

# LED PROGRAMME | Tuesday 24 November 2015 | part one



Registration desk open												
7:30am - 8:00pm	ROOMS (Capacity)	OGGB3/260-092 (289)	OGGB4/260-073 (291)	OGGB5/260-051 (142)	CaseRoom1/260-005 (70)	CaseRoom2/260-057 (69)	CaseRoom3/260-055 (69)	260-040B (48)	260-040C (52)	260-205 (20)	260-307 (22)	260-323 (22)
8:00am - 8:25am		<b>BIL Symp. (S.)</b> He manu parirau rua: Implementing a simultaneous bilingual program <b>Lowman, C. et al.</b>	<b>ELE Symp. (S.)</b> International students in English-speaking countries <b>Hunter J. et al.</b>	<b>ELE</b> Towards justice & democracy in language education: Gender distinction in language learning <b>Boettger, H.</b>	<b>LPP</b> Rethinking diversity in language education: Towards a new philosophy of language & policy formulation <b>Masuku, J.</b>	<b>BIL</b> The development of Māori language pronunciation tool for Māori language learners <b>Keegan, P. &amp; Watson, C.</b>	<b>ELE</b> Creative criticality in multilingual texts <b>Choi, J.</b>	<b>ELE</b> Exclusion or success: A multifaceted approach to increase Pasifika performance in an EAP writing course <b>Matheson, N.</b>	<b>LPP</b> The multilayered impact of multilingualism on the educational achievement of pupils <b>Van Avermaet, P.</b>	<b>LPP</b> The meaning of multi-lingualism in Hong Kong language policy <b>Fleming, K.</b>	<b>ELE</b> The mess is all inside our heads: Peer observation & peer mentoring for reflective practice <b>Taylor, D.</b>	<b>BIL</b> The Mandarin syllable-final nasals spoken in Taiwan <b>Chu, M.</b>
8:25am - 8:30am		<b>BREAK TO MOVE BETWEEN SESSIONS</b>										
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8:55am - 9:00am		<b>BREAK TO MOVE BETWEEN SESSIONS</b>										
9:00am - 9:25am		<b>BIL Symp. (S.)</b> He manu parirau rua: Implementing a simultaneous bilingual program <b>Lowman, C. et al.</b>	<b>ELE Symp. (S.)</b> International students in English-speaking countries <b>Hunter J. et al.</b>	<b>ELE</b> Using controversial humor as a springboard for exploring cultural boundaries in language classes <b>Rucynski, J. &amp; Neff, P.</b>	<b>BIL</b> Cross-curricular Japanese language use in mainstream Australian secondary schools: A focus on affordances <b>Turner, M</b>	<b>BIL</b> Kei waho, kei te moana! Promoting Māori/English bilinguals: A journey into an alphabet <b>Skerrett, M.</b>	<b>ELE</b> Short stories of a language teacher's imagined identities: A (very) longitudinal study <b>Barkhuizen, G. &amp; Pahulu, A.</b>	<b>LIT</b> "We don't do unfamiliar texts": Access to literacy in secondary English classrooms <b>Rozas, C.</b>	<b>LPP</b> New migration patterns in EU and mother-tongue tuition in EU immigrant languages <b>Siner, M.</b>	<b>LPP</b> Investigating language policy implementation in IB world schools: A closer examination of Asian contexts <b>Bhalla, S. &amp; Wiley, T.</b>		<b>ELE</b> English-speaker accents, perceptions of speakers & value-judgements: Perspectives from a lingua franca context <b>Buckingham, L.</b>
9:25am - 9:30am		<b>BREAK TO MOVE TO PLENARY SESSION</b>										
9:30am - 10:30am	Lecture Theatre 260-098	<b>KEYNOTE SPEAKER: Professor Elana Shohamy</b> , Professor of Language Education at the School of Education, Tel Aviv University <b>Linguistic landscape: Interpreting and critiquing societies and transforming language learning</b>										
10:30am - 11:00am		<b>MORNING TEA IN THE TRADE EXHIBITION AREA</b>										
11:00am - 11:25am		<b>LPP Symp. (Invited)</b> Languages in a devolving UK <b>Leung, C. et al.</b>	<b>LPP Symp. (S.)</b> Recognizing the linguistic landscapes multilingual students inhabit <b>Morales, P. Z. et al.</b>	<b>ELE Symp. (S.)</b> The complement to post-entry language assessment <b>Read, J. et al.</b>	<b>ELE</b> Bilingual theories, critical realities: A CDA of teacher subjectivities & dispositions toward EAL students <b>Villers, H. &amp; Davy, B.</b>	<b>ELE</b> Beyond English: Tensions in pre-departure EAP pedagogies <b>Widlin, J. &amp; Malthus, C.</b>	<b>LIT</b> The expression of critical thinking through academic text <b>Bruce, I.</b>	<b>ELE</b> White guys in Asia: Dilemmas of diversity for English language educators <b>Appleby, R.</b>	<b>ELE Symp. (S)</b> Early impact findings: Samoan dual language texts <b>Brooking, K. et al.</b>	<b>ELE</b> German adolescents in NZ colleges - would they profit from more grammar? <b>Sauer, L.</b>	<b>LPP</b> Policy as representations & framings: Frictions in civic debates about CEFR in Vietnam <b>Nguyen, V H.</b>	
11:25am - 11:30am		<b>BREAK TO MOVE BETWEEN SESSIONS</b>										

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part two



ROOMS (Capacity)	OGGB3/260-092 (289)	OGGB4/260-073 (291)	OGGB5/260-051 (142)	CaseRoom1/260-005 (70)	CaseRoom2/260-057 (69)	CaseRoom3/260-055 (69)	260-040B (48)	260-040C (52)	260-205 (20)	260-307 (22)	260-323 (22)
11:30am - 11:55am		LPP <b>Symp. (Invited)</b> Languages in a devolving UK <b>Leung, C. et al.</b>	LPP <b>Symp. (S.)</b> Recognizing the linguistic landscapes multilingual students inhabit <b>Morales, P. Z. et al.</b>	ELE <b>Symp. (S.)</b> The complement to post-entry language assessment <b>Read, J. et al.</b>	ELE Navigating cultural diversity in the migrant language class: Managing conflict & developing intercultural competence <b>Brookie, H.</b>	ELE Using imagery to improve students' 2nd language fluency <b>Yoshikawa, E.</b>	LIT Classroom talk to co-create written text <b>Macnaught, L.</b>	BIL A Commonwealth culture course: Bringing diversity to a monocultural, monolingual classroom <b>Wilby, C.</b>	ELE Symp. (S) Early impact findings: Samoan dual language texts <b>Brooking, K. et al.</b>	ELE Thought patterns & verb tenses: A case study of international students <b>WITHDRAWN</b> Writing English essays <b>Petchprasert, A.</b>	LPP English-medium instruction for international students of Chinese education <b>WITHDRAWN</b> Nguyen, H.
<b>BREAK TO MOVE BETWEEN SESSIONS</b>											
11:55am - 12:00pm											
12:00pm - 12:25pm		LPP <b>Symp. (Invited)</b> Languages in a devolving UK <b>Leung, C. et al.</b>	LPP <b>Symp. (S.)</b> Recognizing the linguistic landscapes multilingual students inhabit <b>Morales, P. Z. et al.</b>	ELE <b>Symp. (S.)</b> The complement to post-entry language assessment <b>Read, J. et al.</b>	ELE Professional service for supporting diverse language learners <b>Liaven Nucamendi, M.</b>	ELE Using listening portfolios to promote agency in English language learners <b>Andrew, M.</b>	LIT Ways of acknowledging & reducing epistemological distance between p/g students & supervisors <b>Franken, M.</b>	LPP Language policies, practice & diversity: Voices of students <b>Murata, K. &amp; Iino, M.</b>	ELE Symp. (S) Early impact findings: Samoan dual language texts <b>Brooking, K. et al.</b>	ELE Assessment of ELLs in NZ primary schools: Purposes, principles, & practices <b>Edwards, S.</b>	
<b>LUNCH IN THE TRADE EXHIBITION AREA</b>											
12:25pm - 1:25pm											
12:30pm - 12:55pm	<b>POSTER SESSIONS</b> <ul style="list-style-type: none"> <li>LIT - Young Brazilians' digital media use and conceptualization: implications for digital literacy pedagogies; <b>Anjos-Santos, L. - WITHDRAWN</b></li> <li>LPP - Supporting schools to increase student engagement in learning New Zealand Sign Language and Asian languages; <b>Benge, F. &amp; McHardie, S.</b></li> </ul>										
12:55pm - 1:20pm	<b>POSTER SESSIONS</b> <ul style="list-style-type: none"> <li>ELE - Developing linguistic competence of inhibited foreign students by emotional appeal through literary texts in the ESL context; <b>Dronamraju, S.</b></li> <li>BIL - Identity and intercultural issues of Chinese dialect speakers as heritage language learners; <b>Fang, X.</b></li> </ul>										
1:25pm - 1:50pm	LPP <b>Symp. (Invited)</b> Indigenous culturally sustaining-revitalizing pedagogy <b>McCarty, T. &amp; Nicholas, S. et al.</b>	BIL <b>Symp. (Invited)</b> Education and multilingualism <b>Gorter, D. et al.</b>	ELE Model minorities & "integrated immigrants": Framing diversity as the neo-liberal consumer <b>Chun, C.</b>	LIT <b>Symp. (L)</b> Improving Chinese primary students' English literacy <b>Wang, Q. et al.</b>	ELE Teaching the long view - the complexity of knowledge <b>Fitzgerald, R. &amp; Willis, A.</b>	ELE Problem based learning in a linguistically & culturally diverse classroom <b>Tay, J.</b>	LPP <b>Symp. (L)</b> Mainstreaming languages & cultures in national curricula <b>Harvey, S. et al.</b>	ELE Critical thinking in East Asian students' English academic writing <b>McKinley, J.</b>	LPP <b>Symp. (L)</b> Reshaping language policy in Vanuatu education <b>Willans et al.</b>	ELE Teacher beliefs on L1 use in the multilingual classroom <b>Tan, C.</b>	BIL Grammar instruction as a prerequisite for word recognition <b>Baal, B. &amp; Oskarsson, L.</b>
1:50pm - 1:55pm	<b>BREAK TO MOVE BETWEEN SESSIONS</b>										
1:55pm - 2:20pm	LPP <b>Symp. (Invited)</b> Indigenous culturally sustaining-revitalizing pedagogy <b>McCarty, T. &amp; Nicholas, S. et al.</b>	BIL <b>Symp. (Invited)</b> Education and multilingualism <b>Gorter, D. et al.</b>	ELE Teacher professional reading in a TESOL programme: Catering for diversity <b>Gray, S.</b>	LIT <b>Symp. (L)</b> Improving Chinese primary students' English literacy <b>Wang, Q. et al.</b>	ELE Understanding the context of university EFL development in China through narrative frames <b>Gu, P.</b>	ELE Can low level adult ELL produce creative language in a constraint-led task? <b>Naik, V.</b>	LPP <b>Symp. (L)</b> Mainstreaming languages & cultures in national curricula <b>Harvey, S. et al.</b>	ELE Understanding the rules of engagement in articulation programs: Chinese international students & English academic writing <b>Montes, C.</b>	LPP <b>Symp. (L)</b> Reshaping language policy in Vanuatu education <b>Willans et al.</b>	LPP Language of learning & teaching in a multilingual school environment. What do teachers think? <b>Klapwijk, N.</b>	BIL Language education locally - exam at the university <b>Halonen, L.-J. &amp; Oskarsson, L.</b>
2:20pm - 2:25pm	<b>BREAK TO MOVE BETWEEN SESSIONS</b>										

# LED PROGRAMME | Tuesday 24 November 2015

part three



ROOMS (Capacity)	OGGB3/260-092 (289)	OGGB4/260-073 (291)	OGGB5/260-051 (142)	CaseRoom1/260-005 (70)	CaseRoom2/260-057 (69)	CaseRoom3/260-055 (69)	260-040B (48)	260-040C (52)	260-205 (20)	260-307 (22)	260-323 (22)
2:25pm - 2:50pm	LPP <b>Symp. (Invited)</b> Indigenous culturally sustaining-revitalizing pedagogy <b>McCarty, T. &amp; Nicholas, S. et al.</b>	BIL <b>Symp. (Invited)</b> Education and multilingualism <b>Gorter, D. et al.</b>	ELE Teacher educators' perceptions of TBLT: A Vietnamese case <b>Tran-Dang, K-L.</b>	LIT <b>Symp. (L)</b> Improving Chinese primary students' English literacy <b>Wang, Q. et al.</b>	BIL Third language acquisition - the influence of L2 on L3 <b>Huang, L.</b>	ELE Statistical Analysis and Introspection on Research Situation of Foreign Language Teaching Under CALL Environment <b>Shi, Z</b>	LPP <b>Symp. (L)</b> Mainstreaming languages & cultures in national curricula <b>Harvey, S. et al.</b>	ELE Stimulating EFL pre-service teachers' metacognition through group feedback in writing skills <b>Nguyen, T. H.</b>	LPP <b>Symp. (L)</b> Reshaping language policy in Vanuatu education <b>Willans et al.</b>	LPP Chances & obstacles of language policy within the Malawian education system <b>Kretzer, M.</b>	LPP Everyday vocabulary in a multilingual situation <b>Baal, B.</b>
<b>AFTERNOON TEA IN THE TRADE EXHIBITION AREA</b>											
2:50pm - 3:20pm	LPP <b>Symp. (Invited)</b> Indigenous culturally sustaining-revitalizing pedagogy <b>McCarty, T. &amp; Nicholas, S. et al.</b>	BIL <b>Symp. (Invited)</b> Education and multilingualism <b>Gorter, D. et al.</b>	ELE Preparing regular classroom teachers for culturally & linguistically diverse classrooms: Challenges to policy & practice <b>Peter, L.</b>	LIT <b>Symp. (L)</b> Improving Chinese primary students' English literacy <b>Wang, Q. et al.</b>	ELE Selected readings of original English works <b>Zeng, J. &amp; Zhang, X.</b>	LPP Digital technology policy in English language education: Contexts of influence & practice <b>Nguyen, L.</b>	LPP <b>Symp. (L)</b> Mainstreaming languages & cultures in national curricula <b>Harvey, S. et al.</b>	LPP Globalisation vs. diversity: A case study of communicative language teaching in Vietnam <b>Normand-Marcconnet, N.</b>	LPP <b>Symp. (L)</b> Reshaping language policy in Vanuatu education <b>Willans et al.</b>	BIL Looking at indigeneity and its 'representation' in Latin America <b>Benton Zavala, A.</b>	
<b>BREAK TO MOVE BETWEEN SESSIONS</b>											
3:45pm - 3:50pm	LPP <b>Symp. (Invited)</b> Indigenous culturally sustaining-revitalizing pedagogy <b>McCarty, T. &amp; Nicholas, S. et al.</b>	BIL <b>Symp. (Invited)</b> Education and multilingualism <b>Gorter, D. et al.</b>	ELE Being & becoming TESOL educators: Embodied & experiential learning via practicum <b>Razoumova, O. &amp; Andrew, M.</b>	LIT <b>Symp. (L)</b> Improving Chinese primary students' English literacy <b>Wang, Q. et al.</b>	BIL Chinese oral narrative skills among bilingual children learning Chinese as a second language <b>Li, L. &amp; Au, S. Y.</b>	ELE Developing communicative competence through social media & literary texts <b>Dronamraju S.</b>	LPP <b>Symp. (L)</b> Mainstreaming languages & cultures in national curricula <b>Harvey, S. et al.</b>	LPP The initial phase of material development for MTB-MLE in the Philippines <b>Suarez, C.</b>	LPP <b>Symp. (L)</b> Reshaping language policy in Vanuatu education <b>Willans et al.</b>	LPP EFL teachers & policy makers: Two parallel worlds <b>WITHDRAWN Garcia, A.</b>	
3:50pm - 4:15pm	LPP <b>Symp. (Invited)</b> Indigenous culturally sustaining-revitalizing pedagogy <b>McCarty, T. &amp; Nicholas, S. et al.</b>	BIL <b>Symp. (Invited)</b> Education and multilingualism <b>Gorter, D. et al.</b>	ELE Teacher writing during the EAL practicum <b>WITHDRAWN Austin, J. &amp; Nguyen, M.</b>	ELE Levels & sources of foreign language anxiety among Saudi EFL learners: A proposed model <b>Alrabai, F.</b>	ELE Pragmatic transfer from Chinese to English in emails among EFL students in Taiwan <b>Huang, L.</b>		LPP <b>Symp. (L)</b> Reshaping language policy in Vanuatu education <b>Willans et al.</b>	LPP The notion of language planning in the education system of the Bahamas <b>McPhee, H.</b>	LPP <b>Symp. (L)</b> Reshaping language policy in Vanuatu education <b>Willans et al.</b>	BIL Developing 2nd language proficiency in bilingual learners: A collaborative action research <b>Perera, M. &amp; Kularathne, S.</b>	
<b>BREAK TO MOVE TO PLENARY SESSION</b>											
4:15pm - 4:20pm	LPP <b>Symp. (Invited)</b> Indigenous culturally sustaining-revitalizing pedagogy <b>McCarty, T. &amp; Nicholas, S. et al.</b>	BIL <b>Symp. (Invited)</b> Education and multilingualism <b>Gorter, D. et al.</b>	ELE Teacher writing during the EAL practicum <b>WITHDRAWN Austin, J. &amp; Nguyen, M.</b>	ELE Levels & sources of foreign language anxiety among Saudi EFL learners: A proposed model <b>Alrabai, F.</b>	ELE Pragmatic transfer from Chinese to English in emails among EFL students in Taiwan <b>Huang, L.</b>		LPP <b>Symp. (L)</b> Reshaping language policy in Vanuatu education <b>Willans et al.</b>	LPP The notion of language planning in the education system of the Bahamas <b>McPhee, H.</b>	LPP <b>Symp. (L)</b> Reshaping language policy in Vanuatu education <b>Willans et al.</b>	BIL Developing 2nd language proficiency in bilingual learners: A collaborative action research <b>Perera, M. &amp; Kularathne, S.</b>	
4:20pm - 4:45pm	LPP <b>Symp. (Invited)</b> Indigenous culturally sustaining-revitalizing pedagogy <b>McCarty, T. &amp; Nicholas, S. et al.</b>	BIL <b>Symp. (Invited)</b> Education and multilingualism <b>Gorter, D. et al.</b>	ELE Teacher writing during the EAL practicum <b>WITHDRAWN Austin, J. &amp; Nguyen, M.</b>	ELE Levels & sources of foreign language anxiety among Saudi EFL learners: A proposed model <b>Alrabai, F.</b>	ELE Pragmatic transfer from Chinese to English in emails among EFL students in Taiwan <b>Huang, L.</b>		LPP <b>Symp. (L)</b> Reshaping language policy in Vanuatu education <b>Willans et al.</b>	LPP The notion of language planning in the education system of the Bahamas <b>McPhee, H.</b>	LPP <b>Symp. (L)</b> Reshaping language policy in Vanuatu education <b>Willans et al.</b>	BIL Developing 2nd language proficiency in bilingual learners: A collaborative action research <b>Perera, M. &amp; Kularathne, S.</b>	
4:45pm - 4:50pm	<b>BREAK TO MOVE TO PLENARY SESSION</b>										
4:50pm - 5:50pm	Lecture Theatre 260-098	<b>KEYNOTE SPEAKER: Professor Jasone Cenoz, Professor of Research Methods in Education at the University of the Basque Country, UPV/EHU Translanguaging and minority languages: A threat or an opportunity?</b>									
5:50pm - 7:30pm	<b>Multilingual Matters Evening Reception</b> Level 1, Owen Glenn Building, The University of Auckland Kapa haka performance by Ngā Puna o Waiōrea / Western Springs College kapa haka national champions										