The Applied Linguistics ALAA/ALANZ/ALTAANZ Conference 2024

25-27 November 2024 | The University of Tasmania | Launceston, Tasmania, Australia

Sunday 24 November 2024		
12:00 – 1:00	Registration Open	*Atrium* *Rivers Edge Building*
Building	**Rivers Edge Building**	**The Workshop Building**
Room	Room 308	Room 128
1:00 – 3:00	Workshop: TransAcquisition Pedagogy: An Indigenous Kaupapa Māori perspective on the biliterate development of emergent bilingual learners *Dr Sophie Tauwehe Tamati, University of Auckland*	Workshop: Academic Publishing for Early Career Academics – Insights from the Australian Review of Applied Linguistics (Exclusive for ECRs) *Associate Professor Peter Crosthwaite, University of Queensland*
3:00 – 3:30	Afternoon Refreshments	*Atrium* *Rivers Edge Building*
3:30 – 5:30	Workshop: Exploring interactional competence: The influence of L1 communication styles on speaking test performance *Associate Professor Noriko Iwashita, University of Queensland* *With thanks to our sponsor* **IELTS**	

Monday 25 November 2024

Time										
8:00 – 9:10	Registration Open + Arrival Tea and Coffee									*Tramsheds Room 28&29*
9:10 – 9:20	Welcome and Housekeeping *Stephanie Richey, University of Tasmania*									*Tramsheds Auditorium*
9:20 – 9:25	Welcome to Country *David Warrener (Head of Service Riawunna, UTAS*									
9:25 – 9:30	Official Opening *Professor Victoria Carrington, Head of School, School of Education, UTAS*									
9:30 – 10:30	Keynote Presentation 1: 2023 Penny McKay Memorial Award: Evaluating the fairness and validity of interpretations and uses of remote Aboriginal students' national reading test performances *Dr Leonard Freeman, Charles Darwin University*									
10:30 – 11:00	Morning Refreshments									*Tramsheds Room 28&29*

Building	Library Building	Rivers Edge Building							Workshop Building	Tramsheds
Room	Room 216	Room 403A	Room 308	Room 305	Room 204	Room 120	Room 118	Room 304	Room 128	Auditorium
Strand	1.1 Language and technology	1.2 Psycholinguistics	1.3 Language teaching, incl specific languages and TESOL	1.4 Language teaching, incl specific languages and TESOL	1.5 (Second) language acquisition and learning	1.6 Analysis of discourse and interaction	1.7 Language, culture and identity	1.8 Bi/multilingualism and bi/multilingual education	1.9 Language planning and policy	1.10 Colloquium
Chair:	Dr Levi Durbidge	Dr Neda Chepinchikj	Dr Reginald D'Silva	Viet Nguyen	Ivana Domazetoska	Dr Morena B Magalhaes	Mr Erik Mustad	DN Joshi	Jing Li	Prof Rod Ellis
11:00 – 11:25	1.1.1 Adopting WeChat for Intercultural Education in Chinese University Contexts *Dr Fan Li, Shandong Normal University*	1.2.1 Testing experimental-based models of the associations between teacher emotional support, students' basic psychological needs, emotions, and emotional engagement *Professor Fakieh Alrabai, King Khalid University*	1.3.1 Explorations of Japanese Teachers of English implementing tasks in their secondary school classrooms *Brent Cotsworth, University of Queensland*	1.4.1 Supporting multilingual learners in New Zealand schools: Program models and teacher preparedness *Dr Naashia Mohamed, Dr Christine Biebricher, University of Auckland*	1.5.1 Picture versus Glossing: Which one is more beneficial for incidental vocabulary learning? *Mahnaz Aliyar, Victoria University of Wellington Dr Haijuan Yan, Ocean University of China Dr Anna Siyanova-Chanturia, Victoria University of Wellington*	1.6.1 Discourse of International Branding and Marketing of Higher Education: A Case Study for Multimodal Semiotic Analysis of University Webpages *Dr Helena Sit, The University of Newcastle*	1.7.1 Supports and Barriers to Cultural Equity, Diversity, and Inclusion for Academic Staff in a University Setting *Associate Professor Amanda Baker, Dr Erika Matruglio, University of Wollongong*	1.8.1 Multilingual Storytelling in Early Childhood Classrooms *Dr Gill Pennington, Macquarie University*	1.9.1 The challenges of writing: The "long and winding road" of belonging to academia *Dr Ana Maria Benton, The University of Auckland*	1.10.1 Colloquium 1: Measuring second language pragmatic competence: A psycholinguistic perspective *Prof Rod Ellis Curtin University Prof Carsten Roever, Prof Natsuko Shintani, Prof Rhonda Oliver*
11:30 – 11:55	1.1.2 The integration of Large Language Model (LLM) in learning-oriented reading assessment practice at K-12 level *Ziqi Chen, Dr Wei Wei, Dr Yiqian (Katherine) Cao, The University of Melbourne Trinity College*	1.2.2 'He broke the coconut but the coconut didn't break': An eye-tracking study on event realisation and its processing in Sinhala learners of English *Dr Norbert Vanek, University of Auckland; Dr Bimali Indrarathne, University of York; Dr Sujeewa Hettiarachchi, University of Sri Jayewardenepura; Dr Štěpán Matějka, Charles University*	1.3.2 Digital vs Handwriting – Which method is better for Japanese kanji and vocabulary learning? *Dr Hiromi Muranaka-Vuletich, Western Sydney University*	1.4.2 Exploring EFL Student Plagiarism: Content Analysis of Final Assignments in Indonesian Higher Education *Melgis Dilkawaty Pratama, The University of Newcastle*	1.5.2 Pragmatic development of Australian learners of Chinese in routine formulae *Wei Li, University of Tasmania*	1.6.2 Capturing complexity in secondary History writing in multicultural classrooms *Prof Honglin Chen, A/Prof Erika Matrulgio, Margaret Turnbull, Dr Anne Hellwig University of Wollongong*	1.7.2 ESL teachers in Quebec: Language identity, politics, proficiencies and the profession *Dr Caroline Riches, Dr. Philippa Parks, Katherine Hardin McGill University*	1.8.2 Transforming research to pedagogy through the ELEMS Project; How Embodied teaching and learning assists young students from language backgrounds other than English *Dr Jonnell Uptin, The University of Sydney*	1.9.2 Language Development vs Language Support: Applying Critical Discourse Analysis to Two Australian Universities' Policies on Student Linguistic Capabilities *Dr Bronwen Dyson, University of Sydney*	

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Chair:	Dr Levi Durbidge	Dr Neda Chepinchikj	Dr Reginald D'Silva	Viet Nguyen	Ivana Domazetoska	Dr Morena B Magalhaes	Mr Erik Mustad		Jing Li	Prof Rod Ellis
12:00 – 12:25	1.1.3 Exploring Different Ways Chinese Primary School EFL Teachers Perceive and Integrate Technology into Teaching Practices *Jingwen Gu, Massey University*	1.2.3 A unit of instruction in stance and engagement strategies for inexperienced graduate writers: What did it reveal and how did it assist? *Dr Rosemary Wette, University of Auckland*	1.3.3 Development of Linguistic Confidence Through the Eyes of the Self-Determination Theory *Dr Adrian Leis Tohoku Gakuin University*	1.4.3 Collaboration and learning opportunities: Exploring EFL learners' co-construction of English argumentative writing *Zishan Qin, Dr. Anne Feryok, University Of Otago*	1.5.3 Effects of L2 Motivational Selves on Emotions of Chinese as Second Language Learners: A Structural Equation Modelling Approach *Junzhe Li, Professor Linda Tsung 1The University Of Sydney*	1.6.3 Being co-present in the world: Deafblind signers and support workers in interaction *Dr Louisa Willoughby, Dr Meredith Bartlett, Dr Jim Hlavac, Dr Shimako Iwasaki, Dr Howie Manns, Mr Dennis Witcombe, Dr Meredith Prain, Monash Unversity*	1.7.3 Navigating Linguistic Diversity in a Globalising World: Korean bilinguals' perspectives on World Englishes, Korean English, and Konglish *Dr Colum Ruane, The City University Of Macau*		1.9.3 Time for change?: regional language speaker perspectives on language policy in France *Edoardo Brunetti, RMIT University*	Colloquium 1: Continuation
12:30 – 1:30	Lunch and Poster Presentations									*Tramsheds Room 28&29*
1:30 – 2:30	Keynote Presentation 2: TransAcquisition: A culturally and linguistically sustaining pedagogy to improve the academic achievement of emergent bilingual students in reading and writing at school *Dr Sophie Tauwehe Tamati, University of Auckland*									*Tramsheds Auditorium*

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Strand	2.1 Language and technology	2.2 Language in academic and professional contexts	2.3 Language teaching, incl specific languages and TESOL	2.4 (Second) language acquisition and learning	2.5 (Second) language acquisition and learning		2.7 Language, culture and identity	2.8 Language assessment and testing	2.9 Language planning and policy	2.10 Presentation
Chair:	Tiare Gonzalez	Renee Holdsworth	Alicia X G Sanhueza	Thi Huynh	Claudia Kunschak		Kailing Zhou	Ms Xue Xiao	Dr Morena B Magalhaes	Dr Adrian Leis
2:35 – 3:00	2.1.1 Language learning entanglements: A New Materialities approach to Virtual Exchange *Dr Levi Durbidge, University of The Sunshine Coast*	2.2.1 Supporting emerging academic writers: a review of source-based writing advice on university websites and in academic writing guidebooks *Natalia Petersen, Victoria University of Wellington*	2.3.1 Investigating technical vocabulary and trades education in Pacific contexts *Professor Averil Coxhead, Dr. Honiara Amosa Victoria University of Wellington*	2.4.1 Enhancing English Tense and Aspect Acquisition for Second Language Learners (Saudi Arabic Speakers): A Pedagogical Approach Based on the Aspect Hypothesis *Banan Alhajaji, The Unversity of Queensland*	2.5.1 A Usage-Based Study of Preposition Pied-piping and Stranding: Effects of Phrasal Frequency and Collocational Strength *Henan Duan, Monash University Dr Helen Zhao, Dr Jonathon Lum , The University of Melbourne*		2.7.1 'Ambassadors' in foreign language classrooms: language assistants' intercultural awareness in New Zealand's multilingual school settings *Constanza Tolosa, Christine Biebricher, University of Auckland*	2.8.1 Exploring features salient to experts in integrated speaking tasks *Dr Lyn May, Dr Sathena Chan, Queensland University of Technology*	2.9.1 Miao Families' Dynamic Family Language Policy in Response to the Intertwined Impacting Factors —— A Case Study in Guizhou Province, China *Fangshu Wang, Massey University*	2.10.1 Equity in health profession education: Academics' perceived challenges in assessing written reflections *Dr. Averil Grieve, Dr. Amir Rouhshad, Dr. Elpida Petraki, Alan Bechaz, Monash University*

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Chair:	Tiare Gonzalez	Renee Holdsworth	Alicia X G Sanhueza	Thi Huynh		Thu Ha Bui		Ms Xue Xiao	Dr Morena B Magalhaes	Dr Adrian Leis
3:05 – 3:30	2.1.2 Struggles and Challenges: A narrative inquiry into early-career teachers' professional development trajectories *Prof Yoshiyuki Nakata, Prof Andy Gao, Doshisha University, UNSW*	2.2.2 Languages Teacher Associations: Driving and innovating Languages education *Kelsey Cooper, Yvette Slaughter, Colleen Barclay, Lester Ford, Enaam Darido, Darcy Fitzgerald, Teresa Montague, Prue Roveta, Candice Slingerland, Nathan Williams, Anita Wood, Modern Languages Teachers' Association of Tasmania*	2.3.2 Applying a Game-Based American Simulation Pedagogy to Teach Norwegian Students the English Language *Dr Erik Mustad, University Of Agder*	2.4.2 Empowering young and low-proficiency L2 learners: Comparing the collaborative oral languaging of teacher and peer Feedback *Dr Carrie Xin Peng, School of Languages and Linguistics*		2.6.2 Learning the language of the colonised: A personal case study of a Third Age learner *Dr Denise Cameron, AUT*		2.8.2 Gender differences in IELTS test performance, independent and integrated writing performance and reported test-taking strategy use *Assoc Prof Aek Phakiti, The University of Sydney*	2.9.2 Interrogating problematisations of language in Australian early education policy *Naomi Fillmore, University of Queensland*	2.10.2 "Low on HP? BUFF UP DUDE!" Gamers' EFL learning motivation *Dr Balázs Fajt, Budapest Business University*
3:30 – 4:00	Afternoon Refreshments									*Tramsheds Room 28&29*

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Strand	3.1 Pragmatics and intercultural communication		3.3 Language teaching, incl specific languages and TESOL	3.4 (Second) language acquisition and learning		3.6 Community and heritage language education	3.7 Language, culture and identity	3.8 Corpus linguistics	3.9 Translating and interpreting	3.10 Colloquium
Chair:	Dr Wei (Lucy) Li		Constanza Tolosa	Viet Nguyen		Jiyoung Kim	DN Joshi	Helios Li He	Banan Alhajaji	Laura Chien and Averil Grieve
4:00 – 4:25	3.1.1 Acquiring Pragmatic and Intercultural Communicative Competence in Japanese Elementary English Classes. A Case Study Report *Dr Julian Chapple, Dr Shoichi Matsumura, Ryukoku University*		3.3.1 Applied linguistics in Australia: A TESOL perspective *Prof Elke Stracke, University of Canberra ,* *Prof Honglin Chen, University of Wollongong*	3.4.1 Beyond disinterest: Unravelling the complex tapestry of language learning motivation in Tasmanian schools *Dr Stephanie Richey, University of Tasmania*		3.6.1 Enhancing Inclusive Teaching in Community Language Schools in NSW *Yajuan Zhang, Nelson Lo, University of Sydney*	3.7.1 I do keep a few Kiwi friends. Like we have a neighbour… : The importance of willingness to communicate in migrant resettlement *Dr Denise Cameron, AUT*	3.8.1 Growth in students' writing across the curriculum throughout an undergraduate degree *Dr Rachael Ruegg, Victoria University of Wellington*	3.9.1 Subtitled university educational videos and mind-wandering: evidence from experience sampling, eye movements, and learning outcomes *Mariana Yonamine, UNSW*	3.10.1 Colloquium 2: Applied linguistics in health care settings and health professions education: Bridging gaps for equity and safety *Laura Chien (Convenor, Australian National University), Dr. Maria Dahm Assoc/Prof. Louisa Willoughby Alan Bechaz Dr. Averil Grieve (Convenor, Monash University) Dr. Catherine Cook Dr. Sharon Yahalom*

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Strand	3.1 Pragmatics and intercultural communication	3.2 Indigenous languages	3.3 Language teaching, incl specific languages and TESOL	3.4 (Second) language acquisition and learning		3.6 Sociolinguistics	3.7 Language, culture and identity	3.8 Corpus linguistics	3.9 Translating and interpreting	3.10 Colloquium
Chair:	Dr Wei (Lucy) Li	Robert Ah Wing	Constanza Tolosa	Viet Nguyen		Jiyoung Kim	DN Joshi	Helios Li He	Banan Alhajaji	Laura Chien and Averil Grieve
4:30 – 4:55	3.1.2 L2 humor competency training for online verbal irony *John Rucynski, Dr. Peter Neff, Okayama University*	3.2.2 Strengthening Indigenous language learning with the use of digital games in Sámi classrooms *Line Reichelt Føreland, University of Agder, Kristiansand, University of Lappland*	3.3.2 Visualizing pedagogy that strengthens Vietnamese high school students' written argumentation *Mr Hoang Han Le, University of Wollongong*	3.4.2 Factors influencing number marking errors in English nouns: A study of Chinese learners of English *Dongchen Yao, The University of Queensland*		3.6.2 Ukrainian migrant teachers' professional transition in Australia: Linguistic barriers *Larysa Chybis, Curtin University*	3.7.2 Language Attitudes in Tasmania: Unveiling the Learning and Teaching Context *Dr Andy Bown, Dr Mairin Hennebry-Leung, Dr Steph Richey, Dr Frances Fan,Dr Isabel Wang, Dr Nita Novianti, University of Tasmania*	3.8.2 Exploring the affordances of LLMs for stance and engagement in academic writing *Zhishan Mo, Assoc Prof Peter Crosthwaite, University of Queensland*	3.9.2 Translating and Interpreting for a just society- What? Why? How? *Dr Nadine Normand-Marconnet, Juanjuan Ba, Monash University*	Colloquium 2: Continuation
5:00 – 5:25	3.1.3 Dynamic Change from Nonverbal Impoliteness to Politeness: Interpreting Socio-cultural Pragmatics of Māori Haka *Dr Ping Yang, Western Sydney University*	3.2.3 Linguistic landscape of Finnmark, Norway – and ways of language revitalization *Assoc Prof Tom Flaten, University of Agder*	3.3.3 Supporting teachers with task-based language teaching through shared reflective practice *Dr Karen Ashton, Massey University*	3.4.3 Task-based language teaching for beginner learners of L2 French: an experimental study *Associate Professor Rosemary Erlam, Professor Rod Ellis, University of Auckland*		3.6.3 Examining linguistic diversity and discrimination in New Zealand higher education *Professor Stephen May, Dr Mi Yung Park, University of Auckland*	3.7.3 Trans-speakerism: Voices of Japanese university professors *Dr Takaaki Hiratsuka.Ryukoku University*	3.8.3 Self-mentions in applied linguistics: Subdisciplinary, paradigmatic and diachronic variation patterns *Xue Xiao, University of Otago*	3.9.3 Intersemiotic translation as a space for gender equity and environmental protection: An ecofeminist analysis of the translation of 'Green Snake' *Dr. Zhongli Yu, Qiyao Zhang, The University of Nottingham*	
5:30 – 5:55			3.3.4 Teacher Education and Global Englishes Language Teaching: A Case Study in an Indonesian University *Anggara Jatu Kusumawati, University of Sydney*	3.4.4 Navigating emotional labor and emotional capital in the Chinese university EFL classroom *Weiwei Liu, Victoria University of Wellington*			3.7.4 English-only to only English: Changing views of language in West Australian primary schools *Prof Toni Dobinson, Dr Carly Steele , Curtin University*	3.8.4 Who says men can never change? – A corpus-based study of recent changes in the use of the Chinese plural suffix men *Dr Angela Cook, Ms Dongchen Yao The University of Queensland*	3.9.4 Expert-novice differences in hesitation patterns during simultaneous interpreting *Dr Xiaoyu Zhao, Monash Suzhou Research Institute, Monash University*	
6:00 – 8:00	Welcome Reception									*Atrium* *Rivers Edge Building*

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Time	Session	Location
8:30 – 9:00	Arrival Tea and Coffee - ALAA AGM	*Tramsheds Room 28&29*
9:00 – 10:00	ALAA AGM ALANZ AGM	*Tramsheds Auditorium* *Rivers Edge, Room 308*
10:00 – 10:30	Registration Open + Arrival Morning Refreshments	*Tramsheds Room 28&29*
10:30 – 10:35	Welcome and Housekeeping	*Tramsheds Auditorium*
10:35 – 11:35	Keynote Presentation 3: Studies on interaction for a just society: a case of assessment *Associate Professor Noriko Iwashita, University of Queensland*	*Proudly Sponsored by ILSC Education Group* Tramsheds Auditorium

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Chair:	Dr Adrian Leis	Prof Averil Coxhead	Zishan Qin	Anggara Kusumawati	Andy Bown	Larysa Chybis	Viet Nguyen	Fangshu Wang	Naomi Fillmore	Dr Bronwen Dyson	Dr. Rachael Ruegg
11:40 – 12:05	4.1.1 Exploring ChatGPT feedback on L2 writing: The case of languages other than English *Alicia Ximena Gazmuri Sanhueza, Franciele Spinelli, David Wijaya The University of Queensland*	4.2.1 Effects of university entry pathways and disciplines on international EAL undergraduate students' academic achievement *Xina Jin, Victoria University of Wellington*	4.3.1 "Guerra, conflicto y violencia": understanding the construal of organised violence in Spanish *Dr Alexandra Garcia, The University of Sydney*	4.4.1 Academic honesty in the shadow of AI: How specification grading and e-portfolios can help; An example from an ESP course in Canada *Dr Sepideh Fotovatian, SFU Department of Economics*	4.5.1 Social Justice in an EFL Teacher Education Program: A Critical Literacy Approach *Dr Nita Novianti, Universitas Pendidikan Indonesia, University of Tasmania*	4.6.1 Towards a fairer start: Working with parents and carers as children's first language teachers *Ingrid Stannard, University of Tasmania*		4.8.1 The interconnection of language, culture and identity revitalisation in an intercultural space *Assoc Prof Susan Huhana Mlcek, Charles Sturt University*	4.9.1 Exploring multilingual identity of Chinese university students: Scale development and validation *Jun Shi, University of Cambridge*	4.10.1 How long does it take? New evidence on the English language learning progression of Australian EAL students *Dr Olivia Groves, Dr Lucy Lu, Associate Professor Jenny Hammond, Dr Wai Yin Wan, Australian Education Research Organisation*	4.11.1 Colloquium 3: Register and metadiscourse in academic and professional writing: Four corpus-based studies *Dr. Rachael Ruegg (Convenor, Victoria University of Wellington) Dr. Jean Parkinson Dr. Rosemary Wette Xiao Xue*
12:10 – 12:35	4.1.2 A task-based instruction using online interaction to enhance speech and perceived intercultural communicative competence *Prof Atsushi Iino, Hosei University, University of Melbourne*	4.2.2 Feedback and doctoral student writing *Professor Brian Paltridge, University Of Sydney*	4.3.2 Identity labels and their use: A corpus-based analysis of terms of reference in newspaper coverage of Aboriginal and Torres Strait Islander people(s) and issues *Carly Bray, University of Sydney*	4.4.2 Getting explicit about explicit teaching: How teacher talk apprentices learning in secondary History *Margaret Turnbull, University of Wollongong,NSW Department of Education*	4.5.2 The development of TESOL teacher trainees' beliefs and knowledge of translanguaging through a workshop on translanguaging *Keith Cheng Lin, The University of Sydney*	4.6.2 L2 proficiency and emoji use in online dyadic text chat *Xingcheng Wang, University of Melbourne*	4.7.2 Promoting Social Justice in Sport: Applying Linguistic Research in a Sports Organisation *Stephanie Foxton, University of Canterbury*	4.8.2 Language ideologies, social hierarchies and the double-edged sword of community engagement in the multilingual Korean community in Australia *Dr Jiyoung Kim, Dr Soyeon Kim, Dr Lucien Brown, Dr Daniel Pieper, Monash University*	4.9.2 "你就正常说话不行吗": Critical language awareness in and through everyday translanguaging *Lei Xia, Victoria University of Wellington*	4.10.2 Beyond Language Learning: The Social and Emotional Drivers of Networked Family Language Policy in Transnational Families *Priyanka Bose, Professor Xusesong Gao, Emeritus Professor Sue Starfield, UNSW; Dr. Nirukshi Perera, Curtin University*	

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12:40 – 1:05	4.1.3 Democratisation of Student Mobility: Navigating Online Intercultural Exchange in Internationalisation at a Distance *Dr Nadine Normand-Marconnet, Dr Jeremy Breaden, Dr Thu Do, Dr Lucas Santos, Monash University*	4.2.3 The role of Kapa Haka in the revitalisation of Māori language and self-determination *Leanne Kerehoma, Dr Hilary Smith, Massey University*	4.3.3 Metadiscursive Verbs in Academic Writing *Helios Li He, Victoria University of Wellington, Nanchong Vocational and Technical College*	4.4.3 The effects of input (multi)modality on learner engagement in task performance *Michael Sadeghi, Dr Helen Zhao, Prof Jill Wigglesworth, The University of Melbourne*	4.5.3 A Quasi-Experimental Investigation of Cognitive Linguistics-Informed Concept-Based Language Instruction *Helen Zhao, The University of Melbourne*	4.6.3 Exploring Chinese EFL learners' self-regulated strategies in learning spoken English beyond the classroom: A case study *Haixia Wang, Massey University*	4.7.3 Emoji positioning and interactional functions in L2 online dyadic text chat *Xingcheng Wang, University of Melbourne*	4.8.3 Equity, access, and opportunity: International students building bridges *Claudia Kunschak, Ritsumeikan University*	4.9.3 Team-teaching in Higher Education: A Multilingual Approach *Dr Sepideh Fotovatian, SFU Department of Economics*		Colloquium 3: Continuation
1:10 – 2:10	Lunch and Poster Presentation ALTAANZ AGM									*Tramsheds Room 28&29* *Tramsheds Auditorium*	
2:10 – 3:10	Keynote Presentation 4: *Asserting language sovereignty (through use of palawa kani)* Annie Reynolds and Daisy Allan, the palawa kani Language Program, Tasmanian Aboriginal Centre										*Tramsheds Auditorium*

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Room	Room 216	Room 403A	Room 309	Room 308	Room 305	Room 204	Room 120	Room 118	Room 304	Room 128	Auditorium
Strand	5.1 Research design and methodology	5.2 Indigenous languages	5.3 Corpus linguistics	5.4 Language and technology	5.5 Language teaching, incl specific languages and TESOL	5.6 (Second) language acquisition and learning	5.7 Community and heritage language education	5.8 Language, culture and identity	5.9 Language planning and policy	5.10 Colloquium	5.11 Colloquium
Chair:	Susan Mlcek	Dr Levi Durbidge	Dr Neda Chepinchikj	A/Pr Rosemary Erlam	A/Prof Noriko Iwashita	Dr Toshiyuki Nakamura	Banan Alhajaji	Thu Ha Bui	Dr Xiaofang Yao	Dr Hilary Smith	Prof Heyoung Kim
3:15 – 3:40	5.1.1 Measuring depth of processing for L2 writing: a systematic review *Atsushi Doi, Ms YoKo Fujisawa, Dr Natsuko Shintani, Kansai University*	5.2.1 Distraction in First Nations languages: A call to re-centre language rights and language learner diversity *Dr Carly Steele, Professor Rhonda Oliver, Curtin University*	5.3.1 L1 Acquisition of the Semantic Network of a Polysemous Preposition 'Over': A Corpus-based Study *Simona Padvelskyte, Dr Helen Zhao, Ivana Domazetoska, The University of Melbourne*	5.4.1 Exploring ChatGPT-Supported activities to enhance academic reading and writing skills for Chinese PhD students *Prof Linda Tsung, The University of Sydney*	5.5.1 Creating digital picture books in the second language classroom *Assoc Prof Christèle Maizonniaux, Flinders University*	5.6.1 Exploring Learner Emotion and Emotion Regulation in the English as a Foreign Language Classroom *Misako Kawasaki, Waseda University*	5.7.1 Enhancing Language Attainment and Engagement: Innovative Approaches to Motivating Australian Secondary Students in Chinese Language Learning *Dr Helena Sit, The University of Newcastle, Newcastle, Haoliang SunXin, Jin Shan Chinese Language and Culture School*	5.8.1 French as a foreign language (FLE) teachers' ideas of language and cultural identities *Dr Maidy Giber, Unisa graduate and presently student*	5.9.1 Echoes of Language Ideologies: Unveiling Ideologies in Cross-Cultural Families in Australia and South Korea *Soyeon Kim, Monash University*	5.10.1 Colloquium 4: Storytelling as post-colonial resistance in Gamilaraay, an Aboriginal language of NSW *Dr Hilary Smith (Convenor, Australian National University, Winanga-Li Aboriginal Child and Family Centre) Mr Brendan (Odee) Welsh Renee Holdsworth Vanessa Dobson Rebecca Holland A/Prof. Chris Orchard*	5.11.1 Colloquium 5: AI-based Automatic Speaking Assessment: Challenges and Opportunities for L2 Learners Facing Limited English-Speaking Opportunities in Their Home Country *Prof Heyoung Kim (Convenor, Chung-Ang University) Prof Jin-Hwa Lee Prof YunDeok Choi*

Tuesday 26 November 2024

Building	Library Building	Rivers Edge Building				N/A				Workshop Building	Tramsheds
Room	Room 216	Room 403A	Room 309	Room 308	Room 305		Room 120	Room 118	Room 304	Room 128	Auditorium
Strand	5.1 Research design and methodology	5.2 Indigenous languages	5.3 Psycholinguistics	5.4 Language teaching, incl specific languages and TESOL	5.5 Language teaching, incl specific languages and TESOL		5.7 Community and heritage language education	5.8 Language, culture and identity	5.9 Language assessment and testing	5.10 Colloquium	5.11 Colloquium
Chair:	Susan Mlcek	Dr Levi Durbidge	Dr Neda Chepinchikj	A/Pr Rosemary Erlam	A/Prof Noriko Iwashita		Banan Alhajaji	Thu Ha Bui	Dr Xiaofang Yao	Dr Hilary Smith	Prof Heyoung Kim
3:45 – 4:10	5.1.2 Narrative Inquiry into English Language Teacher Researchers' Perceptions of Qualitative Research Method *DN Joshi, Aruna Karki, The University of Auckland*	5.2.2 Bridging Theory and Practice: Effective Curriculum Development for First Nations Languages in Cape York *Ragnel Jansdotter, Dr Jie Yang, Lillian Bowen, Pama Language Centre*	5.3.2 Distributional Cue Integration in English Native and Non-Native Speakers' Mental Representations of the as-Predicative Construction *Ivana Domazetoska, Dr Helen Zhao, The University of Melbourne*	5.4.2 Exploratory Practice puzzling as praxis-oriented pronunciation teacher learning in Australian adult migrant EAL education *Skye Playsted, The University of Queensland*	5.5.2 Multilingual Pedagogies in EAL/D Teacher Education for Haryanvi Diasporic Speakers in Australia and New Zealand *Ajay Malik Jawaharlal Nehru University, Central University of Rajasthan, Indian Council of Social Science Research*		5.7.2 How does Family Language Policy impact community language maintenance into adulthood? Findings from the Australia-wide study on "Japanese as Community Language" *Dr Kaya Oriyama, University of Melbourne*	5.8.2 Identities of Non-English-Dominant Teachers-in-Training: Alignments and Tensions *Itsaraphap Moonthiya, The University of Sydney*	5.9.2 Domain insiders' view of the appropriateness of language assessment for teacher registration in Australia *Xiaoxiao Kong, University of Melbourne*	Colloquium 4: Continuation	Colloquium 5: Continuation
4:10 – 4:45	5.1.3 Concentric Circles: Data Collection and Analysis *Yi Sun, UNSW*		5.3.3 Processing of semantic prosody in the first and second language *Mr Zhentong (Francis) Zhan, Irina Elgort, Anna Siyanova-Chanturia, Victoria University of Wellington*	5.4.3 Investigating Teachers' Agency in the Application of Task-Based Language Teaching in Indonesian Universities: An Ecological Perspective *Nissa Mukti, The University of Queensland*	5.5.3 Does task type influence the effectiveness of practice using oral task repetition in L1? *Prof Masaki Date, University of Fukui*		5.7.3 Hosting a community language school: What makes a "good host"? *Dr Janica Nordstrom, University of Sydney*	**5.8.3 Language assessment and testing - Rapid Fire** **4:10 – 4:15** Designing Out Cheating in English for Specific Purposes (ESP) Courses *Dr Sepideh Fotovatian, SFU Department of Economics*	5.9.3 Assessing L2 interactional competence in mobile text chat *Xingcheng Wang, University of Melbourne*		
4:45 – 6:30	*Delegates' Free Time*										
6:30 – 10:00	Conference Dinner (ticketed event) *With thanks to our sponsor* IELTS 35									*Boathouse Centre Launceston*	

Wednesday 27 November 2024

8:30 – 9:00	Registration Open + Arrival Tea and Coffee								*Tramsheds Room 28&29*
9:00 – 9:05	Welcome and Housekeeping								*Tramsheds Auditorium*
9:05 – 10:05	Keynote Presentation 5 (Via Zoom): Equitable access to language learning for neurodiverse students in classroom settings: Past achievements and future directions *Professor Judit Kormos, Lancaster University*								*Tramsheds Auditorium*
10:05 – 10:30	Morning Refreshments								*Tramsheds Room 28&29*
Building	**Library Building**	**Rivers Edge Building**							**Workshop Building**
Room	Room 216	Room 403A	Room 308	Room 305	Room 204	Room 120	Room 118	Room 304	Room 128
Strand	6.1 Language and technology	6.2 Language in academic and professional contexts	6.3 Language teaching, incl specific languages and TESOL	6.4 (Second) language acquisition and learning	6.5 Research design and methodology	6.6 Analysis of discourse and interaction	6.7 Language, culture and identity	6.8 Language assessment and testing	6.9 Language planning and policy
Chair:	Alicia Ximena Gazmuri Sanhueza	Thi Huynh	DN Joshi	A/Prof Noriko Iwashita	Dr Reginald D'Silva	Susan Mlcek	Dr. Averil Grieve	Viet Nguyen	Dr Bronwen Dyson
10:30 – 10:55	6.1.1 Development of a language-independent system that automatically evaluates oral reproduction tasks using AI and state-of-the-art speech engineering technology *Prof Yutaka Yamauchi, Soka University*	6.2.1 Academic writing and feedback support for undergraduates: Why does it matter? *Dr Neda Chepinchikj, Dr Joyce Wu, University Of New South Wales*	6.3.1 Humor in online language teaching: Opportunities and challenges *Peter Neff, Doshisha University, John Rucynski, Okayama University*	6.4.1 Exploring how different types of phonetic training affect the pronunciation learning of L2 English consonants *Ruri Ueda,The Australian National University*	6.5.1 The Samoan Tatau: A Samoan Indigenous Research Methodology *Sam Amosa, Malotau Lafolafoga, The National University of Samoa*	6.6.1 Construction of prestige on the About Us webpages of Australian and Chinese universities *Dr Zuocheng Zhang, University of New England*	6.7.1 The Interplay of Language, Culture, and Identity: Insights from Non-Native English Teachers in Australia *Magda Smith, ILSC Sydney*	6.8.1 Exploring the Dual Impact of AI in PELA: Potentials and Pitfalls *Tiancheng Zhang, Dr Morena Botelho de Magalhaes, Associate Professor Rosemary Erlam, The University of Auckland*	6.9.1 Supporting Language Learning Motivation in the Primary-Secondary School Transition *Dr Stephanie Richey, Dr Mairin Hennebry-Leung, Prof Xuesong (Andy) Gao, Dr Gary Bonar, University of Tasmania*

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Chair:	Alicia Ximena Gazmuri Sanhueza	Thi Huynh	DN Joshi	A/Prof Noriko Iwashita	Dr Reginald D'Silva	Susan Mlcek	Dr. Averil Grieve	Viet Nguyen	Dr Bronwen Dyson
11:00 – 11:25	6.1.2 Using digital technologies with English as an Additional Language children in Australian classrooms: A systematic review *Thu Ha Bui, Deakin University*	6.2.2 The Lived Experiences of a Journal Editor: An Autoethnographic Case Study *Dr Michael Burri, University of Wollongong*	6.3.2 The characteristics of highly motivated language teachers and their enjoyment-related experiences: A comparison with low-motivation teachers *Takeshi Onodera, The University of Queensland*	6.4.2 How Much Complexity Leads to Better Essays? Exploring Lexical, Syntactic, and Meaning-Based Features *Dr Sachiko Yasuda, Kobe University*	6.5.2 Pleasure or Pressure: Unveiling the Dual Impact of Creative Language Materials on Rural EFL learners *Kailing Zhou, The University of Auckland*	6.6.2 Confessing in 240 characters: A study of confessional discourse in @fesshole on Twitter/X *Dr Andrew Ross, University of Canberra*	6.7.2 An Auto-ethnographic Study of Discovering Self-identity as a Teacher: Learning and Becoming *Sabera Begum, Mtc Australia*		6.9.2 Equity, access and opportunity for plurilingual and pluricultural stakeholders in the NSW field of education: What's the policy say? *Dr Germana Eckert, University of Technology Sydney*
11:30 – 11:55		6.2.3 International Postgraduate Students' Research Writing Experiences in the Australian Higher Education Context *Prof Jeong-Bae Son, Dr Sang-Soon Park, University of Southern Queensland*	6.3.3 Why classroom climate matters: The role of co-regulation and socially shared regulation experienced by Japanese EFL students *Prof Yoshiyuki Nakata, Prof. Andy Gao, Doshisha University*	6.4.3 The Effects of Syntactic and Discourse Cues on L1 and L2 English Article Usage: A Competition Model Study *Mr Yucong (Patrick) Huang, Dr Helen Zhao, The University of Melbourne*	6.5.3 Translanguaging as a negotiated process: Co-construction of translanguaging practices in collaborative writing tasks *Dr Elena Pirovano, The University of Melbourne*	6.6.3 Types and Functions of Questioning in online EMI lectures at Indonesian Polytechnic Institutes *Condra Antoni, The University of Newcastle, Politeknik Negeri Batam*	6.7.3 Disability terminology – how language shapes thinking and practice *Dr Sonja Molnar, Prof PhD Keith McVilly, Lesley Champion, University of Melbourne*	6.8.3 Effect of collocation type and proficiency on collocation density of speaking test performances *Dr Ivy Chen, The University of Melbourne, Dr Katsunori Kanzawa, Kyoto Institute of Technology*	

The Applied Linguistics ALAA/ALANZ/ALTAANZ Conference 2024 Program

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Strand		6.2 Language teaching, incl specific languages and TESOL	6.3 Language teaching, incl specific languages and TESOL		6.5 (Second) language acquisition and learning	6.6 Analysis of discourse and interaction	6.7 Language, culture and identity		
Chair:		Thi Huynh	DN Joshi		Dr Reginald D'Silva	Susan Mlcek	Dr. Averil Grieve		
12:00 – 12:25		6.2.4 Dictionary dynamics: How EFL learning motivation shapes learners' attitudes towards dictionary use *Dr Balázs Fajt , Dr. Katalin P. Márkus , Dr. Mátyás Bánhegyi, Budapest Business University*	6.3.4 Differentiated Instructional Practices: A narrative inquiry of Nepal's EFL Teachers *DN Joshi, Aruna Karki The University of Auckland, Auckland*		6.5.4 Deliberate Learning of English Opaque Idioms via Spaced and Massed Practice by Low, Mid, and High L2 Proficiency Level Learners *Kamal Heidari, Dr. Anna Siyanova-Chanturia, Dr. Irina Elgort, Victoria University Of Wellington*	6.6.4 Fostering multiliteracies of ethnic minority students: A collaborative AI-assisted analysis of the virtual linguistic landscape *Dr Xiaofang Yao, The University of Hong Kong*	6.7.4 Chinese Adult English Learners' emerging L2 Identity and tension *Beatrice Wang, University of Queensland*		
12:30	Closing Session								*Tramsheds Auditorium*

Poster Presentations
Tramsheds – Room 28&29

Monday 25 November – 12:30pm – 1:30pm	Tuesday 26 November – 1:10pm – 2:10pm
Poster 1: Acquisition of English Tense and Aspect by Chinese and Japanese Learners: Focusing on Related L1 Morphological Markers **Ms Yuka Fujii**, *Prof Yuichi Ono* *University of Tsukuba, Japan*	Poster 9: Describing Longitudinal Development of Interactional Competence: A Two-year Case Study **Ms Akiko Kiyota** *Tokyo University of Foreign Studies, Japan*
Poster 2: Enhancing Interdisciplinary Understanding Through Polysemy: A Linguistic Approach to Equity and Access **Miss Wenshu Geng** *Beihang Uiversity, China*	**Poster 10:** Motivation in language learning: Bakhtinian considerations **Dr Toshiyuki Nakamura** *Australian National University, Australia*
Poster 3: Implementing Flipped Classroom for EFL Writing Instruction at an Indonesian Preservice EFL Teacher Education Program **Mr Husnawadi Husnawadi**[1] *Canberra University, Australia, Universitas Islam Negeri Mataram, Indonesia*	**Poster 11:** The evaluation by ChatGPT of Japanese essay by foreign language learners considering syntactic linguistic features **Ms Ayaka Obata**, *Prof. Takumi Tagawa, Prof. Yuichi Ono* *University of Tsukuba, Japan*
Poster 4: The acquisition of count/mass distinction by Japanese learners of English: consideration from offline and online experiments **Ms Runo Inagawa**, *Professor Yuichi Ono* *University of Tsukuba, Japan*	**Poster 12:** Maintaining Chinese and its varieties as a heritage language in Inner Circle countries: A scoping review. **Miss Xinrui Song** *University of Tasmania, Australia*
Poster 5: Teaching Indonesian EFL Student Translators CAT Tools: A Photovoice Methodology **Ms Lilik Istiqomah**, *Dr. Ping Yang*[1], *Dr. Hiromi Muranaka-Vuletich* *Western Sydney University (WSU), Australia*	**Poster 13:** The learnability and development of functional structure by Korean learners of English: focusing on the optionality of the complementizer "that" **Ms Kasumi Takahashi**, *Professor Yuichi Ono* *University Of Tsukuba, Japan*
Poster 6: An Exploration of the Relationship between Teacher Talk and Student Agency in Saudi University EFL Classrooms **Rozan Kuryyim** *Western Sydney University, Australia*	
Poster 7: A shift in online processing strategy from L1 to L2 for Japanese learners of English: access to transitivity Information and the role of case marker **Miss Reina Mogushi**, *Professor Yuichi Ono* *University of Tsukuba, Japan*	
Poster 8: Investigating students' attitudes towards completing a screening language assessment **Ms Rachel Rogan**, **Dr Tiancheng Zhang** *University of Auckland, New Zealand*	

The Applied Linguistics ALAA/ ALANZ/ ALTAANZ Conference 2024 reserves the right to amend or alter any advertised details relating to dates, program and speakers if necessary and without notice, as a result of circumstances beyond their control. All attempts will be made to keep any changes to an absolute minimum.

The Applied Linguistics ALAA/ALANZ/ALTAANZ Conference 2024

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