

Symposium on Second Language Writing 2015: Programme Schedule

Wednesday November 18

3.00 - 5.00	<i>Registration desk open - WG building, Level 4</i>
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Thursday November 19

8.00 - 8.30	<i>Registration desk open - WG building, Level 4</i>										
8.30 - 9.00	Opening ceremony: Level 4 WG 403 lecture theatre										
9.00 - 10.15	KEYNOTE 1 WG 403 lecture theatre	Paul Kei Matsuda <i>English for shifting purposes: Academic writing in the new global higher education</i>									
10.20-10.40	<i>Morning tea - WG building, Level 4</i> <i>Sponsored by Applied Language Studies in the School of Cultures, Languages and Linguistics, University of Auckland</i>										
10.45 - 12.25	Parallel sessions 1-3: 10.45- 11.15; 11.20 - 11.50; 11.55 - 12.25										
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	<u>Helen Basturkmen</u> Cohesion and coherence-related features in postgraduate student writing	<u>Christian Ludwig</u> All write? Using e-portfolios to develop students' writing skills	<u>Junko Otoshi et al</u> Training peer writing tutors: Practice and perspectives	<u>Noor Hanim Rahmat</u> Scaffolding ESL Academic Writing Using Colour Codes	<u>Anne Scott</u> L1 reflection for L2 development	<u>Mazin Yousif</u> The focus of one-to-one conference feedback in a learning centre context	<u>Monica Broido & Harriet Rubin</u> Implementing the working alliance model in L2 writing centers	<u>Jim McKinley</u> The impact of Western criticisms of Japanese rhetorical approaches on learners of Japanese	<u>Jihua Dong</u> Stance expressions in published and students' academic writing	<u>Peter Crosthwaite</u> Managing reference in L2 writing: Implications for pedagogy	
5 MINUTE BREAK TO MOVE BETWEEN ROOMS											
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	<u>Adcharawan Buripakdi</u> A struggle and identity construct of an EFL Professional editor: A voice from an academic writing sphere	<u>David Reed Albachten</u> Teaching English academic writing to socioculturally diverse non-native English students	<u>Jinfang Peng</u> Linguistic complexity in the continuation task	<u>Celia Thompson et al</u> Claiming the right to be heard: Authorial identity formation in international students' PhD confirmation reports	<u>Noelle Grout</u> How to begin writing in French as L2: An example of research and practice from Mexico	<u>Tim Knight</u> Using the LMS schoology to manage an academic writing course	<u>Irwin Weiser</u> Understanding the preparation of first-year international students for academic writing in a US university	<u>Ha Hoang</u> Gauging the effects of guided revision work on L2 learners' use of multi-word units	<u>Asao Inoue & Kelvin Keown</u> Where is the feedback?: Considering the material conditions of feedback to L2 writers in non-writing classrooms	<u>Ju Chuan Huang</u> Interdisciplinary collaboration in teaching English research writing: Instructors' and students' perspectives	

5 MINUTE BREAK TO MOVE BETWEEN ROOMS											
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	Manami Ito Effects of feedback and rewriting on Japanese university students' English compositions	Sara Cotterall "ENG 204 was actually a sweet course"	Yuichiro Kobayashi Investigating metadiscourse markers in Asian Englishes: a corpus-based approach	Younghyon Heo & Takako Yasuta Developing English grammar and vocabulary lists for Japanese computer science majors learning academic writing	Amy Hodges et al Caught in the middle: The roles of writing fellows and writing centers in EAP and WID	Junju Wang & Kai Yang Overused, underused and misused signal words in EFL academic writings	Carrie Kilfoil Preparing college writing teachers for globalized world:	Mohammad Shamsuzzaman et al Similarities and differences between writing in a first and second language: the case of Bangladesh	Zhiwei Wu Scaffolding or confining?: A corpus-assisted study of citation patterns in term papers by undergraduate ESL writers	Andrea Stiefvater Teachers' and students' implicit socialization into Systemic Functional Linguistics.	
12.30 - 1.10	<i>Lunch - WG building, Level 4</i>										
1.15 - 2.30	Presentations by invited speakers: John Bitchener, Christine Tardy - WG 403 lecture theatre										
2.35 - 3.40	Parallel sessions 4-5: 2.35 - 3.05; 3.10 -3.40										
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 403
Presenter	<u>Kendon Kurzer & Grant Eckstein</u> dynamic written corrective feedback in developmental ESL writing classes	<u>Heath Rose</u> Strategies for acquiring kanji in the learning of Japanese as a second language	<u>Margi Wald et al</u> Focusing on the E in EAP: Activities for improving students' academic literacy	<u>Linlin Xu</u> Exploring international doctoral students' response to supervisors' written feedback	<u>Betsy Gilliland et al</u> Action research for writing teacher learning	<u>Yingliang Liu & Justin Jernigan</u> Citation practices of EFL graduate students in academic writing	<u>Fengjuan Zhang & Ju Zhan</u> From process to post-process: Seeking effective EFL writing pedagogy in China	<u>Jasone Cenoz & Maria Orcasitas</u> Comparing assessment measures in trilingual writing	<u>Durk Gorter</u> Writing in three languages and using the whole linguistic repertoire	<u>Julio Gomez</u> Impact of TEFL masters' theses on students' English writing development	<u>Chris Tancock, Elsevier</u> An introduction to metrics in academic journals: From writing to ranking ↓ <i>continued</i>
5 MINUTE BREAK TO MOVE BETWEEN ROOMS											
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 403
Presenter	<u>Yingying Li</u> EFL learners' processing of direct and indirect written corrective feedback on their writing	<u>Ye Han</u> The complexity of Chinese EFL learners' affective responses to WCF: a multiple-case study	<u>Maedeh Tadayyon</u> Discourse markers in published papers: A comparison of Iranian and English scholars	<u>Yuka Kikuchi</u> A longitudinal study of writing development of tertiary L2 learners of Japanese in Australia	<u>Ian Bruce</u> The textual expression of critical thinking in undergraduate essays in two disciplines	<u>Cynthia Quinn</u> Learner perceptions of a corpus-integrated L2 writing curriculum	<u>Samira Kakh</u> Does patchwriting contribute to learning to write from sources?	<u>Hyeonji Choi</u> Roadmap for writing a research paper in an academic setting	<u>Leimin Shi</u> Chinese EFL teachers' cognition about the effectiveness of the genre pedagogy: A case study	<u>Mayumi Fujioka</u> EAP writing tutors' development of genre knowledge for science papers	<i>continued</i> <u>Chris Tancock, Elsevier</u> An introduction to metrics in academic journals: From writing to ranking
3.45- 4.05	<i>Afternoon tea - WG building, Level 4</i> <i>Sponsored by the School of Language & Culture, AUT</i>										

4.10 - 4.40	Parallel session 6: 4.10 - 4.40										
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	Yongyan Li et al Feedback on Master of Education students' written assignments: Learning to negotiate the academic and professional worlds <i>Chair: Rosemary Wette</i>	Jill Boggs Corrective feedback for L2 writers: two modes of CF delivery for increasing grammatical accuracy <i>Chair: Morena Dias Botelho de Magalhaes</i>	Ha Hoang The fragmented picture of phraseological units in EFL learners' writing <i>Chair: Lynn Grant</i>	Liming Deng An exploration of rhetorical mismatch in the discussion & conclusion sections of L2 Chinese social science doctoral students' thesis writing <i>Chair: Martin McMorro</i>	Mark Frear The effects of planning time and task complexity on writing complexity <i>Chair: Martin East</i>	Masumi Kojima et al ESL/EFL writing performance and its correlates: A meta-analysis <i>Chair: Natsuko Shintani</i>	Ali Rastgou Teacher as a normalizer and moderator: Towards developing a comprehensive L2 written feedback mode <i>Chair: Robyn McWilliams</i>	Elbie Adendorff & Arné Greyling A genre-based approach for the development of writing skills for university students learning Afrikaans <i>Chair: Fleur Connor-Douglas</i>	Clare Furneaux Learning to write on Masters programmes: the experience of developing writers <i>Chair: Neil Matheson</i>	Rebeca Fernandez et al I can see clearly now: A longitudinal study of impediments to clarity in mainstreamed Chinese L2 writers <i>Chair: Jenny Jones</i>	Guangsa Jin & Michael Barlow The influence of language differences on genre practice: A contrastive genre analysis on the thesis opening section written in NZ and America <i>Chair: Louisa Buckingham</i>
4.45 - 6.00	Presentations by invited speakers: Dana Ferris, Icy Lee - WG 403 lecture theatre										
6.00 - 7.00	<i>Welcome reception - WG building Atrium, Level 2 Sponsored by Turnitin</i>										

Friday November 20

8.00 - 8.30	<i>Registration desk open - WG building, Level 4</i>										
8.30 - 9.00	Parallel session 7										
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	<p>Rachael Ruegg</p> <p>Differences in the uptake of peer and teacher feedback</p> <p><i>Chair: Linlin Xu</i></p>	<p>Hua Geng & Lawrence Zhang</p> <p>The effects of written feedback and revision focus direction on revision and writing improvement: a study of Chinese university writers</p> <p><i>Chair: Natsuko Shintani</i></p>	<p>Carla Vee Ababon</p> <p>Call me maybe: critical discourse analysis of the self-presentation and validation strategies of finance and management students in their internship application letters</p> <p><i>Chair: Anthea Fester</i></p>	<p>Gillian Skyrme</p> <p>What matters to students in academic writing? A longitudinal study of the writing worlds of undergraduate students</p> <p><i>Chair: Averil Coxhead</i></p>	<p>Jennifer Jones & Colleen Bright</p> <p>Language enrichment for L2 writers at doctoral level – University of Auckland practice</p> <p><i>Chair: Morena Dias Botelho de Magalhaes</i></p>	<p>Grant Eckstein & Kevin Eyraud</p> <p>Applying genre-based writing to content-based instruction: A promising combination</p> <p><i>Chair: Denise Cameron</i></p>	<p>Naoko Mochizuki</p> <p>Multilingual international students' genre learning through oral interaction: An examination of motives, scaffolding, and learning in a thesis writing support group</p> <p><i>Chair: Helen Cartner</i></p>	<p>Atsushi Iida</p> <p>Expressing trauma in a second language: A poetic-narrative autoethnography on a Japanese ESL writer's experience of the 3.11 great east Japan earthquake</p> <p><i>Chair: Louisa Buckingham</i></p>	<p>Judith O'Byrne</p> <p>The creation and identification of arguments in academic writing</p> <p><i>Chair: Neil Matheson</i></p>	<p>Janice Catterall & Nicola Rolls</p> <p>Influences on the development of tertiary academic writing in international students: teaching to the unknown?</p> <p><i>Chair: Daryl Street</i></p>	
5 MINUTE BREAK TO MOVE BETWEEN ROOMS											
9.05 - 10.20	<p>KEYNOTE 2 Rosa Manchón WG 403 lecture theatre <i>The linguistic component of L2 written literacy in academic settings: Advancing research agendas on the interaction between writing and language</i></p>										
10.25-10.45	<p><i>Morning tea - WG building, Level 4</i> <i>Sponsored by Applied Language Studies in the School of Cultures, Languages and Linguistics, University of Auckland</i></p>										
10.50 - 12.30	Parallel sessions 8-10: 10.50 - 11.20; 11.25 - 11.55; 12.00 - 12.30										
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	<p>Magda Tigchelaar & Peter de Costa</p> <p>"I do the peer review by myself": A Chinese learner's approach to L2 writing</p>	<p>Rosmawati</p> <p>Profiling second language academic writing: A multiple-case investigation into complexity, accuracy and fluency development</p>	<p>Melinda Reichelt</p> <p>International students' transitions from ESL to NES composition classes</p>	<p>Salim Razi</p> <p>Anonymous feedback from multiple peers in a digital online environment in EAP</p>	<p>Sook Hee Lee</p> <p>The use of claim resources in high- and low-graded persuasive essays by undergraduate students:</p>	<p>Thi Ha Nguyen</p> <p>Multiple-draft feedback practice on English writing skills at tertiary level: a case study in Vietnam</p>	<p>Veronica Ong & Sue Starfield</p> <p>Investigating transfer of academic writing skills from an EAP course to disciplinary writing contexts: An academic literacies perspective</p>	<p>Hilary Nesi et al</p> <p>A comparison of student assignments in the UK, the USA and New Zealand: Implications for teachers of second language academic writing</p>	<p>Liang Li et al</p> <p>Sentence initial bundles in Chinese and New Zealand postgraduates' thesis writing</p>	<p>Heather Thomas</p> <p>What Plato, Buddha, St Teresa, medicine and neuroscience can offer tertiary writing teachers</p>	<p>Gusztav Demeter & Ana Codita</p> <p>Pedagogical reflections on the use of language simulations in second language academic writing courses</p>

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Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	<u>Guillaume Gentil & Christine Tardy</u> A geopolitics of second language writing: Updating the map, broadening the landscape	<u>David Frear</u> An error log for acquisition and pedagogy	<u>Yu-Hua Chen & Matthew Beedham</u> Nominalization in L2 academic writing across different band scores	<u>Takako Yasuta & Younghyon Heo</u> Comics for L2 Paragraph Writing: How visuals can help EFL learners to understand paragraph structures	<u>Adesayo Adelowo et al</u> Reflective writing and practice- Te Torino and Aromatawai	<u>Ryuko Kubota</u> The multi/plural turn and implications for second language writing	<u>Carrie Chang</u> EFL learners' perception of writing annotations in L2 peer review	<u>Michelle Evans</u> Writing for academic purposes in Vietnam: perspectives, processes and products in Hanoi and Ho Chi Minh	<u>Fang Xu</u> Demystifying causes of plagiarism by Chinese second language writers	<u>John Bankier</u> University students' individual networks of practice in an EAP writing course	<u>Jun Zhao</u> Embodiment of conjunctive relationships in ESL academic writings and scholarly articles
5 MINUTE BREAK TO MOVE BETWEEN ROOMS											
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	<u>Anthea Fester</u> L2 writing, LTC and discourse-based research	<u>Ute Knoch et al</u> Transitioning from university to the workplace: Stakeholder perceptions of academic and professional writing demands	<u>Xin Guo & Mei Lin</u> Investigation into the effect of peer review on EFL learners' understanding on academic writing	<u>Heather Meyer</u> Applying applied linguistics: How useful are our research findings to students in the classroom?	<u>Jean Parkinson</u> Writing for academic and occupational purposes: The case of the builders' diary genre	<u>Yue Chen</u> Noun modifications in Chinese graduate students' academic writing in English	<u>Jingjing Qin & Erkan Karabacak</u> The use of lexical bundles in L1 and L2 argumentative writing	<u>Leonie Wiemeyer</u> Intertextuality in second language writing: Source use and paraphrasing in academic learner English	<u>Thomas Mitchell</u> Examining longitudinal development of student use of ENGAGEMENT resources in argumentative history writing	<u>Melanie Gonzalez</u> The lexical profile of diverse and sophisticated academic essays	
12.35 - 1.10	<i>Lunch - WG building, Level 4</i>										
1.15 - 2.30	Presentations by invited speakers: Rosemary Wette, Sara Weigle - WG 403 lecture theatre										
2.35 - 3.40	Parallel sessions 11-12: 2.35 - 3.05; 3.10 - 3.40										
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	<u>Paul Mercieca & Toni Dobinson</u> Recognising and developing the repertoire of language resources deployed by second language writers: A translingual perspective	<u>Ju Zhan et al</u> What role does academic English writing play in second language acquisition?	<u>Estela Ene</u> Synchronous and asynchronous teacher electronic feedback in ESL writing courses	<u>Atsushi Mizumoto & Yukie Koyama</u> Development of a web-based writing support tool for L2 authors	<u>Louisa Buckingham & Kirankumar Ramachandran</u> Growing indigenous research capacity in Oman: The Corolian Institute Medical Journal	<u>Miho Yamashita</u> Why do their essays collapse logically? – The nature of rhetorical anomalies in argumentative essays by Japanese university students	<u>Shaoqun Wu & Liang Li</u> Beyond academic wordlists for second language writing with FLAX	<u>David Ishii & Michael Li</u> Expressing voice in L2 academic writing: Making connections across and within rhetorical moves	<u>Kai Yang</u> A study of the temporal features of Chinese EFL writers' planning processes: English language proficiency and writing medium	<u>Meng Meng & Liping Yan</u> A corpus-based contrastive study of engagement in English research papers of Chinese and NSE authors	<u>Jamey Heit</u> How automated assessment technology can improve L2 outcomes

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Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	James Hartshorn et al Disciplinary writing differences: A comparative analysis of entry-level and upper-division undergraduate courses	Pauline Mak Path to success in scholarly publishing: Doctoral students' perspectives	Sara Amani An in-depth investigation of metacognitive strategies in L2 writing	Yaofei Zheng Researching disciplined-based academic language development at tertiary level in China	Rintaro Sato Examining the effects of written recasts determined by grammatical difficulty	Xiaoyun Bian & Xiaohong Wang Chinese EFL undergraduates' academic writing: Rhetorical problems, suggestions and research implications	Michael Barlow & Guangsa Jin Preferred order patterns in sentences, paragraphs and texts	Cristine McMartin-Miller L2 writers' expectations toward error treatment in writing tutorials	Zuocheng Zhang Learning to write in and through communities of practice	Cassi Liardét & Sharyn Black Decoding academic discourse: Analysing L2 learners' development of grammatical metaphor	Katarzyna Hryniuk & Estela Ene EFL writing teacher training, beliefs, and practices in China, Mexico, and Poland
3.45 - 4.05	<i>Afternoon tea - WG building, Level 4 Sponsored by the School of Language & Culture, AUT</i>										
4.10 - 4.40	Parallel session 13: 4.10 - 4.40										
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	Jenni Bedford & Breda Matthews Replacing the red pen <i>Chair: Annelies Roskvist</i>	Jennifer Slinkard International students' in ESL writing and regular curriculum classes: an alternate perspective <i>Chair: Fleur Connor-Douglas</i>	Dana Ferris et al The influx of international students in the university classroom: disciplinary faculty's perceptions and pedagogical practices <i>Chair: Averil Coxhead</i>	Silvia Pessoa & Thomas Mitchell Cohesion in university students' argumentative history writing <i>Chair: Rosemary Wette</i>	Woranon Sitajalabhorn The interface between written discourse features in L2 summaries and writing proficiency levels <i>Chair: Patrick Coleman</i>	Yeon Hee Choi Writing strategies in the process of L2 computer-mode academic writing with the use of multiple resources <i>Chair: Qi Guo</i>	Steven Herder Online data-based feedback for L2 writers in TOEFL essay writing <i>Chair: Martin McMorrow</i>	Kay Losey Code-switching in academic writing programs?: A call for clarity and rigor <i>Chair: Anne Scott</i>	Mary Hills Keys to success abroad: Peer tutoring in preparation for academic and professional programs <i>Chair: Jenny Jones</i>	Yutaka Fujieda Suggestions for teaching writing from students' reflection on writing practices <i>Chair: Chengsong Yang</i>	Aroline Seibert Hanson The motivation of heritage learners vs. second language learners in a university-level composition course <i>Chair: Hua Geng</i>
4.45 - 6.00	Presentations by invited speakers : Jennifer Hammond, Neomy Storch - WG 403 lecture theatre										
6.30 - 10.30	<i>Conference dinner: WG 308, Level 3</i>										

Saturday November 21

8.30 - 9.00	<i>Registration desk open - WG building, Level 4</i>										
8.30 - 9.00	Parallel session 14: 8.30 -9.00										
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	Miyuki Sasaki Japanese students' longitudinal development in L2 writing strategy use: A historical-ecological approach <i>Chair: Gillian Skyrme</i>	Faezeh Mehrang Effect of task repetition on problem-solution text organisation <i>Chair: Rosemary Wette</i>	Christine Pearson Casanave The "Doctor" label: How does it change the identities of post-dissertation L2 writers? <i>Chair: Clare Furneaux</i>	Averil Coxhead Joists, dwangs & pink batts: Writing and the specialised vocabulary of Carpentry <i>Chair: Jihua Dong</i>	Lawrence Jun Zhang & Lin Teng Assessing College Students' Self-regulated Learning (SRL) Strategies and Motivations for Improving L2 Writing <i>Chair: TBA</i>	Su Li The contribution of written CF to the cognitive process of learners who benefit most and least from it <i>Chair: Annelies Roskvist</i>	Suthathip Thirakunkovit & Pisarn Chamcharatsri Whose feedback is better?: A meta-analysis of 40 years of writing feedback research <i>Chair: Anne Scott</i>	Louise Oxley & Wendy Fleet Embedding L2 writing skills development in an Accounting course: a collaboration <i>Chair: Helen Cartner</i>	Qi Guo An in-depth analysis of the effects of written corrective feedback (written CF) on second/foreign language (L2) development <i>Chair: Patrick Coleman</i>	Natsuko Shintani et al Effects of pre- and post-writing metalinguistic explanation on the acquisition of L2 grammar <i>Chair: Anthea Fester</i>	Yue Chen Directed self-placement and multilingual writers <i>Chair: Chengsong Yang</i>
9.05 - 10.20	KEYNOTE 3 WG 403 lecture theatre Ken Hyland <i>Learning to write for academic purposes: Specificity and second language writing</i>										
10.25 - 10.45	<i>Morning tea - WG building, Level 4</i> <i>Sponsored by Applied Language Studies in the School of Cultures, Languages and Linguistics, University of Auckland</i>										
10.50 - 12.30	Parallel sessions 15-17: 10.50 - 11.20; 11.25 - 11.55; 12.00 - 12.30										
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	Sharyn Black & Cassi Liardét "According to...": Analysing learner development of referencing conventions and evidence integration.	Nancy Tarawhiti Assessing the effectiveness of strategies as a problem solving instructional technique	Zhenzhen Chen Integrating automated writing evaluation into large EFL writing class in China	Mehdi Riazi & Jill Murray The "what" and the "how" of writing academic assignments at Australian universities	Yelena Grebennikova-Howe Solving problems of teaching legal writing in Kazakhstani EFL context	Shem Macdonald & Britta Schneider Writing in an additional language: Views of postgraduate students and their supervisors	Dirk MacKenzie Self-monitoring as a means to writing fluency development	Tanita Saenkhum Second Language Writing in Thailand: A Historical Inquiry	Pat Strauss "It's not just about academic standards- it's about fitness for purpose" - academic writing on postgraduate vocational programmes	Huizhong Shen Knowledge interaction in learning academic writing: Exploring the genre learning process and learners' genre knowledge development	Saeed Roshan The mediating effect of individual factors on written corrective feedback

5 MINUTE BREAK TO MOVE BETWEEN ROOMS											
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	<u>Nazanin Ghodrati et al</u> Using project based learning strategies to improve student engagement and writing performance	<u>Christoph Hafner</u> Composing lawyers: Disciplinary socialization in the writing of a collaborative legal memorandum	<u>Ingebjorg Tonne</u> Developing standards for the assessment of writing: What formative assessment of first draft texts reveal about the validity of the Norwegian assessment standards.	<u>Doreen Ewert</u> Using a data-driven approach to rating a reading-to-write task: Teacher Voices	<u>Maggie Sokolik</u> academic writing in MOOC environments: challenges and rewards	<u>Tiefu Zhang</u> The effectiveness of written corrective feedback on explicit and implicit grammatical knowledge of EFL university-level learners	<u>Lin Teng et al</u> Assessing multidimensional self-efficacy for improving English as a foreign language (EFL) writing proficiency	<u>Ming-i Lydia Tseng</u> Examining evaluative stance in EFL students' academic writing practices	<u>Haidee Thomson & Aiko Sano</u> Lexical bundles in the development of young bilingual (English and Japanese) writing	<u>Zhenjing Wang & Helen Basturkmen</u> Teachers' feedback on discourse features in EFL writing: Case studies in the Chinese context	<u>Minxia Wang</u> An empirical research on genre approach to Business English writing in China
5 MINUTE BREAK TO MOVE BETWEEN ROOMS											
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	<u>Jungyeon Koo</u> Authorship across disciplines: Subjectivity and objectivity in SNU working papers	<u>Emiko Kihara</u> A cognitive approach to conceptual development of conditionals In Japanese EFL learners' writing	<u>Chunyan Shao & Qiuyan Yan</u> An MA Student in Law writing for international publication-a behavioural ecological perspective	<u>Natalia Petersen & Cherie O'Connor</u> Facilitating argumentation skills in a general EAP context	<u>Weiwei Yang</u> The effect of topic familiarity on L2 writing quality, linguistic performance, and task fulfilment	<u>Chloe de los Reyes et al</u> Learning while teaching: Collaborative learning spaces for L1 and L2 instructors and students	<u>Gregg Fields</u> Translingual as "neologism"? Avoiding the epistemology of erasure: a history	<u>Stefan Vogel</u> Can a genre-based pedagogy discourage ESL students from plagiarizing?	<u>Pamela Stacey</u> "We talking like government": How writing conference narratives build academic language	<u>Ya-Fen Lo</u> The effect of a blend instructional approach on the products of writing from multiple sources	<u>Mary Hillis</u> Keys to success abroad: Peer tutoring in preparation for academic and professional programs
12.35 - 1.15	<i>Lunch - WG building, Level 4</i>										
1.20 - 3.00	Parallel session 18-20: 1.20 - 1.50; 1.55 - 2.25; 2.30 - 3.00										
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Present	<u>Ann Johns</u> Deepening the writing process through critical thinking and source integration	<u>Tiina Matikainen & Mari Kuromatsu</u> Student and Teacher Perceptions of Individual Academic Writing Tutorials	<u>Maureen O'Hara</u> Using technology to increase utilization of writing centers	<u>Daniela Silva</u> Global and local cultural knowledge: writing practices of EFL students	<u>Arezou Sobhani et al</u> Investigating the effectiveness of graduated feedback on second language writing: The case of self-regulation in uptake of correct forms	<u>Hui-Chuan Liao</u> Effects of automatic machine feedback on the grammatical aspect of L2 student writing	<u>Jennifer Shannahan et al</u> Community service-learning and dialogue journals: Alternative spaces for academic writing development	<u>Gerriet Janssen</u> University entrance standard-setting and academic writing: A case study from Colombia using the Body of Work method.	<u>Li Wang</u> The use of phrase-frames in Chinese learners' English academic writing introductions	<u>Margie Berns</u> World Englishes and SLW Instruction: A question of relevance	

5 MINUTE BREAK TO MOVE BETWEEN ROOMS											
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	<u>Soo Hyon Kim</u> Mixed methods research in L2 writing	<u>Fujiko Sano</u> Effectiveness of comprehensive error corrections on foreign language writing	<u>Yu-Shan Fan</u> From learning to write to writing to learn: Disciplinary writing of international graduate students	<u>Maimoonah Al Khalil</u> Does mode of corrective feedback matter? Insights from Face-to-face, textual, and multi-modal consultations at the writing center	<u>Sei Lee et al</u> Improving success for non-passing students through writing center consultations	<u>John Congjun Mu & Lawrence Zhang</u> An Intercultural-rhetoric perspective on ERPP writing by Chinese scholars	<u>Alannah Fitzgerald & Shaoqun Wu</u> Bridging formal and informal learning for second language Writing with FLAX	<u>Silvia Pessoa</u> Developing writing pedagogy with faculty in the disciplines	<u>Xiaowei He & Lan Sun</u> Effects of peer feedback on multidraft compositions		
5 MINUTE BREAK TO MOVE BETWEEN ROOMS											
Room	WG 607	WG 608	WG 609	WG 701	WG 703	WG 801	WG 803	WG 808	WG 809	WG 901	WG 903
Presenter	<u>Lukasz Salski</u> Reader-writer responsibility: what's behind it?	<u>Feng Jiang</u> Metadiscursive nouns on the move: disciplinary variations in research abstracts	<u>Wing Shan, Ivy Chan</u> Academic writing development over time: A cross-sectional investigation of engineering undergraduates	<u>Masumi Narita</u> Native essays as reference data in learner language research	<u>Robin Scarcella et al</u> International students' communicative abilities and learning preferences: exploring differences between faculty and student perceptions	<u>Mari Tanaka & Sayuri Kubota</u> Being a good writer in Japanese: Analysis of Japanese academic writing organization from L1 and L2	<u>Chun-Chun Yeh</u> L1 versus L2 use in computer-mediated peer feedback	<u>Anne Golden & Lars Anders Kulbrandstad</u> The importance of content in a language test	<u>Marie Stevenson & Eva Lindgren</u> Gender and FL writing: difference or diversity?	<u>Lan Sun</u> Alignment between L2 writers of English and discipline-specific corpus	
3.05 – 3.20	<i>Afternoon tea - WG building, Level 4 Sponsored by the School of Language & Culture, AUT</i>										
3.25 - 4.55	Presentations by invited speakers: Brian Paltridge, Tony Silva - WG 403 lecture theatre										
5.00 - 5.30	Closing and preview of SSLW 2016: WG 403 lecture theatre										