## ALANZ PRESENTATION SCHEDULE

<table>
<thead>
<tr>
<th>8:15 – 8:45am</th>
<th>REGISTRATION: FOYER K BLOCK</th>
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<tr>
<td><strong>Presentation Times</strong></td>
<td>KG. 01</td>
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</table>
| 09:00-9:55am | First Plenary: Dr John Macalister  
Victoria University, Wellington  
**Title:** *Desire and desirability: The journey of Malaysian pre-service teachers in NZ*  
Room K.G.11 |
| 10:00-10:25am | Morning Tea: Foyer K Block |
| 10:30 – 11:00am | Understanding perceptions and practices of language teachers and learners: Exploratory Practice (EP) in two high school team-teaching contexts in Japan  
**Takaaki Hiratsuka** |
| | Developing discourse competence through academic writing instruction: Identifying a ‘working’ and ‘workable’ model of genre for genre-based pedagogies  
**Ian Bruce** |
| | Helps and hindrances to access to English: The experiences of Malaysian TESOL students in New Zealand  
**Jennifer Jones** |
| | Culture in the New Zealand primary classroom: A case study  
**Jo Oranje & Anne Feryok** |
| 11:00 – 11:30am | Belief as fire: Proposing a five-element framework for research on L2 teacher beliefs  
**Juan Tian** |
| | Exercising discourse competence in a blended learning environment: A case study among ESL learners in an academic writing setting.  
**Junaidah Januin** |
| | A quantitative study on the usage of Speech Level Shifts by Japanese native speakers and non-native speakers in Japanese conversations  
**Koichi Shimahara** |
| | Workplace culture and teacher professional development: The intertwined relationship  
**Mananya Jantayasakorn & Chantarath Hongboontri** |
| 11:30 – 12 noon | Narrative inquiry into language teacher cognition in South Korean primary schools  
**Ian Moodie** |
| | That’s not what we were taught in History! Finding the common ground in student academic writing.  
**Neil Matheson** |
| | What happened to the students whose written accuracy decreased after receiving written corrective feedback?  
**Qi Guo** |
| | Bridging the gap between language education policies and teacher education needs: Insights from a teacher evaluation system in Mexico  
**Jesús Izquierdo, Guadalupe Garza, Danielle Guénette & Eliel Jiménez** |
| 12:00 – 1:15pm | Lunch: Foyer K Block  
ALANZ AGM: KG.09 |
<table>
<thead>
<tr>
<th>Time</th>
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<th>Speaker(s)</th>
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| 1:15 – 2:10pm| **Second Plenary:** Assoc Prof Gary Barkhuizen  
University of Auckland, Auckland  
Title: *Second language identity in study abroad narratives*  
Room K.G.11 | Assoc Prof Gary Barkhuizen  
University of Auckland, Auckland | *Second language identity in study abroad narratives*                      | K.G.11               |
| 2:15 – 2:45pm| Good University EFL Teachers: Revealing students’ voices  
Yanin Saiyood | Beyond plagiarism: Identity and engagement issues in assignments using sources by undergraduate L2 writers  
Rosemary Wette | Simply simplified science? A cognitive approach to the communication of risk in media and outreach texts  
Gabriella Rundblad & Chris Tang | Room K.G.11  
Complexity of identity in Applied Linguistics/TESOL: Embodiment, spatiality and temporality  
Lawrence Jun Zhang & Donglan Zhang |
| 2:45 – 3:15pm| A validity study of English language placement testing at the University of Waikato  
Mark Dawson Smith | Digressions in academic lectures: Analysis and pedagogical implications  
Jonathon Ryan & Karen Kemsley | The Impact of context on written corrective feedback  
Stephanie Rummel | Foreign lecturers at a University in Japan negotiating their professional identities as agents of Globalisation.  
Andy Lankshear |
| 3:15 – 3:45pm| The role of context in task-based language teaching: Classroom interactions across space and time  
Rob Batstone | Using interpretative phenomenological analysis (IPA) in researching the experience of undertaking the literature review in a second language  
Hyeseung Jeong | Listening to students’ voices: Revealing their perceptions of curriculum and instruction  
Chantarath Hongboontri | Epistemological beliefs, learner identity and motivational trajectories in second language writing: A sociocultural analysis  
Gaye Wall |
| 3:45 – 4:15pm| Afternoon Tea: Foyer K Block | | | |
| 4:15 – 5:10pm| **Third Plenary:** Prof Anne Burns  
Aston University, University of New South Wales  
Title: *Teaching young learners English: Global practices from teacher perspectives*  
Room K.G.11 | Prof Anne Burns  
Aston University, University of New South Wales | *Teaching young learners English: Global practices from teacher perspectives* | Room K.G.11 |
| 5:15 – 6pm  | Book Launch: Foyer K Block | | | |