

## Day 1: 17 June 2015

7:30-8:30am	Check-in (Main Atrium)					
8:30-8:45am	Welcome and Introductions (Auditorium, Humhör)					
8:45-9:45am	Keynote 1 (Auditorium, Humhör) <b>Larsen-Freeman</b> Language Policy and Planning from a Complexity Theory Perspective					
9:45-10:15am	Break					
<b>Parallel Sessions</b>	<b>H135a</b>	<b>H135b</b>	<b>H140</b>	<b>H239a</b>	<b>H339a</b>	<b>L123</b>
10:15-10:45am	<b>Bhalla &amp; Wiley</b> Investigating Language Policy Development and Implementation at Excellence Academy of India: A Case-Study of an IB School	<b>Ebersold &amp; Hélot</b> Language Policy in a Multilingual Crèche in France: How is Language Policy Linked to Language Acquisition Beliefs?	<b>Ganuzza &amp; Hedman</b> Mother Tongue Instruction in Sweden and its Contradictions Regarding Language Policy and Practice	<b>Paciotto</b> Language Education Policy and Planning as Teacher Practice in Italy: How do State Policy and Local Enactments Intersect to foster Programming Based on SLA Research?	<b>Sinclair</b> Immigrant Children, “Steamer Classes,” and the Official Discourse of Americanization, 1900-1925	
10:50-11:20am	<b>Eggington</b> A Case Study of the Development and Demise of a University-Wide ESL Language Plan	<b>Arocena, Gorter &amp; Cenoz</b> Teachers’ Beliefs about Multilingual Education	<b>Siiner</b> Becoming and Remaining Multilingual in Modern Europe. New Immigrants from East and Mother Tongue Tuition in Denmark and Sweden	<b>Chu</b> Second Language Exposure: Its Role in Language Acquisition and Language-in-education Policies	<b>Macleod</b> Gaelic-medium Early Years Provision and its Role(s) in Gaelic Language Acquisition and Revitalisation	


11:25-11:55am	<b>Blattès</b> EMI in French Higher Education: Competing Ideologies in Language Policy Document	<b>Glanz</b> Participatory and Collaborative Action Research – An Approach for Bridging Language Acquisition and Policy	<b>Ekberg</b> Swedish Language Politics - Promoting Linguistic Diversity, or a "Swedish- only"Strategy?	<b>Carty</b> Comasan Labhairt ann an Gàidhlig: The role of SLA Research in Scottish Gaelic Language Revitalisation Policy	<b>Hopkins &amp; Brezicha</b> A Lever of Change?: The Role of the Community in Educational Language Acquisition Planning	<b>Van Dyk</b> On the Tight-rope between Uncritical Acceptance and Responsible, Efficient Functioning
12:00-1:30pm	Lunch (Main Atrium)					
1:30-2:30pm	Keynote 2 (Auditorium, Humhör) <b>Hélot</b> A Critical Perspective on Language in Education Policy in France: Understanding the Role of Ideology					
2:30-2:40pm	Break					
<b>Parallel Sessions</b>	<b>H135a</b>	<b>H135b</b>	<b>H140</b>	<b>H239a</b>	<b>H339a</b>	<b>L123</b>
2:40-3:10pm	<b>Arfiandhani</b> Rethinking the Starting Age in Learning English as a Foreign Language in Indonesia: Theory, Policy and Practice	<b>Vigmo, Titlestad, Bradley, Lamarque- Udnæs &amp; Johannessen</b> Open Educational Resources for Less Used Languages Calling for Policy Collaboration	<b>Mezger</b> Language Acquisition Planning by Multilingual Families in Germany	<b>Mezek &amp; Negretti</b> Students' and Teachers' Perceptions of Genre Goals: Self-regulation and Performance of Students Writing a BA Essay in Literature	<b>Yu</b> Bilingualism, Disablism, and Misrecognition: Discourses Among Bilingual Chinese/English- Speaking Parents of Children with Autism Spectrum Disorders on Heritage Language Transmission and Bilingual Learning	<b>Negretti</b> Calibrating Genre: Metacognitive Judgments and Rhetorical Effectiveness in Academic Writing by L2 Graduate Students

3:15-3:45pm	<b>Vi Son</b> Similarities and Differences in Policies and Practices for the Acquisition of English as a Second Language: A Comparative Study of Sweden and Vietnam	<b>Shah</b> Heritage Language Maintenance and Language Policies: Gujarati in Singapore, South Africa and the U.K.	<b>Liu</b> Beyond Language: An Ethnographic Study of Family Language Policy in 1.5th Generation Chinese Immigrant Families on the West Coast of the United States	<b>Nikula, Saarinen &amp; Skinnari</b> A Multi-sited Exploration of CLIL: Political Pedagogies, Pedagogical Policies	<b>Hovhannisyan</b> Implementation of Arabic Language Program in Armenian Schools for Syrian	<b>Matsumara &amp; Chapple</b> Teaching English in English: A Critical Examination of the Policy in Japanese High Schools
3:50-4:20pm	<b>Ariful Islam</b> Language Policy and its Practice in Bangladeshi School Contexts	<b>Pilipenko</b> Serbian Language Acquisition through the Lens of Hungarian Minority in Vojvodina	<b>Nandi</b> Speakers as Stakeholders: Role of Newspeaker Parents in Creation of Bottom-up Language Policies in Galicia (Spain)	<b>Kahn</b> The Disconnect between Policy and Practice: The Case of CLIL Education in Austria	<b>Mueller</b> Language Education Policy and Practice in the U.S.: Emerging Efforts to Expand All Teachers' Understanding about Language Development and Learning	<b>Falk Rønne Nissen</b> Language Policy in Reality – An Ethnographic Study of Language Use in two English taught Courses at the University of Copenhagen
4:30-5:30pm	Wine and Cheese Reception (Main Atrium)					
🍷 Dinner on your own in Lund 🍷						

## Day 2: 18 June 2015

8:00-8:45am	Check-in (Main Atrium)					
8:35-9:45am	Keynote 3 (Auditorium, Humhör) <b>Lanza Family Matters: Bridging Multilingual Acquisition and Language Policy</b>					
9:45-10:15am	Break					
<b>Parallel Sessions</b>	<b>H135a</b>	<b>H135b</b>	<b>H140</b>	<b>H239a</b>	<b>H339a</b>	<b>L123</b>
10:15-10:45am	<b>Su</b> Implementing EFL Policy at the Elementary Level in Taiwan: Teachers' Reflections	<b>Petrescu, Pirvulescu &amp; Helms-Park</b> A Longitudinal Study of Canadian-born Romanian-English bilingual children with French as L3	<b>Camps</b> Legitimacy and Heritage: Questions of Authority in a Minority Language Classroom	<b>Lanvers</b> Language Learning at Secondary Level in the UK: Comparing Student, Teacher and Management Perspectives of Today's Experiences	<b>Lundahl</b> The Swedish Syllabuses for English: The Process of Writing them and its Outcomes	<b>Charitos &amp; Van Deusen-Scholl</b> The Value of Language Education to Global Institutions
10:50-11:20am	<b>Dell-Jones</b> Resistance to ESOL Teacher Curriculum and other Challenges Perceived by Teacher Educators: Narratives from Florida	<b>Tok</b> Ethnolinguistic Vitality, Language Maintenance and Family Language Policy in the Turkish Immigrant Community in Ireland	<b>Anderson</b> Language Policy and Classroom Practice in Minority Language Education: Examples from Asia-Pacific	<b>Martin-Rubio &amp; Cots</b> The place of Language Acquisition in University Internationalisation Policies: Comparing the Discourses of Study-abroad Students and Host University Staff in Three European Contexts	<b>Leonet, Etxague, Gorter &amp; Cenoz</b> Translanguaging as a Pedagogical Strategy in Multilingual Education	<b>Holmen</b> Transforming a University Language Policy from within: The Interplay between Institutional, Local and Individual Drivers of Change

11:25-11:55am	<b>Arias, Markos &amp; Bhalla</b> Language Acquisition Policy in US Early Childhood Settings	<b>Özörencik &amp; Hromadová</b> Plurilingual Families in the Czech Republic: Reflections on the Educational System	<b>Idogo</b> Assessment of Mother Tongue-based (MTB) Instruction Policy Implementation in Nigeria	<b>Van Deusen-Scholl &amp; Charitos</b> Globalizing Higher Education: Is There a Role for Language Acquisition Planning?	<b>Zelime</b> Taking a Closer Look at the Trilingual Policy in the Seychelles National Curriculum Framework - Intentions and Practice	<b>Soler-Carbonell, Björkman &amp; Kuteeva</b> Language Policy in Higher Education: Estonia and Sweden in Dialogue
12:00-1:30pm	Lunch (Main Atrium)					
1:30-2:30pm	Keynote 4 (Auditorium, Humhör) <b>Gathercole</b> The 3 Fs of Bilingual Language Development: Fact, Factoid, and Fiction					
2:30-2:40pm	Break					
<b>Parallel Sessions</b>	<b>H135a</b>	<b>H135b</b>	<b>H140</b>	<b>H239a</b>	<b>H339a</b>	<b>L123</b>
2:40-3:10pm	<b>Qin &amp; De Costa</b> Negotiating Language Policy at the Local Level: An ESL Teacher's Enacting of New Policy Standards in a U.S. High School	<b>Shen</b> "To teach or not to teach": Language Education Planning in Defense of Shanghai Dialect	<b>Rucynski</b> Global Skills in Language Education from Policy Maker, Teacher, and Student Perspectives	<b>Gustafsson</b> Policy Design for EMI Language Skills: Navigating the Bermuda Triangle with Usage based Linguistics	<b>De Angelis</b> Multilingualism, Language Acquisition and Healthcare in Multilingual Contexts	
3:15-3:45pm	<b>Nayoun Park</b> From the Past to the Future: Self-Motivation in ESL Teachers	<b>Gharibi</b> Bridging Family Language Policy and Parents' Attitudes towards Heritage Language Use and Maintenance	<b>Avery</b> Broken Itineraries and Back Translation: Geometries of Methodology in Language Policy as Applied Research	<b>Kadel &amp; Paudel</b> Reviewing Multilingual Education in Nepal		

3:50-4:20pm	<b>Nukuto</b> Globalization, Foreign Language Acquisition Planning and Classroom Practice: A Case Study of a TOEFL Preparation Course in a Japanese University	<b>Gerin-Lajoie</b> Language Planning and its Impact on Minority Language Education in Québec	<b>Dell'aquila &amp; Karamouzián</b> Language Policy Development and Implementation in Formal Education Systems: What Perspectives for Mobility and Inclusion in Europe	<b>Neves</b> Additional Language within and beyond Borders: A study of the Linguistic Domains among Young Learners		
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