Themes:
a. Role of EAC/WAC/CLIL in learning and teaching
b. Pedagogy and practices
c. Programme design, collaboration and assessment
d. Technology-enhanced language learning
e. Impact of factors affecting any of the above

Day 1: 20 May 2021

Time	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7	Room 8	Hall
	a	a	b	b	c	d	b	Sponsor slot	
0855-0910	Opening								
0910 - 1010	Plenary 1: Sustaining Writing | English across the Curriculum Michelle COX Facilitator: Christy Chan								
	Session 1: 1015 - 1115	Session 2: 1015 - 1115	Session 3: 1015 - 1115	Session 4: 1015 - 1115	Session 5: 1015 - 1115	Session 6: 1015 - 1115	Session 7: 1015 - 1115		Session 8: 1015 - 1115
1015 - 1045	P219 (HK) Crossing boundaries through multimodal EAC / CLIL: Co-developing critical semiotic awareness in Chemistry lab report writing *Phoebe SIU*	P149 (US: 2215) Using CLIL to enhance teacher preparation in rural Kazakhstan: An innovative approach for STEM teachers *Douglas K. HARTMAN | David LANDIS | Farkhat YENSENBAYEV | Yulia NOVITSKAYA*	P213 (US: 2215) Disciplinary variation in undergraduate metadiscourse *Jack A. HARDY*	C189 (US: 2215) Developing critical thinking pathways for international student populations studying at US universities *Maz NIKOUI | Max ORSINI*	C267 (HK) Piloting a model for the development of a writing centre to support discipline-specific academic and professional writing *Shari Dureshahwar LUGHMANI | Issa YING | Ryan HUNTER | Karen WONG*	P268 (Vietnam: 0915) The implementation of the flipped classroom approach in an academic English course *Nguyen Thi THINH*	P180 (US: 2215) They want to be in "the room where it happens": International student representation and distance learning *Mary Grace ELLIOTT*	SPONSORED TALK 1: The WAC Clearinghouse - Visibility and Access: Publications and Publishing on International Research on Writing Mike PALMQUIST | Joan MULLIN | Magnus GUSTAFSSON | Terry Myers ZAWACKI | Federico NAVARRO	C293 (US: 2215) The Co-inquiry Approach: Helping multilingual graduate students access the language of their field in a tutoring session *Melissa MYERS | Kelly MOORE | Jody GABLER | Hannah HUGHES | Peiying ZHU*
1045 - 1115	P54 (HK) Is extra EAP support required for sub-degree holders pursuing top-up programmes in less familiar fields? *Kelson TSUI*	P74 (HK) Adopting EAC strategies in the science and engineering discipline *Emily Nok-yi CHU | Barbara Wing-yee SIU*	P212 (US: 2145) Rescuing reflection: How STEM writing intensive courses can leverage reflective writing for inclusive pedagogy *Christy GOLDSMITH | Julie BIRT*			P165 (Japan: 1145) Seeking effective ways to do breakout room sessions for engineering students in English class *Miori SHIMADA*	P190 (US: 2245) Training Writing Center peer tutors to work with WAC Students *Nathan LINDBERG*		
1115 - 1120	Break								
	Session 9: 1120 - 1250	Session 10: 1120 - 1250	Session 11: 1120 - 1250	Session 12: 1120 - 1250	Session 13: 1120 - 1250	Session 14: 1120 - 1250	Session 15: 1120 - 1250		Session 16: 1120 - 1220
1120 - 1150	P166 (Indonesia: 1020) Does a good language learner in higher education use metacognitive strategies for online learning? *Elsah AMALIAH*	P196 (Vietnam: 1020) Teachers' perceptions of the implementation of CLIL: Math and English integrated learning for primary students in Hanoi *Ngọc Thị Bích TRẦN*	P284 (India: 1320) Two years down: Developing a Foundation writing course for postgraduates in India *Leslee LAZAR | Jooyoung KIM*	P210 (Vietnam: 1020) The influence of genre-based learning activities on Vietnamese students' foreign language writing *Thi Minh Tam NGUYEN*	P68 (Fiji: 1720) 'Can-do statements' for academic literacy: More objective insights into the acquisition of complex academic practices *Fiona WILLANS*	P114 (HK) Building a longitudinal and cross-sectional corpus of academic writing by Hong Kong university students *Meilin CHEN | Tanjun LIU*	P77 (NZ: 1620) Does L1 matter? Thai EFL pre-service teachers' beliefs and practices concerning the use of L1 in CLIL *Nutthida TACHAIYAPHUM*		Discipline panel: The support and challenges for Capstone/FYP Projects in humanities and social science Yammy CHAK | Patrick HOLLAND | Anthony PANG | Sonntag STEFAN | Michael WONG
1150 - 1220	P124 (China) Impact of content and language integrated learning (CLIL) on students' English speaking anxiety: An international trade course case study *Phoebe GAO*	P73 (Philippines) CLIL in General Education classes: Establishing the reading-writing connection *Lalaine F. Yanilla AQUINO*	P299 (China) Using integrated tasks in a CLIL English for Science and Technology course at tertiary level *Jianqiu TIAN*	P281 (China) ESP teaching and learning – a Frame-Net-based approach for the lexical awareness of both Chinese and English language *Yueyang SUN | Yuzhou FAN | Zhiyu LI | Yifang FAN*	P62 (HK) Addressing the Challenges of Online Group Speaking Assessments *Adam FORRESTER*	P129 (TW) Exploring the integration of CLIL WebQuest into elementary social studies lessons in an EFL context *Min-tun CHUANG*	P81 (AUS: 1450) Scaffolding in CLIL: A brief literature review *Trang HOANG*		
1220 - 1250	P88 (HK) Strategies for enhancing teaching and learning content subjects through L2 English *Connie LAU*	P125 (HK) A thematic analysis of undergraduate students' perceived learning transfer of academic English *Locky LAW | Natalie FONG | Parco WONG | Alice YAU*	P244 (Bangladesh: 1020) CLIL pedagogy and practices: A study of a private university in Bangladesh *Ashrafun NAHAR*	P128 (China) Enactment of a translingual approach to writing *Yachao SUN | Ge LAN*	P93 (HK) A collaborative CLIL experience in vocational education in Hong Kong *Helen TO | Alice CHEUNG*	P235 (HK) An app for final year project writing: A case study *Grace LIM | Ivan W.H. HO*	R226 (Philippines) Critical literacy application of students from the Education and English Programs *Carthelyn C. ADAJAR*	SPONSORED TALK 2: Routledge - How to prepare a book proposal for Routledge Katie PEACE	
1250 - 1350	Lunch								
	Session 17: 1350 - 1450	Session 18: 1350 - 1450	Session 19: 1350 - 1450	Session 20: 1350 - 1450	Session 21: 1350 - 1450	Session 22: 1350 - 1450	Session 23: 1350 - 1450		Session 24: 1350 - 1450
1350 - 1420	R304 (HK) Incorporating critical thinking into English writing: Chinese mainland students' perceptions *Jingjing QIN*	P169 (Thailand: 1250) Development of Thai EFL lower secondary school students' English oral presentation ability through a Teaching-Speaking Cycle Model (TSCM) using environmental content *Thana KRUAWONG*	P294 (Japan: 1450) Teaching students how to write a literature review *Michael MONDEJAR*	P53 (India: 1250) The practice of English language teaching through literary texts at secondary schools in Ethiopia: Attitude and practice in focus *Antehun Atanaw MENGISTU*	P150 (Vietnam: 1350) Assessment for learning in English for finance and banking classes for 3rd year students in the Translation Division of the Faculty of English Language Teacher Education of the University of Languages and International Studies *Thuy Phuong Lan NGUYEN*	P182 (HK) Re-design for education landscape and future learning: Implementation of students' experiential English learning through technology *Frankie HAR*	P242 (Vietnam: 1250) Using a gamified application to stimulate autonomous learning and vocabulary practices in teaching English-Vietnamese translation *Phuong Linh TRAN*		C297 (HK) The appeals and challenges of developing a discipline-related writing support mobile app *Julia CHEN | Christy CHAN | Vicky MAN | Elza TSANG | Christelle DAVIS | Green LUK*
1420 - 1450	R144 (Taiwan) A study of integrating Content and Language Integrated Learning with a Culture-Focused Concept Map in Adolescents' Intercultural Reading *Hsin-Chieh HSIEH | Min-Tun CHUANG | Yu-Wen TSENG*	P222 (Thailand: 1320) Venturing into the unknown territory: The use of a small, specialized corpus by CLIL teachers to investigate language and content in an unfamiliar discipline *Passapong SRIPICHARN*	P89 (Malaysia) Impact of cooperative learning in enhancing students' writing skills *Sandeep SINGH*	P271 (HK) Enhancing second language skills through audio description training in a university interpreting program in Hong Kong *Jackie Xiu YAN | Kangte LUO*	P117 (China) Reform measures for an English-major undergraduate curriculum *Jin MA*	R273 (TW) Developing EFL digital reading literacies through autonomous internet inquiry *Jin-shan CHEN*	P243 (Vietnam: 1320) Using the Lean Canvas model to facilitate students' final projects in a course of English for tourism: an action research study at a university in Vietnam *Le Thi Hong DUYEN*	SPONSORED TALK 3: Springer Nature - Springer Nature and Its Research Solutions Melinda LUK	
1450-1455	Break								
	Session 25: 1455-1625	Session 26: 1455-1625	Session 27: 1455-1625	Session 28: 1455-1625	Session 29: 1455-1625	Session 30: 1455-1625	Session 31: 1455-1625		Session 32: 1455 - 1555
1455 - 1525	C145 (Singapore) Building student creativity, critical thinking, and academic literacy in a CLIL academic writing programme *Namala Lakshmi TILAKARATNA | Mark BROOKE | Misty COOK | Laetitia MONBEC | Jock Onn WONG*	P170 (Thailand: 1355) Development of 9th grade Thai EFL Students' English sciencec vocabulary knowledge through science vocabulary crossword puzzle (SVCP) practices: action research in a content-based language teaching classroom *Thana KRUAWONG*	P137 (Korea: 1555) A critical review of instructional approaches to graduate-level research writing in the science and engineering fields *Holly WANG*	P158 (Thailand: 1355) Teachers' and students' perspectives on plagiarism at Thai universities *Neil BOWEN | Alexander NANNI*	P135 (HK) Adapting an applied linguistics (TESOL) curriculum for an EMI capacity-building project: A reflection *Soe Marlar LWIN*	P153 (Philippines) The digital reshaping of English instruction in the Philippines during the time of pandemic *Pia Patricia P. TENEDERO | Rachelle BALLESTEROS-LINTAO | Marilu RAÑOSA-MADRUNIO*	P127 (HK) Enhancing reflective learning and amplifying social impact through digital storytelling in an academic English course *Patrick LEUNG | Joanna LEE*		Discipline panel: UST The support and challenges for capstone/FYP projects in science Dennis CHAN | Jason CHAN | Cindy LAM | Melinda WHONG | Stanley LAU
1525 - 1555		P272 (Qatar: 1025) "But it isn't an English course!": Exploring the role of writing in a learning frameworks course for multilingual engineering undergraduates *Mysti RUDD | Sahar MARI*	P246 (Japan: 1625) Engaging social justice in the academic English writing classroom *Emily Yuko COUSINS*	P233 (Vietnam: 1425) Content and language integration: An evolving language pedagogy *Thi Thanh Nha VU*	P138 (TW) Understanding by design as a framework for language and subject teachers in co-planning interdisciplinary lessons *Ai-chun YEN | Jeffrey Hugh GAMBLE*	P199 (Turkey: 1025) EFL teachers' digital literacy: Exploring the perceptions and practices in the COVID-19 outbreak *Emine DEMIR | Yonca ÖZKAN*	R223 (Vietnam: 1425) Learner differences and pedagogical implications for teachers to integrate CLIL in the teaching programme *Thị Hồng HẢI HOANG*		
1555 - 1625	P159 (Spain: 0855) Classroom interaction in CLIL programs: Semantic waves and teachers' interactional scaffolding in L2 and L1 *Natalia EVNITSKAYA | Ana LLINARES*	P163 (Spain: 0855) CLIL students' language complexity for content expression in the transition from primary to secondary school *Andrea Navarro SANZ*	P130 (UK: 0855) Good reflective writing in medicine and health: Examples from dentistry *Marion BOWMAN*	P181 (Qatar: 1055) Scaffolding case analysis writing in an Organizational Behavior class: A language-focused approach *Silvia PESSOA | Thomas D. MITCHELL | Maria Pia GOMEZ-LAICH*	P140 (UK: 0855) Practitioner investigation of disciplinary written discourse genres for pedagogic purposes *Simon WEBSTER*	P120 (Italy: 0855) Subject-specific content through the medium of English in HyFlex courses in higher education *Giovanna CARLONI*	R97 (Vietnam: 1455) A discussion of 'English through drama for oral skills development' by Laura Micolli (2003) *Thi Minh Ngoc PHUNG*	SPONSORED TALK 4: Multilingual Matters - Publishing with Multilingual Matters Anna RODERICK	
1625-1630	Break								
1630 - 1730	Plenary 2: Curriculum-making through a pluriliteracies approach: learners and teachers as designers of bilingual learning Do COYLE Facilitator: Christelle DAVIS								

Day 2: 21 May 2021

Time	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7	Room 8	Event
	a	a	b	b	c	d	e	"Colloquia" Room	
0900 - 1000	Featured Colloquium: C95 (US: 2220) Coming together: Past and present efforts to establish professional connections in WAC and EAC Terry Myers ZAWACKI | Marty TOWNSEND | Mike PALMQUIST | Michelle COX | Julia CHEN								
1000 - 1005	Break								
	Session 33: 1005 - 1135	**Session 34: 1005 - 1135**	**Session 35: 1005 - 1135**	**Session 36: 1005 - 1135**	**Session 37: 1005 - 1135**	**Session 38: 1005 - 1135**	**Session 39: 1005 - 1135**	**Session 40: 1005 - 1135**	**Session 41: 1005 - 1105**
1005 - 1035	P132 (HK) A material-driven model of teacher-researcher collaboration for CLIL teacher professional development *Limin YUAN*	P175 (HK) The trickle up effect: Cross-curriculum proficiency and competence development in a student-led language enhancement programme (English Language Buddies Scheme) *Fiona HO | Pui LEE*	P295 (US: 2205) The development of writing and writers: Reconsidering plagiarism in a framework of student learning *Karyn KESSLER | Paul ROGERS | Anna HABIB | Paul MICHIELS*	P193 (US: 2205) Enhancing IEP reading-writing courses: Why integrated-skill instruction works *Adil BENTAHAR | Ken CRANKER*	P161 (US: 2205) Agentive teacher collaboration in CLIL: Lessons from EMI higher education in Kazakhstan *D. Philip MONTGOMERY | Peter DE COSTA | Curtis GREEN-ENEIX | Rebekah R. GORDON*	P225 (US: 2205) Multimodal explorations of technology use to mediate language acquisition: Research findings and implications *Patrick MANNION | John I. LIONTAS*	P260 (US: 1905) Disciplinary histories of language and content pedagogy in conflict: Challenges in tutoring across the curriculum *Kourosh GHADERI*	C283 (HK) Reflecting on emerging modes of collaboration between Mathematics and English teachers in four Hong Kong schools *Nicole Judith TAVARES | Ka Lok WONG | Arthur LEE | Simon CHAN*	C245 (US: 2205) Fostering collaboration in online writing classes through Google Docs and Canvas *Rachel Thatcher GONZÁLEZ | Maria Paredes FERNÁNDEZ*
1035 - 1105	P147 (HK) The "hidden curriculum" of schooling: a case study of Liberal Studies in Hong Kong *Rebecca See-wah WONG*	P184 (HK) Perceptions of PolyU teachers and students on integrating language and literacy into different disciplines *Hannah LAI | Jingjing QIN*	P228 (HK) Remote teaching during the pandemic: The case of an ESP course for engineering students *Sarah CARMICHAEL | Anita AU | KY WU*	P109 (Japan: 1135) Exploring the gap between paragraph writing and essay writing in EFL contexts *Sayako MASWANA | Hironori WATARI*	P58 (US: 1935) Curriculum Development for Foundational Composition and WAC/WID for EAL Students at international microcampuses *Analeigh E. HORTON*	P84 (Singapore) Research trends in mobile assisted language learning *Zhuohan HOU | Vahid ARYADOUST*	P52 (HK) Media psychology & new media in teaching: A cross-institutional study of online English language teaching in Hong Kong higher education *Noble LO | Sumie CHAN*		
1105 - 1135	P123 (HK) Facts or fakes: A CLIL approach to developing critical media literacy on popular science topics *Jason Man-bo HO | Maria Mo-kit FUNG*	P192 (HK) Challenge or opportunity? A case study of teachers and students in coping with their language challenges in an English Across the Curriculum (EAC) setting *Jack PUN*	P236 (HK) Moving a writing centre online: Higher-order concerns during class suspension in Hong Kong *Sharon T. L. LEE | Michael Lane TESSMER*	P270 (HK) A task-based approach to promoting self-directed English language learning across the curriculum *Catherine Shee-hei WONG*	P71 (Japan: 1205) Preparing Japanese university students in an English-medium economics program to participate in company visits in the US *Nathaniel FINN*	P240 (China) Specially-tailored ESP instructions integrated into discipline courses of EMI in higher education in China *Liping PEI*	P298 (HK) Business students' perceptions of using a capstone project mobile application *Julia CHEN | Valerie C. YAP | Tsz Leung YIP*	P306 (Malaysia) The implementation of an e-portfolio assignment to improve Malaysian ESL learners' speaking skills *Ahmad Niza Syozre ABDULLAH*	
1135 - 1140	Break								
	Session 42: 1140 - 1310	**Session 43: 1140 - 1310**	**Session 44: 1140 - 1310**	**Session 45: 1140 - 1310**	**Session 46: 1140 - 1310**	**Session 47: 1140 - 1310**	**Session 48: 1140 - 1310**	**Session 49: 1140 - 1310**	**Session 50: 1210 - 1310**
1140 - 1210	P102 (HK) Incorporating content within English language courses (EAP, ESP) *Marshall Warren YIN*	P177 (China) Collaborative lexical revision in the CLIL classroom: A case study *Jingdan HU | Jing CHEN*	P66 (Singapore) Journey to pioneer road: Starting up a student journal of undergraduate research *Keri MATWICK*	P55 (Singapore) Developing undercapitalized students-as-social-science-researchers through sport and socialisation *Mark BROOKE*	P258 (HK) The use of assessment rubrics for teaching, learning and assessment across the disciplines *Alan URMSTON*	P291 (HK) The magic of breakout rooms in online synchronous teaching and learning of English *Ivan K. H. AU*	P178 (Malaysia) ESL teachers' identity (re) construction in teaching English across the Curriculum: A case study of college English teachers in China *Panpan WANG | Muhammad Kamarul KABILAN*	C276 (HK) Collaborative praxis in a language-across-the-curriculum course: Impactful dialogues about multimodal social science discourses *Esther TONG | Kimberly TAO | Phoebe SIU | Winfred Wenhui XUAN*	
1210 - 1240	R136 (Kazakhstan: 1010) Evaluating the impact of teaching science terms with CLIL activities on the language achievements of students *Satilmis YILMAZ | Akkenzhe BUSSURMANOVA*	P143 (Singapore) Developing students' academic literacy with relevance and creativity in content and language integrated learning *Misty So-Sum WAI-COOK*	P167 (Singapore) Pedagogy and practices in writing across the curriculum program: A research review *Yun XIA | Yin-ling CHEUNG*	P248 (Indonesia: 1110) SMMETAC: An alternative model of EAC for 21st century Indonesia *Didi SUHERDI*	P142 (Philippines) Facilitating interdisciplinary collaboration in business writing: A Philippine university case study *Marella Therese TIONGSON*	P217 (Malaysia) An empirical study of Business English learners' experiences using a social learning network in a virtual Community of Practice milieu *Jayanthi MUNIANDY*	P224 (HK) An investigation of students' perceptions of learning transfer across six English-in-the-disciplines (ED) courses for students of Arts and Humanities *Colin TAIT | Natalie FONG | Locky LAW*		Discipline panel: CUHK A flexible and evolving EAC implementation model at CUHK: Earth System Science (ESSC), Information Engineering (IE), and Sports Science and Physical Education (SSPE) Moderator: Jose LAI Panelists: Allen HO | Ella LEUNG | John O'REILLY | Chris ROZENDAAL | Amos P. K. TAI | Pascal Olivier VONTOBEL
1240 - 1310	P101 (Singapore) Mathematics teachers' awareness of the role of English in teaching and learning mathematics in the primary school *Sally Ann JONES*	P151 (Singapore) Integration of engineering knowledge and communication skills in co-teaching *Jean Lee-choong PENG | Wai-lee CHAN*	P200 (Singapore) Moving between modalities: Investigating engineering undergraduates' learning transition shifts between writing and speaking *Mia Huan TAN*	P300 (Indonesia: 1140) Developing multi-literacy skills by creating a graphic story in a literature class: A project-based learning approach *Rahmad HIDAYAT*	P134 (HK) Community of Practice: An English social network for faculty members *Grace LIM*	P259 (Malaysia) Evaluating the efficacy of a novel approach in developing soft skills when training prospective pharmacists in interventional pharmacy contexts in the new normal *Ahmad Sofwan NATHAN*	P221 (Malaysia) Linking adverbials and complex argument structures *Poh-wey LOW*	P65 (Taiwan) Do Content and Language Integrated Learning (CLIL) academics and practitioners share the same goals and practices for effective instruction? *Fan-Wei KUNG*	
1310 - 1400	Lunch								
	Session 51: 1400 - 1530	**Session 52: 1400 - 1530**	**Session 53: 1400 - 1530**	**Session 54: 1400 - 1530**	**Session 55: 1400 - 1530**	**Session 56: 1400 - 1530**	**Session 57: 1400 - 1530**	**Session 58: 1400 - 1500**	**Session 59: 1400 - 1500**
1400 - 1430	P301 (Iran: 1000) Introducing WAC to an English major curriculum: The effects on writing motivation and anxiety *Azar TAJABADI*	P211 (Philippines) Metadiscourse markers in Bar Exam essays: A contrastive analysis *Selenne Anne S. LEYNES*	P141 (Malaysia) A Facebook-based e-portfolio: Examining its potential in enhancing the oral communication competency of ESL Marine Science students *Siew-Lee CHANG | Muhammad Kamarul KABILAN*	P227 (Singapore) Assaying possibilities for teacher-student agency and praxis in scientific report writing *Glenn TOH*	P121 (Korea: 1500) Professional development programs for Korean science and engineering professors offering English-medium instruction *Eun Gyong (E.G.) KIM | Seonmin PARK | Soo-Ok KWEON | Jeong-Ah LEE*	P131 (Korea: 1500) Distance learning and shifts in language learning strategies used by EFL Learners *Nicholas Y. DUVERNAY*	P232 (HK) "Why do you ask me this? This is not important." Understanding undergraduate students' academic writing as social practice *Hangyan LU*		Discipline panel: Engineering The support and challenges for Capstone/FYP Projects in science and engineering Condon LAU | Kenneth LAM | Ivan HO | Xuming ZHANG | Joe Kim-hung LAM
1430 - 1500	P307 (Malaysia) Learning academic literacies through a second language: Opportunities and challenges *Normazidah Che MUSA*	P187 (Malaysia) The role of self-assessment in teaching and learning Writing Across the Curriculum *Kayatri VASU | Yong Mei FUNG*	P126 (Malaysia) Integrating computational thinking strategy in enhancing L2 fluency and accuracy *Aishah binti Mohamed HAMDAN | Muhammad Kamarul KABILAN | Syafiza Binti SABUDIN*	P205 (Korea: 1530) Using media for teaching and learning English: A look at a South Korean undergraduate classroom *Vivian LEE*	P202 (HK) The case for content: Creating the language-content hybrid course English through Literary Analysis *Allen HO | Jenna COLLETT | Mike SEE | Laura MAN*	P264 (China) Speaking errors of EFL in MALL: Synchronous and asynchronous online practice *Riko Ut-Meng LEI | Alan Ka-Ion CHAN*	P250 (HK) Transfering communication skills of a storytelling course across the curriculum *Chrissy BURNS | Jane ROBBINS*		
1500 - 1530	P214 (HK) Collaborative learning between HK and UK students in design *Stefan SONNTAG | Grace LIM | Xia LI*	P296 (Malaysia) A needs analysis of primary school teachers in using English to teach science and mathematics in the Malaysian classroom. *Hema MUSTAFA | Kirubah RAJENDRAN | Jing WANG | Tilashiny PALANISAMY*	P155 (Malaysia) Exploring the English needs of tertiary students of Pharmacy at a Bangladeshi University *Takad Ahmed CHOWDHURY | Muhammad Kamarul KABILAN*	P116 (HK) Language teacher expertise for teaching technical English for engineering students: A longitudinal inquiry *Greg Chung-Hsien WU*	P241 (HK) Video presentation in English for technical subject *Pauli LAI | Ivan LAU | Chi-Ho CHAN*	P302 (HK) Talking to yourself: Improving academic literacy for EAP students *Sara LAI-REEVE*	P290 (Vietnam:1400) Visual images in medical textbooks from the Mulitmodal Discourse Analysis perspective *Bich Ngoc PHAM*	P106 (Norway: 0900) Towards a pedagogy of multiliteracies: Curricular montextualization and teaching practices of literacy in Norway *Yaqiong XU*	
1530 - 1540	Break								
1540 - 1640	Plenary 3: Researching pluriliteracies: towards an evidence-based understanding of deeper learning Oliver MEYER Facilitator: Keith TONG								
1640 - 1700	Closing								

22 May 2021: Post-Conference Workshops

Time	Room 1	Room 2
0900-1100	Workshop 1 Speakers: Terry Myers ZAWACKI | Martha TOWNSEND | Mike PALMQUIST (from 3 different cities in USA) Facilitator: Julia CHEN	Workshop 2 Speaker: Michelle COX (Ithaca, USA) Facilitator: John SAGER (EDC, PolyU)
1100-1500		
1500-1600		
1600-1700	Workshop 3 Speaker: Oliver MEYER (Mainz, Germany) Facilitator: John SAGER (EDC, PolyU)	Workshop 4 Speaker: Do COYLE (Edinburgh, UK) Facilitator: Keith TONG
1700-1800		