

# ALANZ SYMPOSIUM 2021

Diverse Approaches in Applied Linguistics: Exploring Perspectives, Building Connections

27 November 2021



## PRESENTATION SCHEDULE (Draft version 13 Oct 2021)

8:55 – 9:05	<b>Mihi Whakatau and Welcome</b> <b>Professor Cynthia White</b>					
9:10 – 10:10	<b>PLENARY SPEAKER: Associate Professor Tan Bee Tin</b> <i>Exploring creativity for language teaching: multiple perspectives and diverse connections</i>					
<b>PARALLEL SESSIONS 1</b>	<b>Zoom 1</b>	<b>Zoom 2</b>	<b>Zoom 3</b>	<b>Zoom 4</b>	<b>Zoom 5</b>	<b>Zoom 6</b>
	<b>Curriculum &amp; Materials</b>	<b>Teacher Training</b>	<b>Vocabulary</b>	<b>Online Engagement</b>	<b>Migrants and Refugees</b>	<b>Learning Strategies</b>
<b>10:15 – 10:40</b>	New Zealand learners and Chinese tutors negotiating a curriculum in one-to-one videoconferences  <b>Gillian Skyrme, Cynthia White, Yanqun Zheng</b>	ELTT in Aotearoa/New Zealand: The Teaching Practicum component  <b>Anthea Fester</b>	Creating domain-specific vocabulary tests: The automated production and customization of Meara's EFL Vocabulary test  <b>Jemma L König, Ian Witten, Andreea Calude</b>	Flipped learning online and face-to-face to support students' cognitive and emotional engagement during campus closures in 2020-21  <b>Rosemary Wette</b>	Prioritising 'English': Rohingya refugee students in New Zealand education  <b>Sorowar Hossain Chowdhury, Sharon Harvey, Megan Lourie</b>	Teaching language or teaching the strategies for language learning?  <b>Peter Gu</b>
<b>10:45 – 11:05</b>	<b>MORNING ZOOM BREAK</b>					

<b>PARALLEL SESSIONS 2</b>	<b>Zoom 1</b>	<b>Zoom 2</b>	<b>Zoom 3</b>	<b>Zoom 4</b>	<b>Zoom 5</b>	<b>Zoom 6</b>
	<b>Curriculum &amp; Materials</b>	<b>Teacher Training</b>	<b>Vocabulary</b>	<b>Online Engagement</b>	<b>Migrants and Refugees</b>	<b>Learning Strategies</b>
<b>11:15 – 11:40</b>	<p>Taking textbooks to task: Adapting textbooks to strengthen task-based learning in diverse language classrooms</p> <p><b>Jonathan Newton, Phuong Cao, Hao Dao, Yoshie Nishikawa, Priska Pramastiwi, Jing Yixuan</b></p>	<p>Metapragmatic development through miscommunication dairies</p> <p><b>Farrah Jin, Jonathon Ryan</b></p>	<p>General and academic vocabulary in the New Concept English textbook series</p> <p><b>Lu Yang, Averil Coxhead</b></p>	<p>Emotional aspects of online collaboration: virtual exchange of pre-service EFL</p> <p><b>Diana Feick, Petra Knorr</b></p>	<p>Recognising a world of experience: embracing Ako with refugee-background students</p> <p><b>Amber Fraser-Smith</b></p>	<p>L1 students' vocabulary-related difficulties and strategies at university</p> <p><b>Rachel Ruegg</b></p>
<b>11:45 – 12:10</b>	<p>The ups and downs of curriculum design: Online teacher training and extensive reading in Vietnam</p> <p><b>John Macalister</b></p>	<p>Understanding creativity in English Language Teaching (ELT) through sociocultural lens: A case-study in Chinese context</p> <p><b>Xiran Niu</b></p>	<p>A typology of concordances</p> <p><b>Oliver Ballance</b></p>	<p>Building a bridge to get the whole picture: A holistic view of learner support</p> <p><b>Jason Reimer</b></p>	<p>Negotiating diversities in the English language classroom: Multiple cases from Aotearoa New Zealand</p> <p><b>Apsara Wimalasiri</b></p>	<p>Using asynchronous forum discussions: Challenges and learnings from an ERT academic writing course</p> <p><b>Thuy Bui</b></p>
<b>12:15 – 1:30</b>	<p><b>Lunch</b></p> <p><b>12:45 pm - ALANZ AGM</b></p>					

PARALLEL SESSIONS 3	Zoom 1	Zoom 2	Zoom 3	Zoom 4	Zoom 5	Zoom 6
	<b>Curriculum &amp; Materials</b>	<b>Teacher Training</b>	<b>Vocabulary</b>	<b>Online Engagement</b>	<b>Migrants and Refugees</b>	<b>Learning Strategies</b>
<b>1:40 – 2:05</b>	Developing L2 speaking competence: An evaluation of speaking instruction in the Vietnamese English textbooks <b>BÙI NGUYỄN TƯỜNG LÂN</b>	“Those are big words”: Exploring teachers’ knowledge and practice of multiliteracies pedagogy <b>Jia Rong Yap</b>	The effects of number of exposure on incidental learning of semantically ambiguous words: a replication of Hulme, Barsky & Rodd (2018) <b>Nurul Aini Mohd Jelani</b>	Dynamics of L2 willingness to communicate in Chinese online language learning context: A case study. <b>Huan Huang</b>	Talking about racism: A narrative analysis of research interviews with former refugees and language teachers <b>Hanna Brookie</b>	The effect of mind mapping and outlining on Vietnamese EFL students’ writing performance and attitudes: An explanatory sequential mixed methods study <b>Vy Lan Doan</b>
	<b>Language in the Workplace</b>	<b>Theses</b>	<b>Online Translation</b>	<b>Multilingual Identities</b>	<b>Migrants and Refugees</b>	<b>Discourse Analysis</b>
<b>2:10 – 2:35</b>	A transdisciplinary approach to teaching English for communication in a health workplace. <b>Celine Kearney</b>	A dance to unexpected beats: lessons learned from PhD qualitative data collection during the pandemic <b>Florita Sari, Xiran Niu, Abraham Azael Alvarado, Tan Bee Tin</b>	Online machine translation practices and policies in tertiary language education <b>Antonie Alm</b>	Translanguaging in support of new speakers, heritage speakers, and language reclamation <b>Corinne Seals</b>	Deafness as a social category: A narrative case study of three deaf migrant women in New Zealand <b>Camila Da Silva Romão</b>	Conceptualising ‘English’ in international education strategies <b>Laura Gurney, Ben Fenton-Smith, Ian Walkinshaw, Claire Rodway</b>
<b>2:40 – 3:00</b>	<b>Afternoon Zoom Break</b>					

PARALLEL SESSIONS 4	Zoom 1	Zoom 2	Zoom 3	Zoom 4	Zoom 5	Zoom 6
	<b>Language in the Workplace</b>	<b>Theses</b>	<b>Pre-University Courses</b>	<b>Multilingual Identities</b>	<b>Work-in-Progress</b>	<b>Discourse Analysis, Dramatic Inquiry</b>
<b>3:10 – 3:35</b>	Stepping down from the ivory tower: Where academic expectations meet real world application <b>Pat Strauss, Warren Goodsir and Abrar Faisal</b>	Organizing findings and discussion chapters in narrative inquiry (and qualitative) theses and dissertations: What's the story? <b>Gary Barkhuizen, Morena Botelho de Magalhães</b>	Transferability of academic writing skills from pathway courses to tertiary study as perceived by Arabic-speaking students in New Zealand <b>Ahmed Kamal Junina</b>	Language diversity in healthcare websites: Issues related to language policy and social cohesion <b>David Ishii</b>	What makes English lessons interesting? Learning from children's perspectives of interest <b>Naning Tri Wahyuni, Tan Bee Tin</b>	Behind the mask: A discourse analysis of face covering use in Aotearoa during the COVID-19 pandemic <b>Hilary Smith</b>
<b>3:40 – 4:05</b>	Deciding how much is enough: Setting standards in a language test for student pilots <b>Maria Treadaway</b>	Syntactic complexity of research articles and Master's theses in applied linguistics written by L1 and L2 writers of English <b>Niwat Wuttisrisiriporn</b>	First-year reading and writing requirements: How can we better prepare our students for university? <b>Aynur Ismayilli-Karakoç</b>	An autoethnographic study of an advanced learner of English: My L2 identity in reading and listening <b>Mitsue Tabata-Sandom</b>	Identities, investments, and emotions in language biographies of heritage speakers of German in New Zealand <b>Julia Rietze</b>  The perceptions and practices of second language teachers regarding digital technologies for language teaching <b>Vicky Yi Liu</b>	Making a Scene <b>Gaenor Brown (and possibly Viv Smith)</b>
<b>4:15 – 4:45</b>	<b>PLENARY SPEAKER: Dr. Will Flavell</b>					
	<i>Are non-Māori students the future of the Māori language?</i>					
<b>4.45</b>	<b>Closing</b>					