

## Day 1 Monday 14 December 2015

9.00-9.30am	Outside Chiang Chen Studio Theatre (Core A G/F)	Registration						
9.30-10.15am	Chiang Chen Studio Theatre (Core A G/F)	Opening Ceremony (Introduction, cultural event, announcements)						
10.15-11.15am		Plenary 1 : Engaging conversation(s): What students and teachers say about the challenges of learning to write across languages, texts, and contexts Prof Terry Myers Zawacki						
11.15-11.35am	FG and CF podium	Coffee Break						
	BC201	BC202	BC203	BC215	AG206	A308	A302	A306
11.40-12.10pm	Invited colloquium <i>Languaging in Content and Language Integrated Learning (CLIL) classrooms: Implications for English across the curriculum</i> Angel Lin Yuen Yi Lo	EAP curriculum in Japanese universities: A preliminary survey Hironori Watari Shinya Hori Toshiyuki Kanamaru	The dance of collaboration: Embedding English language teaching in a discipline subject Jane Robbins	Grading student writing across disciplines: What's in a word? Bonita Selting	Language boundaries and language policy! Friend or foe in collaborative delivery in China Stuart Perrin	Collaborative feedback on architecture presentations: An academic literacies perspective Damian Fitzpatrick Peter Ferretto	Papers with a purpose: Design pedagogy and writing assignments in the Ideas and Exposition programme at the National University of Singapore Jason Banta	English writing support to undergraduates of applied social sciences Lucy Chan Shari Lughmani
12.20-12.50pm		Embedding communication in the disciplines: Implementations and issues Radhika Jaidev Peggie Chan	Feedback in graphic design: A case study of one subject teacher's practices Svetlana Chigaeva Benson Cheung	Disciplinary specificity in teaching dissertation writing: A Hong Kong case Christy Chan	Developing a discipline-specific English literacy for international graduate students in the U.S. Scott Chien-Hsiung Chiu	CLIL in a life science university programme Germain Mesureur Akiko Hagiwara Kaoru Kobayashi	Phraseologies across the curriculum: Comparing Corpus of Research Articles 2007 & 2014 Winnie Cheng	Content and Language Integrated Learning (CLIL): Illustration of examples and the teachers' role Michele Ho
12.55-2.00pm	FG and CF podium	Lunch						

2.00-2.30pm	<b>Room A305</b>	Visit sponsors' tables and book display						
	<b>BC201</b>	<b>BC202</b>	<b>BC203</b>	<b>BC215</b>	<b>AG206</b>	<b>A308</b>	<b>A302</b>	<b>A306</b>
2.30-3.00pm	Disciplinary dispositions to English Thomas Lavelle	Hong Kong students' perceptions and experiences of English academic writing: A case study at The Open University of Hong Kong Anna Tso Winnie Ho	An involvement of language experts in the subject assessment: A motivation or a threat to students' attitude to learning Grace Lim Jason Choi Hau-Ling Chan Anna Cheung	Bridging the gap between language and content: Evaluating jointly delivered modules for Chinese students at an international university Debra Jones Ann Brantingham	Fostering critical thinking and writing skills through content-based instruction for engineering undergraduates Priscillia Pui Happy Goh	The strategic roles of principals in engaging teachers and students in "English Across the Curriculum": Implications for school leadership Vincent Wong	Exploring the content-language link in assignments across the curriculum Esther Tong Cecilia Pun	Combination of English instruction and disciplines – A new type of ESP Liping Pei
3.00-3.20pm	<b>FG and CF podium</b>	Coffee Break						
3.20-3.50pm	Integrating English language and composition instruction: A study of three instructional models Karyn Mallett Anna Habib Paul Rogers	English in the dentistry discipline: A learner corpus study of certainty and doubt Peter Crosthwaite Lisa Cheung	English in the disciplines: Professional writing as ways of knowing Carroll Nardone	Using an anthology for content and language enhancement in junior secondary Geography curriculum Patrick Leung Jody Leung	Issues raised by the teaching of Psychology-related CLIL classes in Japan Dexter Da Silva	Case studies in CLIL: Engaging students to adopt a stance and find a research purpose Mark Brooke	English-medium General Education course design Lindsay Miller	English in the disciplines: The different needs, expectations, and interactions of an EdD writing group and those of two multi-discipline PhD writing groups at a Sino-British university in China Lynda O'Brien
4.00-5.00pm	<b>Chiang Chen Studio Theatre (Core A G/F)</b>	Plenary 2 : Academic literacy across the curriculum: Towards a collaborative instructional approach Dr Ursula Wingate						

## Day 2 Tuesday 15 December 2015

9.30-10.30am	Chiang Chen Studio Theatre (Core A G/F)	Plenary 3 : 'Scientific writing and authoring' instruction at the University of Missouri and the University of Chinese Academy of Sciences Prof Rainer Glaser						
	BC201	BC203	BC215	BC216	AG206	A308	A302	A306
10.40-11.10am	Analysis of stance in English L2 undergraduates' coursework writing across disciplines: Linguistic patterns and faculty perceptions Zak Lancaster	Combating the English literary crisis through Writing Across the Curriculum (WAC): A case study at the Associate Degree (AD) level at Hong Kong Baptist University (HKBU) College of International Education (CIE) Vicky Lee Sam Lau Sandy Chan Sammy Ming	Using CLIL to bring together the key values of a Japanese university Germain Mesureur Midori Asaoka Dexter Da Silva	Integrating communication skills with software engineering Kit Mun Lee Sarah Chong	The implementation of assignment-specific English writing support to the discipline – A case study of a course in Maritime Studies Dennis Foung Prakash Metaparti	Online peer assessment for Content and Language Integrated Learning tasks Eoin Jordan	Let the language teachers deal with it Angela Tzi San Ng	Serving the community with special needs: Can we be more articulate? Wynants Ho Felicia Fang
11.10-11.30am	FG and CF podium	Coffee Break						
11.35-12.05pm	<b>Colloquium</b> Ideas and exposition: Teaching 21st century literacies; critical thinking; and academic writing through CLIL Mark Brooke Jason Banta Jock Wong Elmo Gonzaga	A large scale, blended-learning writing course Nigel Huckstep	Examining the WAC approach in a Turkish English-medium graduate university with and without academic writing center assistance: Academic writing and dissertation evaluation and implications David Albachten	A genre-instantiation approach to teaching English for specific academic purposes Xiao Chen Sheena Gardner	What do we want when we ask students to write a laboratory report? Simon Watts Tracey Costley	Use of language in a Service-Learning subject Hannah Lai Kay Chan Kin Cheung Anna Cheung	<b>Demonstration workshop</b> Interactive digital learning to engage students in English classrooms (with J2E Online educational tools) James Green Waris Candra	Assessing content and language learning in an Engineering course Esther Tong Kenneth Lo
12.15-12.45pm		Adapting Sydney School genre pedagogy for development of critical literacies in L2 settings: Case studies in Hong Kong, Thailand and Sweden Yiqi Liu	A review of a final year thesis writing course for science and engineering students Christy Chan Kin Tim Chung	Integrated writing: A lesson in creating a cross-departmental writing course Crystal Bickford	Template-based abstract writing for EFL PhD students Zhiyu Li Yueyang Sun	Supporting reflective writing in the disciplines Martin McMorro		Taking stock: Impact of supporting Writing Across the Curriculum – Views from students, language teachers and subject teachers Shari Lughmani Svetlana Chigaeva

12.45-1.55pm	FG and CF podium	Lunch						
2.00-2.30pm	Room A305	Visit sponsors' tables and book display						
	BC201	BC203	BC215	BC216	AG206	A308	A302	A306
2.30-3.00pm	<b>Colloquium</b> Teaching training for English medium instruction Julianne Hammink Linda Chu	Shape analysis: Creating arenas of wonder across curricula Peter Edwards	Language curriculum design for engineering students: How specific can it be? Sarah Carmichael Kam Yin Wu Joyce Lee	Feedback across curriculum: Genre analysis of language teachers' feedback Chrissy Burns Svetlana Chigaeva	Transnational Writing Across the Curriculum and multinational corporations: Engineering faculty and industry talk about writing Amy Hodges	Taming the shark: Teaching writing through content, problem, concept and theory Andrew Johnson	The Asian student as producer: Visual analysis in the language classroom for a participatory culture Elmo Gonzaga	Developing academic literacy in context: Strategies, limitations & preliminary results Julia Chen
3.10-3.40pm		Exploiting published material in the teaching of writing in higher education CLIL Jock Wong	The games we play: The use of language games to enhance Writing Across the Curriculum David Barnard Geff Heathman	On-going study: Teaching & learning process in Hong Kong EMI science classrooms Jack Pun	Factors affecting the success of learning transfer: Voices from students, language teachers, and subject teachers Allen Ho	Student storytellers: Hip-hop pedagogy and the reconfiguration of English as communication Damian Rivers	Improving scientific writing Peter Brimblecombe Tracey Costley	Language across the curriculum & sustainability in professional development for teachers Gail Forey
3.40-4.00pm	FG and CF podium	Closing remarks and refreshments						