

	GREAT HALL	STEELHOUSE 1	STEELHOUSE 2	STEELHOUSE 3	WHITEHALL 1	WHITEHALL 2	WHITEHALL 3	STAFFORD 1			
Thursday 3rd	9.00-11.00	REGISTRATION AND COFFEE									
	11.00-11.30	Opening ceremony									
	11.30-12.30	Plenary paper: Introduced by <b>Christina Schaeffner</b> <b>Adrian Blackledge and Angela Creese, MOSAIC Centre for Research on Multilingualism, School of Education, University of Birmingham, UK</b> A theory of signs in two city meeting places									
	12.30-1.00	Poster presentation									
	1.00-2.00	LUNCH									
	2.00-2.30	Aston-invited colloquium: Introduced by <b>Judith Baxter</b> <b>Guy Cook and Ronald Carter</b> From Practice to Theory	<b>Masatoshi Sato and Mónica Frenzel</b> The potential for on-line language teaching: Video-based vs. face-to-face classrooms	<b>Mario Moya</b> Children being children: a case study on the experiences of young children learning languages in a nursery school	<b>Elaine Lopez</b> Article Instruction: Should insights from generative SLA research inform what is taught?	<b>Sue Wharton</b> Understandings of reflection within the student careers sector of UK Higher Education	<b>Khawla Badwan</b> More Theories, Less Certainty: (Un)thinking the Sociolinguistics of Mobility in Light of Arab Academic Sojourners' Trajectories in the UK HE	<b>Yohei Hirano</b> Obstacles to the acceptability of English resultative constructions by Japanese EFL learners and their over-acceptance of the causative 'make'	<b>Gerald Talandis Jr. and Theron Muller</b> Revisiting the action research cycle: Critically examining three cases of classroom-based language learning inquiry	Thursday 3rd	2.00-2.30
	2.30-3.00	<b>Zhu Hua</b> At the crossroad of theory and practice in the field of intercultural communication (contd)	<b>Hiroyuki Matsumoto and Chikako Aoki</b> Exploring EFL reading development as ecological systems in social contexts	<b>Denise Cameron</b> "I was really sad but now I am more comfortable": Dynamic contextual changes in the willingness to communicate of Iranian ESL learners in NZ	<b>Isabelle Lemee</b> "Pis donc, c'est come..." Discourse markers: a perspective on French in Canada	<b>Li Li</b> Examining teacher expertise through classroom interaction	<b>Huahui Zhao</b> Investigating teacher-supported peer assessment for EFL writing	<b>Sarah Gartland</b> The Influence of Context and Identity on the Expression of Critical Evaluation by MS: Health Sciences Students Writing a Scientific Review Paper	<b>Ana Carolina de Laurentis Brandao</b> A storied perspective for enabling and discussing EFL teacher development		2.30-3.00
	3.00-3.30	TEA									
	3.30-4.00	Aston-invited colloquium (contd): <b>Nelya Koteyko, Kevin Harvey, Daniel Hunt</b> Computer-mediated health communication: analysing online interaction and networking	Postgraduate forum followed by Postgraduate 'speed dating'	Colloquium: <i>New Directions in Modern Languages Research</i> <b>Ursula Lanvers</b> Chair <b>Simon Coffey</b> Beyond motivation: language learning, agency and the construction of relevance	<b>Daniel Fung</b> Breaking the boundaries: Development of a computer programming to tap into listening comprehension strategies during ESL classroom interaction	Colloquium: <i>Dialogical and distributed perspectives on language use and learning</i> <b>Line Brink Worsøe</b> Convenor <b>Line Brink Worsøe</b> Academic supervision: dialogical learning in action	Colloquium: <i>Characterising Interactional Competence in Higher Education</i> small group talk <b>Steve Walsh</b> Convenor <b>Shanru Yang and Khadija El-Wakal</b> Negotiation of Meaning and Interactional Competence	<b>Telja Kangasvieri</b> Motivated or not? Finnish L2 learners' motivational profiles	Colloquium: <i>Let's talk about translation</i> <b>Christina Schaeffner</b> Convenor <b>Graham Turner</b> It's still about the meaning of meaning: translation, interpreting, applied linguistics	Thursday 3rd	3.30-4.00
	4.00-4.30	<b>Caroline Tagg</b> Causing offence and being offended on Facebook: implications for 'context design' as a theory for understanding online interactions		<b>Florentina Taylor</b> The illusion of choice in UK optional Modern Foreign Language study	<b>Robert Lawson and Dave Sayers</b> Charting the history of applied sociolinguistics	<b>Stephen Cowley</b> Skilled linguistic action: making and suppressing self-presentation	<b>Kaya and Walsh</b> "Doing Negotiation" in Small Group Science Discussions	<b>Svetlana Vetchinnikova</b> L2 phraseology: An exception or the norm?	<b>Kirsten Malmkjær</b> Translation in language teaching: Policy and practice. New thoughts on an old relationship (with evidence).		4.00-4.30
4.30-5.00		<b>Linda Fisher</b> The role of metaphor in beliefs research in SLA: how does thinking influence behaviour in languages classrooms?		<b>Lei Zhang</b> Classroom discourse in content-based courses in higher education: A focus on teacher's metadiscourse	<b>Hannele Dufva</b> Psycholinguistics revisited: Remodelling speaker-hearers as agents-in-interactivity	<b>Chhat Atar</b> Teachers' clarification requests as other-initiation of repair	<b>Yoko Asari and Natsuyo Suzuki</b> Investigation of Teenage EFL Learners' Developmental Patterns of Question Forms: The effect of corrective feedback on do-fronting	<b>Gabriela Saldanha</b> Applied Linguistics in vivo: the inevitable and invisible nature of translation	4.30-5.00		
5.00-5.30	HSC SIG meeting			<b>Joe Bennett</b> The moral life of language	<b>Dongping Zheng, Ying Hu, Paul Thibault and Min Liu</b> Translanguaging for Coordination in Open-ended 3D Virtual Learning Environments	<b>Michael Grez and Yun Pan</b> Exploring Interactional Competence in NUCASE: lexis in Small Group Higher Education Talk	<b>QI Chen and Kazuki Hata</b> Exploring Embodied Interactions beyond Text	<b>Hissah Alruwaili</b> Just talking to my Filipino driver: Language Learner Autonomy in the Life of a Young Saudi Woman	5.00-5.30		
5.30-6.00		<b>Martin Edwards</b> The Snake and Mirrors of Linguistics: Challenging the hidden metaphors		<b>Alex Ho-Cheong Leung and Patrick Chi-Wai Lee</b> Chinese but not Chinese? A case study of identity in post-colonial Hong Kong	<b>Gwyneth James</b> International students' learning experiences: what narrative inquiry can teach us	<b>Yoko Sato</b> L2 pragmatic problems: Do short-term study abroad experiences help learners to reduce them?	<b>Ian Nakamura</b> Investigating alignment of a student's question and a teacher's response: A case of applying conversation analysis to reflective practice	<b>Mithila Vidwan</b> An Exploration of Canadian Teachers' Self-Efficacy Perceptions to Teach in Diverse Classrooms	5.30-6.00		
6.00-7.00	<b>The BAAL Book Prize</b> Drinks reception sponsored by The British Council including Purity beer tasting										
7.30-	DINNER										

	GREAT HALL	STEELHOUSE 1	STEELHOUSE 2	STEELHOUSE 3	WHITEHALL 1	WHITEHALL 2	WHITEHALL 3	STAFFORD 1		
Friday 4th	8.00-9.00		8.30-9.00 Open meeting: <i>British Council ELT Research Award scheme</i>	Poetry with Birmingham's Poet Laureate <b>Adrian Blackledge</b>						
	9.00-9.30		Language learning and teaching track: <b>Ken Fordyce</b> Chair <b>Alison Porter</b> Challenging Past Assumptions: Teaching the MFL Spoken and Written Word Simultaneously in English primary schools	Linguistic ethnography track: <b>Dave Sayers</b> Chair <b>Hania Salter-Dvorak</b> "Proofreading...it's a bit of a murky area isn't it? How lecturers' practices shape students' experiences: a case study of two masters' students.	New media track: <b>Ruth Page</b> Chair <b>Richard Badger and Tze Siang Choo</b> Wounding words : health care discourses on Twitter	Vocabulary studies track: Chair TBC <b>Ana Pellicer-Sanchez and Anna Siyanova-Chanturia</b> Learning Collocations from L2 reading: An eye-tracking study	Language, gender and sexuality track: <b>Jo Angouri and Helen Sauntson</b> Chairs Colloquium: <i>Language, gender, sexuality and applied linguistics: Breaking theory and exploring future avenues</i>	Corpus linguistics track: <b>Vander Viana</b> Chair <b>Yoshiyuki Notohara</b> Tense and aspect usage patterns of canonical verbs in the spoken English corpus	9.00-9.30	
	9.30-10.00	BAAL-invited colloquium: <b>Tim Grant</b> Convenor <b>David Wright</b> Testing the theory of dialect <b>Nicci MacLeod</b> The role of descriptive linguistics in the policing of online paedophile activity	<b>Rowena Hanan</b> Learning L2 German in the primary school classroom: An investigation into the effectiveness of explicit grammar instruction	<b>Rachel Heinrichsmeier</b> Appearance matters: a linguistic ethnographic perspective on researching the importance of appearance to older women	<b>Patrick Kiernan</b> Rethinking semiotic resources for exploring corporate identity in online websites	<b>Paul Pauwels</b> Lexical Frequency Profiles, Lexical Development and Writing Quality.	<b>Lucy Jones</b> "If a Muslim says 'homo', nothing gets done": Racist discourse and in-group identity construction in an LGBT youth group	<b>Fong Wa Ha</b> A comparative study of evaluative acts in classical concert reviews in British and Hong Kong newspapers	Teaching evaluation and assessment track: Chair TBC <b>Yixin Wang and Michael Daller</b> Factors Influencing the Study Success of International Students in the UK	9.30-10.00
	10.00-10.30	<b>Tim Grant</b> "Allow it!": Misunderstanding in Court Discussion led by <b>Malcolm Coulthard and Eszter Tóth</b>	<b>Emma Marsden, Rowena Hanan and Abigail Parrish</b> Engagement with research amongst Foreign Language education practitioners in the UK: Perceptions, problems and priorities	<b>Chisato Danjo</b> Unacknowledged Language Practices in a Global Age: An Analysis of Institutional Policies, and Individual Practices and Perceptions	<b>Eva Gredel and Ruth Mell</b> Asterisks in the New Media: Linguistic and semiotic violence strategies and agent positioning in Computer Mediated Communication (CMC)	<b>Dale Brown</b> Factors determining cue difficulty in a test of productive knowledge of collocations	<b>Ila Nagar</b> Communities of Practice and peripheral identities: A relationship reviewed (contd)	<b>Khadja Assulaimi</b> The construction of Wahhabi Islam in American newspapers post-9/11: A corpus-based study	<b>Carole Sedgwick</b> Investigating the needs of international nurses: insiders' perspectives	10.00-10.30
	10.30-11.00		<b>Yukie Saito</b> Effects of suprasegmental-based instruction on second language comprehensibility in meaning-oriented classrooms	<b>Sarah Atkins and Celia Roberts</b> Mad, bad or sad? Positioning the researcher in linguistic ethnography	<b>Leigh Clark and Abdulmalik Yusuf Ofemile</b> Language and Identity in Human Computer Interaction: a multimodal corpus approach	<b>Laura Vilkaitė</b> Extend the degree of knowledge: How do native speakers read non-adjacent collocations?		<b>Alexander Gilmore</b> The language of civil engineering research articles – a corpus-based analysis	<b>Sharon Harvey</b> Towards a coherent and comprehensive approach to languages in education: Breaking away from neoliberal and monolingual frames for education policy.	10.30-11.00
	11.00-11.30	COFFEE								



STAFFORD 2	G11	G63

<b>Sally Zacharias</b> <i>Unlocking the language demands of learning in a school science classroom in Scotland</i>	<b>Eszter Toth</b> <i>Forensic linguistics in Hungary</i>	<b>Nettie Boivin</b> <i>Multiliteracy practices for trans-migrant children and youth: Intercultural access to the local domain</i>
	<b>Ian Nakamura</b> <i>Some conversational challenges of talking to children on the radio: The case of the Chris Evans Breakfast Show</i>	<b>Maria D. Perez Murillo and Sachio Fujita-Round</b> <i>Korean and Spanish Speaking Diasporas in Tokyo: Two Case Studies of Children Becoming Bilingual</i>

<b>Eleni Mariou</b> <i>Linguistic diversity and competing language ideologies among speakers of standard and non-standard varieties</i>	<b>Alison Stewart</b> <i>Social stratification in language teacher identity: The case of Filipino English teachers in Japan</i>	<b>Keiko Imura</b> <i>The emergence of utterance schemas in foreign language learning at early stage: a longitudinal study of young Japanese learners' multi-word expressions</i>
<b>Dr D.S. Giannoni</b> <i>'An international journal publishing high quality, original research': Self-evaluative categories in a corpus of journal descriptions</i>	<b>Joanna Garbutt</b> <i>'So where does it show I'm breaking the light?': The use of 'so' by officers and suspects during interviews</i>	<b>Pia Pichler and Nathanael Williams</b> <i>'you're not ratchet pussy you're the daughter of the guy that sang achy breaky heart': authenticating indexicalities in young men's hip hop talk</i>
<b>Annalisa Zanola</b> <i>Health Communication and Public Speaking: Creativity and innovation through ESP transdisciplinarity</i>	<b>Peter McDonald</b> <i>Does Visualisation Support Listening Comprehension in Multimodal Texts?</i>	<b>Kahoko Matsumoto</b> <i>An Analysis of the Perceptions of Increasing Emphasis on English in Education and the Workplace in Japan</i>
<b>Richard Barwell</b> <i>Heteroglossia, indexicality and marginalisation in a second language mathematics classroom</i>	<b>Nora M. Basurto-Santos and Amanda Howard</b> <i>Adventures with Applied linguistics in Large Scale TESOL Research</i>	<b>Juliet Henderson</b> <i>Authorising Openness to Other as Intercultural Goal in Academic Writing</i>
<b>Ayako Tominari</b> <i>Gender and nationalism in Japanese newspaper coverage of football at the London Olympics</i>	<b>Samaneh Zandian</b> <i>Young learners in Iran and their perceptions of intercultural interaction: Some implications for language classrooms</i>	<b>Seiko Harumi</b> <i>The implicit role of classroom silence in Japanese EFL contexts</i>

STAFFORD 2	G11	G63
<b>Language in Africa track: Ross Graham Chair Charlyn Dyers</b> <i>The Conceptual Revolution in Linguistics – Implications for the Study of Koaps.</i>	<b>Linguistics and knowledge about language in education inaugural colloquium: Issues of meta-language</b> <b>Esther Daborn</b> <i>Convenor</i> <b>Urszula Clark</b> <i>Recontextualising knowledge about language as language and literacy across the secondary curriculum: a case study from Birmingham, UK</i> <b>Li Wei</b> <i>Translanguaging Language Education</i> <b>Constant Leung</b> <i>Metalinguage as Content: A view from the classroom</i>	<b>Diane Potts</b> <i>Changing practices, changing perceptions: EAL students' response to multimodal feedback</i>
<b>Taiwo Ilori</b> <i>Imagined Communities and language ideologies of senior secondary school students in Nigeria</i>		<b>Robert Sharples</b> <i>'I don't know why you waste your time with just stories': problematising authenticity and representation in linguistic ethnographies.</i>
<b>Colloquium: Exploring child and youth identity in a linguistic minority context. Appeal for a creative ethnographic approach.</b> <b>Catherine Levasseur</b> <i>Convenor</i> <b>Charlotte Selleck</b> <i>Multiple methods in Ethnography: different lenses through which to see language in context.</i> <b>Catherine Levasseur</b> <i>Draws, plays, and chaos: an ethnographic approach to study elementary schoolchildren identity representations</i>	<b>Peter McDonald</b> <i>The Challenges of Adapting CEFR for Non-European Contexts</i>	<b>Duygu Candarli</b> <i>The development of discontinuous sequences in non-native novice academic writing: A longitudinal study</i>

Colloquium contd: <b>Joke Dewilde</b> <i>How transcultural youth create places and spaces in writing</i> <b>Justine Dakin</b> <i>Hearing Pupil Voices: Using Vignettes in Linguistic Ethnography</i>	<b>Fiona English and Tim Marr</b> <i>Why Do Linguistics?</i>	
	<b>James Essex</b> <i>Ideologies of Globalization and Internationalization in Japanese Higher Education: The View From the Ivory Tower</i>	

<b>LiA SIG AGM</b>	<b>LKALE SIG AGM</b>	
--------------------	----------------------	--

<b>Elizabeth Miller</b> <i>Relational Agency: An Emerging Perspective in Applied Linguistics</i>	ICC track: <b>Alina Schartner Chair Jieun Kiaer and Noriko Iwasaki</b> <i>Korean-English bilingual children's use of multilingual and multimodal resources in communication</i>	<b>Aintzane Dolz and David Lasagabaster</b> <i>Delving into language teachers' motivation in English-medium instruction</i>
<b>Shuai Zhao</b> <i>New Direction in Second Language (L2) Writing Research: Investigation on development of writing in Chinese as a foreign language</i>	<b>Adrian Holliday</b> <i>Multiple discourses in developing intercultural awareness: everyday small culture formation on the run</i>	<b>Daniel Perrin</b> <i>Applied Linguistics and Multiple Framework Approaches: The Case of Investigating Language Awareness in the Newsroom</i>

<b>Sara Brennan and Bernadette O'Rourke</b> <i>The (Non?) Commodification of Language: A Critical Sociolinguistic Investigation of Attempts to Promote Language as an Economic Resource for Business</i>	<b>Celia Thompson</b> <i>Mobile languages and cultures: A dialogic approach to the analysis of students' narratives</i>	
<b>Elvis Yevudey</b> <i>Linguistic realities in Ghanaian classrooms: Beyond the language policy and curriculum design</i>	<b>Alina Schartner and Yoonjoo Cho</b> <i>Perceptions of 'internationalisation at home' and 'global citizenship' among higher education students and staff</i>	

<b>STAFFORD 2</b>	<b>G11</b>	<b>G63</b>
<b>Xiao Lan Curdt-Christiansen</b> <i>Family Language Policy in the Chinese Community in Singapore: A Question of Balance?</i>	<b>Tamiko Kondo and Rachel Wicaksono</b> <i>Challenging government policy on English language teaching in Japan through collaborative action research: Theory and method</i>	
<b>Lou Harvey and Jessica Bradley</b> <i>Researching performance and research in performance: Telling stories responsibly</i>	<b>Michael Kranert</b> <i>Applied Linguistics as studies of culture: The case of contrastive political discourse analysis</i>	
<b>Yanli Zou</b> <i>Multi-word Units in EAP Writing of Chinese EFL Learners: Examples from Business and management texts</i>	<b>Tess Fitzpatrick</b> <i>Age-related changes in lexical retrieval behaviour: a consequence of cognitive decline or accumulated learning?</i>	
<b>Chieri Noda and Zhu Hua</b> <i>'Reverse onigiri' and reversing roles? Manoeuvring interactional space and engagement in the eikaiwa classroom</i>	<b>Yaoyao Chen</b> <i>Towards a Multimodal Unit of Analysis</i>	