

THURSDAY, 5 SEPTEMBER 2013

9:00 – 12:30	Registration POSTERS (ROOM)												
10:00-10:45	Refreshments												
10:45-11:00	Conference opening												
11:00 – 12:00	Plenary – Dr Jannis Androutsopoulos , Universität Hamburg, Germany Chair:												
Room No:													
Chairs													Section on Indian Languages
12:00 – 12:30	<u>Language Learning and Teaching SIG</u> ‘Individual Differences and Processing Instruction: Who Benefits the Most?’ – J. F Lee	<u>Language Learning and Teaching SIG</u> ‘Talking up a storm : Do high interactors pay more attention to language form?’ – J. Philp	<u>Language Learning and Teaching SIG</u> ‘Self-regulation and L2 writing development: A longitudinal study from a complex dynamic systems perspective’ – R. Nitta	<u>Corpus Linguistics SIG</u> ‘Healthy Communication: the discourses of researchers and practitioners in healthcare’ – R. Badger	<u>Corpus Linguistics SIG</u> ‘As a result of Lexical bundle use of Turkish and native English writers’ – Y. Ozturk	‘Corpus, discourse, multimodality - a new approach to analysing the construction of news’ – M. Bednarek	‘Legitimising Amateur Celebrity Chefs’ Authority and Lifestyle Advice in Slovenia’ – A. Tominc	‘English as a lingua franca: a Marxist immanent critique’ – J. O’Regan	‘Written feedback on Applied Linguistics thesis/dissertation drafts: The focus of the comments and the manner in which they are presented.’ – J. Bitchener	‘Revisiting English in Thailand: Language Ideology and Practices in the Malaysia-Thailand Commercial Centers’ – A. Buripakdi	‘The Effect of Etymological Elaboration on Idiom Learning’ – N. Can	‘Conditionals and other linguistic expressions of uncertainty in obsessive-compulsive disorder (OCD)’ – O. Knapton	Minority Languages in Multilingual Settings: Indian Experience A. Ghosh
12:30 – 13:00	<u>Language Learning and Teaching SIG</u> ‘A longitudinal analysis of motivation, psychological factors and listening abilities among 5 th and 6 th grade Japanese	<u>Language Learning and Teaching SIG</u> ‘Interactions between language learning and identity: Learning Chinese as a heritage language in the ancestral homeland’ – T. Ding	<u>Language Learning and Teaching SIG</u> ‘Children’s understandings of different writing systems and scripts: Korean, written in the Hangul alphabet, and English, written in the Roman alphabet’ – K. M. Nam	<u>Corpus Linguistics SIG</u> ‘Whose genre awareness? The case of biomedical titles.’ – D. S. Giannoni	<u>Corpus Linguistics SIG</u> ‘Interaction and Codability: Multi-layered Annotation to Discourse Markers in Chinese College EFL Teacher Talk’ – S. Yang	‘The academic homepage: identity construction or brand management?’ – K. Hyland	‘EFL Reading Instruction Based on Information Sharing among Multi-purpose Corpus System Users’ – T. Okada	‘Laughter in Radio Talk’ – G. Myers	‘New lines of research in computer-mediated communication – insights from a learner corpus of Japanese EFL students’ writing’ – T. Marchand & A. Sumie	‘Australian Indigenous students developing Code Switching skills for the workplace: Opening up new lines of communication or enabling linguistic assimilation?’ – R. Oliver	‘TEACHING MEANING THROUGH POETRY IN THE CLASSROOM: THE CASE OF GLOBAL’ – K. Ozturk	‘Computer mediated communication and language shift: the example of blogging in Low German’ – G. Reershemius	Minority Languages in Multilingual Settings: Indian Experience S. Ghosh

elementary school EFL learners' – R. Nishida													
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LUNCH 13:00 – 14:00
THURSDAY, 5 SEPTEMBER 2009

Room													
Chair											<u>Colloquium title:</u> Researching new lines of communication in applied sign linguistics Convener: J. Napier Chair:	<u>Colloquium title:</u> New lines of communication in Language and New Media Convener: R. Page Chair:	
14:00 – 14:30	<u>Language Learning and Teaching SIG</u> 'Metacognitive Abilities of the Successful Chinese EFL Students at the Tertiary Level' – H.Wu	<u>Language Learning and Teaching SIG</u> 'Exploring social patterns of actions in yes/no questions- responses: From practice of form to real-life consequences' – I. Nakamura	<u>Language Learning and Teaching SIG</u> 'The relationship between higher-order thinking skills and academic language proficiency in English: A case study of bilingual learners in Romania' – R. Herescu	<u>Corpus Linguistics SIG</u> 'Account preface in emergency care discourse: comparing conversations in medical trainings with a simulated patient and a mannequin using a mini-corpus' – K. Tsuchiya	<u>Corpus Linguistics SIG</u> 'Cognitive and linguistic preferences in the selection of natural landscapes in the CLAN-Project' – J. Romero-Trillo	'Putative Knowledge? Epistemology in Scientific Discourse: A Corpus-Driven Approach' – G. Plappert	'Going international: Phraseological patterns in English L2 abstracts in Spanish Sociology journals' – R. Lorés-Sanz	'Do lower level learners have constructions?' – S. Kirk	'Gender issues in the development of L2 self' – Y. Jiang	'The linguascope of urban youth culture in the context of Mongolia' – S. Dovchin	Paper 1: 'New Technologies and Bilingual Bimodal Teaching and Learning' – L. Leeson	Paper 1: 'Vernacular transliterations of English in Greek social media practices' – T. Spilioti	'A study of language attitude among non-Bengali speakers in Kolkata' – A. Ghosh
14:30 – 15:00	<u>Language Learning and Teaching SIG</u> 'Investigating the Co-regulation of Metacognition in Second Language Listening' – N. Huang	<u>Language Learning and Teaching SIG</u> 'Exploring Teachers' Beliefs about the Reading Literacy Needs of EAL Pupils in Scottish Schools.' – Y. Foley	<u>Language Learning and Teaching SIG</u> 'Using a Moodle in EAP courses to create dynamic learning opportunities' – H. Chang	<u>Corpus Linguistics SIG</u> 'Combining corpus methods, SFL and Discourse Analysis: Optimising the analysis of referring expressions' – L. Fontaine	<u>Corpus Linguistics SIG</u> 'Movies Talking: a Corpus-based Investigation of the English in Films' – M. Willis	'Persian identity and anti-Arab sentiments in Iranian Facebook discourses: Critical Discourse Analysis and New media communication' – M. KhosraviNik	'A parallel corpus approach to Japanese learners' causality in argumentative writing' - N. Miki	'Effective teaching through learner development: a case study in BSL learning of spatial features'. R. McDade	'The morpho-syntactic development of early instructed L2 learners of French: the case of grammatical gender' – L. Courtney	'At the intersection between English, Globalization and the internationalization of higher education. An Estonian perspective' – J. Soler-Carbonell	Paper 2: 'Exploring the provision of signed language interpreting to pre-lingually deaf clients that use cochlear implants' – O. Mäkelä	Paper 2: 'Felicious Speech Acts in Second Life and the Construction of a Virtual Identity' - A. Abdullah	'The importance of mother tongue education for quality and access' – P. MAECKENZIE

15:00 – 15:30	'Making a nationally high-stakes achievement listening test more real-life: Stakeholders' views' – K. Yanagawa	<u>Language Learning and Teaching SIG</u> 'Korean Teachers' Beliefs about Learning English' – S. Y. Yim	<u>Language Learning and Teaching SIG</u> 'Transformative learning: The developmental process among L2 teachers as effective users of online resources with language learners.' – S. Morales	<u>Corpus Linguistics SIG</u> 'The polyvocality of protesters: the construction of the "militant suffragist" in <i>The Times</i>' – K. Gupta	<u>Corpus Linguistics SIG</u> 'Exploring the Discourse of L2 Reflective Practitioners: a Language Teacher Education Context' – B. Murphy	'Discussion forums: New ways of communicating, new means for communication or both?' – J. Evison	'Unearthing the Textual Buddha: preliminary findings of a small specialised corpus of Buddhist English' – J. Frye	'Peer Dynamics and Assessment in Primary EFL' – Y. Ohashi	'Translanguaging in CLIL' – T. Nikula	'Early English language learning in Cyprus: Parental perceptions of identity and intelligibility.' – M. Vrikki	Paper 3: 'Lines of communication in video remote interpreter-mediated courtroom interaction' – J. Napier	Paper 3: 'Developing an ethnographic methodology to study Web 2.0 literacies as professional practice: a case study of cricket journalism' – J. Gillen	'A Language Revitalization Project in Totopara, North Bengal: A Development/Education anthropologist's Perspective' – L. DAVIES
15:30-16:00	'Exploring L2 listening instruction in practice' – J. Siegel	<u>Language Learning and Teaching SIG</u> 'How does prosody function in building an emotionally supportive classroom learning environment? a case study in an EFL classroom in china' – X. Zhao	<u>Language Learning and Teaching SIG</u> <i>Interactivity in digital language learning materials: Characterising sustainable instructional design features</i> – J.T. Pujola	<u>Corpus Linguistics SIG</u> 'Corpus-based interculturality: indexing cultural identities in professional spoken discourse' – M. Michael	<u>Corpus Linguistics SIG</u> 'Key key words as indices of register differences: The case of PhD theses in English Language and Literature' – V. Viana	'The how and why of co-supervision of PhD students: reported understandings of supervisors and supervisees' – J. Sunderland	'Negotiating understanding and agreement in master's supervision meetings with international students - okay?' – D. Bowker	'"Ready for communication?": Teacher conceptualisations of L2 oral proficiency' – J. Huettner	'Emotional intelligence and L2 vocabulary learning: A study in higher education' – M. Tzoannopoulou	'Monitoring change in language learner identity in talk-in-interaction' – A. Siegel	Paper 4: 'The use of social media by signing deaf students in higher education' – B. Van den Bogaerde	Paper 4: 'Counter narratives and controversial crimes: A cross-cultural comparison of the Wikipedia article for the 'Murder of Meredith Kercher' – R. Page	'Connecting known to unknown: MTBMLE perspective and advances in Assam' – L. HORO
16:00 – 17:00	Posters and refreshments (Room – Centre) * See poster attachment for titles												

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Room													
Chair													
17:00 – 17:30	Metadiscourse and reading research articles (RA) in English by Tunisian geography faculty' – A. Massaabi	'Role of Imagined and Possible Identities in Enhancing ESL Motivation' – M. Shahbaz	<i>Old dogs and new tricks; towards a dialogic and collaborative approach for reflective practice.</i> – S. Walsh	'When language learners' beliefs change without them knowing; thoughts from the Saudi Classroom' –	'Wuzzu performance-A multimodal literacy practice of Mauritian Muslims' – S. Unjore	Vocabulary gain: Now you see it, now you don't' – T. Kamimoto	'Explicit Strategy Instruction: Differential Effects on Reading Comprehension, Motivation, and Metacognitive Awareness of	'The effects of affective variables on growth in kanji proficiency' – M. Tanaka	'New media, new learning opportunities? Promises and realities of students' use of technology for language learning' – R. Trinder	'The English 'native speaker' teacher as a language resource: Conversation Analytic examinations of backstage interactions in Japanese High	The "mechanics" of self-mentions in L1 (English and Spanish) and L2 (English) Engineering Research Articles' – S.	'Differing perceptions of power relations in the workplace' – F. Takita-Ruetenik	"My Putonghua is Better than my Tamil" - negotiating a transnational self among Indian migrant youths in Hong Kong' – K. Lui

				J. Al Abbasi			Reading Strategies in Good, Average, and Struggling Readers' – L. Wu			schools.' – C. Leyland	Murillo		
17:30 – 18:00	'Using regional literature to promote understanding of dialectal variation in Spanish' – D. Cloonan Cortez de Andersen	'Using language learning strategies to develop ab-initio generalist primary PGCE students linguistic skills and awareness to teach modern languages to young learners'- M. Moya	'Academic Writing in L1 and FL' – E. Breuer	'Memorisation Strategies and the Adolescent Learner of Mandarin Chinese as a Foreign Language' – V. Harris	'The Implications and Applications of Cognitive Styles in EFL Learners' Development of Metaphoric Competence' – Y. Chen	'How Advanced Students Approach Intentional Vocabulary Study'- P. Pauwels	'English in the Greek Cypriot print media : forms and functions' – C. Fotiou	'TEPL (Teaching English as a Phraseological Language): changing learner and teacher perception of 'words'' – S. J. Coffey	'Multimodal people' – K. Richardson	'Compulsory Irish': a site of ideological production, plurality and contestation in Ireland (1965-74)' – H. Rowland	'Exploring the dialogic space in teaching: A study of classroom talk in Singapore' – P. Teo	'iOpening New Lines of Communication in Applied Linguistics: A Conceptual Model for the Japanese Learner Autonomy' – A. Serag	'Indian Language Policy in Context of Ideology and Power' – A. Sharma
18:00 – 18:30	BAAL book prize (Room)												

FRIDAY, 6 SEPTEMBER 2013

09:00-10:00	Plenary – Dr Kathryn Woolard , University of California, San Diego, USA Chair:													
Room														
Chair														
10:00-10:30	'Communicating reflexivity in qualitative interview research' – S. Mann	'Identity construction through narratives in language teacher education: an investigation of reflective blogs' – F. Farr	'Intelligibility in non-native accents of English: The role of L1-influence and listeners' proficiency levels' – B. Beinhoff	'Acoustics and speech intelligibility in multilingual spaces' – K. Kitapci	'Critical Connections: A multilingual digital storytelling project' – J. Anderson	'Knowledge of academic vocabulary in relation to social and personal variables for final-year students in Belgian secondary schools:	'An Investigation into the Degree of Alignment between Student Expectations and Actual Experiences on a One-Year Masters in TESOL at a UK University' – K. Fordyce	<u>Gender and Language SIG</u> 'Gendered discourses in textbooks in multilingual and multi-ethnic-religious Mauritius: English and Hindi textbooks' – A. M. Auleear Owodally	<u>Testing, Evaluation and Assessment SIG</u> 'Inhibitory control, self-monitoring and test takers' performance in a public speaking test' –M.	<u>Language in Africa SIG</u> 'Codeswitching as a medium of instruction in the classroom: A case of Ewe-English codeswitching in Ghana' – E. Yevudey	<u>Intercultural Communication SIG</u> "I don't need the British to communicate in English!" A longitudinal analysis of international postgraduate students' social networks' – A. Schartner	<u>Intercultural Communication SIG</u> 'The effects of cross cultural communication education on academic adjustment and adaptation' – T. Young	<u>UK Ling Ethnography SIG</u> 'Learning and working in London's language market: an ethnography of a multilingual London call centre' – J. Woydack	<u>Vocabulary Studies SIG</u> 'Long overdue: presenting the new <i>General Service List</i>' – V. Brezina

						a quantitative sociological study' – L. Rosseel			Korko				
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10:30-11:00	'This looks easy!': The co-construction of Teacher knowledge on Educational Technology' – A. Preston	'Views of professionalism in higher education teaching: modern languages compared with other disciplines' – F. Farmer	'New types of writing problems in EFL students' compositions' – T. Kamimura	'The Role of the Teacher in Cultivating Learner Motivation: A Case Study' – T. Tanaka	'Survival Measures: English Language Learners and standards of academic writing' – N. Yamchi	'Does vocabulary growth affect sound perception in foreign language learning?' – I. Miralpeix	'Effects of an imagery intervention on Chinese university students' possible L2 selves and learning experiences' – L. Chan	<u>Gender and Language SIG</u> 'Gender, Identity and Foreign Language Learning Discourse: Ethnographic Research in a West of Ireland Secondary School' – J. Martyn	<u>Testing, Evaluation and Assessment SIG</u> 'But what I said was actually for the teacher's benefit!': Reconsidering the interactional architecture of group speaking assessment' – D. M. K Lam	<u>Language in Africa SIG</u> 'Who is really killing the Ga Language?' – E. Orfson-Offei	<u>Intercultural Communication on SIG</u> 'Disagreement Strategies in L2: A Cross-Cultural Study on Internet Discussion Forum' – A. Hijikata	<u>Intercultural Communication SIG</u> 'Constructing intercultural communication: Task-based English for Medical Purposes' – L. Issac	<u>UK Ling Ethnography SIG</u> 'Mediation in medical settings: are mediators empowering patients' voices in any way?' – D. Ruiz-Lozano	<u>Vocabulary Studies SIG</u> 'Does audiovisual contextualization of L2 idioms enhance students' comprehension and retention?' – M. Karlsson
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11:00-11:30	Refreshments and Posters												
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11:30-12:00	'Timeline analysis: a method for mapping adults' engagement with long-term L2 learning within and beyond the classroom.' – I. Tasker	'Measuring students' perceived learning outcomes in ESL terminology acquisition with video games'	'A Study on the Discourse Competence of Japanese Junior High School Students - Their Understanding and Awareness of Coherence' – K. Tatsukawa	'Is peer-feedback effective in L2 writing classes? Experience from the Dutch context' – G. Dreschler	'Migrant language learners: recognizing, valuing and utilizing multilingual repertoires in the foreign language classroom in Finland' – K. Mäntylä	'We disagree! Power, culture and identity in academic contexts' – S. Reissner-Roubicek	'In Salsa, you have to leave emancipation at home.' – Intersections of gender, culture and language in transnational Salsa' – B. Schneider	<u>Gender and Language SIG</u> 'Investigating Linguistic Relativity and Bilingualism: the case of Grammatical Gender and Categorisation of Objects' – F. Almutrafi	<u>Testing, Evaluation and Assessment SIG</u> 'The use of metadiscourse markers across different proficiency levels in tests of expository essay writing' – F. Nakatsuhara	<u>Language in Africa SIG</u> 'Urban Talks in Postcolonial West African Countries and Language Education in Schools: A Case Study of Nouchi and French in Côte d'Ivoire' – R. Kouassi	<u>Intercultural Communication SIG</u> 'Diversity and Flux in ELF Encounters' – C. Jenks	<u>Intercultural Communication SIG</u> 'Perceptions of Libyan Postgraduate students about their Communication with British Native Speakers' – A. Abubaker	<u>UK Ling Ethnography SIG</u> 'Heteroglossia and identity positioning through the use of varieties of a 'single' language' – E. Mariou	<u>Vocabulary Studies SIG</u> 'How Advanced Students Approach Intentional Vocabulary Study' – P. Pauwels
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FRIDAY, 6 SEPTEMBER 2013

Room														
Chair														
12:00-12:30	'Mapping Applied Linguistics' – P. Meara	'A Dialogic Endeavour: a study of three newly qualified teachers' journeys towards dialogic teaching' – C. Bignell	'My project, my voice, and my English!' – S. Chen	'Harry Potter and Boys' Literacies' – J. Sunderland	'The effect of the global identity notion on EFL motivation' – O. Ozbak	'THE NATURE OF SPEAKING ASSESSMENT IN ETHIOPIAN SECONDARY SCHOOL ENGLISH LANGUAGE CLASSES' – T. DANIEL	A TRIBUTE TO JOHN GUMPERZ will continue till 16: 00 5 papers Organiser: Celia Roberts Other Speakers: Celso Alvarez Caccamo, Marilyn Martin-Jones, Marta Kirolova, Kathryn Woolard	<u>Gender and Language SIG</u> 'Gender and second language learning: the five discursive spaces in interaction' – H. Zhao	<u>Testing, Evaluation and Assessment SIG</u> 'The Impact of Formative Assessment Practice on Student Motivation in Spanish Primary Bilingual Schools' – R. Basse	<u>Language in Africa SIG</u> 'Quality translated learner and teacher support material: The missing link in educational achievement in South Africa?' – A. Kotze	<u>Intercultural Communication SIG</u> "I have no idea of British humour"- how 39 Chinese students accounted for their incomprehension of humour in British academic lectures' – Y. Wang	<u>Intercultural Communication SIG</u> 'We are international but are we intercultural? - A case of an international partnership university in China' – L. Wang	<u>UK Ling Ethnography SIG</u> 'An Ethnographic Study of Teaching Chinese as a Heritage Language and Foreign Language in Three Educational Contexts in the United Kingdom' – W. Lu	<u>Vocabulary Studies SIG</u> 'Comparing L1 and L2 vocabulary acquisition: An analysis of newly learned words' – D. Gablasova
12:30-13:00	'Bilingualism as the Medium of Instruction' – N. N. El Bacha	'YELLing communities: A social platform for sharing practice and reflection in pre-service and in-service teacher training' – M. Bortoluzzi	'The teachers' guide as a source of professional development: an analysis of the use of Eigo Note in Japanese elementary schools.' – B. Gaynor	'Perspectives and processes: Contextualising the translation of educational learner and teacher support material in multilingual South Africa' – A. Kotze	'Phonological Awareness, Vocabulary Size, and Poor Reading Comprehension' – Y. Sieh	'Rethinking the Role of Aptitude: Recent New Evidence' – B. VanPatten		<u>Gender and Language SIG</u> 'Cultural and Social Influence on the Awareness of Gender Role in English Textbooks in Taiwan' – Y. Hu	<u>Testing, Evaluation and Assessment SIG</u> 'Is Assessment for Learning appropriate in a context of teaching English as a foreign language to Young Learners?' – A. Turek	<u>Language in Africa SIG</u> 'Teaching early literacy through the local language in Uganda: An investigation into teacher competences' – A. Islei	<u>Intercultural Communication SIG</u> "...it already started very nice and in a funny way hher I hope it will continue like this': Laughter in English as a Lingua Franca (ELF) in university seminars.' – E. Greenhalgh	<u>Intercultural Communication SIG</u> 'New lines of intercultural business communication in the ESP domain: Entrepreneurial oratorical skills across the borders' – A. Zanola	<u>UK Ling Ethnography SIG</u> 'Complementary Schools in the Global Age:Tackling the Diversification of Students' Background' – C. Danjo	<u>Vocabulary Studies SIG</u> 'Vocabulary Attrition and Retention among Arabic speaking English Graduate Teachers' – T. Alharthi
1300-1400	Lunch (Room)													
14:00-14:30	'Pluralistic approaches : adapting language teaching to a globalizing world?' – R.	'Patterns of syntactic parsing: an insight into Chinese internati	'Triple Literacy: benefit or befuddlement? A study of the experiences of trainee	'Any chronic illnesses running in the family?' – C. V. Angelelli		'Social networking and language learning during residence abroad: the role of real		'Useful Expressions': Business English textbooks vs. naturally occurring business discourse; how	<u>Testing, Evaluation and Assessment SIG</u> 'The Influence of Conversation in Written Production during a Self-	<u>Language in Africa SIG</u> 'Student engagement as writers in Ethiopian universities: implications for	'Linguistic Interference in Crosscultural Communication'- H. W. Seliger	<u>Intercultural Communication SIG</u>	<u>UK Ling Ethnography SIG</u> 'Beyond genre-based analysis: Drawing on an Academic	

		Dahm	onal students' academic reading' – J. Liu	language teachers in a Welsh language context.' – J. Llewellyn-Williams		and virtual communities' – R. Mitchell		much do they have in common?' – J. Angouri	Assessment and Co-Assessment Task' – H. Martínez-Ciprés	practice' – R. Graham			Literacies perspective to explore personal statements for doctoral applications across institutional contexts' – Y. Chiu	
14:30-15:00	SIG Meetings: Language Learning and Teaching SIG (Room), Corpus Linguistics SIG (room), Gender and Language SIG (room), UK Linguistic Ethnography SIG (room), Intercultural communication SIG (room), Language in Africa SIG (room), Testing, Evaluation and Assessment SIG (room), Vocabulary Studies SIG (room)													
14:30 – 15:00	POSTERS AND REFRESHMENTS													

FRIDAY, 6 SEPTEMBER 2013

Room														
Chair														
15:00 – 15:30	'Implementing Portfolio Assessments to Increase Taiwanese Vocational Technology College Students' English Performance' – L. Hung	'Talking hands: teacher gestures in English language classrooms' – O. Sert	'Writing at and beyond university: socialization into a disciplinary community or crossing boundaries? – E. K. P. Kwan	'Developing pedagogical awareness in the UK Chinese literacy class' – Y. Chen	'Comparing language commissioner s: Language legislation, regulation, advocacy and governance in Canada, the Republic of Ireland and Wales' – D. Mac Giolla Christ	'Talking the talk? Gaelic language policy in public sector work' – G. Maclean	'The effects of verbal and musical memory on L2 language skills' – A. Kondo	'A Can-do study for Assessing the Writing Skills of Japanese University Students: Through Measuring Ten Affective Orientations' – W. Kobayashi	'A Study of the Frequency of Grammatical Errors in the compositions written by Spanish as a Foreign Language Students' – A. Ferreira	'Identity and variation in an online community of practice' – O. Ajilore	'A Trinity of Languages: the Changing Linguistic Landscape of Kazakhstan.' – I. Moore	'The Relations between Social Networks and Language Behaviour among the Georgian Ethnic Minorities in Luton' – E. Kandelaki	MULTIMODAL COLLOQUIUM PAPER: Evaluating Product Positioning in Consumers' Minds using Appraisal	COLLOQUIUM Creating new communities of practice in a minority language Convenor: N. Carty Paper 1: ' Paper 1 of Creating new communities of practice in a minority language: Language Revival from a Social Movement Perspective' – T. Currie Armstrong Paper 2: ' New Speakers, New Language? A pilot study of young Gaelic bilinguals' language practices.' M. MacLeod Paper 3: ' A data-driven approach
15:30 – 16:00	'Investigating Second Language Achievement among Students of the Sciences and Humanities' – S. Bordbar	'Focus on Form(s) and Meaning in a Technology-Enhanced Language Learning Environment (TELL)' – R. Naeb	'Writing for student employability: using systemic functional grammar to identify effective teaching methods in higher education' – A. Annesley	'Chinese as Cultural capital: empowering UK students from disadvantaged backgrounds through the learning of the Chinese language' – Y. Chen	'A look into how language issues can lead to marginalization or, on the contrary, socioeconomic development' – M. Begona	'Children's identities as speakers of different language' – R. Levine	'Second language acquisition: Listening before Speaking or Writing' – A. Serag	'Beyond assessment: Reflection and self-representation in university student e-Portfolios' – L. L. C. Wong	'Investigating the representation of adolescent L2 writers in high-stakes assessment scoring materials: A comparison of high- and low-scoring writing features' – J. Jeffery	'Boring, pompous and arrogant" or "funny, interesting, and HOT!" What university students really think of their professors!' – N. Millar	'Of anoraks and oysters: metaphors of social communication in the <i>Historical Thesaurus</i>' – W. Anderson	'The role of attitudes towards native and non-native varieties in the learning of Irish' – C. Flynn		

16:00 – 16:30	'The impact of phonetics lectures on Japanese EFL students; how their attitudes towards pronunciation have changed.' – K. Takahashi	'The CEFR: an approach to translating it for the classroom' - S. Sheehan	'Writing in Engineering : Pronoun Usage in Written Assignments by Chinese, British and Greek Students' – M. Leedham	'Mobile phones: can we utilise this type of mobile learning to aid language learners in passing their exams?' – R. Newman	'Creating space for Scots in contemporary Scottish educational policy and practice' – A. Shoba	'Language Revival from a Social Movement Perspective' – T. Armstrong	'Language variation and second language acquisition: A Study of Polish and Chinese speakers of Irish-English in Dublin, Ireland' – C. Diskin	'Incorporating Oral Proficiency Testing into Second Language Acquisition' – A. Serag	'Do bilinguals and multilinguals differ from monolinguals on measures of self-reported social network size?' – C. Kemp	'Building corpora and compiling pedagogical lists for university medical students' – S. Fraser	'Dingsbums and Dong Dong: Vague Language across Cultures' – J. Cutting	'Personal names in practice: A study of five Scottish communities' – E. Bramwell		to the development of a language learning framework for Scottish Gaelic' – N. Carty Paper 4: 'Communities of practice to mediate ownership problems in Gaelic corpus development' – M. McConville Paper 5: 'The language usage, ideologies and identities of Gaelic-educated adults in Scotland: A (past) community of practice?' – S. Dunmore
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FRIDAY, 6 SEPTEMBER 2013

16:30 – 17:00	Posters and Refreshments (Room)													
17:00 - 17:30	'Low proficiency students in the Thai tertiary context and their motivation to learn English' – N. Boonma	'A longitudinal analysis of English as a foreign language development' – J. A. Merino	'Students' View of Peer Feedback and Its Role in the Writing Class: A View from Ethiopia' – M. D. Lemma	'How language makes headlines: the representation of language issues in contemporary British news coverage' -	'Making sense of English language teaching policy for Japanese senior high schools from a discourse-ethnographic critical perspective' – M. Noda	'Towards A New Process Approach to Rate Test Format Difficulty' – A. Al Fraidan	'Influence of an already acquired variety of English on acquisition of British English' – N. A. R. Syed	'Different effects of written CF on the accurate use of targeted linguistic forms in writing tasks and grammar tests' – Q. Guo	'"Seeking a quick fix"? A corpus analysis of practitioners' and patients' constructions of depression and antidepressant therapies.' – D. Hunt	'A Study of Vocabulary Knowledge and Vocabulary Learning Strategies of Chinese EFL Learners' – N. Fan		'Language Ideologies and Language Performance in Educational Settings on the Diglossic Island of Cyprus' – F. Constantinou		Paper 6: 'Overcoming the 'Inertia Condition of Language Choice:' The Challenges faced by Heritage Speakers of Scottish Gaelic' – C. Smith-Christmas
17:30-18:00	'Effects of computer-mediated and face-to-face EFL classrooms in Japan on peer-	'Addressing linguistic accuracy in the foreign	'Modern telecommunications effect on Arabs attitude to use "Arabeezi" in	'Exploring e-learning about science in British Sign Language' – R. O'Neill	'Languages Policy and Planning in Galicia (1980-2010): Crisis and Aftermath'	'A Review of English as an Additional Language Provision:	'Reading-only vs. reading-while-listening: which is	'Lines of miscommunication: A language teacher	'METAPHORS OF THE MINORITY: EXPLORING THE NON-COLLOQUIA	'A corpus-based analysis of metaphorical uses of	'Networked' Identities: Changing Representations Of Europeaness	'Will Classroom Code-Switching Be A Solution For Transition Of	'Peer-Scaffolding during Collaborative Reading on the Tabletop	'Making the Political Personal: Categorization and self-presentation in the discursive

	peer negotiation of form'- N. Suzuki	language classroom: A case study.'- J. Vizmuller -Zocco	writing and the impact of it on none native speaker students' – S. Abu Saif		– F. Reyna	Intimations of New Directions' – C. Franson	better for the acquisition of L2 formulaic language?' – P. Szudarski	evaluation scheme in South Korea' – T. Choi	L ASPECTS OF WARAY' – J. Palagar	the high frequency noun <i></i> Challenges to Conceptual Metaphor Theory' - S. LI	' – F. Zappettini	Medium Of Instruction? – S. M. Low	Computer' – J. A. Maslamani	construction of political personae' – A. Fisher
18:00	Baal AGM													
2000 – 2300	Conference dinner (hotel)													

SATURDAY, 6 SEPTEMBER 2013

9:00 – 10:00	Plenary – Dr Svenja Adolphs , University of Nottingham, UK (room) Chair:														
10:00 – 11:00	Refreshments and posters														
Room															
Chair															
11:00 – 11:30	'We Wish but We Cannot: Willingness to Communicate among Pakistani learners of English' - M. Ali	'Phonological and morphosyntactic knowledge of derived English words by Japanese learners of English' – K. Ishikawa	'The Implementation of the Language Policy in Selected Lower Primary One Classrooms in Ghana' - M. Ansre	'Immersive education spaces: Scaffolding L2 development for EAP through virtual learning environments' – V. Antoniou	'Counterstories as acts of resistance: towards an understanding of whiteness through black talk' - M. Dasli	'The dynamics of situated motivation, emotion and cognition: unravelling the learning experience.' – F. Waninge	'Quality of Interpreting in Criminal Proceedings in Spain Under European Directive 2010/64/EU' – M. J. Blasco-Mayor	'A typology of communication alignment strategies' – G. Quinn	'<i></i> Tutor and student perspectives on the use of visuals in undergraduate assignments' – M. Leedham	'Corrective feedback and morphological accuracy in oral production' – D. Pili Moss	'Shuttling between languages: Defining interlinguistic mediation as translanguaging practice in the light of research results' – M. Stathopoulou	'How negligible is the writer's voice in medical knowledge dissemination texts?: the case of medical popularizations on the Internet' – I. Herrando-Rodrigo	'The design of an English collocations workbook to Portuguese speakers based on a Translation Learner Corpus' – A. Orenha-Ottaiano	COLLOQUIUM New Speakers in Minority Language Contexts: Ownership and Legitimacy CONVENOR: M. Puigdevall-Serralvo Paper 1: 'New speakers of Irish: proficiency, ideology and authenticity' – J. Walsh	COLLOQUIUM New kids on the block: issues and challenges in teaching English to young learners Convenor: F. Copland Chair:

														Paper 2: 'New speakers of Gaelic in Scotland: a first view' – W. M. McLeod Paper 3: 'New Speakers in Catalonia: Learning and Adopting Catalan in a Bilingual	
11:30 – 12:00	'Speech models for 'new' speakers of minority languages' – N. Ó Murchadha	'Coarticulatory effect on Mandarin speakers' perception of English contrast /s/-/z/' – Y. Li	'Can English be fair? On linguistic justice and the spread of English as a lingua franca' – G. Ferguson	'CALL AND EFFECTIVENESS AT THE LANGUAGE MODULES IN TRINITY COLLEGE DUBLIN: Class Design, attitudes and results' – V. Antoniou	'Evaluating Product Positioning in Consumers' Minds using Appraisal' – S. Bullo	'Under/overexplicitness in person reference by second-language learners of Japanese: a longitudinal perspective' – J. Lumley	'Teacher cognition and interaction - a discursive approach' – L. Li	Adapting the Map Task Research Tool' – 2 ND PAPER G. Quinn	'Oral corrective feedback on L2 writing: Two approaches compared' – R. Erlam	'The Comprehension of Passive Sentences by Mandarin-speaking Adolescents with Down's Syndrome' – Y. A. Lin	'Impact of systemic functional framework as a means to capture a teachers' growing reflective literacy: a case study of a Japanese English teachers' web-journal' – K. Tamai	'Online tagging as a linguistic practice' - D. Barton	'In search of indirect conveyance of evaluation in online news reports' – P. Jullian	Paper 5: 'From the outside in and the inside out: "new speaker" practices amongst Galician-speaking immigrants' – N. Bermingham Paper 6: 'Resistance from the below - motivations for change amongst new speakers of Galician' – F. Ramallo	
12:00 – 12:30	'English as a global	'A Corpus-based	'Is English really a	'English Language	'Hard-headed,	'Building bridges	'Are MA TESOL	Doing Hybridity:	'Collaborative Revision	'Spaces in-between	'What kind of Knowledge	'What do	'Challenging the		

	language: where to for pronunciation teaching?' – E. Poynter	Approach to Teaching Vagueness and Hedging through the Medium of Film' – S. Humphrey	"tyrannosaurus rex"? The practices of multilingual academics' – M. Kuteeva	Curriculum Innovation: Attitude, Practice and Challenges in Syria' – A. Alyasin	not soft-hearted': metadiscourse, pragmatism and morality in speeches on 'responsible capitalism' – J. Bennett	between content and language: CLIL investigated with a focus on academic language skills' – L. K. Sylvén	dissertations changing in Anglophone countries? The impact of a globalized education context' – P. Tavakoli	Deaf Children, German and German Sign Language, and the Third Space' – H. Eichmann	in L2 Writing; a Right Choice?' – A. Memari Hanjani	for language learning and language use' – Á. Furlong	about Language (KAL) can Applied Linguistics offer teachers who are supporting subject literacies in multilingual classrooms? A 'post modern' solution in Scotland.' – E. Daborn	adult L2 learners know about phonology after minimal exposure?' – Ho-Cheong Leung, A; N. Pavlovskaya Et.al	system of JUDGEMENT: A corpus-based approach' – H. SU		
12:30 – 13:00	'Language Development or Language Distortion? Attitudes towards language purism and change in the Maldives.' – N. Mohamed	'When I Speak English, I Feel That I Am A Canadian...' Bilingual Speakers' Language Choice and Their Identity Shift' – J. Fu	'Maintaining minority languages. Evidence from Italy' – C. Perta	'Effects of task repetition on language use and learning: Incorporation, fluency, and complexity' – E. Nakamura	'A linguistic exploration of politeness orientation in Jordanian and British culture: a Comparative Cross-Cultural Pragmatic Study' – N. Alkhalwaldeh	'Language use in the social media and its pedagogical implications on English as a second language in Ghana' – J. Anku	'From media of instruction to linguistic repertoires' – F. Willans	'A Limping Chicken Crosses the road. Increasing Deaf engagement with Applied Linguistics research using social media.' – J. Downie	'The role of working memory in typed copying tasks: a new perspective on writing activity' – L. Fontaine	'Does developing L2 through Task Sequencing in Laboratory or Pedagogic Contexts make any difference?' – M. Levkina	'Engaging the Superdiverse Repertoires of Adolescent Language Minority Students through (Unsanctioned) Peer Interaction' – A. Carhill-Poza	'Language, affect and the social order: articulations of grief and sociability in online spaces for mourning' – K. Giaxoglou	'Lexis and Phraseology: A Corpus-Driven Approach' – P. Hanks	IDENTITY AND VARIATION IN AN ONLINE COMMUNITY OF PRACTICE – O. Ajilore	
13:00 – 14:00	Lunch														
	Conference closing (room)														

Total: 33 posters
POSTERS (1/2) Thursday
20

POSTERS (2/2) Friday
13

