<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Title</th>
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<tbody>
<tr>
<td>9:10-10:00</td>
<td>Keynote  1</td>
<td>Grand Hall</td>
<td>Face of English: Theory, Practice and Pedagogy Conference Program: Day 1 (11th June, Thursday)</td>
<td>Professor Bonny Norton, University of British Columbia</td>
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<td>10:00-10:30</td>
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<td>13:00-14:00</td>
<td>Lunch</td>
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<td>Lunch and Cultural activities (Grand Hall Foyer)</td>
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<td>14:00-14:30</td>
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<td>14:30-15:00</td>
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<td>Refreshment and Cultural Talks (Grand Hall Upper Foyer)</td>
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<td>15:00-15:30</td>
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**Keynote Address:**
Professor Bonny Norton, University of British Columbia - Digital Ways, Unequal Worlds: Identity, Investment, and English Language Learners in Changing Times (Grand Hall)
### 15:55-16:20
- **Authentic Video Materials in FL Class: Problems, Aspects, and Implementation**
  - Victoria Potemkina
- **Learning Presentation Skills and Life Lessons through Task-based Language Teaching**
  - Jean Chow
- **Instructor's Background as an Influence of Writing Feedback in the Context of Teaching English as a Second Language in Bangladesh**
  - Mohammad Shamsuzzaman
- **Experiential Teacher Training Repurposing “Apprenticeship of Observation”**
  - Petra Glithero
- **Unpacking the English Language Learners’ Literacy Practices in Technology-enhanced Classrooms**
  - Yan Zhao
- **Knowledge Application in a Creative Form of ESL Disciplinary Writing**
  - Rod Ellis
- **Features of Evaluative Adjectives in L2 Academic Writing**
  - Hui Zhou
- **Korean EFL Learners’ Perceptual Learning Styles, L2 Motivation, and Proficiency**
  - Yoon-Kyoung Kim
- **Exploring Conditions for Second Language Socialization: A Sexual Identity Perspective**
  - Benedict Rowlett
- **The Making of a Chinese Learner Corpus of English Pronunciation**
  - Xiao Cheng
- **“I Must Impress Raters!” A Test-taker Perspective towards Essay Tests**
  - Qin Xie
- **What Hong Kong Tertiary Students Actually Read**
  - Anderson Muth

### 16:25-16:50
- **Generating Authentic Materials in Learning about Communication and the Workplace**
  - Peggie Chan
- **Teaching English in English at a Japanese University**
  - Toshiyuki Takagaki
- **A Case Inquiry into Writing Teachers’ Feedback Practice Beyond Sentence Leveling**
  - Zhenjing Wang
- **Identity Negotiations within a Pre-service EFL Teacher Training Program**
  - Amanda Gates
- **Computer-mediated Peer Interaction in English Article Learning**
  - Helen Zhao
- **Investigating L2 Implicit Knowledge in an Instructed ESL Setting**
  - Yoshie Iijima
- **Authorial Identity in Bilingual Academic Writing: Cultural and Linguistic Issues**
  - Yuting Lin
- **Academic Literacy Support: Students’ versus Teachers’ Experience and Expectations**
  - Grace Yuwono
- **Exploratory Study on EFL Learners’ Attitudes towards English-only, Motivation, Proficiency**
  - Jang Ho Lee
  - Yuen Yi Lo
- **Bilingual and Bicultural Identity Development in Adolescents**
  - Naashia Mohamed
- **House M.D.: A Corpus Linguistic Intervention of Contemporary American English**
  - Lok Hei (Locky) Law
- **Constructing Communication Strategy Templates for Managerial Persuasion and Argumentation Cases**
  - Apoorva Bharadwaj
- **Developing Learner Autonomy: Chinese University Teachers’ Practices and Perceptions**
  - Yi Wang
  - Roger Barnard

### 16:55-17:20
- **Effectiveness of a Communication Skills Module for Pharmacy Students**
  - Kit Mun Lee
- **The Use of Formulaic Expressions in L2 Writing**
  - Natsumi Okuwaki
- **Learner Factors Impacting on Engagement with Written Corrective Feedback**
  - Ye Han
- **Indonesian Teachers’ Beliefs about Creative Teachers and Creative Teaching Practices in EFL Classroom**
  - Fitriah Fitriah
- **Blended Learning with Student Smartphones**
  - Ian Brown
- **English in Russian Families: Bilingual Upbringing in Monoethnic Settings**
  - Galina Chirsheva
- **“The Fact That”: Stance Nouns in Disciplinary Writing**
  - Feng Jiang
- **Fostering Student Motivation with Clickers**
  - Kimihiro Suzuki
- **The Humanistic Face of Language Learning: Revisiting Caring and Sharing**
  - Julie Marie Ross
- **A Corpus-based Investigation of Syntactic Complexity in ESL Writing by HK Learners**
  - Meilin Chen
  - Hintat Cheung
- **Unaccusative and Unergative Verbs in L2 English**
  - Stano Kong
- **Impact of Intensive Workshops on EFL Graduation Plays**
  - Hsiu-Chen (Antonia) Lin

### 17:25-18:15
- **Keynote 2**

### 18:30-20:00
- **Colloquium**
  - Language teaching and learning
  - Language policy and identity
  - Discourse and pragmatics
  - Language acquisition
  - Language education
  - Language and technology
  - Language and culture
  - Language and identity
  - Language and learning styles
  - Language and assessment
  - Language and interaction
  - Language and innovation
  - Language and diversity

- **Demo session**
  - Language and technology
  - Corpus linguistics
  - Language and gender

- **Workshop**
  - Language acquisition
  - Language education
  - Language and technology
  - Language and culture
  - Language and identity
  - Language and learning styles
  - Language and interaction
  - Language and innovation
  - Language and diversity

### Keynotes
- **Keynote Address:** Professor David Nunan, The University of Hong Kong - Language Learning Beyond The Classroom (Grand Hall)
<table>
<thead>
<tr>
<th>Time</th>
<th>Grand Hall</th>
<th>CPD-LG07</th>
<th>CPD-LG08</th>
<th>CPD-LG09</th>
<th>CPD-LG10</th>
<th>CPD-LG17</th>
<th>CPD-LG18</th>
<th>CPD-LG34</th>
<th>CPD-LG60</th>
<th>CPD-LG62</th>
<th>CRT-6.31</th>
<th>CRT-6.32</th>
<th>CRT-6.33</th>
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<tbody>
<tr>
<td>10:30-10:55</td>
<td>Peter Skehan</td>
<td>Process</td>
<td>Workshop</td>
<td>Unlocking the Meanings behind University Students' Collaborative Online Writing</td>
<td>Dara Richard</td>
<td>Implementation</td>
<td>Workshop</td>
<td>Flipped Classroom</td>
<td>Caroline Chan</td>
<td>the Singapore Classroom</td>
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<tr>
<td>11:30-11:55</td>
<td>Rachel Chaffin</td>
<td>Reflections</td>
<td>Workshop</td>
<td>The Social and Individual Flow of Authenticity (Grand Hall Upper Foyer)</td>
<td>Huijun Xia</td>
<td>Comprehension</td>
<td>Workshop</td>
<td>Taking a ‘Default’ English Learner into Classrooms</td>
<td>Xuyan Qiu</td>
<td>Interdependence Theory to Interpreting Classroom Backgroun</td>
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<tr>
<td>12:00-12:25</td>
<td>Jing Wang</td>
<td>Classrooms</td>
<td>Workshop</td>
<td>Collaborative Online Writing to Empowering Students: Lexical Competence through COCA-Assisted English Vocabulary Building</td>
<td>Mingyue (Michelle) Gu</td>
<td>Preparedness of Oral Narrative</td>
<td>Workshop</td>
<td>Examination of Second Language Fluency Profiles</td>
<td>Yan Huang</td>
<td>Practicality of Intercultural Competence in an EFL Classroom</td>
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<td>12:30-12:50</td>
<td>Weihong Wang</td>
<td>EFL Classroom</td>
<td>Workshop</td>
<td>Using a 'Default' English Learner into Classrooms</td>
<td>Yongyan Li</td>
<td>The Role of Lexical Inferencing in L2 Reading Comprehension</td>
<td>Workshop</td>
<td>Assessing Intercultural Competence through Students’ Reflection on their Intercultural Experiences</td>
<td>Yat Chuk</td>
<td>Reflecting on their Intercultural Experiences</td>
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<td>13:00-13:20</td>
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<td>Poster Displays (13:00-14:30) (Grand Hall Upper Foyer)</td>
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<td>14:30-14:55</td>
<td>Techniques to Address FLA in University Classrooms</td>
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<td>14:00-14:20</td>
<td>Workshops (11:00-13:00) (Grand Hall Foyer)</td>
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<td>15:30-15:50</td>
<td>Tea Break (Grand Hall Foyer)</td>
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### Conference Program: Day 3 (13th June, Saturday)

#### Time | Grand Hall | CPD-LG07 | CPD-LG08 | CPD-LG09 | CPD-LG10 | CPD-LG17 | CPD-LG18 | CPD-LG34 | CPD-LG60 | CRT-6.31 | CRT-6.32 | CRT-6.33
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
09:00-10:25 |  | The Effects of Extra-curricular Teacher-led Practices on Second Language Learning for Speakers of Chinese | An Error Analysis of Thai L2 ESL learners in Controlled Writing | Language Planning and Pedagogy: Challenges and Opportunities for L1 and L2 Classroom | Student-centred Pedagogy in Secondary Schools in China | A Study of Evaluative Language in EFL Students' Academic Writing | Engaging Students through Blended Learning in Gender Dysphoria | The Role of English in Philippine Mothers' Informed Multilingual Education | Facets of Multilingualism: A Multilingual Perspective of Seven PRC Learners | Teacher-led Excursions on the Teaching of EFL - Trends in EFL Classrooms | Facets of Multilingualism: A Multilingual Perspective of Seven PRC Learners | Technology in Language Teaching and Learning |
09:30-10:25 |  |  |  |  |  |  |  |  |  |  |  |  |
10:00-11:25 |  | Keynote Lecture: Professor Rod Ellis, The University of Auckland - Teaching as Input (Grand Hall) |  |  |  |  |  |  |  |  |  |  |  |
11:25-12:15 |  |  |  |  |  |  |  |  |  |  |  |  |  |
12:15-13:05 |  | Keynote 5 |  |  |  |  |  |  |  |  |  |  |  |
13:10-14:30 |  |  |  |  |  |  |  |  |  |  |  |  |  |
14:30-15:30 |  |  |  |  |  |  |  |  |  |  |  |  |  |
15:30-16:55 |  |  |  |  |  |  |  |  |  |  |  |  |  |
17:00-18:00 |  |  |  |  |  |  |  |  |  |  |  |  |  |
18:00-20:30 |  |  |  |  |  |  |  |  |  |  |  |  |  |
20:30-22:00 |  |  |  |  |  |  |  |  |  |  |  |  |  |
22:00-24:00 |  |  |  |  |  |  |  |  |  |  |  |  |  |
### POST-CONFERENCE WORKSHOPS

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<th>Time</th>
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<th>Title</th>
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<tbody>
<tr>
<td>15:00-18:00</td>
<td>CPD-LG 46</td>
<td>Critical Practices in the Assessment of Writing</td>
<td>Bonny Norton</td>
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<tr>
<td>15:00-18:00</td>
<td>CPD-LG 60</td>
<td>Designing Projects for Out-of-Class Learning</td>
<td>David Nunan</td>
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<tr>
<td>15:00-18:00</td>
<td>CPD-LG 61</td>
<td>Writing for International Publication in Applied Linguistics</td>
<td>Ken Hyland</td>
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<tr>
<td>15:00-18:00</td>
<td>CRT-4 66</td>
<td>How to Implement Production-Oriented Approach in English teaching</td>
<td>Wen Quifang</td>
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<tr>
<td>15:00-18:00</td>
<td>CPD-LG 62</td>
<td>Consciousness-Raising Tasks for Grammar Teaching</td>
<td>Rod Ellis</td>
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