

# 13<sup>th</sup> Warwick Postgraduate Conference

## in Applied Linguistics

Wednesday June 23<sup>rd</sup>, 2010

### Programme

Theme 1	Professional and Academic Discourse (PAD)
Theme 2	Inter-cultural Communication / L2 Teacher Development (ICC/ L2TD)
Theme 3	Second Language Learning (SLL)
Theme 4	Second Language Pedagogy (SLP)

9:00 am – 9:30 am	Registration			
9:30 am – 9:45 am	Welcome Address by Helen Spencer-Oatey Ramphal Lecture Theatre			
9:45 am – 10:45 am	Plenary Speaker: Sarah Rich Ramphal Lecture Theatre			
10:45 am – 11:15 am	Coffee Break			
11:15 am – 11:45 am	PAD Room 0.12	ICC/L2TD Room 1.03	SLL Room 1.13	SLP Room 3.41
	<b>Unity Nkateng</b>  <i>An investigation into the language used by professional social workers in Botswana and the language taught to social work students in the University of Botswana</i>	<b>Valeria Cirillo</b>  <i>A cross-cultural study of English and Italian refusal strategies</i>	<b>A.Serpil Urkmez</b>  <i>Bilingual mathematics learning of bilingual students in an inner London secondary school: challenges and chances for Turkish native speakers</i>	<b>Xiaozhou Zhou (Emily)</b>  <i>University English teachers' codeswitching behaviours in mainland China</i>
11:50 am – 12:20	PAD Room 0.12	ICC/L2TD Room 1.03	SLL Room 1.13	SLP Room 3.41
	<b>Abdullah Sio</b>  <i>Attribution and averral in English academic writing: A comparison between native-English and Arab MA dissertations</i>	<b>Li Sui Sum Bosco</b>  <i>Managing rapport in intercultural workplace settings: English expatriates in Hong Kong educational institutes</i>	<b>Maritza Rosas Maldonado</b>  <i>Communicating strategically in Spanish as L2</i>	<b>Fiona Willans</b>  <i>A conflict of interests in effecting appropriate language-in-education policies in Vanuatu</i>

12:25 pm – 12:55 pm	PAD Room 0.12	ICC/L2TD Room 1.03	SLL Room 1.13	SLP Room 3.41
	<b>Ibrar Butt</b> <i>Using etic and emic analyses of think aloud protocols to investigate writing processes across paper-based and computer-based modes</i>	<b>Nathan Stinnette</b> <i>Success factors for supporting intercultural engagement of employees towards sustainability</i>	<b>Ozgul Ozbak</b> <i>Orientation and motivation: investigation of two motivational dichotomies among Turkish EFL learners at tertiary level</i>	<b>Abdullah Alghamdi</b> <i>Technical vocabulary between ESP and content practitioners: Who does what?</i>
1:00 pm – 2:00 pm	Lunch			
2:00 pm – 2:30 pm	PAD Room 0.12	ICC/L2TD Room 1.03	SLL Room 1.13	SLP Room 3.41
	<b>Pei Chun Liu</b> <i>Multiple rhetorical goals: a genre-based investigation of dissertation literature review</i>	<b>Kamsilawati Kamlun</b> <i>Reader Response: Towards a Framework for the Study of Literary Response in L1 and L2</i>	<b>Yi-chun (Sherri) Wei</b> <i>Reflection, not a monologue but a play with a hundred characters</i>	<b>Jang Ho Lee</b> <i>The differential effects of teacher code-switching on the vocabulary acquisition of adult and young EFL learners</i>
2:35 pm – 3:05 pm	PAD Room 0.12	ICC/L2TD Room 1.03	SLL Room 1.13	SLP Room 3.41
	<b>Miguel Angel Garcia-Yeste</b> <i>The impact of culture on the language of press advertising of food and beverages in Spain and the United Kingdom</i>	<b>Khawla M. Badwan</b> <i>Between theory and practice: applied linguistics' mediation between Hall's "parasitic model" and practising teachers in Gaza, Palestine</i>	<b>Yuko Hayashi</b> <i>Japanese and English lexical development among school-age children: exploring L1 and L2 morphological awareness and vocabulary size</i>	<b>Jinsong Fan</b> <i>Generating the Code of Practice for EFL tests in China: a data-based approach</i>
3:10 pm – 3:40 pm	PAD Room 0.12	ICC/L2TD Room 1.03	SLL Room 1.13	SLP Room 3.41
	<b>Rehab Gad</b> <i>The role of illi "that" in the grammar of Egyptian Arabic</i>	<b>Amanda Howard</b> <i>Teacher appraisal observations: the final stages</i>	<b>Rosa Munoz-Luna</b> <i>Interlanguage as lingua franca: students' written development in a revision of interlanguage theory</i>	<b>Brahim Machaal</b> <i>The use of Arabic in EFL classes in Saudi Arabia: a teaching tool or a learning hindrance?</i>
3:40 pm – 4:10 pm	Coffee Break			
4:10 pm – 4:40 pm	ICC/2TD Room 0.12	ICC/L2TD Room 1.03	SLL Room 1.13	SLP Room 3.41
	<b>Jennifer Jaeyeon Heo</b> <i>Exploring international team-teaching within the EPIK scheme in Korean secondary schools</i>	<b>Gulnissa Makhanova</b> <i>The good teacher in Kazakhstan: an analysis of student views</i>	<b>Florentina Taylor</b> <i>Are our students being 'themselves' in class? And does it matter?</i>	<b>Aspalila Shapii</b> <i>Challenges faced in implementing learner-centeredness in ELT: Malaysian primary teaching experience</i>

<p><b>4:45 pm – 5:15 pm</b></p>	<p><b>SLL Room 0.12</b></p> <p><b>Bianca Sauer</b></p> <p><i>Incidental word learning through reading?</i></p>	<p><b>ICC/L2TD Room 1.03</b></p> <p><b>Neil Lloyd Morgan</b></p> <p><i>“Home truths from abroad? A TESOL blueprint for the mediation of L1/L2 ‘language awareness’”</i></p>	<p><b>SLL Room 1.13</b></p> <p><b>Irina Adriana Hawker</b></p> <p><i>Patterns in the cognitive architecture of the CLIL classroom discourse: a case study at primary level with students with limited English in a Romanian context</i></p>	<p><b>SLP Room 3.41</b></p> <p><b>Adbullah Sarani</b></p> <p><i>An evaluation of the notion of “learner-centeredness” in an EFL teaching context</i></p>
<p><b>5:15 pm – 5: 25 pm</b></p>	<p>Closing</p>			