

Detailed Programme

Wednesday 2nd December

8.00 – 9.00	Registration desk open – WH building, level 2 reception				
9.00 – 9.50	Conference welcome and opening (WA 220) Maaki Howard / Valance Smith, Te Ara Poutama, AUT University (WA 220) Derek McCormack, Vice-Chancellor of AUT University John Bitchener, President of ALANZ and Conference Chair				
9.55 – 10.55	Tim McNamara: Are cognitive & social perspectives on assessment incommensurable? The case of comparative assessment frameworks & language education (WA 220)				
11.00 – 11.30	Morning tea				
	WA 220	WH 314	WH 315	WH 316	WH 317
11.35 – 12.05	Vedder, Ineke; Kuiken, Folkert and Gilabert, Roger The relationship between communicative adequacy and linguistic complexity in L2 writing	Evans, Stephen Patterns of language use in Hong Kong's employment domain	Jeurissen, Maree Teachers' knowledge about grammar (KAG): Are NZ primary and secondary teachers equipped to implement the English Curriculum?	Koh, Guat Hua A young Singaporean Chinese boy's participation in literacy practices at home: What Primary One teachers should know	Tin, Tan Bee Opportunities for language creativity, participation and learning in creative writing tasks: Collision of form, meaning and mind in 'JOY'
12.10 – 12.40	Storch, Neomy Investigating the impact of written corrective feedback: feedback type and processing conditions	Hill, Kathryn Classroom-based assessment and the issue of continuity in school languages programs	Ord, Carl Talking Grammar: The effect of self-explanation on language learning	Adnan, Zifirdaus Discourse practices of Indonesian academics in selected hard sciences and humanities disciplines research articles: A comparative study	Kumar, Vijay and Stracke, Elke Doctoral education: Understanding supervisors' and examiners' feedback and its effect on the PhD candidate-writer
12.45 – 1.30	Poster sessions during lunchtime (WH level 1): CHANG, Chung-chien Karen, HUANG, Li-szu Agnes, NGUYEN, Van Loi				
1.35 – 2.35	Anne Burns: Teacher cognition in social context: The unobservable dimensions of teaching (WA 220)				
2.40 – 3.10	Bitchener, John Scaffolding advanced L2 writers with written corrective feedback	Huang, Wen-Chi EFL university students' reading comprehension through multimedia annotation	Gunawardena, Maya Teachers' and learners' beliefs on grammar teaching practices in Sri Lankan secondary schools	Terraschke, Agnes "It is fact all Chinese students live in Sydney seldom use English after class" – International students' use of English outside the classroom	Romova, Zina and Andrew, Martin Collaboration, participation and cognition in academic writing
3.15 – 3.45	Afternoon tea				

3.50 – 4.20	<p>Colloquium 1</p> <p>Yates, Lynda Lising, Loy Setijadi-Dunn, Charlotte Ehrich, John Ficorilli, Laura Kim, Sun Hee Ok McPherson, Pamela Taylor-Leech, Kerry Terraschke, Agnes Williams, Alan Zielinski, Beth</p> <p>Participation and acquisition: Insights from a longitudinal ethnographic study of language learning and settlement success among migrants</p> <p>NOTE: This colloquium is scheduled to finish at 6.00</p>	<p>Harding, Luke</p> <p>Accent-related difficulty and attitudinal response on a listening test featuring L2 speakers: Evidence from verbal reports</p>	<p>Jones, Pauline and Chen, Honglin</p> <p>Engaging in learning: Participation as semiotic action/activity</p>	<p>Liu, Yibing</p> <p>Participation and acquisition in Mr. L's English classes: A case study from China</p>	<p>Roberts, Mary and Reid, Kirsten</p> <p>Writing is important for my Western life: Metaphors of participation and identity in students' narratives</p>
4.25 – 4.55		<p>Arbury, Jacquelyn</p> <p>SLA and grammar instruction Materials: A study of coursebook writers' considerations</p>	<p>Norrby, Catrin, Clyne, Michael, Hajek, John, Kretzenbacher, Heinz Leo, and Warren, Jane</p> <p>Meet and greet – address and introductions in intercultural communication at international conferences</p>	<p>Al-Gahtani, Saad</p> <p>The development of requests by learners of Arabic</p>	<p>Lee, Lai Fong</p> <p>Writing from secondary school to pre-university and higher education: Changing participation, changing identity</p>
5.00 – 5.30		<p>Kumar, Margaret Rajoo and Feryok, Anne</p> <p>Recursiveness while attending to written feedback</p>	<p>Moore, Helen and Dumenden, Iris</p> <p>“Unveiling” the performance in a placement assessment for an adult ESL program</p>	<p>Al-Sahafi, Morad</p> <p>Strategies for language maintenance among Arabic speaking families in New Zealand</p>	<p>Tolosa, Constanza</p> <p><i>Hybridities</i> in language teaching</p>

Welcome reception at 6.00 – Piko and Four Seasons Restaurants, WH level 2, AUT University

Thursday 3rd December

8.30 – 8.45	Welcome and housekeeping (WA 220)						
8.50 – 9.50	Lourdes Ortega: Participation, acquisition, and in-betweenness as metaphors for L2 learning (WA 220)						
	WA 220	WH 314	WH 315	WH 316	WH 317	WH 415	WH 417
9.55 – 10.25	<p>Scarino, Angela and Crichton, Jonathan</p> <p>Acquisition, participation and interpretation in learning languages</p>	<p>Roever, Carsten</p> <p>Tests of second language pragmatics: Broadening the paradigm</p>	<p>Ogino, Masa</p> <p>Exploring acquisitional processes: Measures to investigate the relationship between modified output and second language learning</p>	<p>Keegan, Peter</p> <p>Teacher education students' knowledge and attitudes to Māori language, Māori culture & the Treaty of Waitangi</p>	<p>Phakiti, Aek</p> <p>Investigating the effects of cognitive and metacognitive strategies on EFL reading performance via two structural equation models</p>	<p>Zheng, Yongyan</p> <p>Tracking the vocabulary development of EFL learners in China: A longitudinal multiple-case study</p>	<p>Benevento, Cathleen</p> <p>Investigating writing development in secondary school learners of French</p>

10.30 – 11.00	Akakura, Motoko Effect of explicit instruction on implicit and explicit second language knowledge		Mifka-Profozic, Nadia Oral corrective feedback, noticing and individual differences	Wigglesworth, Gillian and Simpson, Jane Language assessments for Indigenous children in remote communities: Issues and problems	Su, Fu-hsing and Huang, Li-szu The development of phonological and word reading skills for culturally disadvantaged children learning English	Chang, Anna C-S Gains to L2 listeners from extensive listening: Listening development, vocabulary acquisition and perceptions	Abe, Makoto The role of model texts in collaborative writing: A study of Japanese learners of English
11.05 – 11.30	Morning tea						
11.35 – 12.05	Colloquium 2 Alm, Antonie Walker, Ute White, Cynthia Levy, Mike Möllering, Martina CALL perspectives on acquisition and participation	East, Martin and King, Chris Supporting L2 students as they prepare for high stakes listening tests	Mok, Jane Participation or acquisition: Exploring teachers' role in the educational change process in Hong Kong	Pivac, Lynette and Roach, Kevin Learning New Zealand Sign Language as a second language: Accessing communities of practice	Last, Phillip and Adams, Rebecca Willingness to communicate: How does it influence engagement in a task?	Elgort, Irina Is deliberate L2 vocabulary learning out of context a waste of time?	Alshammari, Aqeel Hamed Second language writing development: An activity theoretical study
12.10 – 12.40		Huang, Shu-Chen Foreign language assessments in the classroom: Can the necessary evil be a motivating drive?	Aldosari, Ali and Storch, Neomy L2 proficiency and pairing learners in pair work activity	Kelly, Barbara and Wigglesworth, Gillian Indigenous perspectives on the vitality of Murrinh-Patha	Shopen, Glenda A dialogic framework for learning literacy in ESL contexts	Kupetz, Rita Content and Language Integrated Learning (CLIL) in the context of critical multiple literacy education – a novice teacher's beliefs on the potential of CLIL	Chua, Deborah Origins of digression in the expository essays of Singapore students
12.45 – 1.15		Chik, Alice and Besser, Sharon International language tests taking as grassroots movement	Cafarella, Caterina Computer-mediated peer feedback in an English class for non-native speakers of English: What students do and benefits	Seebus, Ingrid A tale of two villages: Bilingualism and elderly identity in two Dutch-Australian retirement villages	Macalister, John Acquiring to participate: The case of speed reading	File, Kieran Teaching vocabulary in a reading lesson: Is isolating or integrating instruction better for vocabulary acquisition?	
1.20 – 2.05	Poster sessions during lunchtime (WH level 1): HUANG, Li-jung, KITCHEN, Margaret, LAUWEREYNS, Shizuka S.						

2.10 – 2.40	Newton, Jonathan and Webb, Stuart Incidental learning of collocations	Willoughby, Louisa and Bradshaw, Julie Teaching Applied Linguistics in the digital world	Hadfield, Jill Becoming Kiwi: Participation as incentive to acquisition	Yu, Shanjiang How much could parental language choice influence their children?	Shintani, Natsuko Classroom interaction and acquisition – comparative study of TBLT and PPP for young EFL learners in Japan	Akerlind, Gerlese; Jansen, Louise and Martin, Daniel Student retention in language and culture programs at the Australian National University	Meyer, Heather Vanishing acquisitions: What happens to skilled secondary academic writing under time constraints?
2.45 – 3.15	Pak, SeungHee Motivation change and everyday experience: Participation in social worlds and the role of the host population	Hunter, Judy Context, text and participation: Meaning in interaction	Shih, Chih-Min The impact of socio-political contexts on life stories of EFL teachers in Taiwan	Norby, Catrin and Håkansson, Gisela The changing face of Swedish: Grammatical and interactional variation among senior high school students of different backgrounds	Sweetnam Evans, Moyra Bilingual readers reading	Parkinson, Jean Participation in tertiary education and cultural and personal identity amongst South African students	Neff, Peter Using peer review with EFL learners: Their performance and preferences
3.20 – 3.50	Cao, Yiqian An exploration of L2 classroom willingness to communicate as an interdependent and situational construct	Dewi, Anita Sartika Perceptions of and Attitudes towards English: A Study of Staff and Students at Yogyakarta Universities	Denny, Heather and Basturkmen, Helen Teachers' perceptions of the value and their practices in teaching pragmatics including the use of authentic texts	Spence-Brown, Robyn Japanese language teaching and learning in schools	de Burgh-Hirabe, Ryoko Does extensive reading work for Japanese L2 learners in New Zealand secondary schools? Exploring learners' perceptions of extensive reading and L2 motivation	Du, Hui Edging input: The priority of teacher talk in College English classrooms	Woodfield, David What participation enables: Beyond the journal to the class blog
3.55- 4.25	Afternoon Tea						
4.30 – 5.30	ALANZ AGM (Room WH 314)			ALAA AGM (Room WH 315)			

Conference dinner at 7.00 – Spicers Restaurant, level 3, Owen G. Glenn Building, University of Auckland

Friday 4th December

8.30 – 8.45	Welcome and housekeeping (WA 220)						
8.50 – 9.50	Gary Barkhuizen: Migrant/refugee learners and their tutors participating in narratives of success (WA 220)						
	WA 220	WH 314	WH 315	WH 316	WH 317	WH 415	WH 417
9.55 – 10.25	<p>Benson, Phil</p> <p>Study abroad outcomes from a perspective of language learning as participation</p>	<p>Feryok, Anne and Kumaar, Margaret Rajoo</p> <p>Verbal protocols as dialogic activity</p>	<p>Suksawas, Wannaprapha</p> <p>A social-cultural study of EFL learners' willingness to communicate</p>	<p>Conway, Clare, Richards, Heather, Harvey, Sharon, and Roskvist, Annelies</p> <p>Reconciling Sfard's metaphors in a language teacher professional development course</p>	<p>Derewianka, Beverly</p> <p>Moving along the mode continuum: New technologies in language learning</p>	<p>Andrew, Martin</p> <p>Participation in community activity: <i>How</i> students come to know <i>what</i> they come to know</p>	<p>Melani, Boniesta-Zulandha and Gitsaki, Christina</p> <p>Incidental vocabulary acquisition in second language learners</p>
10.30 – 11.00	<p>Riddiford, Nicky and Holmes, Janet</p> <p>Using workplace performance to track the development of L2 socio-pragmatic competence: Requests and small talk</p>	<p>Beaumont, Julia and Erlam, Rosemary</p> <p>It's not all Greek to me: Investigating the effectiveness of teaching affixes and root words to intermediate aged Pasifika students</p>	<p>Ranta, Leila</p> <p>Two views of the language learning environment: Complementary or incommensurable?</p>	<p>Smith, Joanna</p> <p>Why feature theory is letting us down: A case for including cognitive phonology in teacher training programmes</p>	<p>Haines, Karen</p> <p>Teacher acquisition of pedagogical skills for online teaching</p>	<p>Menezes, Vera</p> <p>What's in a name? The quest for a new SLA metaphor</p>	<p>Jensen, Marie-Therese</p> <p>Reflective teaching in a postgraduate TESOL practicum</p>
11.05 – 11.30	Morning tea						
11.35 – 12.05	<p>Colloquium 3 (see next page)</p>	<p>Gassner, Denise</p> <p>Vague language in Australian job interviews</p>	<p>Nemoto, Hiroyuki</p> <p>Discontinuation of language management in academic contact situations</p>	<p>Reissner, Sophie</p> <p>"I'm really looking for somebody that's maybe a little bit passionate about being in engineering": The co-construction of an engineer in screening interviews between NZ employers and women students</p>	<p>Wang, Xiaoying</p> <p>A narrative inquiry into Chinese English-major undergraduates' motivation and self-identity changes</p>	<p>Philp, Jenefer and Iwashita, Noriko</p> <p>Does talking make a difference to what learners notice? Comparing interactors and observers in learner-learner interaction</p>	<p>Cameron, Denise</p> <p>Willingness to Communicate (WTC) as a key factor indicating participation in the 2LA process</p>

12.10 – 12.40	<p>Colloquium 3 (11.35 – 1.15)</p> <p>Harvey, Sharon Roskvist, Annelies Stacey, Karen Corder, Debbie</p>	<p>Brown, Adam and Smith, Joanna</p> <p>Are pronunciation difficulties a barrier to gaining employment in New Zealand?</p>	<p>Macqueen, Susy</p> <p>Imitation participation</p>	<p>Li, Jinrui and Barnard, Roger</p> <p>Cognition in flight: Tutors' private speech while marking written assignments</p>	<p>Al Shehri, Saleh and Gitsaki, Christina</p> <p>Online reading: The impact of integrated and split-attention formats on L2 students' cognitive load</p>	<p>Ker, Alastair</p> <p>What are the critical factors in learning how to write better data comparisons? Using student and teacher insights and text analysis to inform materials design</p>	<p>von Randow, Janet and Hacker, Penny</p> <p>Telling language tales out of school: The DELNA and ELSAC experience</p>
12.45 – 1.15	<p>Leaving on a jet plane: Maximising immersion experiences for language teacher professional development</p>	<p>Couper, Graeme</p> <p>Cognitive phonology: Bridging the social and the cognitive in teaching pronunciation</p>	<p>Kim, Sun Hee Ok</p> <p>Language use with peers: What does it mean to L1 maintenance and L2 learning among young Korean L2 users in New Zealand?</p>	<p>Scott, Adèle</p> <p>Teacher participation in the new learning area: How do they perceive their needs as they seek to acquire an additional language themselves?</p>	<p>Castro, Olga Sánchez and Mrowa-Hopkins, Colette</p> <p>Interactivity in L2 Spanish learners' participation in a Computer-mediated Communication (CMC) environment</p>	<p>Hammond, Jennifer</p> <p>Exploring intellectual challenge, language development and affect in ESL programs</p>	<p>Skyrme, Gillian and White, Cynthia</p> <p>Participant, informant or subject? Encouraging a sense of participation in a longitudinal study</p>
1.20 – 2.05	Lunchtime						

2.10 – 2.40	Liddicoat, Anthony Enacting participation: Hybrid modalities in on-line video conversation	Beasley, Colin Studying law: Acquiring the legal problem genre	Althobaiti , Naif and Gitsaki, Christina ESL teachers' use of corrective feedback and Its effect on learners' uptake		van Hees, Jannie Expanding expression: Expanding cognition	Murray, Neil Post-enrolment testing for English language proficiency in Australian universities	Lasagabaster, David Integrating content and foreign language: The role of participation in the challenge of multilingual education
2.45 – 3.15	Gruba, Paul Blending technologies in the second language classroom	Truong, Minh Focus on form in the first language and target language: Impact on learner uptake	Cooke, David Managers' positioning in the workplace: Acquiring participation strategies		Zhiming, Dennis Tay Reconciling the social and cognitive: The case of psychotherapeutic discourse	Machida, Sayuki Translation as a methodology to teach a foreign/second language: A methodological perspective	Morton, Janne The Community of Practice model: A challenge from architectural education
3.20 – 3.50	Miceli, Tiziana Using blogs in L2 teaching to enhance writing skills and foster community	Bruce, Ian Genres as participation in social action or the acquisition of discoursal knowledge: An examination of construct validity in six landmark genre studies	Nguyen, Thi Thuy Minh and Doyle, Paul Learning pragmatics in the classroom: The case of Singapore English requests		Franken, Margaret and Wu, Shaoqun Cognitive processes and discourse community collocations	Jones, Jennifer The implementation of the Kenyan language- in-education policy in the Sabaot language group: Preparing learners to participate in the local, national and global context	Oliver, Rhonda Language learning strategies of international students: Five Australian universities investigate
3.55 – 4.10	Closing: Professor Nigel Hemmington, Dean of AUT University Faculty of Applied Humanities						