality Rodrigo Borba*





1630 – 1800

D8: Language and Technology

Room: P10

1630	1700	D8	OR1307 Asymmetrical and Symmetrical Second-Person Pronoun Use in Quasi-Synchronous Moderated Computer-mediated Communication Lee Abraham*
1700	1730	D8	OR1765 Emerging conventions in electronically-mediated communication: An analysis of language use over time Markus Bieswanger*
1730	1800	D8	OR717 A study on opening sequences in Japanese casual cell phone conversations Sayo Nakamura*

1630 – 1800

B5: Educational Technology and Language Learning

Room: P11

1630	1700	B5	OR518 Supporting Learner Autonomy with Today's Technologies - Status Quo and Perspectives Christian Ludwig*
1700	1800	B5W	W1271 The Interactive Reading Community Project: Implementing the sociocultural approach into an extensive reading class Kunitaro Mizuno*

1630 – 1730

B4: Language and Education in Multilingual Settings

Room: B1

W2771

English as a Foreign Language in the Context of an International/Bilingual School (Portuguese/English) in Brazil

Elisa Neves*, Kleber Aparecido da Silva*

1630 – 1730

D1: Sociolinguistics

Room: B2

1630	1700	D1	OR1473 Language and social analysis: a total linguistics approach Bob Hodge*
1700	1730	D1	OR2146 Extending the Cognition Hypothesis: Thought complexity and language complexity ZhaoHong Han*, Eun Young Kang

1630 – 1800

D3S: Bilingualism and Multilingualism

Room: B3

1630	1700	D3S	S1326 Language and social analysis: a total linguistics approach Researching Multilingualism: Unilingual or Multilingual Approaches? Anthony J. Liddicoat*, Geneviève Zarate*, Claire Kramsch*, Patience Fielding*, Vicki Kelly*, Danièle Moore*, Anne Pauwels
1700	1730	D3S	OR1804 Multilingual literacies - modes, profiles, practices Gudrun Ziegler*, Jin Choi*

1630 – 1730

D2S: Language Policy and Planning

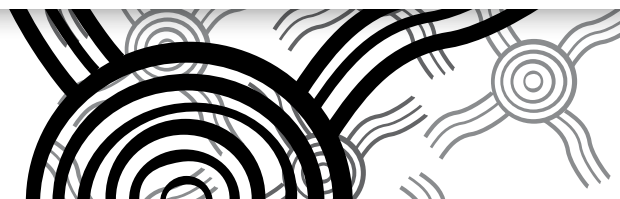
Room: A1

S2388

Convenor: Kathleen Heugh

Theorising multilingualism and diversity in, of and from the South

Kathleen Heugh*, Christopher Stroud*, Caroline Kerfoot*, Ousseina Alidou*, Elizabeth Lanza*, Hirut Woldemariam*, Marilyn Martin-Jones*, Kang Kwong Luke*, Estevao Cabral*, Minati Panda*





1630 – 1730

E4: Corpus Linguistics

Room: A2

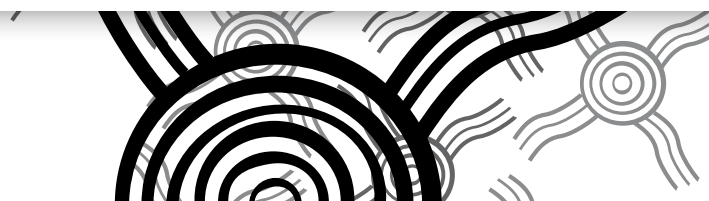
1630	1700	E4	OR3065 A corpus-based approach to causal markers in written English by Asian learners Nozomi Miki*
1700	1730	E4	OR2063 Collocation Research based on Corpora Collected from Lower Secondary School Textbooks in Japan Taeko Koya*
1730	1800	E4	OR2942 The Hinting Game: A Pragmatic-Cognitive Investigation of Strategic General Reference Fuli Hou*

1630 – 1730

E5: Discourse Analysis

Room: S1

1630	1700	E5	OR3011 Describing and Assessing Negotiation in Spoken Interaction Lori Zenuk-Nishide*, Andrea Paul*, Donna Tatsuki*
1700	1730	E5	OR1887 Re-examining Bakhtin's discourses: Fine-tuning a methodological approach to discourse analysis Warren Midgley*





Poster Schedule - Thursday 14th August

A2: Second Language Acquisition	
Miwa Morishita*	P928 The effect of studying abroad on the speaking ability of Japanese EFL learners
Kazuo Kanzaki*	P1971 Segmental and prosodic features of English spoken by Japanese EFL learners with different proficiency levels
Noriko Aotani*, Naoki Sugino*, Simon Fraser*, Kojiro Shojima*, Yuya Koga*	P1976 An asymmetrical network model of the Japanese EFL learner's mental lexicon
Julia Mika Kawamoto*, Maki Fujimoto	P1993 Teachers using focus-on-form in students' writing
Mako Ishida*, Takayuki Arai	P2126 Misperception of connected speech by Japanese Learners of English at elementary, intermediate, and advanced levels
Barbara Hinger*, Bruno Di Biase*	P2541 Topic hypothesis in processability theory: The case of Spanish
Marcos Nhapulo*	P2616 Beliefs and their Influence in English language teaching and learning
Junko Kambara*, Ikuko Koike*	P3354 Investigating three young Japanese children's second language development through English-corpus-based analysis

A3: Reading, Writing and Visual Literacy	
Fabiola Ehlers-Zavala*	P1956 Dual Coding Theory (DCT) for the bilingual mind as a theory of L2 reading/writing
Andrea Schalley*, Susana Eisenchlas, Gordon Moyes	P2344 Games for boosting literacy in the home language - The how and why
Mika Kawanari*	P2359 A Sociocultural approach to improve logical thinking and writing skills in English of Japanese learners

A4: Psycholinguistics	
Tanya McCarthy*	P233 Internal dialogue as a psycho-educational resource for language learning advisors

B2: Standard Language Education	
Ryo Kirimura*, Yuko Shimizu*, Masahiro Yoshimura*	P2233 Need of cultivating the sense of belongingness in an EFL program for the economics students
Midori Inaba*	P3160 Online Japanese-language learning: the Students' Approaches and autonomy



B3: Second/Foreign Language Teaching and Teacher Development	
Ayano Shino*	P1234 An analysis of English team teaching between NETs and HRTs in a Japanese primary school
Aurora Varona*	P1325 Creating reading circles: A research experience
Stephen Richmond*	P1344 The immediate method: Task-based pragmatic learning in Japanese university conversation classes
Yan Wen*, Yijie Hu	P1361 Motivation feeding on affective interaction with learners - The growth of an ELT teacher
Gun Lundberg*, Evelien Krikhaar*	P1512 The role of the teacher and the teaching in early language learning
Joyce Maeda*, Akemi Kawamura*	P1588 Supporting EFL learners in an extensive reading program
Masahiro Yoshimura*, Tomohito Hiromori*, Yasunori Nishina*, Ryo Kirimura*	P1644 An effective approach to use English literature in the EFL classroom
Tomoko Onabe*	P3300 Grammatical instruction in science research writing: The natural approach to ESL for Japanese scientists
Rie Adachi*	P3307 The difference of sex and age on motivation and communicative attitudes among Japanese EFL pupils

B5: Educational Technology and Language Learning	
Yukinari Shimoyama*	P2133 Blended learning and learner development using smartphones in Japan
Jelena Deutscher*	P2329 Beyond borders' researching telecollaborative geography education in a content and language integrated learning setting
Shinya Ozawa*, Mitsuko Yamura-Takei*, Timothy Curtis, Ken Urano*	P3107 'Culture Swap': A survey-inspired modular digital course for CMS

B6: Language Evaluation, Assessment and Testing	
Judith Fairbairn*, Barry O'Sullivan	P2266 Maintaining marking consistency in a large scale international test
Yutaka Yamauchi*	P2301 Development of an automatic evaluation system of reading aloud focusing on accuracy and fluency
Naoki Sugino*, Kojiro Shojima*, Yuko Shimizu*, Hiromasa Ohba*, Kenichi Yamakawa*, Michiko Nakano*	P2487 Explication of linguistic underpinnings of ability descriptors by employing Latent Rank Theory
HiroYuki Noguchi*, Ryuichi Kumagai*, Akiko Wada, Noriko Araka, Yumi Horikawa, Kumiko Kobayashi, Jae-ho Lee, Yukari Nohara, Yoshio Shoji	P2778 Rater-effects in the Japanese Language Oral Proficiency Test
Yogesh Sinha*, Thomas Roche*, Manisha Sinha, Christopher Denman	P3315 Implementing post-enrolment language assessment in English-medium universities in the middle-east: The road not yet taken

C1: Business and Professional Communication	
Radhika Jaidev*	P895 Communicating brand 'YOU' to build trust with potential employers



D1: Sociolinguistics	
Michiko Takahashi*	P1450 Why do Japanese omit subjects in speech: Soken as a socio-cultural factor
Jing Zhao, Tianyi Ruan*	P2304 Analysis of diglossic features in Guangzhou and the need for Cantonese protection

D2: Language Policy and Planning	
Yilin Sun*	P1437 Blessing or Curse? Credentialing teachers of adult English language learners-Trends, issues and practices

D3: Bilingualism and Multilingualism	
Susana Martinez*	P730 Gender, power and multilingualism: Diglossia as a factor of women social exclusion
Tuan Lam, Scott Schroeder, Viorica Marian*	P1006 Language experience predicts cultural identification
Raquel Lombardi*, Ana Claudia Salgado*	P2054 Promoting intercultural bilingual education through critical literacy and expansion of communicative repertoires
Su-Chiao Chen*	P3308 Linguistic vitality in Taiwan in the age of globalization

D4: Intercultural Communication	
Seyyed Mahdi Sadati Nooshabadi*	P1040 Globalization, the need for understanding nonverbal aspects of cultures
Natsumi Onaka*, Yoko Matsuoka*	P1042 Nurturing global competence in a multi-cultural salad bowl with Japanese seasoning
Elena Grishaeva*	P1267 Cultural interference as a source of communicative failure between Russians and Anglo-Saxons

D8: Language and Technology	
Ryuichi Kumagai*	P675 EasyEstimation software package for IRT and DIF analysis in language testing
Nanda Klapwijk*	P1547 Developing a web app for multilingual subject-specific vocabulary: Practical & pedagogical issues

E1: Language and Social Interaction	
Hiromi Tsuda*	P2224 A qualitative research on the role of group discussion in autonomous learning
Keiko Hattori*, Noriko Okamoto	P2546 Multi-modal communication in Japanese using LINE
Fabio Delano Vidal Carneiro*	P3230 The argumentative action of children in the school newspaper: From discourse types to sociosubjective representations

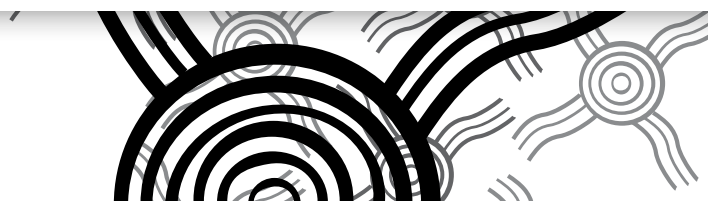
E4: Corpus Linguistics	
Julijana Vuco*	P729 Italian as FL by Serbian learners: Challenges in written and spoken discourse corpus building
Kazuko Tanabe*	P1096 Designing a corpus for verb-marked (Japanese-type) relative clauses
Naoko Kawakita*	P2979 Learners' preferences in book selection that influence lexical input





E5: Discourse Analysis	
Oikurema Purwati*	P3108 Analysing students' speeches based on rhetorical organization and rhetorical functions
Yetti Zainil*	P3305 A conversational analytical study of input-output interplay in EFL classrooms

No Sub-Theme Allocated	
Jianjun Ma*	P1346 Students' attitudes toward code-switching in FLT classrooms
Emma Marsden*, Alison Mackey*	P1802 A new repository of data collection instruments for research into second language learning and teaching (IRIS)
Elisabeth Ohlsson*	P2165 Writing progression, a comparison in a CLIL and a non-CLIL context



Program at a Glance - Friday 15 August

Registration Open													
0730 – 1800	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5
Rooms	IS10: Interdisciplinary Approaches to Language Teaching and Learning in contemporary and transnational times	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B5: Educational Technology and Language Learning	D5S: Language and Ideology	E7: Lexicography and Lexicology	B6: Language Evaluation, Assessment and Training	E3S: Multimodality	D2: Language Policy and Planning	B4: Language and Education in Multilingual Settings	E1: Language and Social Interaction
0800 – 1000		P7	P8	P9	P10	P11	B1	B2	B3	A1	A2		
Rooms	D6: Language, Culture and Socialization	A1: First Language Acquisition	A3: Reading, writing and visual Literacy	A3: Reading, writing and visual Literacy	A2: Second Language Acquisition	A2S: Second Language Acquisition	B5: Educational Technology and Language Learning	D7: English as a Lingua Franca and World Englishes	A4: Psycholinguistics	C5: Language in the Media and Public Discourse	E5: Discourse Analysis		
1000 – 1030	Morning Tea												
1030 – 1300	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5
Rooms	IS08: The Darker Side of Applied Linguistics	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B2: Standard Language Education	D6S: Language, Culture and Socialization	E6: Rhetoric and Stylistics	B6: Language Evaluation, Assessment and Training	E3: Multimodality	D2: Language Policy and Planning	B4: Language and Education in Multilingual Settings	E1: Language and Social Interaction
1030 – 1300		P7	P8	P9	P10	P11	B1	B2	B3	A1	A2		
Rooms	D6: Language, Culture and Socialization	B1: Mother Tongue Education	A3: Reading, writing and visual Literacy	A3: Reading, writing and visual Literacy	A2: Second Language Acquisition	A2S: Second Language Acquisition	B5: Educational Technology and Language Learning	D7: English as a Lingua Franca and World Englishes	A4: Psycholinguistics	C5: Language in the Media and Public Discourse	E5: Discourse Analysis		
1300 – 1400	Lunch												
1400 – 1500	Plenary 6 - Li Wei New Chinglish: Translanguaging Creativity and Criticality (Great Hall 1 & 2)												

Plenary 6
Sponsored by



Program at a Glance - Friday 15 August (Cont.)

Rooms	Great Hall 1 & 2	M1	M2	M3	M4	M5 & M6	M7 & M8	M9	P1	P2	P3	P4	P5
1500 - 1600		B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3: Second/Foreign Language Teaching and Teacher Development	B3W: Second/Foreign Language Teaching and Teacher Development		B6: Language Evaluation, Assessment and Training	B3W: Second/Foreign Language Teaching and Teacher Development			E1: Language and Social Interaction
Rooms	P6	P7	P8	P9	P10	P11	B1	B2	B3	A1	A2		
1500 - 1600			A3: Reading, writing and visual Literacy	A2W: Second Language Acquisition	A2: Second Language Acquisition	A2: Second Language Acquisition		D7: English as a Lingua Franca and World Englishes	A4: Psycholinguistics	C5W: Language in the Media and Public Discourse	E5: Discourse Analysis		
1600 - 1700	Closing Ceremony												



Scientific Program - Friday 15 August

0800 – 1000 CONCURRENT SESSIONS

0800 – 1000 IS10: Interdisciplinary Approaches to Language Teaching and Learning in contemporary and transnational times

Room: Great Hall 1 & 2

Convenor: Julie Byrd Clark

Interdisciplinary Approaches to Language Teaching and Learning in contemporary and transnational times

Julie Byrd Clark*, David Malinowski*, Angela Scarino*, Claire Kramsch*, Tony Liddicoat*

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

Room: M1

0800	0830	B3	OR1279 The investigation about successful learners' strategies across nationalities: Focusing on the change over time Hirofumi Tanabe*
0830	0900	B3	OR1527 Does knowing how the brain works help development of learning strategies? Junko Omotedani*
0900	0930	B3	OR2257 Effects of learning strategies and attitudes on language proficiency Nils Jaekel*
0930	1000	B3	OR1496 Instruction and Evaluation of Communication Strategies to Develop Learner Autonomy Emiko Izumi*

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

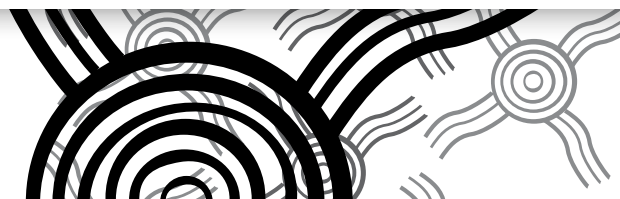
Room: M2

0800	0830	B3	OR887 Kinaesthetic/Tactile Pronunciation Instruction and Second Language Learner Fluency Amanda Baker*, Michael Burri*
0830	0900	B3	OR1578 The effects of suprasegmental approach in Japanese EFL high school class Makoto Suzuki*, Hiromi Kawai*
0900	0930	B3	OR1469 Pronunciation teaching: Getting stress without getting stressed Graeme Couper*
0930	1000	B3	OR1574 Several ways of speaking, many ways of being: additional language pronunciation and speaker identities Shem Macdonald*

0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

Room: M3

0800	0830	B3	OR1510 The effects of model texts on learners' noticing and uptake in argumentative essay writing Osamu Hanaoka*, Yoko Kanazawa*
0830	0900	B3	OR3413 Writing Instruction and Assessment in Lower Secondary School Anna-Maija Norberg*
0900	0930	B3	OR1441 Trajectories of L2 academic writing development: What students say and what their texts reveal Neomy Storch*, Janne Morton*, Celia Thompson*
0930	1000	B3	OR160 The challenges faced by L2 postgraduate thesis writers and their self-initiated writing strategies Fiona Hyland*





0800 – 1000 B3: Second/Foreign Language Teaching and Teacher Development

Room: M4

0800	0830	B3	OR2547 Teachers' use of students' L1 in EFL class: Proficiency, mismatches, and changes over time Eleanor Carson*
0830	0900	B3	OR2834 The impact of L2 learners' first language (L1) on word learnability Chen-Chun Camille Lin*
0900	0930	B3	OR2397 Can L1 speaking scores and L2 proficiency explain L2 speaking scores? Fumie Noguchi*
0930	1000	B3	OR1492 Learners' Use of L1 During Task Work: Does It Have Any Benefit? Yusa Koizumi*

0800 – 1000 D5S: Language and Ideology

Room: M7 & M8

S2270

Convenor: Christian Muench

Language, Multifaithism and One-World Identity

Christian Muench*, Tope Omoniyi*, Ghil'ad Zuckermann*, Adeleke Fakoya*

0800 – 1000 E7: Lexicography and Lexicology

Room: M9

0800	0830	E7	OR1232 Does the advent of new mobile technologies affect pedagogical environments?: Smartphone dictionary apps vs. E-dictionary Toshiko Koyama*
0830	0900	E7	OR551 Introducing the OGTE: Your Online Helper for Writing and Grading EFL Texts Charles Browne*
0900	0930	E7	OR1595 Towards a Russian National Dictionary of Quotations Lydia Polubichenko*
0930	1000	E7	OR2171 From Field to Class: Dictionaries for the teaching of endangered Austronesian languages in Taiwan Jozsef Szakos*

0800 – 1000 B6: Language Evaluation, Assessment and Training

Room: P1

0800	0830	B6	OR275 Paired speaking tests in a superdiverse setting Maria Rydell
0830	0900	B6	OR661 Objective indicators for Mandarin fluency assessment Xiao Perdereau*
0900	0930	B6	OR772 Speaking Practice for the TOEFL iBT Test: The perception of students in private lessons Renata Simoes*
0930	1000	B6	OR2642 Effects of Language Functions when Assessing Paired Orals' Communicative Competence: An Intercultural Communication Case Liqin Yan*, Jing Liu*, Huihui Li*





0800 – 1000 E3S: Multimodality

Room: P2

S741

Convenor: Sigrid Norris

Investigating Learning and Identity: A Multimodal Mediated Research Lens

Sigrid Norris*, Bonnyalakha Makboon*, Jesse Pirini*, Elina Tapio*

0800 – 1000 D2: Language Policy and Planning

Room: P3

0800	0830	D2	OR3151 Quechua and Aymara Going Global Serafin M. Coronel-Molina*
0830	0900	D2	OR2053 Knowledge Transmission and Sustainable Language Use M Paul Lewis*
0900	0930	D2	OR453 Teachers' Language Perceptions, Preferences, and Practices in a Multilingual Context, and its Implication for Language Policy and Planning Aziz Khan*
0930	1000		OR1494 The disappearing ESL curriculum? Anthea Fester

0800 – 1000 B4: Language and Education in Multilingual Settings

Room: P4

0800	0830	B4	OR2407 Linguistic discrimination suffered by Creole speakers acquiring print literacy overcoming this through Creole-centred' reading programs. Margaret James*
0830	0900	B4	OR1724 What factors can encourage teachers to incorporate more home language use into super-diverse school classrooms? Clare Cunningham*
0900	0930	B4	
0930	1000	B4	OR2296 Multilingualism, Multilingual Education, And The English Language: Voices Of Public School Teachers Danilo Dayag*

0800 – 1000 E1: Language and Social Interaction

Room: P5

0800	0830	E1	OR1638 Classroom learning as finding solutions to knowledge gaps Teppo Jakonen
0830	0900	E1	OR1775 Stances Given, Stances Taken Luk Van Mensel*
0900	0930	E1	OR1501 On academic identities and the discourse of persuasion Salme Kälkälä*
0930	1000	E1	OR215 Social epistemics and identity for analyzing language learner development Aki Siegel*





0800 – 1000 D6: Language, Culture and Socialization

Room: P6

0800	0830	D6	OR691 Effecting the domestic-mindedness of Japanese college students using materials on UNESCO's World Heritage Sites Hisako Yamauchi*, Jeol Hensley*, Mariko Oda*, Takahiro Kawamata*
0830	0900	D6	OR3280 Learning to use English like a student: Schooled voices and the chain of metapragmatic representations Takeshi Enomoto*
0900	0930	D6	OR3279 Children's journal writing: a vernacular literacy practice for understanding their social world and character development Sau Kew Chong*
0930	1000	D6	OR2497 Addressing the native speaker role in native-nonnative communication through a half-hour online training Maxi-Ann Campbell*, Stephanie Lindemann, Jason Litzenberg, Nicholas Subtirelu

0800 – 1000 A1: First Language Acquisition

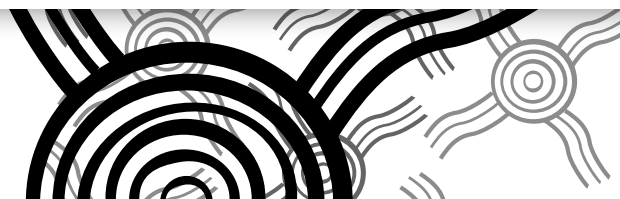
Room: P7

0800	0830	A1	OR3363 The influence of television on American vocabulary acquisition with North Queensland Children Danica Kelly*, Gary Williams*, Susan Morrison*
0830	0900	A1	OR1465 The acquisition of embedded verb placement in Scandinavian: on transfer, verb type and input Christian Waldmann*
0900	0930	A1	OR2932 Vowel harmony patterns in Greek child speech: a process not meant to be Marina Tzakosta*
0930	1000	A1	OR892 Bilingualism as first language in non-identical twins acquiring Italian and English from birth Margaret Gearon*, Erika Frezzato-Inggall*

0800 – 1000 A3: Reading, writing and visual Literacy

Room: P8

0800	0830	A3	OR733 Evidence for the two competing hypotheses in FL reading among Chinese students: inhibition or compensation? Feifei Han
0830	0900	A3	OR3204 Effects of Chunk-driven Oral Reading Training on Memory Retention of Chunk Expressions Takane Yamaguchi*, Eiichi Yubune*
0900	0930	A3	OR1180 How is the relationship between vocabulary knowledge and reading comprehension? A case of Japanese Tatsuhiko Matsushita*
0930	1000	A3	OR1063 Effects of textual enhancement and exposure frequency on phrasal verb acquisition through L2 reading Yueh-Tzu Chiang*





0800 – 1000 A3: Reading, writing and visual Literacy

Room: P9

0800	0830		
0830	0900	A3	OR3294 Task-induced strategic processing and learning in the L2 reading-and-writing task Yukie Horiba*
0900	0930	A3	OR3202 Task-based instruction for scientific writing: A four-year action research Yuwen Wang*
0930	1000	A3	OR3064 On the dynamic of metaphoricity in second language learners' compositions Ha Hoang

0800 – 1000 A2: Second Language Acquisition

Room: P10

0800	0830	A1	OR807 Mind the gender gap: boy-girl differences in L2 proficiency across countries, languages and skills Katrijn Denies*
0830	0900	A2	OR1139 The acquisition of Spanish copulae by first and second language learners: An experimental approach Carolina Hottheuer, Elisabeth Mayer*, Susana Eisenclas
0900	0930	A2	OR1999 The rejected stones: linguistic analysis of internationally adopted school-age children Jogile Teresa Ramonaite*
0930	1000	A2	OR743 Understanding second language acquisition in an academic context: Going beyond the socially oriented paradigm Hyeseung Jeong*

0800 – 1000 A2S: Second Language Acquisition

Room: P11

S1944

Convenor: Denise Troutman

Navigating Critical Linguistics in African and African Diaspora Contexts: Synergies, Inequalities, Challenges, and Tensions

Denise Troutman*, Themba Ngwenya*, Abigail Hlatshwayo*, Liqhwana Siziba*, Deogratias Nizonkiza*, Mustapha Moubarik*

0800 – 1000 B5: Educational Technology and Language Learning

Room: B1

0800	0830	B5	OR166 Collaborative Writing Practices By Means Of Internet Tools: Resignifying Text Production At School Petrlson Pinheiro*
0830	0900	B5	OR604 Electronic Portfolios For Reflective Learning And Authentic Assessment Lillian L.C. Wong*
0900	0930	B5	OR916 An Online Vocabulary Learning Strategies Platform for University Students: Development and Evaluation Eunice Tang*
0930	1000	B5	OR2998 Eye-Movements Of Teachers In Online Classrooms Lijing Shi*, Ursula Stickler*





0800 – 1000 D7: English as a Lingua Franca and World Englishes

Room: B2

0800	0830	D7	OR3288 Global Englishes - bridging the gap between theory and practice Nicola Galloway*
0830	0900	D7	OR173 How English Teachers at Japanese Universities Construct 'English Identities' Ian Willey*
0900	0930	D7	OR211 The current status of English worldwide: A study of Vietnamese ELT teachers' reflections Ngan Phan*
0930	1000	D7	OR265 Non-standard Englishes and their place in the Japanese classroom Iain Lambert*

0800 – 1000 A4: Psycholinguistics

Room: B3

0800	0830	A4	OR2502 Chinese versus English Word Order of Temporal and Spatial Adverbial Phrases: Cognitive and Neuro-Architectural Perspectives Sheue-jen Ou*
0830	0900	A4	OR3423 An Exploration of the Possible L2 Selves of Japanese science students Matthew Apple*, Joseph Falout*, Glen Hill*
0900	0930	A4	OR573 Critical Period Hypothesis Tested by Brain-Imaging Data from Early Japanese-English Bilinguals Hideyuki Taura*
0930	1000	A4	OR382 Does Attention Control matter in L2 Development of Spatial Expressions based on Task Complexity manipulation? Mayya Levkina*, Elena Safronova

0800 – 1000 C5: Language in the Media and Public Discourse

Room: A1

0800	0830	C5	OR2350 Critical Thinking, Media Images and the Foreign Language Classroom Kip Cates*
0830	0900	C5	OR123 Intertextuality as a strategy of Glocalization: Comparing Nike's and Adidas's 2008 advertising campaigns in China Songqing Li*
0900	0930	C5	OR151 A Multi-perspectival Model Based Study of Journalistic Stance in Chinese and Australian Hard News Reporting Changpeng Huan*
0930	1000	C5	OR883 Special Language For Special People In The Malaysian Print Media: How Special Is "Special"? Pei Soo Ang*





0800 – 1000 E5: Discourse Analysis

Room: A2

0800	0830	E5	
0830	0900	E5	OR1600 The Stories We Tell: Teacher Personal Narratives in the English Language Classroom Suzanne Bonn*
0900	0930	E5	OR2959 Discourse and Creativity: Toward a Socio-Pragmatic and Cognitive Account of Product Storytelling Ming-Yu Tseng*
0930	1000	E5	OR1580 ASL Please: A Descriptive Analysis of the Discourse Features of Synchronous Chat Maria Corazon Saturnina Castro*

1000 – 1030 MORNING TEA

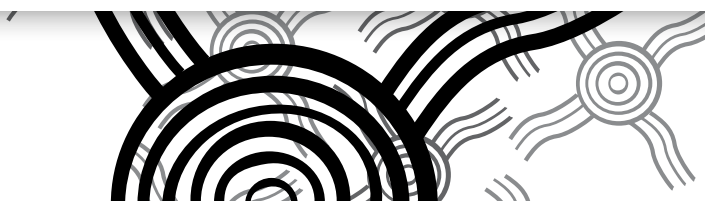
1030 – 1300 CONCURRENT SESSIONS

1030 – 1230	IS08: The Darker Side of Applied Linguistics
Room: Great Hall 1 & 2	
Convenor: Alastair Pennycook	
The Darker Side of Applied Linguistics	
Alastair Pennycook*, Ryuko Kubota*, Sinfree Makoni*, Lynn Mario T. Menezes de Souza*, Tommaso M. Milani*	

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M1

1030	1100	B3	OR314 A Motivational Programme for Learners of English Michael Magid*
1100	1130	B3	OR3400 L2 Motivation & Persistence Barbara Northwood*
1130	1200	B3	OR699 Motivational and attitudinal development of primary school language learners: a roller coaster ride? Sybille Heinzmann*
1200	1230	B3	OR1354 Reexamining Motive in L2 Oral Proficiency Development: A Sociocultural Perspective Lu Yu*
1230	1300	B3	OR1423 Two Different Pathways of L2 Motivation? From AT and DST Perspectives Yuzo Kimura*





1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M2

1030	1100	B3	OR1974 Current alternatives to listen and repeat for learning and teaching suprasegmentals in the language classroom Arizio Sweeting*, Michael Carey*
1100	1130	B3	OR3225 The Influence of Melodic Structure on Second Language Acquisition Jiyeon Lee*, Matthew Schreibeis*
1130	1200	B3	OR1471 Teacher cognition of pronunciation teaching: A comparative study of two contexts - New Zealand and Uruguay Graeme Couper*
1200	1230	B3	OR3037 The effects of modality and accent in grammaticality judgment tasks Silvina Montrul*
1230	1300	B3	OR3335 The effect of planning time on features of performance: Oral discourse competence in EFL learners Claudia Vasquez*

1030 – 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M3

1030	1100	B3	OR2595 An English for Academic Purposes (EAP) genre-based course in Brazil: evaluation and challenges Cynthia Regina Fischer*, Rosinda de Castro Guerra Ramos*, Maria Aparecida Gazotti Vallim*
1100	1130	B3	OR2703 Norms of Structure in Explorative Texts Written by Young Adolescents Trine Gedde-Dahl*
1130	1200	B3	OR3365 Multilingual third-year students' text production and the role of multimodality when developing literacy Anna Lyngfelt, Eva Borgfeldt*
1200	1230	B3	OR2314 Influences of Topic Choice and Interest on L2 Journal Writing John Eidswick*, Mayumi Asaba
1230	1300	B3	OR3019 Effects of individualized vocabulary review in a reading program: Integration of incidental and intentional learning Makoto Yoshii*

1030 - 1300 B3: Second/Foreign Language Teaching and Teacher Development

Room: M4

1030	1100	B3	OR663 Learner autonomy and the curriculum: Collaborative Dialogue between people, resources and practices at higher education Masuko Miyahara*, Akiko Fukao*, Atsuko Watanabe*, Izumi Watanabe-Kim*, Atsuko Tsuda*
1100	1130	B3	OR3184 Collaborative dialogue in one-to-one tertiary Learning Advice Consultations: Opportunities for developing linguistic knowledge Kirsten Reid*, Mary Roberts
1130	1200	B3	OR3394 Prospects of studying English abroad in an outer circle country Toru Tadaki*
1200	1230	B3	OR339 How do EFL learners interact and communicate with each other during cooperative learning environment Rashed Alghamdy, Robyn Gillies, Obaid Hamid
1230	1300	B3	OR1687 The impact of in-class training in corrective feedback on second language learning Eva Kartchava*, Nicholas Walker, Melvin Shantz





1030 – 1300 B2: Standard Language Education

Room: M5 & M6

1030	1100	B2	OR2287 Linguistic Challenges in Word Problems for Primary School Students in German Math Classes Sabine Stephany*
1100	1130	B2	OR2382 An exploratory discipline specific study on understanding how critical thinking is operationalised in literature review writing Santhakumari Thanasingam*, Antonia Chandrasegaran
1130	1200	B2	OR981 Reflective Practice: Conflicts, Dilemmas And Instructional Tensions Experienced By Teachers Of English In Standard Education Shirlene Bemfica De Oliveira*
1200	1230	B2	OR3097 Literacy teaching in Singapore: A study of teacher's perceptions and practices Jason Loh
1230	1300	B2	OR1539 Is a picture really worth a thousand words? Functions of images in business English textbooks. Leon Bell*, Cameron Romney*

1030 – 1300 D7: English as a Lingua Franca and World Englishes

Room: M7 & M8

1030	1100		
1100	1130		
1130	1200		
1200	1230		
1230	1300	D7	OR789 Wearing English: wordings on t-shirts in Singapore David Caldwell*

1030 – 1300 E6: Rhetoric and Stylistics

Room: M9

1030	1100	E6	OR3006 Citation Patterns and Practices in Grant Proposals of Graduate Students Ling Shi*, Ismaeil Fazel
1100	1130	E6	OR2516 What makes for an effective voice in the written stylistic analysis? Anne Isaac*
1130	1200	E6	OR128 Richard Connell's The Most Dangerous Game: Analyzing Spoken Language in a Short Story Maria Dolores Paculanang*
1200	1230	E6	OR1854 Contrastive rhetoric across the genre: Expressions of stance and engagement in English and Japanese Nagiko Iwata Lee*
1230	1300		





1030 – 1300 B6: Language Evaluation, Assessment and Training

Room: P1

1030	1100	B6	OR2210 Native and non-native judgements of spoken performances in a test event Gwendydd Caudwell*
1100	1130		OR1862 Sensitivity and Specificity of the English School-Age-Sentence-Imitation-Task (SASIT) in monolingual and bilingual children Theodoros Marinis*, Daniel Gibbons
1130	1200	B6	OR2548 Automated evaluation of pronunciation using audio-visual speech Tom Anderson*, Richard Leibbrandt, Trent Lewis, David Powers
1200	1230	B6	OR2423 Validating a Video-based Pragmatic Assessment John Rylander*, Rick Derrah*, Phillip Clark
1230	1300	B6	OR623 The effects of listening strategy instruction on the listening proficiency of EFL Vietnamese students. Nga Ngo*

1030 – 1300 E3: Multimodality

Room: P2

1030	1100	E3	OR1235 Coherence or chaos? Multimodal practices across multiple timescales and spaces Leena Kuure*
1100	1130	E3	OR1752 Microecology of ICT-supported L2 classrooms:Multimodal analysis of Japanese as a Second Language setting Keiko Ikeda*, Kuniyoshi Kataoka*, Adam Brandt*
1130	1200	E3	OR1844 Multimodal Management of Turn-taking in Presidential Debate Crosstalk Di Yu*
1200	1230	E3	OR2030 The Audiovisual Micropolitics of Memorization: Analyzing TV-Year-in-Reviews from a multimodal and intercultural perspective Michael Klemm*
1230	1300	E3	OR3445 Wallace & Gromit: How are intraiconic texts working in bilingual multimodal discourse? Tomoko Nagayama*

1030 – 1230 D2S: Language Policy and Planning

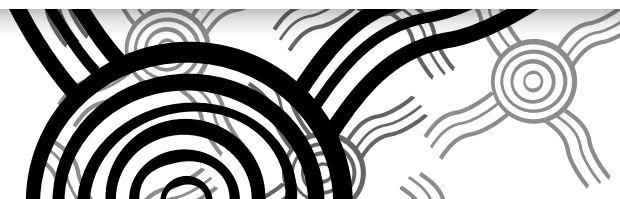
Room: P3

S1499

Convenor: Marilyn Martin-Jones

Developing language and literacy policy in a global age: the case of Timor-Leste

Marilyn Martin-Jones*, Estêvão Cabral*, Alan Silvio Ribeiro Carneiro*, Ildegrada da Costa Cabral*, Danielle Boon*, Kerry Taylor-Leech*





1030 – 1300 B4: Language and Education in Multilingual Settings

Room: P4

1030	1100	B4	OR1135 Can Online Educational Games Promote Self-Directed Literacy Acquisition in the Minority Language? Susana Eisenclas*, Andrea Schalley, Gordon Moyes
1100	1130	B4	OR586 The roles of images and language in learning school science in bilingual classroom Kwok Hung Pun*
1130	1200	B4	OR2383 Changing discourses and practices through participatory research 'nexus analysis' Elina Tapio*
1200	1300	B4W	W2372 Applying linguistic and SLA theory to teaching in remote multilingual settings - Honey Ant Readers Margaret James*

1030 – 1300 E1: Language and Social Interaction

Room: P5

1030	1100	E1	OR3405 How supervisors and teachers co-construct and negotiate face threat through interaction in post observation meetings Helen Donaghue*
1100	1130	E1	OR938 Toward collaborative construction and narrative development: Self-repetition by story recipients in English conversational narratives Lala Takeda*
1130	1200	E1	OR2518 Transformation of children's language use in Swedish preschool halls Polly Björk-Willén*
1200	1230	E1	OR3083 Motivational Readiness and Interaction in L2 Oral Proficiency Development During a Study-Abroad Program Mikami Hitoshi*
1230	1300	E1	OR1313 Off-the-point remarks by hearers in talk-in-interaction Tomo Yanagimachi*

1030 – 1300 D6: Language, Culture and Socialization

Room: P6

1030	1100	D6	OR2412 Language, Hatred, (In)humanity: Linguistic Diversity and Discourse as Instruments of Oppression Joseph Comer*
1100	1130	D6	OR640 A longitudinal study of mainland Chinese students' learner autonomy development in a Hong Kong university Ding Feng*, Benson Phil
1130	1200	D6	OR1902 Brazilian cultural diversity vs. stereotypes: Ideological discourses in textbooks for Portuguese and English teaching Ariovaldo Pereira*
1200	1230		
1230	1300		





1030 – 1300 B1: Mother Tongue Education

Room: P7

1030	1100		
1100	1130	B1	OR2854 Teachers caught in the middle: Language teacher positioning in school contexts among conflicting language ideologies Janica Nordstrom*
1130	1200	B1	OR1107 Linguistic Minority Students' Mother Tongue Education and Academic Success in an International Baccalaureate Diploma Program Shim Lew*
1200	1230	B1	OR3310 Developing and Maintaining Heritage Language Speaker Identity through Discursive Positioning Corinne Seals*
1230	1300	B1	OR3091 Grammar for real Tomas Riad*, Maria Lim Falk*

1030 – 1300 A3: Reading, writing and visual Literacy

Room: P8

1030	1100	A3	OR2779 Comparing children's and adults' typing and handwriting: production processes and text characteristics Asa Wengelin*
1100	1300	A3S	S824 Text talk as a means of enhancing learning in secondary education Kristina Danielsson*, Pia Anderson*, Yvonne Halleson*

1030 – 1300 A3: Reading, writing and visual Literacy

Room: P9

1030	1100	A3	OR835 Improvement in L2 EFL Writing as a result of Content and Language Integrated Learning Eva Berkes*
1100	1130	A3	OR2006 The role of abstract grammatical concepts in second language (L2) development: Do they make a difference? Carl Ord*
1130	1200	A3	OR778 The Effects of Oral Feedback in One-to-One Writing Conferences on L2 Student Subsequent Revision Mazin Yousif*
1200	1230	A3	OR2302 When, Why and How is the Audience Anticipated during Writing? An On-line Study. Markus Linnemann*
1230	1300	A3	OR2377 Formulaic expressions in writing of L2 learners of English Natsumi Okuwaki*





1030 – 1300 A2: Second Language Acquisition

Room: P10

1030	1100	A2	OR1462 Emotions and cognition in language counselling Maria Giovanna Tassinari*
1100	1130	A2	OR2250 Patterns of Definiteness as Mirrors of the Acquisition of Memory and Attention in Interlanguage Marie Fellbaum Korpi*
1130	1200	A2	OR1674 “I can’t eat, I gotta play”: The importance of digital gameplay for English language learning Pia Sundqvist
1200	1230	A2	OR1283 Eye movement prompts in stimulated recall: tapping cognitive processes based on audio vs. visual stimuli Marije Michel*, Roger Gilabert*, Andrea Revesz*
1230	1300	A2	OR3350 Seeing primed production: Measuring eye movements during second language learners’ computer-mediated peer interaction Marije Michel*, Bryan Smith*, Alison Mackey

1030 – 1300 A2S: Second Language Acquisition

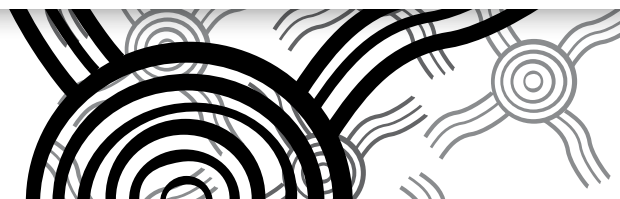
Room: P11

1030	1100	A2	OR2528 Engagement and second language learning Jenefer Philp*, Susan Duchesne*
1100	1300	A2S	S1186 Visual Constructions Of L2 Learning And/Or Teaching And Use Paula Kalaja*, Anne Pitkänen-Huhta*, Riikka Alanen, Hannele Dufva, Vera Menezes*, Alice Chik*

1030 – 1300 B5: Educational Technology and Language Learning

Room: B1

1030	1100	B5	OR1280 Characterizing Theory In Computer-Assisted Language Learning Philip Hubbard*, Mike Levy*
1100	1130	B5	OR2163 Computer-Mediated Communication As Source And Resource In An EFL Course For University Students In Japan Tim Marchand*, Sumie Akutsu*
1130	1200	B5	OR779 Computer mediated collaborative learning: Brazil-Germany cross-cultural teletandem project Suelene Silva*, Francisco Figueiredo*
1200	1230	B5	OR2260 Automated computer-based feedback on student essays: a summary of experience in multiple contexts Scott Windeatt*, Khaled El Ebyary, Jonny Laing, Mamdouh Alswyegh
1230	1300	B5	OR66 Synchronous computer-mediated communication as a tool for promoting cognitive development and language acquisition Lawrence Williams*





1030 – 1300 D7: English as a Lingua Franca and World Englishes

Room: B2

1030	1100	D7	OR2097 Chinese English users' emergent identification with English as Lingua Franca (ELF) Weihong Wang* , Xuesong (Andy) Gao
1100	1130	D7	OR3451 Kangasharjus 'alignment' as a conversational management device in the linguistic action of multilingual teams Adriana Sabatino
1130	1200	D7	OR3318 Syntactic Features of Students' Academic Texts in Teacher Education Institutions Arceli Amarles*
1200	1230	D7	OR478 Does Russian English Exist? Olga Bondarenko*
1230	1300	D7	OR1685 A Study of Expected Standards of ELF Communication for International Communities Yuko Ikuta* , Reiko Takahashi

1030 – 1300 A4: Psycholinguistics

Room: B3

1030	1100	A4	OR1415 Measuring L2 Fluency in Task-based Performance Gavin Hiu Yuet Bui*
1100	1130	A4	OR413 Overt rehearsal and Mouthed rehearsal: An fMRI study Takaaki Takeuchi*
1130	1200	A4	OR1124 Stress and Second Language Acquisition: Cortisol as a Measure of Stress Machiko Tomiyama*
1200	1230	A4	OR997 A Structural Equation Model of EFL Learners' Perceptual Learning Styles, L2 Self, and English Proficiency Tae-Young Kim* , Yoon-Kyoung Kim*
1230	1300	A4	OR1680 L1 Influence and Semantic Cues in L2 Relative Clause Processing Kenichi Hashimoto*

1030 – 1300 C5: Language in the Media and Public Discourse

Room: A1

1030	1100	C5	OR933 Mediating the multimodal exhibition: the museum visit as a literacy event Jacqueline Widin* , Keiko Yasukawa*
1100	1130	C5	OR1246 The Making of a Televised Political Debate: From Normative Expectations to Stylistic Credo of the Journalists Marcel Burger*
1130	1200	C5	OR1535 Community News Online: A Corpus Study of ESL Students and Professional News Writing in Hong Kong Connie KF Ng* , Dora Wong* , Janet Ho*
1200	1230	C5	OR2272 The use of personal pronouns in political campaign advertisements in the Philippines Paulina Gocheco*
1230	1300	C5	OR2995 Spanish in America and Europe through Media Raul Avila*






1030 – 1300 E5: Discourse Analysis

Room: A2

1030	1100	E5	
1100	1130	E5	OR2043 Digressiveness and linearity in academic writing : native language and discourse community perspectives Zosia Golebiowski*
1130	1200	E5	OR358 Acquisition, Development and Evaluation of Discursive Competences in EFL (Pragmatics): a Study of Corpus Linguistics Wilder Escobar*, Alonso Hernandez
1200	1230	E5	OR629 Communication Strategy Research Among Japanese EFL Learners Christian Burrows*
1230	1300	E5	OR1873 Understanding the communication challenges in a bilingual emergency department: a linguistic perspective Diana Slade, Jack Pun*

1300 – 1400 LUNCH

1400 – 1500	KN06	
Room: Great Hall 1 & 2		
Li Wei		
New Chinglish: Translanguaging Creativity and Criticality		Plenary Sponsored by  

1500 – 1600 CONCURRENT SESSIONS

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M1

1500	1530	B3	OR3495 English Learners' Autonomy, Sense of Self and Motivation through the Lens of Complexity Theories Nhung Nguyen
1530	1600	B3	OR2083 Do Learners' Affective Factors Influence the Effectiveness of Metacognitive Strategy Intervention? Maiko Ikeda*, Osamu Takeuchi

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

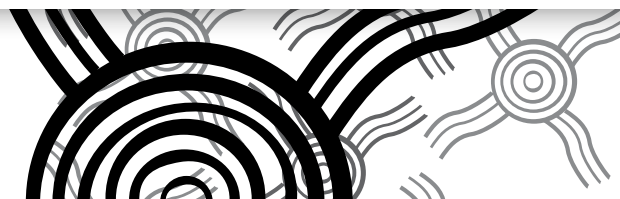
Room: M2

1500	1530		
1530	1600	B3	OR748 North Korean defectors' struggle with English: Learner profiles and needs analysis Eun Sung Park*, Ok Yeon Kim*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development

Room: M3

1500	1530	B3	OR2440 Becoming a Brazilian researcher: an analysis of the context, the literature and the activities performed by senior researchers Raquel Gamero*
1530	1600	B3	OR2064 Effective English-medium instruction (EMI) for Korean undergraduate engineering students and their attitudes toward EMI classes Eun Gyong (E.G.) Kim*, Jeong-Ro Yoon*





1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development
Room: M4

1500	1530	B3	OR555 Applying CLT in College English classrooms: Text-focused, text-related, and text-free Hui Du*
1530	1600	B3	OR3490 The effect of using translation as a learning tool to learn English by ELT learners Suad Al Rahbi*

1500 – 1600 B3: Second/Foreign Language Teaching and Teacher Development
Room: M5 & M6

1500	1530	B3	OR2129 Communication Strategy Research Among Japanese EFL Learners Rick De Graaf*
1530	1600	B3	OR2300 Requests for help as doing learning in an English-as-an-additional-language classroom Paola Salimen*, Pedro Gracez

1500 – 1600 B3W: Second/Foreign Language Teaching and Teacher Development
Room: M7 & M8
W1295
 Autonomous language learning guides viable support for teachers and learners
Kerstin Dofs*

1500 – 1600 B6: Language Evaluation, Assessment and Training
Room: P1

1500	1530	B6	OR1664 A cross-disciplinary study of PhD thesis examination reports: Do examiners provide assessment or feedback? Elke Stracke*, Vijay Kumar*
1530	1600	B6	OR1862 Sensitivity and Specificity of the English School-Age-Sentence-Imitation-Task (SASIT) in monolingual and bilingual children Theodoros Marinis*, Daniel Gibbons

1500 – 1600 B3W: Second/Foreign Language Teaching and Teacher Development
Room: P2
W2994
 Teaching and Learning Idioms Across the K-16 Curriculum
John Lontas*

1500 – 1600 E1: Language and Social Interaction
Room: P5

1500	1530	E1	OR1111 Mock impoliteness and humour during social visits in France and Australia Kerry Mullan*, Christine Béal, Véronique Traverso
1530	1600	E1	OR1257 Multiliteracies at public schools in Rio de Janeiro, Brazil: redesigning knowledge construction through interdisciplinary projects Paula Szundy





1500 – 1600 A3: Reading, writing and visual Literacy

Room: P8

1500	1530	A3	OR670 Peer and teacher feedback: The relative effects on ability and confidence Rachael Ruegg*
1530	1600	A3	OR988 A multi-case study of teacher cognition about grammar teaching in English-as-a-foreign-language (EFL) Classrooms Qiang Sun*, Lawrence Zhang*

1500 – 1600 A2W: Second Language Acquisition

Room: P9

W37

Research into Elements Influencing the Efficacy on Incidental Vocabulary Acquisition (IVA)

Longwu Zhao*

1500 – 1600 A2: Second Language Acquisition

Room: P10

1500	1530	A2	OR2560 cross Linguistic comparsion on motion events Jhyyi Chen*
1530	1600	A2	OR3150 Timing of focus on form Younghee Sheen*

1500 – 1600 A2: Second Language Acquisition

Room: P11

1500	1530	A2	OR435 Towards a complexity approach to language teaching and learning Elaine Ferreira do Vale Borges*, Vera Lucia Menezes de Oliveira e Paiva*
1530	1600	A2	OR2406 Verifying Self-Determination Theory in a Japanese EFL Context: Psychological Needs Fulfillment and L2 Motivation Toshie Agawa*

1500 – 1600 D7: English as a Lingua Franca and World Englishes

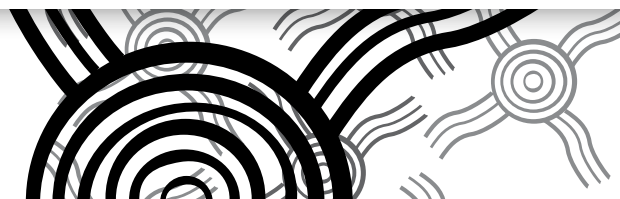
Room: B2

1500	1530	D7	OR2700 The Transnational Medium of Cinema and Language Use: Hollywood Dominance and Linguistic Localization Suzanne Hilgendorf*
1530	1600		

1500 – 1600 A4: Psycholinguistics

Room: B3

1500	1530	A4	OR3284 Task sequencing or working memory capacity: which one is decisive for L2 development? Mayya Levkina*
1530	1600	A4	





1500 – 1600 C5W: Language in the Media and Public Discourse

Room: A1

W1265

News products and process : an internal perspective

Marcel Burger*, Daniel Perrin*, Laura Delaloye*, Marta Zampa*

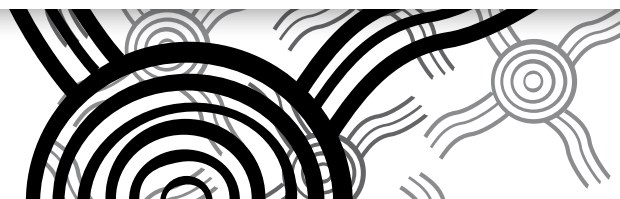
1500 – 1600 E5: Discourse Analysis

Room: A2

1500	1530	E5	OR889 Chinese university webpages: A comparison of Chinese and English texts Wenchao Tu*
1530	1600	E5	OR1447 Construing knowledge structure in ESL/EFL test writing Aki Nakamura*

1600 – 1700 Closing Ceremony

Room: Great Hall 1 & 2





Poster Schedule - Friday 15th August

A2: Second Language Acquisition	
Kuanming Teng*	P2788 The acquisition of English past tense by junior high school students in Taiwan
Zuocheng Zhang*	P2885 Needs analysis in business English education in China: Identity as an added dimension
Pragasam Sagayadoss*	P3016 influence of affective filters on pre-university students during the ten month intensive english language programme
S. Kathleen Kitao*, Natsumi Wakamoto*	P3045 Japanese students' perceptions of the effectiveness of English vocabulary learning strategies
Hajime Mochizuki*	P3409 Resolution of intracerebral language processing mechanism during shadowing training with NIRS
A3: Reading, Writing and Visual Literacy	
Maria Gabriela Schmidt*	P2429 Reading is no problem for them - German as a third language in Japan
Chiyo Hayashi*	P3154 Fostering less proficient L2 learners' motivation for L2 reading
A4: Psycholinguistics	
Renata Meuter*, Risa Abe	P886 Cross-linguistic effects on conceptual representations: The case of L1-complex Kanji and L2-English words
Barbara Kolkman-Klamt*	P1566 Verbal Bullying in European Universities (V.B.E.U)
Jyotsna Vaid*, Josh Buffington, Belem Lopez, Tosun Tosun	P2739 Reliance on orthographic cues for lexical stress assignment: Does language experience matter?
Jyotsna Vaid*, Keen Song Liew, Kayoung Kim, Sumeysra Tosun	P2772 Spatial biases in mental models of 'between-ness' across languages: Reading habit and language structure effects
B6: Language Evaluation, Assessment and Testing	
Chisato Saida*, Ryuichi Kumagai*, Hiroyuki Noguchi*	P2176 Investigation of differential item functioning in can-do statements across multiple groups
C5: Language in the Media and Public Discourse	
Ella Zoidze*	P831 Syntactical means of dialoguing in analytical newspaper texts (based on English and Russian media sources)
D2: Language Policy and Planning	
Lyn Scott*, Marisol Ruiz	P3173 The linguistic diversity project for inclusion; Considering the landscape for emerging bilinguals and beginning teachers
Tsuyoshi Koizumi*	P3398 A study on one approach to raise a global leader in Japan





E3: Multimodality	
Maria Del Mar Suárez Vilagran * , Maria Angeles Garcia Asensio*	P1101 A longitudinal study of multimodal meaning making using the Mahara e-portfolio
Jorge Farias Jr.*	P2027 Multimodality and textual genres: Teaching and learning portuguese language
Xing Lu*	P2992 The research on context of situation of multimodal discourse
Bophan Khan*	P3416 Alcohol versus anti-alcohol media texts in Cambodia: A multimodal discourse analysis

E5: Discourse Analysis	
Jim McKinley*	P1531 Critical Argument and Writer Identity: Social constructivism as a theoretical framework for EFL academic writing
Mitsuko Yamura-Takei*, Fumio Watanabe, Etsuko Yoshida, Miho Fujiwara	P2021 The role of reactive tokens in storytelling as feedback for lexical choices in subsequent storywriting

E7: Lexicography and Lexicology	
Elizaveta Dmitrieva*	P361 Qualitative suffixes in German and Russian
Farzin Gazerani*, Ahlem Ammar	P438 A football specialized vocabulary list in French
Yukie Endo*	P1237 Lexical concepts of in and on: How we experience space
Marisela Colin Rodea*, Maria Nohemi Alfaro Mejia, Barbara Lou Byer Clark, Anaha Ramirez Alfaro, Patricia Canovas Corral, Leonardo Herrera Gonzáles*, Maria De Los Angeles Cervantes Amador, Erendira Dolores Camarena Ortiz, Jorge Tapia Falcon, James Frey	P1798 Lexical availability, pedagogic and didactic purposes
Stephanie Power*	P3352 Cross-cultural pain semantics: An applied multidisciplinary approach to understanding the pain of childbirth.



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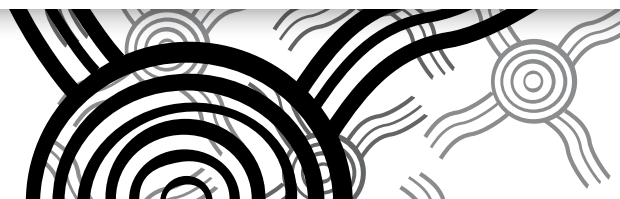


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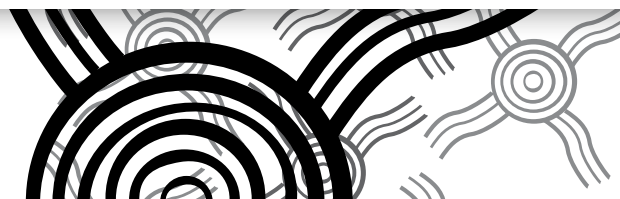


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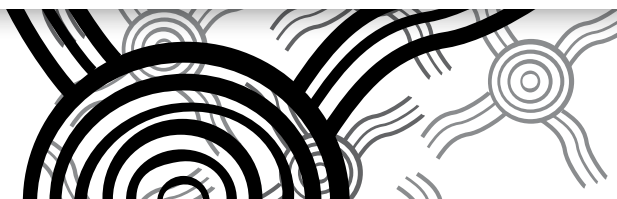


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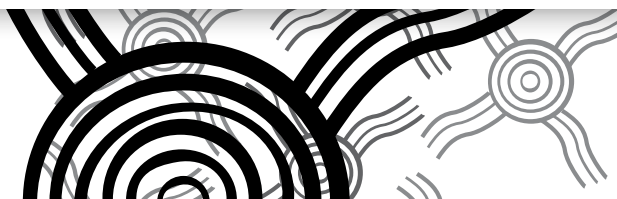


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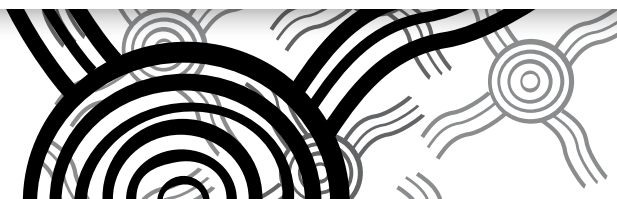


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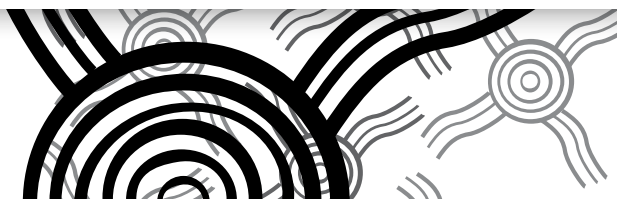


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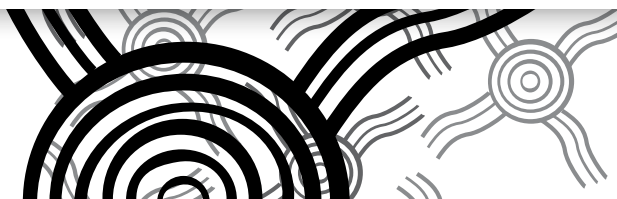


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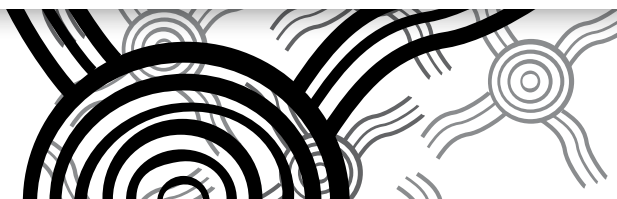


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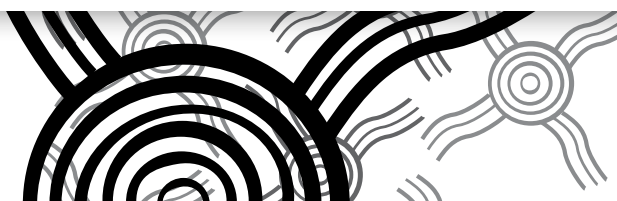


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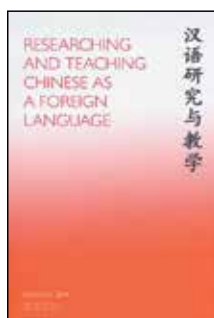


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