

Timetable for the 2009 ALANZ Regional Seminar
 9am – 1pm, Saturday 13 June 2009
 University of Auckland, Fisher Building, 18 Waterloo Quadrant, Auckland

8:30am	Early Bird Refreshments available on Level 7, Fisher Building Programme begins on Level 2 at 9am.		
	Room 202	Room 204	Room 210
9am – 9:30am	<i>David Frear</i> The effect of focused and unfocused direct corrective feedback on new pieces of writing	<i>Dana Gablasova</i> Bilingual learning: Selected cognitive and linguistic aspects	<i>Penny Hacker, Siew Hean Read Rebecca Tsang</i> From start to (successful?) finish: Understanding EAL student access of supplementary English language support at the University of Auckland
9:35am – 10:05am	<i>Rosemary Erlam</i> The effectiveness of tasks with and without corrective feedback	<i>James McLellan, Maria Torres-Guzman Roger Barnard</i> Co-construction in a primary school classroom in Brunei	<i>Nor Zakiah Abdul Hamid</i> An analysis of the translation of Malay figurative language into English: A case of Malay-English literary translation
10:10am – 11:00am	Welcome, Morning tea Poster sessions (Jonathon Graham Ryan, Laya Matindoost, Jinrui Li, Viet Gia Nguyen, Jenny Field, Rachel Jagjeet) Level 7, Fisher Building		
11:00am – 11:30am	<i>Yan Lin</i> Prewriting planning and ESL learners' language development	<i>Martin East</i> Listening tests for learners of English as L2: A report on Phase II of a research project	<i>Sophie Reissner</i> Engaging with HR discourse: Competency-driven behavioural questions and employer judgements of success or failure in graduate recruitment interviews
11:35am – 12:05pm	<i>Nadia Mifka-Profozic</i> Recast, noticing and individual learner differences in L2 acquisition	<i>Xiaoying Wang</i> Understanding teachers' classroom assessment practices in relation to students' linguistic and affective changes: A case study in an EFL speaking context	<i>Colleen Bright</i> A case study of the case study: Information or language source?
12:10pm – 12:40pm	<i>Shahzad Karim</i> A study of language learning context and L2 implicit and explicit knowledge		<i>John Bitchener</i> Investigating supervisor response to thesis student drafts

