



**ALANZ SYMPOSIUM: TEACHING TO THE TIMES**

**28 November 2020**

**PRESENTATION SCHEDULE**

<b>8:15 – 8:45am</b>	<b>REGISTRATION</b> St David Complex Lecture Foyer					
<b>8:55 – 9:15</b>	<b>Mihi Whakatau and Welcome</b> St David Complex Lecture Theatre LT01					
<b>9:15 – 10:10</b>	<b>PLENARY SPEAKER: Minh Nguyen</b> <i>It's time to talk: Family language policy and heritage language maintenance</i>					
<b>PARALLEL SESSIONS 1</b>	Lecture Theatre LT01	Seminar Room A G.02	Seminar Room B G.02A	Seminar Room C G.03	Seminar Room E 1.01	Seminar Room F 1.02
<b>10:15 – 10:40</b>	Virtual Presentations*	Individual differences in language learning: a complex/dynamic/situated view <b>Carol Griffiths</b>	Teaching to the Times: A silver-lining in the lockdown situation <b>Kerstin Dofs</b>	Language support for new New Zealanders: Strategies for meeting language development needs of refugee-background learners <b>Celine Kearney</b>	Towards a typology of language teacher educator identity: Teacher educating to the times <b>Gary Barkhuizen</b>	“Family Language Challenges” for Gamilaraay language revival in lockdown <b>Hilary Smith</b>
<b>10:40 – 11:00</b>	<b>MORNING TEA: FOYER</b>					

<b>PARALLEL SESSIONS 2</b>	Lecture Theatre LT01	Seminar Room A G.02	Seminar Room B G.02A	Seminar Room C G.03	Seminar Room E 1.01	Seminar Room F 1.02
<b>11:00 – 11:25</b>	Virtual Presentations	The impact of overseas graduate study on a young teacher's professional learning <b>Rosemary Wette</b>	He waka eke noa: Lockdown, CR4CA and teaching reflection <b>Anthea Fester</b>	Enacting teacher agency in COVID times <b>Karen Ashton</b>	Can we keep high speed? Controller beliefs and language use in emergencies <b>Jenny Drayton</b>	Participation in virtual learning spaces: Affordances of breakout rooms for language learning <b>Diana Feick &amp; Antonie Alm</b>
<b>11:35 – 12:00</b>	Virtual Presentations	Autoethnographic study: Advancing the L2-self as a result of extensive listening and reflective journal writing <b>Mitsue Tabata</b>	Constructing an Emergency Chinese Curriculum during the Pandemic: A New Zealand Experience <b>Danping Wang &amp; Martin East</b>	Approaching language learning with adult L2 writers with emergent literacy <b>Jenny Field</b>	Teaching to the Times: Moving face-to-face university speaking groups online <b>Jenny Jones</b>	Storytelling and Teaching English to Young Learners: A Vietnamese case study <b>Hong Phuong Thao Le</b>

<b>12:10 – 12:35</b>	Virtual Presentations	Recent findings from linguistic alignment: Examining modality, target structure, and individual differences <b>Stephen Skalicky</b>	Is Covid-19 a perfect storm for creativity? The hits and misses of zoomedy (remedial teaching via zoom) <b>Tan Bee Tin</b>	Flipping the Classroom for Good – Crisis resulting in positive change <b>Jason Reimer</b>	Student engagement on a social media platform: Strategies and approaches for language learning <b>Grace Qi</b>	Cambodian teachers abroad in the time of Covid-19 <b>John Macalister</b>
<b>12:40 – 2:00</b>	<b>Lunch &amp; Posters*: Foyer</b> <b>1pm - ALANZ AGM: Seminar Room C G.03</b>					
<b>PARALLEL SESSIONS 3</b>	Lecture Theatre LT01	Seminar Room A G.02	Seminar Room B G.02A	Seminar Room C G.03	Seminar Room E 1.01	Seminar Room F 1.02
<b>2:00 – 2:25</b>		A Meta-Investigation of the Use of the Labels ‘Longitudinal’ and ‘Long-term’ in Studies of Feedback on Writing <b>Rachael Ruegg</b>	Learning vocational vocabulary in an educational setting: <i>Housing, PPE and fixings</i> <b>Averil Coxhead</b>	Pragmatics teaching materials in English as an International Language <b>Minh Nguyen &amp; Helen Basturkmen</b>	Creating a virtual New Zealand school experience? – Challenges and learnings from teaching Chinese students remotely <b>Christine Biebricher</b>	Narratives of Japanese nuclear immigrants in New Zealand: Identity, investment, and English development <b>Maki Hignett</b>

<b>2:35 – 3:00</b>		A different kind of teaching practicum <b>Sue Edwards</b>	Modifying the Involvement Load Hypothesis for Designing Effective Vocabulary Learning Task <b>Hazrat Mandana</b>	Assessing to the context: fairer assessment for English Language Learners in the mainstream classroom <b>Rosemary Erlam</b>	The sudden transition to online learning – challenges facing lecturers in languages and language education fields <b>Pat Strauss</b>	Heritage language use in the workplace: 1.5-generation Korean migrants in New Zealand <b>Mi Yung Park</b>
<b>3:10 – 3:35</b>			A glass slipper: Re-designing the listening lesson <b>Jonathon Ryan</b>	Language advising in the online environment <b>Lis Kose</b>	Understanding diversity in New Zealand secondary school language classrooms <b>Grace Qi &amp; Karen Ashton</b>	Lockdown with <i>La Casa de Papel</i> : From social isolation to social Engagement with Language <b>Antonie Alm</b>
<b>3:40 – 4:00</b>	<b>Afternoon Tea: FOYER</b>					
<b>4:00 – 4:25</b>			<b>Workshop</b> The 2020 Lockdown Lecture Series: Teaching to the Times <b>Carrie Ankerstein</b>	Language teachers studying abroad: Five short presentations <b>Gary Barkhuizen Diana Feick Christine Biebricher Danping Wang</b>	Adapting at warp speed: Zooming from on-campus to online assessment <b>Morena Botelho de Magalhaes</b>	Diverse learners, inclusive teaching: A learner-story-based approach with ESOL beginners for multi-literacy development <b>Wang Yi</b>

4:35 – 5:00				Rosemary Wette	How does teacher talk engage and include students in the lesson? <b>Jean Parkinson</b>	Using visual diagrams (maps) in academic L2 essay writing instruction <b>Ann O’Byrne</b>
5:00	<b>Closing Session: Lecture Theatre LT01</b>					

\*please see separate sheet for titles and presenter names