

Thursday											
11.00 onwards	Registration [DHT foyer]										
12.30 – 13.30	Lunch [Teviot Dining Room]										
13.30 – 13.45	Conference opening: April McMahon, Head, School of Philosophy, Psychology and Language Sciences [DHT Lecture Theatre A]										
13.45 – 14.45	Plenary 1: Norman Fairclough, University of Lancaster [DHT Lecture Theatre A]										
	WR3	WR9	WR10	DHT conference room	WR1	WR2	Faculty room south	Faculty room north	DHT lecture theatre B	DHT lecture theatre C	DHT lecture theatre A
14.50 – 15.25	<i>Pádraig Ó Duibhir</i> Proficiency in Irish of Irish immersion pupils: Implications for instruction	<i>Zofia Chlopek</i> Errors committed by L3 learners – what are they like and what do they tell us?	<i>Jane Evison</i> Taking turns or making contributions?: the long and the short of university talk	<i>David Horner</i> Constraints on collocations: the corpus evidence	<i>Juan-Garau, Maria & Carmen Pérez-Vidal</i> Context and learner attitude in oral L3 development: Insights from native and non-native performance after a stay abroad	<i>Jane Mulderrig</i> Changing strategies of persuasion in political rhetoric: a corpus-based critical analysis of UK government discourse 1972 to 2005	UK Linguistic Ethnography Forum Colloquium: Negotiating multilingual identities in educational settings <i>Massimiliano Spotti & Sjaak Kroon</i> Erosion of language-ideological based pupils' identities in a Dutch multicultural primary classroom.	Colloquium: The emergence of corpus sign language linguistics <i>Onno Crasborn & Inge Zwitterlood</i> The Corpus NGT project: Challenges in publishing sign language data	Assessment SIG <i>Ardeshir Geranpayeh</i> The impact of technological development and language pedagogy on the creation and revision of language tests: Evidence from the Certificate in Advanced English Examination	<i>Tess Fitzpatrick</i> Individual word association profiles in a first and second language	<i>Fiona Copland</i> Power relationships in initial teacher training post-observation feedback: what a genre analysis can tell us
15.25 – 16.00	<i>Wan-lun Lee</i> Integrating Computer-Mediated Collaborative Learning with Extensive Reading in English as a Foreign Language	<i>Stefania Ferrari</i> Task variation and syntactic complexity: a longitudinal study of Italian as a second language	<i>Turo Hiltunen</i> “It seems reasonable to regard them as a single group”: As-predicative constructions in research articles in four academic disciplines	<i>David Evans, Dawn Knight, Ronald Carter, Svenja Adolphs</i> Multi-modal corpus design, construction and use	<i>Yolanda Ruiz de Zarobe</i> Rate of learning and long-term effects on trilingual language acquisition	<i>L. Cameron, A. J. Maule, Z. Todd, P. Stratton, R. Maslen, T. Sandberg, N. Stanley</i> Metaphor Use in the Perception and Communication of the Risk of Terrorism	<i>Siân Preece</i> Multilingual identities in higher education: Negotiating the ‘mother tongue’, ‘posh’ and ‘slang’.	<i>Lorraine Leeson & John I. Saeed</i> Signs of Ireland: Developing a corpus of Irish Sign Language	<i>Anthony Green & Roger Hawkey</i> Test validity and the reading experiences of university students	<i>Takanori Kawamata</i> Strategies for legitimizing corporate and governmental power: A critical discourse analysis of texts produced in the aftermath of Tokai Village's nuclear fuel plant accident	<i>Dr Mike Handford & Almut Koester</i> ‘It’s not Rocket Science’: Conflictual Talk in Workplace Meetings
16.00 – 16.30	Tea/coffee										

16.30 – 17.05	<i>Huamei Han</i> Bricolage: How Language Ideology Works	<i>Jonathan Charteris- Black</i> Men And Emotion Talk: Evidence From The Experience Of Illness	<i>Paul Wickens</i> Author stance in theme position: disciplinary variation in a corpus of assessed undergraduate student writing	<i>Matthew Brook O'Donnell</i> 'Difficult to imagine it all up' – A corpus-based analysis of lexical patterns in children's writing	<i>Helena Blažková</i> Accounts in Institutional Meetings	<i>Celia Thompson</i> <i>Dialogism</i> and multivoiced texts: Towards a 'cyberpedagog y' for legitimising digital authorship	<i>Adrian Blackledge, Shahela Hamid, Li Wei, and Chao-Jung Wu</i> Multilingual children negotiating complex identities in ideological worlds	<i>Trevor Johnston, Louise de Beuzeville, Della Goswell & Adam Schembri</i> An investigation of indicating verbs in Auslan: A corpus-based approach	<i>Liz Hamp- Lyons & Chris Davison</i> Trusting teachers, trusting technology: Shifting ideologies and practices in Hong Kong secondary ESL programs	<i>Janet Maybin</i> Penfriend poetics: creative uses of repetition and recontextualisa tion in a corpus of prisoner penfriend correspondenc es	<i>Alan Davies</i> The Key and the Hoax: questioning the taken-for-granted
17.05 – 17.40	<i>Masataka Yamaguchi</i> Remembering 9/11 and World War II at the beginning of Iraq War in 2003	<i>Dr Laurel Kamada</i> Similar Ideologies across Genders for Multiethnic Adolescent Boys and Girls in Japan: Discourse Analysis Approach	<i>Anna Solin</i> Import genres in academia: the academic portfolio as a discourse technology	<i>Alice Deignan</i> A corpus- informed investigation into how metaphors express evaluative meaning	<i>Simon Pardoe</i> Pretending to listen': controversial technologies and public consultation	<i>Martin Gill</i> Exclusive boundaries, contested claims: authenticity, language and ideology	<i>Barbara Majer</i> "I can come to the meetings but can I join the club?" Experiences of bilingual students in vocational classrooms in an English FE college	<i>Ernst Thoutenhoofd & Onno Crasborn</i> Sign language corpus creation and interface concerns	<i>Lynda Taylor & Barry O'Sullivan</i> Are two heads better than one? Examining the paired format in L2 speaking assessment	<i>Simon Gieve</i> Interactional alienation: monolingual ideology and the negotiation of ratified speakership in plurilingual encounters	<i>Chris Candlin, Alan Jones & Janet Brady</i> Joint problematizati on and recontextualisa tion in professional communicatio n in learning and practice
17.40 – 18.15	<i>Amanda Hilmarsson- Dunn, Ari Páll Kristinsson</i> Iceland's language technology: policy versus practice	<i>Isabel Corona</i> New fears, new genres: Ethos and pathos in Portraits of Grief, Vidas Rotas and London Lives. The rhetorical power of collective mourning	<i>Cuadrado Esclápez, G, Duque García, M.M. & Durán Escribano, P</i> "META- CITEC. A cognitive semantic database of Conceptual Metaphor in Science and Technology	<i>Mara Kogetsidis & Helen Woodfield</i> Interlanguage Requests In Academic Encounters	<i>Lee James Tipton</i> Exploring hypertextually mediated cyber-space: the construction and mediation of a prison institutions 'virtual-self' in cyberspace	<i>Michelle M. Lazar</i> 'Technologisin g the Feminine Body: A Critical Analysis of Technological Discourse in Beauty Advertising'	<i>Irina Dahlman, Svenja Adolphs & Tom Rodden</i> Multi-word units, fluency and pause annotation in spoken corpora	Language leaning and teaching SIG <i>Catriona Scott</i> Theory and practice in EAL teaching: the impact of high-stakes testing	<i>Hazel Sales</i> Stodgy writing in the technical workplace	<i>Guy Cook, Alison Twiner, Julia Gillen</i> 'But it's all true!': ideology and technology in the discourse of food promotion	<i>Joanna McPake, Peter Broeder, Laura Mijares, Sirku Latomaa, Waldemar Martyniuk and Teresa Tinsley</i> Valuing All Languages in Europe: A Map of Provision for Community Language Learning
18.30	Drinks Reception in celebration of 50 years of Applied Linguistics in Edinburgh and the 10th volume in the Edinburgh University Press Applied Linguistics series [Playfair Library]										
Friday											
9.00 – 10.15	Pit Corder Colloquium 1: video link with Michael Halliday and Ruqaiya Hasan in Australia and Alan Davies, John Joseph and Albert Weideman in Scotland [DHT Lecture Theatre A]										

	Introduction: Caroline Heycock Convenor: John Joseph										
10.15 – 10.45	Tea/coffee										
10.45 – 12.00	Pit Corder Colloquium 2: short presentations and discussion [DHT Lecture Theatre A] Participants: Diane Larsen-Freeman, Sinfree Makoni, Miriam Meyerhoff, Rosamund Mitchell and Keith Mitchell										
12.15 – 13.15	Lunch [Teviot Dining Room]										
13.15 – 13.30	Presentation of BAAL Book Prize [Teviot Dining Room]										
13.30 – 14.00	Poster exhibition [DHT Conference Room]										
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14.00 – 14.35	<i>Caroline Coffin, Ann Hewings, Sarah North</i> E-conferencing: what can functional analysis and corpus methods tell us?	<i>Lyudmila Klimanova</i> Metapragmatic Perception or Metapragmatic Awareness: Does the elicitation task type matter?	<i>Joan Turner & Masako K. Hiraga</i> Tutor-Student Pragmatics: Cultural Complexities of Verbalisation	<i>Steve Walsh, Tom Morton, Anne O'Keeffe</i> Space for learning: a modes analysis of seminar talk	<i>Anthony Watt</i> The Commodification of Language: the Convergence of the Discourses of Globalisation and Applied Linguistics	<i>Barbara Trudell</i> Practice in search of a paradigm: Language rights and linguistic <citizenship in minority language communities of Senegal	Corpus linguistics SIG <i>Alois Heuboeck</i> The construction of scientific knowledge through patterns of inference in a corpus of student writing	<i>Jianghong Feng</i> Do Chinese students actually improve in using English when they study in Britain?	PG colloquium <i>Pauline Rea-Dickins</i> How to defend your thesis and prepare for a viva	<i>Greg Myers</i> Technology, Interaction, and the Construction of Facts in Wikipedia	<i>Catherine Wallace</i> Literacy and Identity in a multilingual London school
14.35 – 15.10	<i>Alan Firth</i> Learning-in-interaction: A conversation analytic approach to S/FL learning	<i>Fei-Yu Chuang & Hilary Nesi</i> GrammarTalk: international students' responses to an online grammar resource	<i>Radhika Jaidev</i> Acquiring academic writing and communication skills at university through 'blended learning': learners' perspectives	<i>Sarah Atkins</i> Figurative conceptualisations of illness in patient accounts of chronic pain	<i>Julie Byrd Clark</i> Voices of Youth, ideologies of language, and discourses of multilingualism and Canadianité	<i>Eddie Williams</i> Non-congruent ideologies or educational imperialism? An extensive reading programme in Africa	<i>Richard Badger</i> The practice of argument in academic disciplines: a corpus based study	<i>Mireia Trenchs-Parera and James McCullough</i> Context Effects on the Discourse Strategies of Advanced EFL Students after a Stay Abroad	<i>Guy Cook</i> How to turn your thesis into good journal articles	<i>Alison Sealey</i> Ideology, Practice - and Expertise? - in Applied Linguistics	<i>Liz Murphy, Julio Roca de Larios and Rosa Manchon</i> Investigating The Strategic Use Of The L1 In Composing: The Case Of Lexical Searches In Efl Writing
15.10 – 15.40	Tea/coffee										
15.40 – 16.15	<i>Christopher Joseph Jenks</i> Skypecasts: Sequence organization	<i>Richard Kiely and Jim Askham</i> 'Visiting locals' houses'	<i>Fabiana MacMillan</i> Practicing Paraphrasing Skills in	<i>Joan Cutting</i> How's the milk?' meaning 'How's	<i>Veronika Koller</i> Identity as metaphor: Communicatin	<i>John Holmes</i> The First Years of a Literate Community:	<i>Julie Blake & Tim Shortis</i> Transfer is a Two Way Exchange? Design	<i>Nadezhda Yakovchuk</i> Towards a Plagiarism Identification Model:	<i>Rosemary Erlam, Rod Ellis & Shawn Loewen</i> Is incidental	<i>Katja Mäntylä</i> Vocabulary in an EFL classroom	<i>Paul Seedhouse</i> Interaction and Constructs

	and learning opportunities	and ‘English without noticing’: the nature and potential of informal language development	Online EAP Reading Programs	everything?’: cross-cultural pragmatics ideology and practice	g notions of the self through corporate branding discourse	Patterns of Language Choice	Experimentation in the use of Corpus methods to augment school English textual analysis	Development, Application and Outcome	learning possible in the language classroom? The case of third person –s		
16.30 – 17.30	Plenary 2: Karin Aijmer , University of Gothenberg [DHT Lecture Theatre A]										
17.30 – 19.30	AGM [DHT Lecture Theatre A]										
20.00 – 23.30	Conference dinner and ceilidh [Our Dynamic Earth] Speakers: Susan Hunston and Mike Stubbs										
Saturday											
	WR3	WR9	WR10	DHT conference room	WR1	WR2	Faculty room south	Faculty room north	DHT lecture theatre B	DHT lecture theatre C	DHT lecture theatre A
9.00 – 9.35	<i>Satomi Takahashi</i> Exploring Causal Relationships between Individual Differences and Web-Based Language Learning: A Structural Equation Modeling Approach	<i>Junko Hondo</i> Before or During? The impact of timing in form-focused intervention	<i>Mohammad Alavi</i> Contribution of Multiple Intelligences to reading strategy use and reading ability	<i>Rick Evans</i> Positive Profiling: Using Discourse Analysis and Corpus Linguistics for Scaffolding and Assessing Social Language Teaching and Learning	<i>Marion Nao</i> Doing being ‘the native speaker’: on the reduced personality of the English language teacher	<i>Gibson Ferguson</i> Norms, Models and Some Unanswered Questions: Language Planning and the Pedagogy of English as a Lingua Franca	Colloquium Urban classroom culture and interaction <i>Roxy Harris & Lauren Small</i> Culture and interaction in urban classrooms: A shift of ethos?	Multimodality SIG <i>Mark Roberts</i> It’s a goal; it’s a girl!” Spoken language and mark making in under 3s. <i>Rosie Flewitt</i> ‘It took a long time for us to recognize her eye pointing’: Multimodal insights into meaning making for young children with special educational needs	<i>James Milton</i> Vocabulary Knowledge, Language Impairment and the Language of Education	<i>Matthew E. Poehner</i> Dynamic Assessment: Rethinking Validity According to a Social Ontology of Individuals	
9.35 – 10.10	<i>H.M. McGarrell</i> Teacher Language Functions in Electronic and Face-to-Face Teaching Contexts	<i>Robert McKenzie</i> The myth of homogeneity? : Effects of social factors on Japanese learners’ attitudes towards varieties of English speech	<i>Anita Ferreira & Emerita Bañados</i> Effective Corrective Feedback Strategies with Implications for Technological Applications in Applied Linguistics	<i>Rhonda Oliver and Jenefer Philp</i> Child’s play? The role of maturity and context in second language acquisition	<i>Jie Dong</i> Flowers of our motherland: language ideology and migrant identity construction in Beijing	<i>Alex Boulton</i> But where’s the proof? The need for empirical evidence for data-driven learning	<i>Caroline Dover</i> Life at school in a mediated world	<i>Kate Pahl</i> Multiple voices in children’s multimodal	<i>Paul Rowlett</i> The Subject Centre for Languages, Linguistics and Area Studies: what it can do for applied linguistics in the UK	<i>Saad Al-Amri</i> Computer-based vs. paper-based tests: Does the test administration mode matter?	<i>Carmela Perta</i> Ideology and practice in protecting minority languages

10.10 – 10.40	<i>Ye, Dong</i> Lurking vs Learning: Reading the Silent in CMC Context	<i>Hossein Nassaji</i> Factors Affecting The Usefulness Of Spontaneous Focus On Form In L2 Classrooms	<i>Cornelia Tschichold</i> A critical view of frequency bands used in vocabulary teaching	<i>Guoxing Yu</i> Lexical diversity in speaking and writing performances	<i>David Block</i> The metaphor of LOSS vis-a-vis language maintenance and identity	<i>Alejandra Recio</i> Emergent literacy across languages: using stories and technology to teach English to three and four year old Spanish children in a foreign language context	<i>Alexandra Georgakopoulou & Lauren Small</i> ‘On the MSN with buff boys’: Small stories, techno-popular resources and identity work	texts <i>Julia Davies</i> Pay and Display online: The multimodal production, consumption and transformation of goods and identity through E-bay textual practices	<i>Ben Matthews, Svenja Wurm, & Graham Turner</i> British Sign Language and Written English Literacy Practices	<i>Alan Tonkyn</i> Tracking changes in L2 speaking proficiency: Developing progress-sensitive proficiency measures	<i>Hilary Nesi</i> “I have realized there are much more insights to explore”: the form, meaning and purpose of university level assessed reflective writing
10.40 – 11.10	Tea/coffee										
11.10 – 11.45	<i>Paul Meara and Antonia Babí</i> Lexical Features Of Translated Texts	<i>Yupaporn Piriya Silpa</i> Rhetorical Structure in EFL Students’ Online Discussion Postings	<i>Isabel Figueiredo-Silva</i> Conflict of cultures – the beginning of a new awareness	<i>Robisco, Maria del Mar, Duran, Pilar, & Pierce, Joana</i> Speaking out! Developing, assessing and piloting learning outcomes	<i>Deborah Romero & Dana Walker</i> Youth Media: An Innovative Context for Developing Language, Voice, and Multimodal Literacies Among Disaffected Learners	<i>John Bitchener</i> Improving the accuracy of ESL student writing with written corrective feedback: a 12 month investigation of its effectiveness	<i>Constant Leung</i> Mainstream classroom, linguistic diversity, flows of participation	<i>Jeff Bezemer, Diane Mavers and Hara Sidiropoulou</i> Reporting Multimodal Data: A Comparison of Image-Based and Script-Based Representations of Classroom Data	<i>Wing-kin Vinton Poon</i> “This is how we chat on internet la”: Hong Kong English in Computer-mediated Communication as an identity marker.	<i>Paul Tench</i> Spelling in the mind: phonemic-graphemic correspondences as a system in young educated British adults	<i>Dan Douglas</i> Technology and the Construct of Language for Specific Purposes
11.50 – 12.50	Plenary 3: Richard Johnstone , University of Stirling [DHT Lecture Theatre A]										
12.50 – 13.15	Conference close: Dean, School of Education [DHT Lecture Theatre A]										