

4th International conference
Applied Linguistics and Professional Practice

LEARNING THROUGH
AND FOR PROFESSIONAL PRACTICE

10–12 September 2014
Geneva, Switzerland

CONFERENCE PROGRAM

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PLEASE NOTE

Welcome and registration desk

The desk, located in the left wing of the Uni Mail building, will open one day prior to the conference opening, on Tuesday, September 9th, between 5 pm and 6:30 pm.

Program update

The information contained in this brochure is accurate at the time of going to press. Every day, notice boards at the welcome desk will display last-minute changes and cancellations.

Please check on the boards regularly.

How to find the schedule of a presentation

If you wish to find the schedule of a talk that you read about in the *Book of Abstracts*, use the index of authors in the present brochure; it will guide you to the page in the program where the author is mentioned.

How to find the abstract of a presentation

If you wish to read the abstract of a talk that you wish to attend, use the index of authors in the *Book of Abstracts*.

PROGRAM OVERVIEW

	Wednesday September 10th	Thursday September 11th	Friday September 12th
8:00-8:30		Main Hall <i>Registration</i>	Main Hall <i>Registration</i>
8:30-9:00	Main Hall <i>Registration</i>		
9:00-9:30	MR080 <i>Opening ceremony</i>	MR080 <i>Plenary session Elizabeth Stokoe</i>	MR080 <i>Plenary session Lorenza Mondada</i>
9:30-10:00		Main Hall <i>Coffee break</i>	Main Hall <i>Coffee break</i>
10:00-10:30	MR080 <i>Plenary session Srikant Sarangi</i>		
10:30-11:00	Main Hall <i>Coffee break</i>	<i>Parallel sessions</i>	<i>Parallel sessions</i>
11:00-11:30		• Thematic symposia	• Thematic symposia
11:30-12:00	<i>Parallel sessions</i>	• Individual papers	• Individual papers
12:00-12:30			
12:30-1:00		Marx Cafeteria <i>Lunch</i>	Marx Cafeteria <i>Lunch</i>
1:00-1:30	Marx Cafeteria <i>Lunch</i>	Main Hall <i>Poster session 2</i>	
1:30-2:00			
2:00-2:30		<i>Parallel sessions</i>	<i>Parallel sessions</i>
2:30-3:00	<i>Parallel sessions</i>	• Thematic symposia	• Individual papers
3:00-3:30	• Thematic symposia	• Individual papers	
3:30-4:00	• Individual papers	Main Hall <i>Coffee break</i>	Main Hall <i>Coffee break</i>
4:00-4:30	Main Hall <i>Coffee break</i>		MR080 <i>Plenary session Meredith Marra</i>
4:30-5:00		<i>Parallel sessions</i>	
5:00-5:30	MR080 <i>Plenary session Sanne Akkerman</i>	• Individual papers	MR080 <i>Closing ceremony</i>
5:30-6:00	Main Hall <i>Poster session 1</i>		
6:00-6:30		MR080 <i>Plenary session Elizabeth Keating</i>	
6:30-7:00	Main Hall <i>Welcome reception</i>		
From 7:30		Grand Hotel Kempinski <i>Conference dinner</i>	

Detailed program

	1-AM-1 Papers session Reflexivity at work and in vocational and professional education MR170	◀ Session code ◀ Session type ◀ Topic
11:00 11:30	Voicing experience in order to transform it in professional knowledge [p.86] <u>Baslev, K.; Dobrowolska, D.; Mosquera, S.; Perréard-Vité, A.; Tominska, E.; Vanhulle, S.</u>	◀ Room ◀ Schedule ◀ Title of presentation <i>Numbers in brackets refer to pages in the Book of Abstracts</i> ◀ Authors <i>Underlined names refer to presenting authors</i>

WEDNESDAY, SEPTEMBER 10TH

8:00 9:00	REGISTRATION UniMail - Left Wing						
9:00 9:30	OPENING CEREMONY MR080						
9:30 10:30	Sarangi, Srikant <i>Aalborg University</i> Situated communication ethics and the epistemology of professional practice [p.17] MR080						
10:30 11:00	Coffee break UniMail Central Hall						
	1-AM-1 Papers session Reflexivity at work and in vocational and professional education MR170	1-AM-2 Papers session Globalization, work and language learning M1160	1-AM-3 Papers session Language, communication and workplace learning M2170	1-AM-4 Papers session Transitions from school and tertiary education to work M2160	1-AM-5 Papers session Vocational learning, communities of practice and identity construction M2150	1-AM-6 Papers session Skills and competence development through language and communication MR160	1-AM-7 Papers session Language, activity and development M1150
11:00 11:30	Voicing experience in order to transform it in professional knowledge [p.86] <u>Balslev, K.; Dobrowolska, D.; Mosquera, S.; Perréard-Vité, A.; Tominska, E.; Vanhulle, S.</u>	«How does that affect us?» Challenges of using English as a Lingua Franca in multinational organizations [p.172] <u>Strubel-Burgdorf, S.; Haggerty, T.; Hampel, E.; Jagodzinski, K.</u>	Foregrounding the managerial perspective: Organization-internal memos as a means of recontextualising meeting talk [p.119] <u>Honkanen, S.; Lehtinen, E.</u>	Collaborative assessment and game development: Professionals' orientation towards problems, potentials and organizational demands [p.87] <u>Bennerstedt, U.</u>	The construction of English teacher identity in Brazil: investment, communities of practice and imagined identities [p.166] <u>Silva, J.</u>	Modéliser l'activité professionnelle pour élaborer des formations en langue inscrites dans le monde du travail [p.143] <u>Mourlhon Dallies, F.</u>	Du «savoir empêché» dans le domaine de l'enseignement grammatical [p.91] <u>Bulea Bronckart, E.</u>
11:30 12:00	Constructing subjectivities in primary health care: a Foucauldian analysis of 'texts without authors' [p.178] <u>Turnbull, M-L.</u>	Straddling the information tsunami: Guided summary writing for EFL learners preparing for effective functioning in a professional environment [p.175] <u>Tankó, G.</u>	Socialising journalist trainees in the newsroom [p.114] <u>Gravengaard, G.; Rimestad, L.</u>	Enriching the study of academic discourse through case studies of professional practice [p.119] <u>Hocking, D.</u>	Becoming an English Teacher in Brazil: the construction of an identity [p.135] <u>Medeiros Frossard, E.; Maia Miranda, L.</u>	Professionalisation et contextualisation de la formation linguistique destinée aux paramédicaux formés en Algérie [p.138] <u>Meriem, R.</u>	La place du langage dans les modèles d'analyse du travail enseignant [p.104] <u>Dreyfus, M.; Bucheton, D.; Soulé, Y.</u>
12:00 12:30	Language as key to employment? An ethno-graphic evaluation of professional trainings for immigrants in Germany [p.94] <u>Campos, J.</u>	Identifying attitudes and perception towards the importance of English at the workplace: the Malaysian experience [p.174] <u>Talif, R.; Noor, R.</u>	Developing the professional language and communication competencies of police officers in a counter-terrorism policing context [p.161] <u>Royce, T. D.</u>	Deciphering the Narratives of and for Practice: The Case of Doctoral Viva Examiners [p.175] <u>Tan, W.; Kumar Mallan, V.</u>	The Pre-service English Teachers Education as a Place to (re)construct Identities [p.87] <u>Barbosa, S.</u>	Fluidité langagière et sensibilisation médiatique contre le VIH/SIDA au Cameroun [p.101] <u>Djiala Mellie, D.</u>	L'autorité professorale dans le discours de l'enseignant de FLE [p.121] <u>Ishikawa, F.</u>
12:30 2:00	Lunch Cafeteria MARX						

WEDNESDAY, SEPTEMBER 10TH

	1-PM-1 Symposium How professionals manage social interaction in challenging encounters [p.62] Chair(s): Mondada, L. MR170	1-PM-2 Symposium Langage, travail et formation: quelles articulations avec des publics en insécurité langagière ? [p.66] Chair(s): Mourlhon-Dallies, F. M1160	1-PM-3 Symposium Language factor in company performance [p.77] Chair(s): Yanaprasart, P. & Gajo, L. M2170	1-PM-4 Symposium Communication programmes for collaborative policy making: the kyoto challenge in tertiary and vocational education and training [p.73] Chair(s): Shiraishi, K. M2160	1-PM-5 Papers session Linguistic and semiotic aspects of professional expertise M2150	1-PM-6 Papers session Vocational learning, communities of practice and identity construction MR160	1-PM-7 Papers session Skills and competence development through language and communication M1150	1-PM-8 Papers session Language and reflexivity at work and in vocational and professional education M1130
2:00 2:30	Interactional practices in hairdressing service encounters: when the action of the hairdresser is challenged by the client [p.63] Horlacher, A-S.	L'insécurité langagière d'adultes francophones natifs en situation d'insertion professionnelle [p.67] Langbach, V.	Behavior toward language in Korean companies in the Czech Republic [p.78] Sherman, T.	Introduction to "Kyoto challenge": the challenge of linking tertiary education to work [p.74] Matoba, N.	A description of nurse practitioners enacting patients' health and wellbeing through positive responses [p.97] Clark, S.; Goozee, K.; Reynolds, E.	Discourse, literacy and constitution of professional identities [p.83] Almeida, A.; Almeida, P.	Becoming a nurse in a second language [p.181] Virtanen, A.	Improving writing practices for future professionals [p.111] Galarneau, J-M.; Hilman, B.; Roy, S.
2:30 3:00	How laypersons challenge the unfolding activities of professionals in multi-party interaction [p.64] Svensson, H.; Van Schepen, N.	L'insécurité langagière en compréhension orale d'adultes francophones natifs en situation professionnelle [p.67] Ciekanski, M.	The impact of proficiency in English on non-native speakers at work: the case study of the French-speaking part of Switzerland [p.60] Sehmi, S.; Rosu-Fridez, R.	Facilitation training programme for tsunagi (connecting people) and hikidasu (drawing out varieties of ideas) [p.75] Tschiyama, K.	To negotiate for the others turn to talk [p.89] Berge, S.	Ways of acting and interacting in (coteaching) cogenerative dialogue: crafting agential identities in a teaching practicum within pibid [p.106] El Kadri, M.	Touching the "untouchable" in a women's health helpline [p.148] Ostermann, A. C.	Online dialogic writing – working techniques in student research groups [p.128] Lindemann, K.; Ruoss, E.; Weininger, C.
3:00 3:30	Responding to newcomer's complaints in a geriatric residential care institution [p.64] Monteiro, D.	L'insécurité langagière des adultes natifs et allo-phones en situation de formation linguistique [p.68] André, V.	Interactional Negotiation of Linguistic Heterogeneity: Accommodation Practices in Intercultural Service Encounters [p.79] Losa, S.; Varga, P.	Raising awareness of 'participant-ship' for constructive dialogues and discussions: effects of a sociolinguistically-informed communication programme [p.76] Murata, K.	Stance-taking of Chinese Journalists in Hard News Reporting: A Multiperspectival Approach [p.120] Huan, C.	The interactions of English teacher educators in a community of practice: an analysis of the negotiation process of the joint enterprise [p.93] Calvo, L.	Bodies and objects in transformation. Nursing student learning insertion techniques for intravenous cannulation [p.136] Melander, H.	Analysing documentation practices and encouraging practitioner reflexivity in Swedish tax fraud investigations [p.92] Byrman, Y.
3:30 4:00	DISCUSSION Discussant(s): Stokoe, E.	DISCUSSION Discussant(s): Guernier, M.-C.	Linguistic Diversity Management Practices in a Multilingual State [p.79] Yanaprasart, P. DISCUSSION Discussant(s): Lüdi, G.	DISCUSSION Discussant(s): Marra, M.	Direct speech and working practices in the annual reports of exchange-listed companies [p.131] Machaal, S.	The investigation of social and cultural aspects in Reading activities proposed by English Educational Portals with teachers as the target audience [p.99] de Oliveira, F.	Interactional dimensions in planning and evaluating training programs for nursing staff [p.177] Ticca, A. C.; Hugol-Gential, C.	The prescribed work to work performed: for a comparative analysis of official documents for early childhood education in Brazil and teaching practice in the classroom [p.84] Alves, A. P.; Serafim, M.
4:00 4:30	Coffee break UniMail Central Hall							

WEDNESDAY, SEPTEMBER 10TH

4:30 5:30	Akkerman, Sanne <i>Utrecht University</i> Crossing boundaries within and beyond a professional practice [p.12] MR080
5:30 6:00	POSTER SESSION 1 UniMail Central Hall
	1) Alessi, G. Standardizing the language of corporate internal investigative reports: a case study in appropriated professional language practices. [p.187] 2) Bahury, M. University teacher preparation of language and literacy course: a discussion between college curriculum and the labor market demands [p.188] 3) Cherif, S. The use of English in the Tunisian banking sector [p.188] 4) Diab, R. The teaching and learning of English for specific purposes in Lebanon: a case study of the Lebanese American University [p.190] 5) Donaghue, H. The use and implications of a strategy used by an educational supervisor to distance himself from critical feedback in post lesson observation feedback [p.191] 6) Hill, K.; King, J.; Crichton, J.; Gleason, A. Defining effective communication in the psychiatric interview [p.192] 7) Ismail, N. Role Play Designs and Their Impact on Effectiveness of Meeting Skills Training for the Professions [p.193] 8) Jers, C. Speech as a part of literacies nexus [p.194] 9) Komppa, J. Professional language profile and needs for second language teaching in nursing and health care [p.194] 10) Magalhães, I.; Alencar, C.; Gadelha, N. Basic health care in Brazil: evaluating the system [p.195] 11) Mok, J. Studying the impact of a professional communication course in the national university of Singapore [p.196] 12) Paloniemi, S.; Collin, K.; Hökkä, P.; Vähäsantanen, K.; Eteläpelto, A.; Mahlakaarto, S.; Herranen, S. Interventions for strengthening professional agency and work-related learning — outcomes and development suggestions [p.197] 13) Rääbis, A. Questions in Estonian radio phone-in programs: form and functions [p.198] 14) Rääbis, A.; Pool, R.; Jürgenstein, L. Corpus-based construction of authentic Estonian language learning dialogues [p.199] 15) Rey, V.; Pereira, M-E.; Beaudet, C.; Romain, C. Quels concepts littéraires, linguistiques, psycholinguistiques au service d'une formation de rédacteurs professionnels ? [p.199] 16) Ripamonti, F. Compiling a medical specialized lexical database to help non-native healthcare students and practitioners with target vocabulary [p.200] 17) Rudd, L.; Bagnardi, A. English in computer science and mathematics: rhetorical devices and strategic vocabulary [p.202] 18) Sabapathy, C. Oral communication skills and the construction of corporate image through integrated work place scenarios: Preparing real estate undergraduates for the working world [p.203] 19) Saito, F.; Ribeiro, P. Learning words through the use of hypermedia in a Brazilian EFL context [p.203] 20) Settelmeyer, A.; Widera, C.; Efig, C. Communicative requirements in vocational education and training [p.204] 21) Zaghar, F.; Zaghar, W. English at the service of science: the case of English for biologists [p.207]
6:00 8:00	WELCOME RECEPTION UniMail Central Hall

THURSDAY, SEPTEMBER 11TH

8:30 9:30	Stokoe, Elizabeth <i>Loughborough University</i> The Conversation Analytic Role-play Method [p.18] MR080							
9:30 10:00	Coffee break UniMail Central Hall							
	2-AM-1 Symposium Tangible objects for professional practice: post-it notes in collaborative design activities [p.50] Chair(s): Day, D., Wagner, J. MR170	2-AM-2 Symposium Interactional competences in institutional practices: mechanisms of legitimization in educational settings [p.69] Chair(s): Petitjean, C., Pekarek Doehler, S. M1160	2-AM-3 Symposium Between the global and the local: Cultural Crossroads in Foreign Language Teaching in Brazil [p.57] Chair(s): Diniz, M.G. M2170	2-AM-4 Symposium What journalists do at work: an internal perspective on news production [p.39] Chair(s): Burger, M., Perrin, D. M2160	2-AM-5 Papers session Language and institutional demands M2150	2-AM-6 Papers session Information and communication technologies (ICT) at work and in vocational and professional education MR160	2-AM-7 Papers session Linguistic and semiotics aspects of professional expertise M1150	2-AM-8 Papers session Skills and competence development through language and communication M1130
10:00 10:30	Emerging categories in design workshops [p.51] Day, D.; Wagner, J.	The expression of personal opinions in the classroom: insights into teachers' implicit legitimization of students competences [p.70] Degoumois, V.	L'enseignement des langues étrangères et la transmission de la culture [p.58] Puça França, F. C.	Improving journalistic practices: analyzing negotiations during editorial meetings [p.40] Burger, M.; Delaloye, L.	A multimodal analysis of goal discussions during interdisciplinary meetings in Swiss rehabilitation centers: from theory to practice [p.163] Schoeb, V.; Keel, S.; Staffoni, L.	Socio-technical dilemmas in participatory design: the development of an online video-mediated youth counselling service [p.130] Lundmark, S.; Lymer, G.; Evaldsson, A-C.	Meaning negotiation and construction of moral inferences in debates over normative texts [p.149] Padua, J. P.; Oliveira, M.	L'atelier, les gars et la revue technique auto-moblie. Littéracie en interaction dans un atelier de formation à la mécanique auto [p.126] Lambert, P.; Veillard, L.
10:30 11:00	The action-possibilities of post-its in collaborative practices of design [p.52] Caglio, A.; Landgrebe, J.; Heinemann, T.	Laughter in the classroom: troublemaking or resource for managing trouble? [p.71] Petitjean, C.; Gonzalez-Martinez, E.	Short Films: promoting cultural dialogues in the classroom [p.58] Brandão J-C.	"Well one has- there are those unwritten laws" – journalistic reflections on linguistic and content choices in the writing process [p.41] Perrin, D.; Zampa, M.	Transactional and inter-actional conversation shift-ing in elderly patients/ younger physicians inter-action and communication in Libya [p.134] Mayouf, M.	Research in forensic phonetics: an interdisciplinary endeavor [p.113] Gomes, M. L.	The language of modern contracts and agreements [p.168] Sobota, A.	Reconstruction des savoir-faire déployés par des éducateurs au cours de visites médiatisées dans le champ de la protection de l'enfance [p.171] Stroumza, K.; Pittet, M.
11:00 11:30	The production of graphic signs on post-its in collaborative design activities [p.53] Mortensen, K.; Brouwer, C.	Personal storytelling in speech therapy sessions: initiations and legitimization [p.71] Sublon, A.; De Weck, G.	The interplay between english language acquisition and cultural context for Brazilian learners [p.58] da Silva, H. M.	The identity of economic-financial journalists as emerging through media discourse: the case of the Italian speaking Swiss written press [p.42] Rocci, A.; Luciani, M.	'Sitting next to Nellie': theoretical considerations and ethnographic observations of the use of 'job shadowing' as 'job learning' in health care [p.179] Turnbull, M. L.	Language practices in written social work texts [p.182] Vist, G.; Kiik, R.	A theory and practice- driven template for enhancing empathic communication in professional practice [p.156] Pounds, G.	Les pratiques langagières de la réflexivité comme ressources pour transférer ses compétences [p.103] Douçot, I.; Forestier, E.; Merminod, G.
11:30 12:00	DISCUSSION Discussant(s): Nielsen Femø, M.	DISCUSSION Discussant(s): Melander, H.	DISCUSSION Discussant(s): Diniz, M.G.	DISCUSSION Discussant(s): Gravengaard, G.	Scaling practices in rehabilitation practitioners' talk: technical specification of upgrading and downgrading [p.122] Izumi, H.	Technology-supported workplace simulation and the flipped classroom – an integrated and intensive approach to prepare university students for the working world [p.121] Ismail, N.; Sabapathy, C.	"The Sugary Texture almost always says Metamorphosis": the role of embodied interaction in transforming rocks, into artifacts, into data in geological fieldwork [p.167] Smith, M.	Des savoirs professionnels aux traces d'identification dans les récits de trajectoire [p.153] Pellanda Dieci, S.; Tosi, J-M.
12:00 1:00	Lunch Cafeteria MARX							

THURSDAY, SEPTEMBER 11TH

1:00 1:30	POSTER SESSION 2 (cf. Poster Session 1) UniMail Central Hall							
	2-PM1-1 Symposium Dialogue interpreting in professional contexts: training stakeholders to communicate effectively with interpreters [p.45] Chair(s): Davitti, E.; Pasquandrea, S. MR170	2-PM1-2 Symposium Interactional competences in institutional practices: Mechanisms of legitimation in the workplace [p.33] Chair(s): Bangerter, A. M1160	2-PM1-3 Symposium Learning to Teach: Different Research Experiences in Teacher Education in Brazil [p.59] Chair(s): Magalhães, I. M2170	2-PM1-4 Symposium Pratiques sémiotiques et sémiotique des pratiques en contexte professionnel [p.36] Chair(s): Berthoud, A-C. M2160	2-PM1-5 Papers session Language and institutional demands M2150	2-PM1-6 Papers session Language and reflexivity at work and in vocational and professional education MR160	2-PM1-7 Papers session Skills and competence development through language and communication M1150	2-PM1-8 Papers session Vocational learning communities of practice and identity construction M1130
1:30 2:00	The analysis of interpreter-mediated interaction as a resource for understanding the work of intercultural mediators: a new look at translation "closeness" [p.46] Gavioli, L.; Baraldi, C.	Relevance and legitimation of conversational story openings by young candidates in job interviews [p.33] Corvalan, P.; Bangerter, A.; Pekarek Doehler, S.	Discourse Changes in Brazilian Teacher Education [p.60] Costa, A.; Magalhães, I.	Sur la nature du signe dans la rencontre médicale [p.37] Berthoud, A-C.; Gradoux, X.	Finnish language skills of health care professionals recruited to Finland [p.165] Seilonen, A.; Suni, M.	Les pratiques d'enseignement de l'écriture d'enseignants brésiliens: une recherche-intervention [p.155] Portela, G.	Knowledge access through apprenticeship [p.139] Mey, I.	Questioning the theory of communities of practice in the context of Swiss apprenticeship through an interactional and longitudinal perspective [p.105] Duc, B.
2:00 2:30	From research to training and back – experiences from a training course for bilingual nursing staff [p.47] Meyer, B.	Activity structuration and practices of legitimation: how early childhood educators make activity rules visible to children [p.34] Zogmal, M.; Losa, S.	A Critical Teacher Education Experience in the State of Goiás/Brazil [p.60] Pessoa, R.; Sebba F. de Andrade, M.E.	Le rapport du signe aux agents: deux exemples d'identités émergent en contexte professionnel [p.37] Burger, M.; Jacquin, J.	Building long-term service relationships through Socio-Relational and Mixed Talk [p.85] Ameal-Guerra, A.	Activités langagières, pratiques formatives et acquisition de compétences professionnelles [p.101] Dispagne, M.	Naming sensory impressions in winespeak between professionals and non-professionals [p.112] Gautier, L.	Linguistic approach to the clinical analysis of verbal interactions during conversations between aphasic people and their caregivers [p.98] Colon de Carvalho, I.; Teston-Bonnard, S.; Markaki-Lothe, V.
2:30 3:00	Using video and web conferencing tools to simulate professional interpreting practice for educational purposes [p.48] Braun, S.	Request formats in nurses' hospital telephone calls [p.35] Gonzalez Martinez, E.; Sterie, A.	Teacher Literacies: Teaching and Learning with Literacy Projects [p.61] Oliveira, M.	Le raconter comme ressource «prêt-à-l'emploi» pour l'action professionnelle [p.38] Merminod, G.	Doing, being inclusive? Shifting identities and alternative trajectories of inclusion for children in need of special support [p.106] Evaldsson, A-C.; Hjörne, E.	Articulation entre réflexion et pratique dans un processus de formation continue: possibilités d'analyse du développement de l'enseignant [p.133] Mattos Guimaraes, A.M.; Carnin, A.	Factors Affecting Language Skills Needs of Students in Food Science and Technology Programme [p.95] Chatsungnoen, P.; McGee, A.; Tunmer, W.	Learning through practice for business communication and journalism students: a press conference exercise [p.176] Temmerman, M.; Jacobs, G.
3:00 3:30	Multimodal management of dyadic sequences in interpreter-mediated interaction: some implications for training institutional representatives [p.49] Davitti, E.; Pasquandrea, S. DISCUSSION Discussant(s): Angelelli, C.	DISCUSSION Discussant(s): Stokoe, E.	DISCUSSION Discussant(s): Fraga Leurquin, E. V.	DISCUSSION Discussant(s): Gajo, L.	Project ArbetSam, Sweden. Evaluation and implications of a project, dedicated to combine vocational training, language education/training and the development of workplace learning in some 80 workplaces in the area of care for elderly and disabled people [p.88] Berg, H.; Sjösvärd, K.	Le prévu et l'imprévu de la séquence d'enseignement: A quel élève l'enseignant s'adresse-t-il lorsqu'il planifie sa leçon ? [p.109] Franck, O.	Communicating in English at the workplace: the case study of Zurich [p.170] Stepkowska, A.	Evaluation in interactional business settings: from professional disclosure to identity construction [p.112] Ganapini, C.
3:30 4:00	Coffee break UniMail Central Hall							

THURSDAY, SEPTEMBER 11TH

	2-PM2-1 Papers session Language and institutional demands MR170	2-PM2-2 Papers session Language and reflexivity at work and in vocational and professional education M1160	2-PM2-3 Papers session Language, communication and workplace learning M2170	2-PM2-4 Papers session Skills and competence development through language and communication M2160	2-PM2-5 Papers session Multimodality in professional practice and vocational learning M2150	2-PM2-6 Papers session ICT at work and in vocational and professional education MR160
4:00 4:30	Language Issues in Academic and Professional contexts: Arabic in the Service of Arab SLPs in Israel [p.184] <u>Yifat, R.; Uziel-Karl, S.; Meir, I.</u>	Rencontres, ruptures et réélaborations des savoirs professionnels d'un enseignant débutant: analyse de leur transition entre la formation initiale et l'entrée dans le métier [p.142] <u>Mosquera Roa, S.</u>	Developing Intercultural Training Material for Multinationals and Students of Business Communication. A Case-based Study [p.100] <u>Decock, S.; Boone, G.; De Bleeker, L.; Van Praet, E.</u>	Student-teachers as curators: fostering professional identity through social networking tools [p.148] <u>Ortenzi, D.</u>	Definir, enseigner et apprendre les compétences langagières et interactionnelles indispensables au métier de service au restaurant [p.82] <u>Alcade, C.; Veillard, L.</u>	The development of professional language skills through an ICT- based international collaborative project [p.156] <u>Pradier, V.</u>
4:30 5:00	Discourse of academic audit: The evaluative prosodies leading up to commendations, affirmations and recommendations [p.118] <u>Ho, V.</u>	Représentations de l'agir enseignant: des choix discursifs à leurs effets formatifs [p.180] <u>Vidal Carneiro, F.; Fraga Leurquin, E. V.</u>	From research to practice: workplace communications and L2 development [p.115] <u>Grünhage-Monetti, M.</u>	Development of a conversation strategy to enable tutors to achieve effective group discussion during PBL tutorials [p.90] <u>Bryant, P. A.; Pounds, G.</u>	Complémentarité des discours professionnels du guide touristique et de l'audio-guide dans une approche multimodale [p.137] <u>Méric, O.; Gautier, L.</u>	GEROM – Integrating the Web and Corpus Linguistics to extend the usability of terminology resources [p.107] <u>Fantinuoli, C.; Proia, F.</u>
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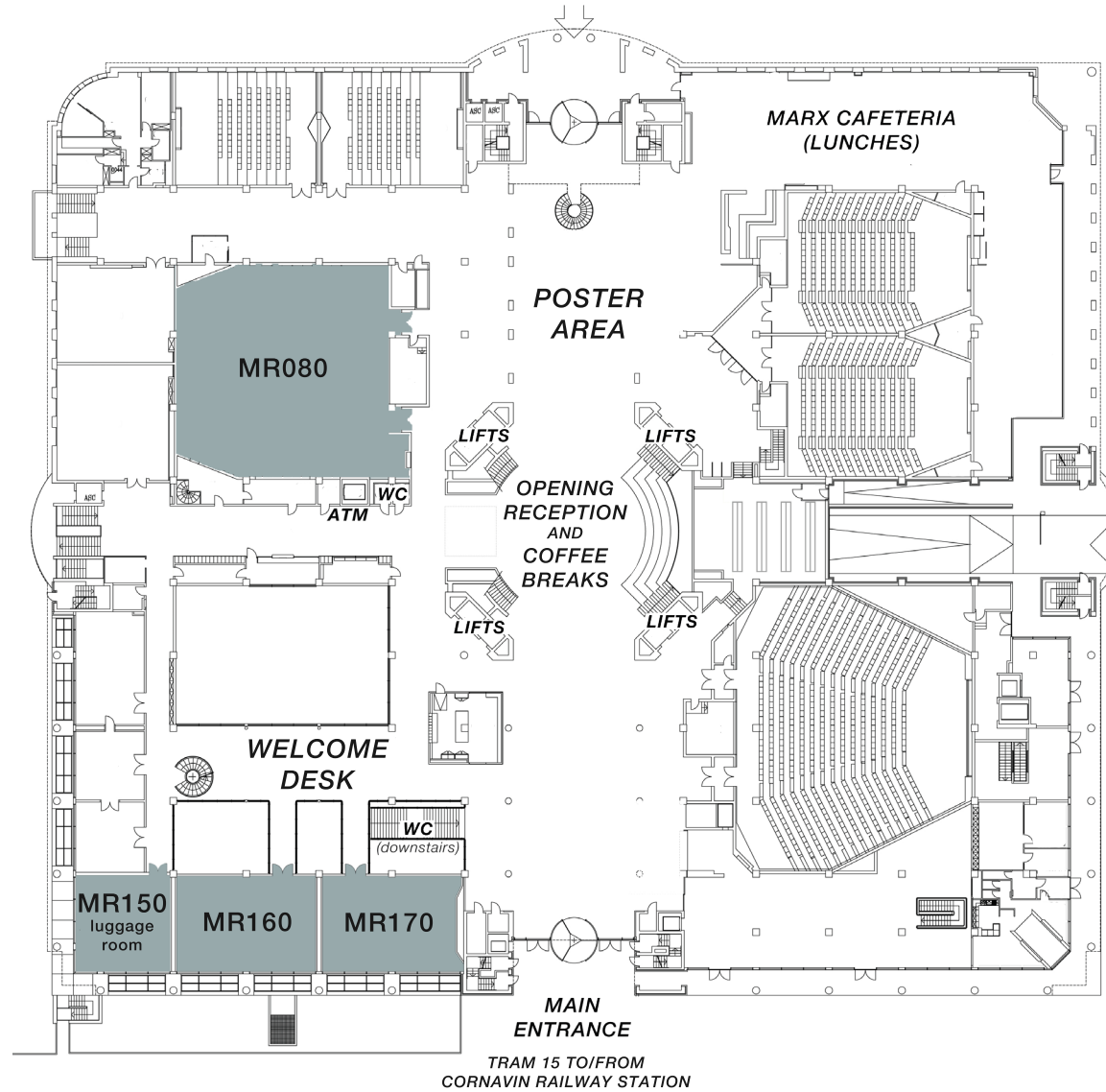
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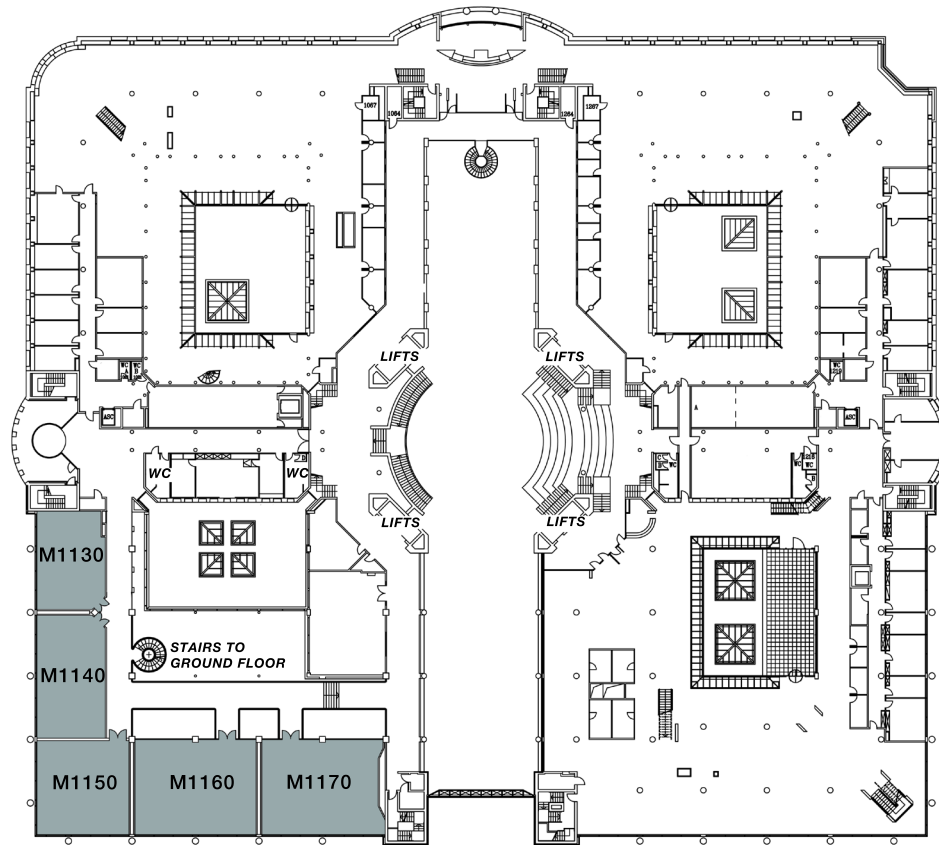
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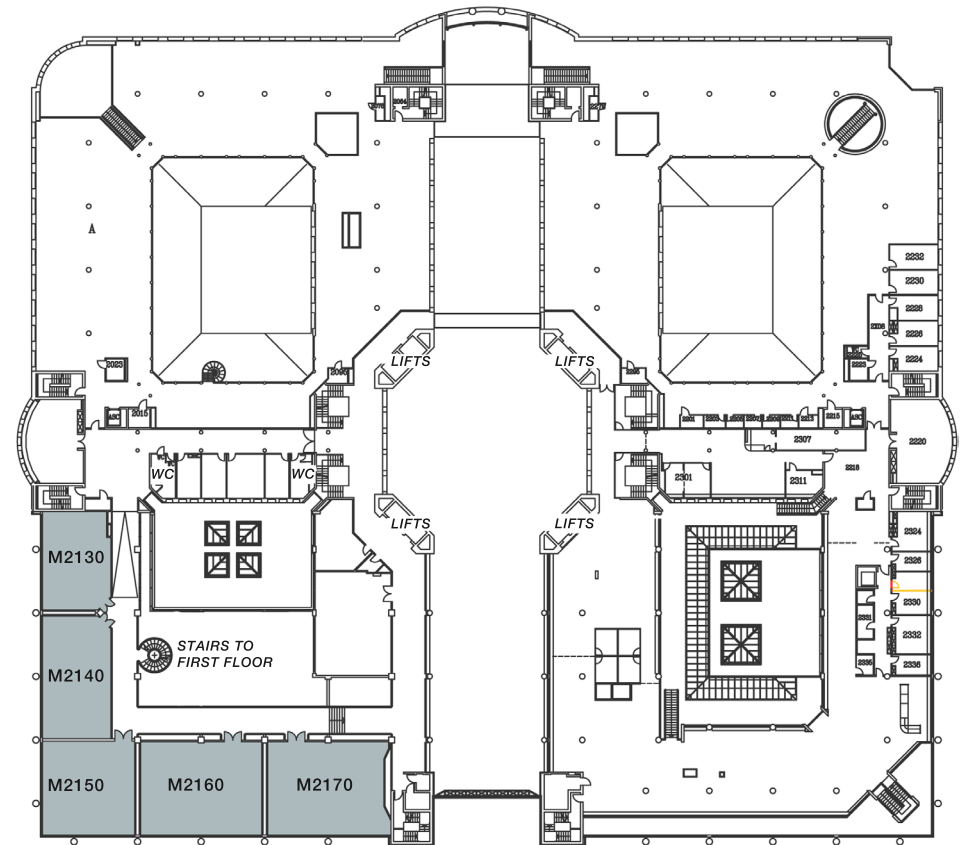
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