

# Applied Linguistics Association of Australia (ALAA) Conference 2023

## Schedule

Sunday, 19 November, 2023

07:30-08:30 67 Foyer

[Registration](#)

Registration

08:30-09:00 67.107 (Main Hall)

[Welcome to Country - Auntie Joyce Donovan; Opening Address - Professor Elke Stracke, University of Canberra; Honouring Tim McNamara - Associate Professor Angela Scarino, University of South Australia](#)

Building 67 Room 107

09:00-10:00 67.107 (Main Hall)

[Keynote Session: Professor Honglin Chen, University of Wollongong - Advancing the field: Analysing and conceptualising the innovation and development in Applied Linguistics in Australia](#)

Applied Linguistics has evolved in recent years, transforming from a marginal sub-discipline to a specialised interdisciplinary field that intersects with other modes of inquiry (Chen & Cruickshank, 2009). The field has broadened its focus from conducting empirical studies of communication processes (Rampton, 1997) to tackling real-world issues and driving change. This paper employs Bernstein's (1999; 2000) theory of pedagogic device in the sociology of education to analyse the social and cultural factors that influence knowledge production and dissemination. Drawing on data from two commissioned reviews of Australian studies in applied linguistics (Oliver, Chen, & Moore, 2016; Oliver, Chen, & Dovchin, under review), the paper identifies key principles that have shaped the field's development in Australia in the past decade. The study offers a framework for characterising the field's evolution and advancement over time and provides insights into exciting innovations and new developments in recent years in Australia. The paper concludes by highlighting factors that may enable the field to continue to innovate and evolve in the future.

This keynote session is proudly sponsored by [ILSC Language Schools](#).



LANGUAGE  
SCHOOLS

10:00-10:30 67 Foyer

[Morning Pick-Me-Up](#)

Morning tea - 67. Foyer

10:30-12:30 67.101

Workshop: Play and drink: From a PhD to publications

Professor Apisak Sukying -- Mahasarakham University

The thesis writing process for many in an English medium instruction (EMI) context is a treasured part of the PhD journey. Turning this treasure into a publication is the dream of the EMI PhD graduates. The thesis may receive commendation from the thesis examiners, but can it be valued by larger audiences? The simple answer is a 'yes'. The essence of many successful EMI scholars begins with their PhD thesis. However, an EMI PhD candidate faces many challenges and obstacles when publishing from their thesis. This workshop will offer advice on ways EMI PhD candidates can play with the language that helps craft a successful publication that will help a larger audience drink from the rich thesis knowledge. The workshop will also offer tips on ways to survive beyond the PhD ride from an English medium context to a fruitful and rewarding academic career. Dr. Apisak Sukying is Chair of PhD Programme in English Language Teaching at Mahasarakham University, Thailand. He completed his PhD in TESOL at the University of Sydney, Australia. His research interests include L2 vocabulary acquisition and development.

10:30-12:30 67.102

Workshop: Writing for impact: Developing effective communication of innovation

Professor Honglin Chen -- University of Wollongong

This workshop aims to equip participants with the essential tools to effectively communicate the significance and impact of their research studies. The workshop will explore different language features that can be employed to convey deep conceptual knowledge and improve the clarity and persuasiveness of writing. Participants will learn how to highlight the novelty and potential contributions of their research by contextualising their work within the broader field. Through interactive activities and discussions, participants will gain practical skills and insights that will enable them to craft convincing and impactful research papers and grant proposals.

10:30-12:30 67.104

Workshop: Using Needs Analysis to inform a Task-based Approach

Professor Rhonda Oliver -- Curtin University

In this workshop I will describe the important contribution that a Needs Analysis (NA) makes to the selection and development of tasks within a TBLT approach. NA enables tasks to be contextually relevant and culturally appropriate and to serve the learners' long-term needs. Furthermore, tasks developed/selected this way can support second language as well as other skill learning. To illustrate this approach, I will use examples from my long-term research with Aboriginal, high school students at a VET high school and also with primary school aged students learning Mongolian at a weekend community school. The students from the first school - which is located a considerable distance from their homes - come from remote locations in Western Australia and have English as their second language or dialect. The students from the second school have one or both parents who are Mongolian, and they have diverse abilities in this language - there are some who are true bilinguals, others with little or no proficiency in this language. Together these cohorts serve to illustrate how a NA can serve to support a successful TBLT program.

10:30-12:30 67.201

Workshop: From Academic Language to Language Architecture

Nelson Flores

In this workshop, we explore the implications of a raciolinguistic perspective on the concept of “academic language” that situates it within broader colonial histories that framed racialized communities as linguistically deficient as part of their dehumanization. We then examine language architecture as an alternative framing of language and examine classroom-based examples of how it can serve as a point of entry for resisting these raciolinguistic ideologies in our work as language researchers and educators.

10:30-12:30 67.301

Workshop: Running against the wind: Overcoming phonological obstacles

Alastair Graham-Marr

Why do Swedish learners pick up English with seeming ease, while learners from Spain struggle? While cultural explanations are often proffered, an overlooked, and yet more simple explanation is phonological interference. Learners coming from a syllable-timed L1 phonological background often lack a natural understanding of suprasegmental phonology which impedes comprehension. Swedish, Norwegian, Dutch and German are all stress-timed languages and mirror English, whereas Spanish, French and many Asian languages are syllable-timed. As the sound systems of these syllable-timed languages differ considerably from English, learners coming from syllable-timed L1 contexts are often unable to comprehend auditory input that they would otherwise fully understand were it written down. And, if learners are unable to comprehend auditory input, vital language learning opportunities are lost. This workshop will look at how “listening” is typically taught, and how teachers need to vary their classes to match the L1s of their students. As such we will look at how teachers can adapt existing materials to better meet their students' needs, and also look at creating listening lessons from scratch using teacher-sourced listenings.

Alastair Graham-Marr has been teaching for 32 years. He is a recently retired professor at the Tokyo University of Science. One of his main research interests includes investigating how we should adapt our listening pedagogies in light of learner differences, not only in order to optimize expected SLA, but also to maintain motivation which might be negatively impacted by failures to realize that learners from differing L1s have different sets of struggles. He is fluent in Japanese. And his fluency in Japanese has led to many of his research questions. In addition to his work in the classroom, he is also a well-published materials writer.

10:30-12:30 67.302

Workshop: The textbook in language teaching: Lost cause or launching pad? Some answers from Task-based Language Teaching (TBLT)

Associate Professor Jonathan Newton -- Victoria University of Wellington

Commercially published textbooks are the mainstay of additional language classrooms around the world. But too often these textbooks can lead to ‘by-the-numbers’ teaching and disengaged learners. One option for improving the quality of textbook-based lessons is to adapt them using instructional design principles from Task-Based Language Teaching (TBLT). In this workshop we will briefly review research involving TBLT-based analysis of textbooks and then do hands-on analysis and adaptation of textbook activities using TBLT design principles. We'll conclude by considering how this kind of analysis can inform the field of TBLT as well as strengthen teachers pedagogic capabilities. Jonathan Newton is Associate Professor and Programme Director for the Master of TESOL and Master of Applied Linguistics programmes at Victoria University of Wellington, New Zealand. In his career in language teacher education, he has worked alongside teachers to better understand classroom language teaching and learning, especially in relation to Task-Based Language Teaching (TBLT), teaching listening and speaking, teaching vocabulary, and teaching for intercultural capabilities. He has published more than 75 book chapters/articles and five books. Further details and profile: <https://people.wgtn.ac.nz/jonathan.newton>

10:30-12:30 67.303

Workshop: Pronunciation teaching unplugged

Michael Burri; Amanda Baker -- University of Wollongong

What puzzles you about teaching L2 pronunciation? What challenges and joys do you experience in supporting your students' learning of pronunciation? Research has shown that even though a plethora of printed and online resources are now available, many second language (L2) teachers continue to struggle with teaching pronunciation in their classrooms (Baker, 2014; Couper, 2017; Foote et al., 2016). In fact, teachers often avoid pronunciation due to anxiety, doubts, and uncertainties of how to address their learners' needs.

Inspired by Thornbury's Dogme approach and Alexander's Dialogic Teaching, the aim of this workshop is for the audience to bring their questions about the learning and teaching of pronunciation to the session. Attendees will then participate in an unstructured discussion about their pronunciation teaching contexts, struggles, and successes. The two experienced presenters (each possessing more than 20 years of pronunciation teaching/TESOL teacher education experience) will guide the discussion and brainstorm with the audience several techniques they could use with their learners. Opportunities will be provided for the audience to experience and experiment with the ideas discussed in the workshop.

This promises to be an engaging and fun session from which all of the participants, including the presenters, will walk away with some new ideas for teaching pronunciation effectively and systematically to their L2 learners.

**Biographies**

Michael Burri is Senior Lecturer in TESOL at the University of Wollongong, Editor of English Australia Journal, and an editorial board member of TESOL Quarterly. He has taught and conducted research in a variety of contexts in Australia, Japan, and Canada. Michael's professional interests include pronunciation instruction, teacher education/learning, Mind Brain Education, and non-native English-speaking teacher issues.

Amanda Baker is Associate Professor in TESOL at the University of Wollongong. Her research interests focus on the dynamic relationships that exist between second language (L2) teachers' knowledge, beliefs and practices, especially in the areas of L2 pronunciation, speaking and listening pedagogy. She has published extensively in TESOL Quarterly, TESOL Journal, English Australia Journal, Applied Linguistics and other teaching-oriented as well as empirical research-oriented journal and book chapters.

12:30-13:30 67 Foyer

Lunch and AGM (67.104)

ALAA Members, fill your plate and make your way to 67.104 for the ALAA AGM. Where President Stracke will conduct the whole meeting in haiku. Will she or won't she? You'll just have to turn up to find out

13:30-15:30 67.101

Translanguaging

Prez 1 1:30-2:00pm

13:30-15:30 67.102

Language acquisition and learning

13:30-15:30 67.104

Colloquium: A fuller picture: Recognising Aboriginal and Torres Strait Islander language ecologies - why this matters in practice and policy

Recognising and responding to language diversity is fundamental to language rights and redress. This ALAA colloquium showcases contemporary language experiences of Aboriginal and Torres Strait Islander people from different types of language ecologies, and how these are reflected in their language aspirations, initiatives and concerns. Each Indigenous presenter in this seminar will paint a picture of their language ecology by describing how different language types are learned and used in their location -traditional languages, contact languages, Indigenised varieties of English and Standard Australian English- and the ramifications for their language community. Locations include Ltyentye Apurte (Santa Teresa) in central Australia; Fitzroy Crossing, Kimberley region of Western Australia; Yarrabah, far north Queensland; Sydney, New South Wales and Mt Gambier, South Australia. The colloquium makes a clear case for systematically recognising the diverse present day patterns of multilingualism in Aboriginal and Torres Strait Islander communities. Understanding this diversity is essential for developing and implementing suitably differentiated, language-informed policy. This supports First Nations different language aspirations and language needs and underpins community engagement in education, health, employment and other policy areas.

13:30-15:30 67.201

Language in academic and professional contexts

13:30-15:30 67.301

Language assessment and testing

Van Tuyen Nguyen is a 2023 ALAA Postgraduate Conference Scholarship Winner.

13:30-15:30 67.302

Multilingualism, Sociolinguistics and Applied Linguistics Research

13:30-15:30 67.303

Community and heritage language education

13:30-15:30 40.122

Language and society

13:30-15:30 40.123

Language teaching & Teacher education and professional learning

15:30-16:00 67 Foyer

Afternoon Revitaliser

Refreshments served in 67 Foyer to help you make it through the afternoon.

16:00-17:30 67.101

Translanguaging

16:00-17:30 67.102

Language acquisition and learning

16:00-17:30 67.104

Colloquium: Community Languages Schools: At the centre of the multilingual turn

This symposium presents findings from multifaceted research by a group of researchers in partnership with community languages (CL) schools across Australia. The area of focus in this symposium is on the young people attending these schools: the diversity of their linguistic repertoires, their multilingual experiences and perceptions and their global mindedness. The papers also explore the implications young people's linguistic practices for language teaching in CL and mainstream classroom settings. Presenters outline insights which draw on data gathered through extended interviews, arts-based processes, observations, narrative enquiry, document analysis and case studies. The discussion invites a consideration of the implications of seeing CL schools as transnational sites where issues of language, ideologies, identities and plurilingual practices are negotiated and played out. The symposium concludes with a discussion of implications for languages education research, policy development and evaluation and the ecology of languages provision and uptake.

16:00-17:30 67.201

Language in academic and professional contexts

16:00-17:30 67.301

Language and artificial intelligence

16:00-17:30 67.302

Indigenous languages

16:00-17:30 67.303

Innovation and technology

16:00-17:30 40.122

Language and society

17:30-19:30 67 Foyer

Welcome soirée, Book Launch and Awards Ceremony

Come and wind down after the first day of the conference. Nibbles and drinks provided. We will also be presenting awards to this year's recipients. To round off the soirée activities, Sender Dovchin will launch her brilliant new book 'Translingual Discrimination'

We greatly appreciate the generous finance support from ATESOL to assist with the soirée.



Monday, 20 November, 2023

07:30-08:45 67 Foyer

Registration

08:45-09:00 67.107 (Main Hall)

Welcome to Day 2 from Professor Penny Van Bergen, Head of School, Education, UOW

09:00-10:00 67.107 (Main Hall)

Keynote session: Professor Lesley Stirling, University of Melbourne - Ways of being human with one another: Interaction, pragmatic typology and conversational style

Comparison across languages and cultures is fundamental to many areas of applied linguistics, including work on second language acquisition and consideration of cross-cultural communication in institutional and non-institutional contexts (cf. Kasper & Wagner 2014). With a growing interest in “interactional competence”, attention has turned to diversity in interactional patterns. While the idea of a common infrastructure of human interaction has been an underlying assumption of Conversation Analysis (Sidnell & Stivers, 2012), the accelerating investigations in comparative Conversation Analysis and pragmatic typology have sought to consider the ways in which cultural variables may shape social interaction (Sidnell, 2009; Floyd, 2021). It is easy to assume cultural difference in interaction. But how do we determine where differences actually lie, and provide evidence for those differences postulated? While these questions have been the subject of discussion by others (e.g., Dingemans & Floyd, 2014), in this talk I consider how we can best study interactional universals and diversity through the lens of the “CIARA” project (Conversational Interaction in Aboriginal and Remote Australia). This project set out to empirically test a variety of earlier claims which had been made about conversational style in Australian Aboriginal language communities, in comparison with Anglo-Australian speakers. The CIARA research team has used microanalytic techniques of Conversation Analysis and up-to-date methodologies in video recording, geospatial documentation, and multimodal analysis of data to consider a range of interactional practices in multi-party interaction in conversations from four Australian language communities (i.e., Murrinhpatha, Garrwa, Gija and Jaru), as well as non-Aboriginal English spoken by long-term residents in remote communities in the Kimberley. We have considered multimodal practices for next speaker selection (Blythe et al., 2018); multimodal techniques for floor-holding in multi-unit turns; displays of epistemic (Blythe et al., 2022; Stirling et al., 2022) and affective stance (Mushin et al., forthcoming); multimodal locational practices (de Dear et al., 2021; Possemato et al., 2021; Stirling et al., 2022); conversational storytelling; and practices for reference to co-conversationalists (Blythe et al 2022; Dahmen & Blythe 2022) and to absent third parties (Roberts 2023). With reference to a number of case studies from the CIARA project, I will reflect on the methodological considerations which come to the fore when one seeks to compare interactional phenomena across languages, and the way in which our approach to these questions has unfolded and developed over the course of the project.

10:00-10:30 67 Foyer

Morning Pick-Me-Up

Refreshments served in Building 67 foyer

10:30-12:30 67.101

Language assessment and testing

10:30-12:30 67.102

Teacher education and professional learning

10:30-12:30 67.104

Colloquium: New vocabulary research: Paying attention to knowledge, teaching and learning

This AAAL 2023 Colloquium reports on four recent studies into vocabulary learning and teaching in a range of contexts. In each paper, we consider how our findings inform and support innovation in teaching, learning, and future research on vocabulary. In so doing, we address the conference themes of resilience, creativity and responsibility in Applied Linguistics.



10:30-12:30 67.201

Pronunciation and Phonology

Ruri Ueda is a 2023 ALAA Postgraduate Conference Scholarship Winner.

10:30-12:30 67.203

Innovation and technology & Motivation and identity

10:30-12:30 67.301

Language acquisition and learning

10:30-12:30 67.302

Language teaching/Language and society

10:30-12:30 67.303

Psycholinguistics and Sociolinguistics

10:30-12:30 40.123

Multilingualism and Other

12:30-13:30 67 Foyer

Lunch & Poster Session

13:30-15:30 67.101

Language assessment and testing

13:30-16:00 67.102

Teacher education and professional learning

13:30-15:30 67.104

Colloquium: Technology and everyday multilingualism

Technology and everyday multilingualism, and technology in education has been advocated and implemented but COVID-19 accelerated the scale of implementation at every stage of schooling. Technology in language education has especially taken on new lives during and after the pandemic. The rapid growth also demands our reflexivity on the intentional and unintentional educational and social impacts. In this colloquium, we present and examine some of the innovative pedagogical and research collaborative projects by members of the Macquarie Multilingualism Research Centre. We will critically examine the roles and potentials of technology in addressing and advancing educational and social needs of an increasing culturally and linguistically diverse society. The five presentations are: 1. Using digital technologies to build Indigenous-connected foreign-language learning curricula at tertiary level (Dr Jane Hanley, Dr Chavalin Svetanant, Dr Sofya Yunusova) 2. Revolutionizing Language Teaching: Hybrid-Flexible Learning Design for Enhanced Learning (Jasna Novak Milic) 3. Framework to support pedagogical uses of augmented reality in EAL/D students' multilingual and multimodal literacy practices (Lynde Tan and Alice Chik) 4. Time management by English learning apps in China: A social semiotic perspective (Rongle Tan, Emilia Djonov and Alice Chik) 5. Language learners' creative uses of TikTok in informal spaces (Yeong-Ju Lee)

Using digital technologies to build Indigenous-connected foreign-language learning curricula at tertiary level  
Dr Jane Hanley, Dr Chavalin Svetanant, Dr Sofya Yunusova

13:30-16:00 67.201

Translanguaging/Indigenous languages

13:30-16:00 67.203

Language and culture/ Indigenous languages

13:30-16:00 67.301

Language acquisition and learning

13:30-16:00 67.302

Language teaching

13:30-16:00 67.303

Teacher education and professional learning

13:30-15:30 40.123

Applied Linguistics Research and Language in academic

16:00-16:30 67 Foyer

Afternoon Revitaliser

Refreshments served in 67 Foyer to help you make it through the afternoon.

16:30-17:30 67.107 (Main Hall)

Keynote Session: Nelson Flores, University of Pennsylvania - A Raciolinguistic Genealogy of the Self

In this presentation, I conduct a raciolinguistic genealogy of myself as a point of entry for theorizing the role of race in the postcolonial world. I begin by situating my family history within colonial relationships that led to my parent's displacement from Latin America to the US where they found themselves racialized because of their use of Spanish and the impact of this on my raciolinguistic socialization. I then situate my professional trajectory into bilingual education within the legacy of the Bilingual Education Act (BEA) passed in the US in 1968. I connect the BEA to broader global reconfiguration of race that recruited a cadre of postcolonial elites into reliance on deficit ideologies as part of their advocacy for their communities. I position myself as an inheritor of this legacy and examine the ways that I have navigated it as an ESL teacher in US public schools as well as a bilingual education researcher at an elite US university.

Nelson Flores is an associate professor in educational linguistics and affiliated faculty with the Center for Latin American and Latinx Studies. He is also the Director of the Ph.D. program in educational linguistics, the faculty advisor for the Working Papers in Educational Linguistics, the chair of the Penn Faculty Senate Committee on Faculty Development, Diversity and Equity and co-chair of the Penn GSE Subcommittee on Faculty and Student Diversity.

17:30-21:00

Conference Dinner: Lucia's by the Sea

After an exciting day conferencing, quickly freshen up before heading to Lucias by the Sea. Catch bus 55C or 55A. When you see the Novotel Hotel, get off.

Tuesday, 21 November, 2023

07:30-09:00 67 Foyer

Registration

09:00-10:00 67.107 (Main Hall)

Keynote Speaker: Sender Dovchin, Curtin University - Translanguaging: Playfulness & Precarity

Translanguaging: Playfulness & Precarity

A current prominent “translanguaging” strand in applied linguistics has started receiving increasing attention, as it has been discussed in the form of different trans- perspectives such as “translingual practice”, “transidioma”, “transglossia” and terms with similar ethos such as “polylingualism”, “metrolingualism” and “linguascapes”. The central tenet of this “translanguaging” trend reiterates the troublesomeness of delineating linguistic topographies through language categories, while advocating for the fluid transitioning between and across languages. The common approach in translanguaging trend commends the linguistic “playfulness”: that is, when second language (L2) users and learners are involved with translanguaging practices, they may often be identified through their interactions and dialogues of “playfulness” (commonly as a euphemism for creativity, innovativeness and fluidity), where one’s repertoire is deeply connected with forms of creative and playful exchanges to create alternative linguistic, cultural and identity versions. Yet, this extensive spectacle of “playfulness” seems to dwell more on conviviality than potential “precarity”, overlooking the fact that translanguaging precarity has arguably always been a generalized condition of human life and norm for most L2 users, who are deeply embedded in local economies of disparity. Not only do we need to understand the precarious forms of labor that constitute an instrument of unequal governance and subjectification among L2 users, but also the fact that precarity directly emerges from the concepts such as “linguistic racism”, “unequal Englishes”, “raciolinguistics”, “linguicism”, “translingual discrimination” and “accentism”. Precarity in translanguaging is the intersectionality of linguistic, cultural, racial and national ideologies and practices that are utilised to conform and normalise an unequal linguistic power between language users. Based on longitudinal ethnographic study conducted among L2 students and L2 users from the Global South, I re-visit two key notions that are core to translanguaging trend: “precarity” and “playfulness”, as they need to be treated with caution, so as not to assume we understand too easily what it is “precarious” or “playful” for whom. The key implication is that the next generation of applied linguists needs to focus more on the precarity of the translanguaging trend, not just the playfulness. People do the playfulness because they are in a precarious position and this needs to be the focus of future research. The future research direction urges us, as applied linguists, to pragmatically apply our research into real pedagogical actions by revealing the sociolinguistic realities of L2 users to address broader issues of racism, social injustice, language activism, and other human rights issues beyond the classroom practices. Dovchin, S. (2021). Translanguaging, emotionality, and English as a second language immigrants: Mongolian background women in Australia. TESOL Quarterly, 55(3), 839-865.

10:00-10:30 67 Foyer

Morning Pick-Me-Up

10:30-13:00 67.101

Language acquisition and learning

10:30-13:00 67.102

Language in academic and professional contexts

10:30-13:00 67.104

Colloquium: Drawing together cognitive, social and linguistic perspectives

This colloquium examines how different perspectives can be drawn together in applied linguistics research, by taking writing research as an example. The colloquium seeks to promote the integration of social, cognitive and linguistic perspectives and to showcase research methodologies that enable the integration of more than one perspective. The integration of diverse perspectives strengthens the resilience and versatility of applied linguistics, and so resonates with the theme of this ALAA 2023 conference.

The social turn that swept through the social sciences and applied linguistics in the 1980s and 1990s, led to a growing recognition of the role that the social context plays in shaping communication and communication practices. It also led to considerable critique of cognitive perspectives for ignoring or downplaying the importance of context. Cognitive perspectives were also decried for promoting deficit perspectives of second language speakers and writers by focussing predominantly on the difficulties and challenges faced by these speakers/writers and by comparing them unfavourably with first language speakers/writers (See Wang et al., 2021).

Over the years, calls have been made to draw perspectives – particularly cognitive and social perspectives – closer together in more balanced and integrated ways (e.g. Hyland & Candlin, 2015, Douglas Fir Group, 2016). To some extent, these calls have been answered, but there still remains a need to draw perspectives closer together to promote a unified and expansive vision in our field.

It is in this spirit that we present this colloquium, which focuses specifically on writing research as an example of what is meant by social, cognitive and linguistic perspectives and of how these perspectives can be integrated. The colloquium consists of an introductory overview paper in which social, cognitive and linguistic perspectives in writing research are exemplified and an integrated framework for writing is presented (paper 1). This introductory paper is followed by two papers that use empirical studies to illustrate specific research methodologies that enable cognitive and social perspectives (paper 2) and social and linguistic perspectives (paper 3) to be drawn together.

10:30-13:00 67.201

Language and society

10:30-13:00 67.203

Multilingualism

10:30-13:00 67.301

Language teaching

10:30-13:00 67.302

Intercultural communication

10:30-13:00 67.303

Innovation and technology

10:30-13:00 40.122

Language and culture and Psycholinguistics

13:00-14:00 67 Foyer

Lunch

14:00-16:30 67.101

Language acquisition and learning

14:00-16:30 67.102

Language in academic and professional contexts

14:00-16:30 67.104

Translation and interpreting

14:00-16:30 67.303

Motivation and identity

14:00-16:30 67.203

Sociolinguistics and critical discourse analysis

14:00-16:30 67.301

Language teaching

14:00-16:30 67.302

Social justice

Naomi Fillmore is a 2023 ALAA Postgraduate Conference Scholarship Winner.

16:30-17:30 67 Foyer

Round Up Refreshments

Refreshments served in 67 Foyer to help wrap up the conference.