

# 12<sup>th</sup> Warwick Postgraduate Conference in Applied Linguistics

Wednesday June 17<sup>th</sup>, 2009

## Programme

Theme 1	Professional and Academic Discourse (PAD)
Theme 2	Working and Communicating Across Cultures (WACC)
Theme 3	Language Learning and Pedagogy (LLP)
Theme 4	English Language Teacher Education and Development (ELTED)

9:00am – 10:00am	Registration			
10:00am – 10:15am	Welcome Address by Helen Spencer-Oatey Ramphal Lecture Theatre			
10:15am – 10:45am	Plenary speaker: Dr Hanan Khalifa Ramphal Lecture Theatre			
11:15am-11:45am	Coffee break			
11:45am-12:05pm	PAD Room 0.03/04	WACC Room 0.12	LLP Room 2.41	ELTED Room 3.41
	<b>Boitumelo Tiny Ramoroka</b> <i>Tutor views about the relationship between academic and professional writing</i>	<b>Mikio Iguchi</b> <i>A qualitative study of motivation and identity among Japanese in the British context</i>	<b>Yi-Chun Wei</b> <i>Is the net generation a new generation?</i>	<b>Oranuch Puangsuk</b> <i>Professional development: Experiences of English teachers at primary level</i>
12:05pm-12:10pm	Break			
12:10pm – 12:30pm	PAD Room 0.03/04	WACC Room 0.12	LLP Room 2.41	ELTED Room 3.41
	<b>Xiaozhou Zhou</b> <i>University English teachers' codeswitching behaviours in Mainland China</i>	<b>Chiung-ying Su</b> <i>Spoken English grammar and teaching speaking in EFL context</i>	<b>Jane Spinola</b> <i>B-learning and communities of inquiry</i>	<b>Maneerat Tarnpichprasert</b> <i>Bilingual teaching in Thailand: A study of teachers' working lives and professional tasks</i>

<b>12:30pm – 1:30pm</b>	Lunch break			
<b>1:30pm – 1:50pm</b>	PAD Room <b>0.03/04</b>	LLP Room <b>0.12</b>	LLP Room <b>2.41</b>	ELTED Room <b>3.41</b>
	<b>Wayne Trotman</b> <i>I see you've written an essay! Let's sit and talk about it then</i>	<b>I-Cheng Wu</b> <i>An interactive perspective on classroom motivation</i>	<b>Young Ok JONG</b> <i>Writing together. Learning together.</i>	<b>Claire Wijayatilake</b> <i>Using autoethnography to enhance our understanding of in-service teacher education</i>
<b>1:50pm- 1:55pm</b>	Break			
<b>1:55pm- 2:15pm</b>	LLP Room <b>0.03/04</b>	LLP Room <b>0.12</b>	LLP Room <b>2.41</b>	ELTED Room <b>3.41</b>
	<b>Jie Liu</b> <i>Chinese students reading to learn: what do their protocols reveal?</i>	<b>Vera Busse</b> <i>Foreign language learning motivation in higher education</i>	<b>Warithorn Samana</b> <i>Investigating student-student scaffolding interaction during collaborative tasks</i>	<b>Joan Sim</b> <i>Enhancing longer-term sustainability of in-service training initiatives in Korea</i>
<b>2:15pm – 2:45pm</b>	Coffee break			
<b>2:45pm – 3:05pm</b>	LLP Room <b>0.03/04</b>	LLP Room <b>0.12</b>	LLP Room <b>2.41</b>	ELTED Room <b>3.41</b>
	<b>Sukru Nural</b> <i>The treatment of lexis in skills-based classrooms at a Turkish private university</i>	<b>Florentina Taylor</b> <i>Actual and possible selves in the foreign language classroom</i>	<b>Alice Kiai</b> <i>An analysis of secondary school English textbooks in Kenya: The interpretation of integration</i>	<b>Hau Hing Tang</b> <i>Becoming members of a professional learning community</i>
<b>3:05pm- 3:10pm</b>	Break			
<b>3:10pm- 3:30pm</b>		LLP Room <b>0.12</b>	LLP Room <b>2.41</b>	ELTED Room <b>3.41</b>
		<b>Mais Ajjan</b> <i>Teaching and learning in large classes with specific references to the Syrian university context</i>	<b>Yi-Jen Tsai</b> <i>Learners' perceptions of using a discussion board for IELTS preparation.</i>	<b>Hugo Sanchez</b> <i>The manifestations of grammar-related pedagogical knowledge in the language teaching practices of an EFL secondary school teacher</i>
<b>3:30pm – 4:00pm</b>	Closing and Networking			