

	GREAT HALL	STEELHOUSE 1	STEELHOUSE 2	STEELHOUSE 3	WHITEHALL 1	WHITEHALL 2	WHITEHALL 3	STAFFORD 1			
Thursday 3rd	9.00-11.00	REGISTRATION AND COFFEE									
	11.00-11.30	Opening ceremony									
	11.30-12.30	Plenary paper: Introduced by Christina Schaeffner Adrian Blackledge and Angela Creese, MOSAIC Centre for Research on Multilingualism, School of Education, University of Birmingham, UK A theory of signs in two city meeting places									
	12.30-1.00	Poster presentation									
	1.00-2.00	LUNCH									
	2.00-2.30	Aston-invited colloquium: Introduced by Judith Baxter Guy Cook and Ronald Carter From Practice to Theory	Masatoshi Sato and Mónica Frenzel The potential for on-line language teaching: Video-based vs. face-to-face classrooms	Mario Moya Children being children: a case study on the experiences of young children learning languages in a nursery school	Elaine Lopez Article Instruction: Should insights from generative SLA research inform what is taught?	Sue Wharton Understandings of reflection within the student careers sector of UK Higher Education	Khawla Badwan More Theories, Less Certainty: (Un)thinking the Sociolinguistics of Mobility in Light of Arab Academic Sojourners' Trajectories in the UK HE	Yohei Hirano Obstacles to the acceptability of English resultative constructions by Japanese EFL learners and their over-acceptance of the causative 'make'	Gerald Talandis Jr. and Theron Muller Revisiting the action research cycle: Critically examining three cases of classroom-based language learning inquiry	Thursday 3rd	2.00-2.30
	2.30-3.00	Zhu Hua At the crossroad of theory and practice in the field of intercultural communication (contd)	Hiroyuki Matsumoto and Chikako Aoki Exploring EFL reading development as ecological systems in social contexts	Denise Cameron "I was really sad but now I am more comfortable": Dynamic contextual changes in the willingness to communicate of Iranian ESL learners in NZ	Isabelle Lemee "Pis donc, c'est come..." Discourse markers: a perspective on French in Canada	Li Li Examining teacher expertise through classroom interaction	Huahui Zhao Investigating teacher-supported peer assessment for EFL writing	Sarah Gartland The Influence of Context and Identity on the Expression of Critical Evaluation by MS: Health Sciences Students Writing a Scientific Review Paper	Ana Carolina de Laurentis Brandao A storied perspective for enabling and discussing EFL teacher development		2.30-3.00
	3.00-3.30	TEA									
	3.30-4.00	Aston-invited colloquium (contd): Nelya Koteyko, Kevin Harvey, Daniel Hunt Computer-mediated health communication: analysing online interaction and networking	Postgraduate forum followed by Postgraduate 'speed dating'	Colloquium: <i>New Directions in Modern Languages Research</i> Ursula Lanvers Chair Simon Coffey Beyond motivation: language learning, agency and the construction of relevance	Daniel Fung Breaking the boundaries: Development of a computer programming to tap into listening comprehension strategies during ESL classroom interaction	Colloquium: <i>Dialogical and distributed perspectives on language use and learning</i> Line Brink Worsøe Convenor Line Brink Worsøe Academic supervision: dialogical learning in action	Colloquium: <i>Characterising Interactional Competence in Higher Education</i> small group talk Steve Walsh Convenor Shanru Yang and Khadija El-Wakal Negotiation of Meaning and Interactional Competence	Telja Kangasvieri Motivated or not? Finnish L2 learners' motivational profiles	Colloquium: <i>Let's talk about translation</i> Christina Schaeffner Convenor Graham Turner It's still about the meaning of meaning: translation, interpreting, applied linguistics	Thursday 3rd	3.30-4.00
	4.00-4.30	Caroline Tagg Causing offence and being offended on Facebook: implications for 'context design' as a theory for understanding online interactions		Florentina Taylor The illusion of choice in UK optional Modern Foreign Language study	Robert Lawson and Dave Sayers Charting the history of applied sociolinguistics	Stephen Cowley Skilled linguistic action: making and suppressing self-presentation	Kaya and Walsh "Doing Negotiation" in Small Group Science Discussions	Svetlana Vetchinnikova L2 phraseology: An exception or the norm?	Kirsten Malmkjær Translation in language teaching: Policy and practice. New thoughts on an old relationship (with evidence).		4.00-4.30
4.30-5.00		Linda Fisher The role of metaphor in beliefs research in SLA: how does thinking influence behaviour in languages classrooms?		Lei Zhang Classroom discourse in content-based courses in higher education: A focus on teacher's metadiscourse	Hannele Dufva Psycholinguistics revisited: Remodelling speaker-hearers as agents-in-interactivity	Chah Atar Teachers' clarification requests as other-initiation of repair	Yoko Asari and Natsuyo Suzuki Investigation of Teenage EFL Learners' Developmental Patterns of Question Forms: The effect of corrective feedback on do-fronting	Gabriela Saldanha Applied Linguistics in vivo: the inevitable and invisible nature of translation	4.30-5.00		
5.00-5.30	HSC SIG meeting			Joe Bennett The moral life of language	Dongping Zheng, Ying Hu, Paul Thibault and Min Liu Translanguaging for Coordination in Open-ended 3D Virtual Learning Environments	Michael Grez and Yun Pan Exploring Interactional Competence in NUCASE: lexis in Small Group Higher Education Talk	QI Chen and Kazuki Hata Exploring Embodied Interactions beyond Text	Hissah Alruwaili Just talking to my Filipino driver: Language Learner Autonomy in the Life of a Young Saudi Woman	5.00-5.30		
5.30-6.00		Martin Edwards The Snake and Mirrors of Linguistics: Challenging the hidden metaphors		Alex Ho-Cheong Leung and Patrick Chi-Wai Lee Chinese but not Chinese? A case study of identity in post-colonial Hong Kong	Gwyneth James International students' learning experiences: what narrative inquiry can teach us	Yoko Sato L2 pragmatic problems: Do short-term study abroad experiences help learners to reduce them?	Ian Nakamura Investigating alignment of a student's question and a teacher's response: A case of applying conversation analysis to reflective practice	Mithila Vidwan An Exploration of Canadian Teachers' Self-Efficacy Perceptions to Teach in Diverse Classrooms	5.30-6.00		
6.00-7.00	The BAAL Book Prize Drinks reception sponsored by The British Council including Purity beer tasting										
7.30-	DINNER										

	GREAT HALL	STEELHOUSE 1	STEELHOUSE 2	STEELHOUSE 3	WHITEHALL 1	WHITEHALL 2	WHITEHALL 3	STAFFORD 1		
Friday 4th	8.00-9.00		8.30-9.00 Open meeting: <i>British Council ELT Research Award scheme</i>	Poetry with Birmingham's Poet Laureate Adrian Blackledge						
	9.00-9.30		Language learning and teaching track: Ken Fordyce Chair Alison Porter Challenging Past Assumptions: Teaching the MFL Spoken and Written Word Simultaneously in English primary schools	Linguistic ethnography track: Dave Sayers Chair Hania Salter-Dvorak "Proofreading...it's a bit of a murky area isn't it? How lecturers' practices shape students' experiences: a case study of two masters' students.	New media track: Ruth Page Chair Richard Badger and Tze Siang Choo Wounding words : health care discourses on Twitter	Vocabulary studies track: Chair TBC Ana Pellicer-Sanchez and Anna Siyanova-Chanturia Learning Collocations from L2 reading: An eye-tracking study	Language, gender and sexuality track: Jo Angouri and Helen Sauntson Chairs Colloquium: <i>Language, gender, sexuality and applied linguistics: Breaking theory and exploring future avenues</i>	Corpus linguistics track: Vander Viana Chair Yoshiyuki Notohara Tense and aspect usage patterns of canonical verbs in the spoken English corpus	9.00-9.30	
	9.30-10.00	BAAL-invited colloquium: Tim Grant Convenor David Wright Testing the theory of dialect Nicci MacLeod The role of descriptive linguistics in the policing of online paedophile activity	Rowena Hanan Learning L2 German in the primary school classroom: An investigation into the effectiveness of explicit grammar instruction	Rachel Heinrichsmeier Appearance matters: a linguistic ethnographic perspective on researching the importance of appearance to older women	Patrick Kiernan Rethinking semiotic resources for exploring corporate identity in online websites	Paul Pauwels Lexical Frequency Profiles, Lexical Development and Writing Quality.	Lucy Jones "If a Muslim says 'homo', nothing gets done": Racist discourse and in-group identity construction in an LGBT youth group Joyce Wambura The shields and the earrings: Challenging female genital mutilation (FGM) practices in Kenya through critical linguistic analysis	Fong Wa Ha A comparative study of evaluative acts in classical concert reviews in British and Hong Kong newspapers	Teaching evaluation and assessment track: Chair TBC Yixin Wang and Michael Daller Factors Influencing the Study Success of International Students in the UK	9.30-10.00
	10.00-10.30	Tim Grant "Allow it!": Misunderstanding in Court Discussion led by Malcolm Coulthard and Eszter Tóth	Emma Marsden, Rowena Hanan and Abigail Parrish Engagement with research amongst Foreign Language education practitioners in the UK: Perceptions, problems and priorities	Chisato Danjo Unacknowledged Language Practices in a Global Age: An Analysis of Institutional Policies, and Individual Practices and Perceptions	Eva Gredel and Ruth Mell Asterisks in the New Media: Linguistic and semiotic violence strategies and agent positioning in Computer Mediated Communication (CMC)	Dale Brown Factors determining cue difficulty in a test of productive knowledge of collocations	Judith Baxter Solving a real-life problem in language and gender research: the case of a senior woman engineer Ila Nagar Communities of Practice and peripheral identities: A relationship reviewed (contd)	Khadija Assulaimi The construction of Wahhabi Islam in American newspapers post-9/11: A corpus-based study	Carole Sedgwick Investigating the needs of international nurses: insiders' perspectives	10.00-10.30
	10.30-11.00		Yukie Saito Effects of suprasegmental-based instruction on second language comprehensibility in meaning-oriented classrooms	Sarah Atkins and Celia Roberts Mad, bad or sad? Positioning the researcher in linguistic ethnography	Leigh Clark and Abdulmalik Yusuf Ofemile Language and Identity in Human Computer Interaction: a multimodal corpus approach	Laura Vilkaitė Extend the degree of knowledge: How do native speakers read non-adjacent collocations?		Alexander Gilmore The language of civil engineering research articles – a corpus-based analysis	Sharon Harvey Towards a coherent and comprehensive approach to languages in education: Breaking away from neoliberal and monolingual frames for education policy.	10.30-11.00
	11.00-11.30	COFFEE								

Friday 4th	11.30-12.00	Open meeting: British Council ELT Masters Dissertation Award	Thomas Wagner and Christiane Dalton <i>Puffer Irregular verbs in the mental lexicon of German speaking learners of English - New insights into elementary interlanguage morphology</i>	LE track (contd): Karin Tusting Chair Piotr Wegorowski and Jaspal Naveel Singh <i>Special Interpretative framing: Negotiating expertise in translation zones</i>	Jane Lugea <i>English and Spanish Internet memes and their viral translations</i>	Antoon Cox and Philippe Humbél <i>Tomorrow I come home? The use of non-professional interpreters in the Emergency Department</i>	LGS coll contd: Helen Sauntson <i>Using applied linguistics to understand heteronativity and homophobia in school environments</i> Jo Angouri and Lia Litosselli <i>'Being the taken wa/man: Perceptions of equality in gendered workplace environments</i>	Vander Viana <i>New understandings in academic prose: a multidimensional analysis of Language and Literature PhD theses</i>	Haruko Sannomiya <i>Improvvisational, collaborative space for creativity: innovative storytelling games</i>	Friday 4th	11.30-12.00	
	12.00-12.30		Reiko Yamamoto, Takayuki Nozawa, Hyeonjeong Jeong, Shigeyuki Ikeda, Kohel Sakaki, Ryuta Kawashima and Yasushige Ishikawa <i>An investigation of synchrony between students and their teacher during a secondary school EFL lesson</i>	Jürgen Jaspers and Lian Malai Madsen <i>Sociolinguistics in a languagised world</i>	Christiana Themistocleous <i>New media and beyond: Attitudes towards the written representation of Cypriot Greek</i>	Elizabeth Tanguay <i>Towards a choreographic grammar of disciplinary seminar discussions: A systemic functional exploration of the BASE corpus.</i>	Patson Jaihow and Susan Hunston <i>Learners Using Corpora: A study of search and interpretation strategies by learners of English</i>	Zoe Handley and Sible Andringa <i>Exploring the relationship between linguistic knowledge speech processing and oral fluency</i>	12.00-12.30			
	12.30-1.15	LUNCH	LE SIG AGM		NM SIG AGM		VS SIG AGM		GLS SIG meeting		CL SIG AGM	
	1.15-2.00	Poster presentation										
	2.00-2.30	Plenary paper: Introduced by Sara Shaw	LLT track contd: Simon Humphries and Anne Burns <i>Classroom factors that influence EFL students' capacity to speak English</i>	Colloquium: Linguistic ethnography: new directions in imagining, theorising and practising applied linguistics? Fiona Copland Sara Shaw <i>Ethnography, language and healthcare planning: the influence of linguistic ethnography</i>	Paul Leeming <i>Small groups and emergent leaders in the language classroom</i>		Indu Meddegama <i>Breaking paradigms: the language learner(s) in two-generational immigrant multilingual families and heritage and host language acquisition within the home domain.</i>	Colloquium: Language in/as business Erika Darics Erika Darics <i>Language at work: Fact and Fiction</i> Barbara Clark <i>Authentication and denaturalisation: Speaking like a flight attendant</i>	Panos Athanopoulos and Emanuel Bylund <i>The cultural turn revisited: Cognitive restructuring in second language learning</i>	Friday 4th		
	2.30-3.00		Hiroko Suzuki and Miho Fujieda <i>Vocabulary learning grounded in an ESP community: Design and effect of a basic medical ESP course</i>	Fiona Copland <i>Learning to do linguistic ethnography: building theory through practice (contd)</i>	Richard Fay, Jane Andrews, Prue Holmes and Mariam Attia <i>Revisiting linguistic preparation: some new directions arising from researching multilingually</i>	Joan Cutting and George Hunt <i>Written feedback in teacher education: personalised or pedagogy and policy rhetoric?</i>	Michael Rodgers <i>Comprehension of episodes of authentic television by EFL language learners</i>					
	3.00-3.30	TEA										
	3.30-4.00	Plenary paper: Introduced by Sara Shaw	Maggie Kubanyiova <i>Language Teachers' Sense Making as 'Acts of Imagination': Assessing the Promise of Grounded Theory Ethnography for Advancing Teacher Identity Research</i>	Colloquium contd: Angela Creese <i>The linguistic ethnographer and the study of multilingualism</i> Frances Rock <i>Studying the workplace using linguistic ethnography</i>	Helen Donoghue <i>Post observation feedback: The influence of identity and face</i>	Harumi Ogawa <i>The role of L1 in promoting students' L2 vision as intercultural communicators</i>	Huey Fen Cheong and Surinderpal Kaur <i>Crossing Borders, Intersecting Theories: Interdisciplinarity within Linguistics, Interdisciplinarity through Linguistics</i>	Colloquium: Language in/as business contd Cecilia Baggio, Elisa Forniero, Henriette Prast and José Sanders <i>Seven Ways to Knit Your Portfolio: Is Investor Communication Neutral?</i> Ellen Hake <i>Language of leaders: how their language impacts our judgments about them</i>	Karin Tusting and David Barton <i>The University as a Workplace: New Directions in the Study of Academic Writing</i>	Friday 4th	3.30-4.00	
	4.00-4.30		Simona Floare Bora <i>Curtain up! Towards Drama as a Method for Enhancing L2 Learners' Complexity, Accuracy and Fluency</i>	Rui Zhang <i>Bridging the Gap—the Constructs of Sociocultural Theory and the Microgenesis of Learners' Interactional Competence of L2 Chinese</i>	Vasiliki Antoniou <i>Scaffolding the development of the speaking skills of University students online in an L2 academic context: A socio-cultural theory (SCT) approach</i>	Darren Elliott <i>My Teacher is a Watering Can: Metaphors and Autonomous Learning.</i>	Katsuyuki Konno <i>Factors that motivate Japanese EFL learners' self-regulated behavior</i>	4.00-4.30				
	4.30-5.30	Rick Iedema, NSW Ministry of Health and the University of Tasmania, Australia <i>Othering discourse</i>										
5.30-6.30	BAAL AGM											
Evening	CONFERENCE DINNER ASTON VILLA FOOTBALL CLUB Entertainment by Black Country artist											

Saturday 5th		GREAT HALL	STEELHOUSE 1	STEELHOUSE 2	STEELHOUSE 3	WHITEHALL 1	WHITEHALL 2	WHITEHALL 3	STAFFORD 1		
	9.00-9.30		Jai Mackenzie <i>Identifying Gendered Discourses in Mumsnet 'Talk'</i>	Sakae Suzuki <i>Evidence of implicit learners' beliefs: messages from the unconscious</i>	Hsiu-Chuan Chen <i>A Study of Students' Discourse That Indicates High-Level Comprehension During Small-Group Discussions</i>	Floriceley Dazy Chulim <i>Promoting Reflective Practice with Pre-service Teachers at the University of Quintana Roo, Mexico</i>	Alexandra Grey <i>Double Domination: New directions for inclusion and identity created by the Putanghua-English diglossia domination of minority languages in China</i>	Kelleen Toohey and Diane Dagenais <i>Sociomaterial assemblage in video production</i>		9.00-9.30	
	9.30-10.00		Roumiana Ilieva <i>Language matters, internationalization, and content area faculty in a Canadian university</i>	Michelle Lawson <i>"We're bringing something to their village": Negotiating 'integration' within lifestyle migration</i>	Glenn Hadikin <i>Lexical Selection in Corpora of Online Science Posts</i>		Bettina Beinhoff <i>Attitudes towards constructed and natural languages</i>	Susan Dray <i>Moments of disconcertment in Manchester's Pupil Referral Unit: Re-thinking 'language' by exploring interactions that go wrong</i>	Keiko Tsuchiya, Frank Coffey, Stephen Timmons and Sarah Atkins <i>Sounding like a nurse or a colleague: analysing tones of voices in interaction in emergency care training</i>	Saturday 5th	9.30-10.00
	10.00-10.30		Pit Corder lecture: Introduced by Muna Morris-Adams	Ali H. Al-Hoorie <i>Unconscious Attitudes toward L2 Native Speakers</i>	Rawan Saaty <i>Teaching metaphorical vocabulary to Saudi EFL Learners via enactment of the embodied metaphor LIFE IS A JOURNEY: An experimental study</i>	Idegrada Da Costa Cabral <i>"As linguas têm de estar no seu devido lugar" (Languages have to be in their proper places): Ideological constructions of language policy in East-Timor</i>	Rosie Hedger and Rachel Wicaksono <i>The Benefits and Challenges of Embedding Academic Literacies Skills within the Curriculum</i>	Nantawan Chuayarapitib <i>Impacts of a Collectivist Culture on Asynchronous Online Discussion</i>	Mayumi Tanaka <i>Personal and interpersonal impacts on the process, outcomes, and presentation of an action research investigation on appropriate pedagogy for critical reading</i>	10.00-10.30	
	10.30-11.00		Sue Garton and Keith Richards <i>Breaking theory, (re-)valuing practice</i>	Hanaa Khamis <i>Persuasive Writing through Spam/Scam</i>	Mamiko Noda <i>Resisting a monolingual instrumental strategy in English language teaching: A discourse-oriented ethnography in Japanese state senior high schools</i>	Adam Brandt and Yusuke Arano <i>Language choice in a higher education setting outside of the classroom</i>	Catherine Wallace <i>New and old literacies: why words still matter</i>	Dr. Abdullah Al Fraidan <i>A new model of the interaction and relationship between gender, proficiency, learning style and test-taking strategies</i>	Weronika Gorska-Fernando <i>Critiquing the Academic Literacies critique: insights from the writing classroom</i>	10.30-11.00	
	11.00-11.30	COFFEE AND PASTRIES									
11.30-12.30	Plenary paper: Introduced by Julia Snell	Penelope Eckert, Stanford University, USA <i>Mending a Broken Theory of Variation</i>									
12.30-1.00	Closing ceremony										

STAFFORD 2	G11	G63

Sally Zacharias <i>Unlocking the language demands of learning in a school science classroom in Scotland</i>	Eszter Toth <i>Forensic linguistics in Hungary</i>	Nettie Boivin <i>Multiliteracy practices for trans-migrant children and youth: Intercultural access to the local domain</i>
	Ian Nakamura <i>Some conversational challenges of talking to children on the radio: The case of the Chris Evans Breakfast Show</i>	Maria D. Perez Murillo and Sachio Fujita-Round <i>Korean and Spanish Speaking Diasporas in Tokyo: Two Case Studies of Children Becoming Bilingual</i>

Eleni Mariou <i>Linguistic diversity and competing language ideologies among speakers of standard and non-standard varieties</i>	Alison Stewart <i>Social stratification in language teacher identity: The case of Filipino English teachers in Japan</i>	Keiko Imura <i>The emergence of utterance schemas in foreign language learning at early stage: a longitudinal study of young Japanese learners' multi-word expressions</i>
Dr D.S. Giannoni <i>'An international journal publishing high quality, original research': Self-evaluative categories in a corpus of journal descriptions</i>	Joanna Garbutt <i>'So where does it show I'm breaking the light?': The use of 'so' by officers and suspects during interviews</i>	Pia Pichler and Nathanael Williams <i>'you're not ratchet pussy you're the daughter of the guy that sang achy breaky heart': authenticating indexicalities in young men's hip hop talk</i>
Annalisa Zanola <i>Health Communication and Public Speaking: Creativity and innovation through ESP transdisciplinarity</i>	Peter McDonald <i>Does Visualisation Support Listening Comprehension in Multimodal Texts?</i>	Kahoko Matsumoto <i>An Analysis of the Perceptions of Increasing Emphasis on English in Education and the Workplace in Japan</i>
Richard Barwell <i>Heteroglossia, indexicality and marginalisation in a second language mathematics classroom</i>	Nora M. Basurto-Santos and Amanda Howard <i>Adventures with Applied linguistics in Large Scale TESOL Research</i>	Juliet Henderson <i>Authorising Openness to Other as Intercultural Goal in Academic Writing</i>
Ayako Tominari <i>Gender and nationalism in Japanese newspaper coverage of football at the London Olympics</i>	Samaneh Zandian <i>Young learners in Iran and their perceptions of intercultural interaction: Some implications for language classrooms</i>	Seiko Harumi <i>The implicit role of classroom silence in Japanese EFL contexts</i>

STAFFORD 2	G11	G63
Language in Africa track: Ross Graham Chair Charlyn Dyers <i>The Conceptual Revolution in Linguistics – Implications for the Study of Koaps.</i>	Linguistics and knowledge about language in education inaugural colloquium: <i>Issues of meta-language</i> Esther Daborn <i>Convenor</i> Urszula Clark <i>Recontextualising knowledge about language as language and literacy across the secondary curriculum: a case study from Birmingham, UK</i> Li Wei <i>Translanguaging Language Education</i> Constant Leung <i>Metalinguage as Content: A view from the classroom</i>	Diane Potts <i>Changing practices, changing perceptions: EAL students' response to multimodal feedback</i>
Taiwo Ilori <i>Imagined Communities and language ideologies of senior secondary school students in Nigeria</i>		Robert Sharples <i>'I don't know why you waste your time with just stories': problematising authenticity and representation in linguistic ethnographies.</i>
Colloquium: <i>Exploring child and youth identity in a linguistic minority context. Appeal for a creative ethnographic approach.</i> Catherine Levasseur <i>Convenor</i> Charlotte Selleck <i>Multiple methods in Ethnography: different lenses through which to see language in context.</i> Catherine Levasseur <i>Draws, plays, and chaos: an ethnographic approach to study elementary schoolchildren identity representations</i>	Peter McDonald <i>The Challenges of Adapting CEFR for Non-European Contexts</i>	Duygu Candarli <i>The development of discontinuous sequences in non-native novice academic writing: A longitudinal study</i>

Colloquium contd: Joke Dewilde <i>How transcultural youth create places and spaces in writing</i> Justine Dakin <i>Hearing Pupil Voices: Using Vignettes in Linguistic Ethnography</i>	Fiona English and Tim Marr <i>Why Do Linguistics?</i>	
	James Essex <i>Ideologies of Globalization and Internationalization in Japanese Higher Education: The View From the Ivory Tower</i>	

LiA SIG AGM	LKALE SIG AGM	
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Elizabeth Miller <i>Relational Agency: An Emerging Perspective in Applied Linguistics</i>	ICC track: Alina Schartner Chair Jieun Kiaer and Noriko Iwasaki <i>Korean-English bilingual children's use of multilingual and multimodal resources in communication</i>	Aintzane Dolz and David Lasagabaster <i>Delving into language teachers' motivation in English-medium instruction</i>
Shuai Zhao <i>New Direction in Second Language (L2) Writing Research: Investigation on development of writing in Chinese as a foreign language</i>	Adrian Holliday <i>Multiple discourses in developing intercultural awareness: everyday small culture formation on the run</i>	Daniel Perrin <i>Applied Linguistics and Multiple Framework Approaches: The Case of Investigating Language Awareness in the Newsroom</i>

Sara Brennan and Bernadette O'Rourke <i>The (Non?) Commodification of Language: A Critical Sociolinguistic Investigation of Attempts to Promote Language as an Economic Resource for Business</i>	Celia Thompson <i>Mobile languages and cultures: A dialogic approach to the analysis of students' narratives</i>	
Elvis Yevudey <i>Linguistic realities in Ghanaian classrooms: Beyond the language policy and curriculum design</i>	Alina Schartner and Yoonjoo Cho <i>Perceptions of 'internationalisation at home' and 'global citizenship' among higher education students and staff</i>	

STAFFORD 2	G11	G63
Xiao Lan Curdt-Christiansen <i>Family Language Policy in the Chinese Community in Singapore: A Question of Balance?</i>	Tamiko Kondo and Rachel Wicaksono <i>Challenging government policy on English language teaching in Japan through collaborative action research: Theory and method</i>	
Lou Harvey and Jessica Bradley <i>Researching performance and research in performance: Telling stories responsibly</i>	Michael Kranert <i>Applied Linguistics as studies of culture: The case of contrastive political discourse analysis</i>	
Yanli Zou <i>Multi-word Units in EAP Writing of Chinese EFL Learners: Examples from Business and management texts</i>	Tess Fitzpatrick <i>Age-related changes in lexical retrieval behaviour: a consequence of cognitive decline or accumulated learning?</i>	
Chieri Noda and Zhu Hua <i>'Reverse onigiri' and reversing roles? Manoeuvring interactional space and engagement in the eikaiwa classroom</i>	Yaoyao Chen <i>Towards a Multimodal Unit of Analysis</i>	