

<b>THURSDAY May 16<sup>th</sup> 2019</b>	
	<b>Room: Pilar Sinués</b>
	<b>Room: Joaquin Costa</b>
8.30	Registration
9.00-9.30	Opening
9.30-10.30	<b>PLENARY TALK</b> <b>Rosa Manchón</b> (Universidad de Murcia, Spain): The invisible dimension of L2 writing: Theoretical and empirical developments in research on L2 writing processes
10.30-11.30	<b>Marion Heron</b> (University of Surrey, UK): Writing identity in HE professional academic writing: Negotiating and managing competing discourses as academic developers
	<b>Natalia Avila Reyes and Javiera Figueroa Miralles</b> (Pontificia Universidad Católica de Chile), Chile: Agency, identity and voice: Student's perspectives on academic writing in Chile
	<b>Oliver Shaw</b> (Health Research Institute - Fundación Jiménez Díaz, Spain): The institutional editor-turned-researcher: what happens when the analyst is an object of evaluation?
	<b>Laura McCambridge</b> (University of Jyväskylä, Finland): Norms and ideologies of academic writing on an international Master's programme in Finland
	<b>Summer Dickinson</b> (Vandrebilt University, US): Tracing the ways writers become socialized across lifespans: Interviews with archival work
	<b>Graham Smart</b> (Carleton University, Canada): A multi-sited ethnographic study of the discursive construction of climate change in five academic disciplines
11.30-12.00	Coffee break
12.00-13.00	<b>PLENARY TALK</b> <b>Theresa Lillis</b> (The Open University, UK): Working with ethnography as methodology and 'deep theorising' to explore the meanings of academic writing
13.00-14.00	<b>Baraa Khuder and Bojana Petric</b> (Birkbeck, University of London, UK): Walking on thin ice: Doing ethnography with exiled Syrian academics
	<b>Dacia Dressen-Hammouda</b> (Université Clermont Auvergne, France): Using qualitative methods to support situated writing: Protocol-assisted modelling
	<b>Lorena Beatriz Perez</b> (Universidad Don Bosco, EL Salvador): Applying textography to research the construction of authorial identity by non-native English scholars in the humanities
	<b>Tanya M. Tercero</b> (University of Arizona, US): Creating an adaptable framework for designing and teaching an online EAP course for multilingual writers: A mixed-methods, auto-ethnographic account
	<b>Mira Bekar</b> (Ss. Cyril and Methodius University, R. Macedonia) and <b>Tatyana Yakhontova</b> (Ivan Franko National University of Lviv, Ukraine): Disclosing the experiences of writing Bachelor's or Master's theses in the humanities
	<b>Jennifer Grouling</b> (Ball State University, US): Mapping power relations through institutional ethnography and genre studies
14.00-15.00	Lunch break

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	<b>Room: Pilar Sinués (Ground floor)</b>	<b>Room: Joaquin Costa (First floor)</b>
15.00-16.00	<b>Pamela Olmos</b> (Benemerita Universidad Autonoma de Puebla, Mexico): Back and forth between languages: An early career bilingual academic's writing odyssey	<b>Niina Hynninen</b> (University of Helsinki, Finland) and <b>Maria Kuteeva</b> (Stockholm University, Sweden): Researchers' language practices concerning knowledge production and dissemination: Discourses of mono- and multilingualism
	<b>Claudia Doroholschi</b> (West University of Timisoara, Romania) and <b>Kristin Solli</b> (Oslo Metropolitan University, Norway): Plotting a writing research journey: A collaborative autoethnographic account of working in an international research team	<b>Ruth Breeze</b> and <b>Dámaso Izquierdo</b> (Universidad de Navarra, Spain): But what does it mean to be critical?
	<b>Davide Simone Giannoni</b> (University of Bergamo, Italy): 'All theses must be written in English': An investigation of language requirements in UK universities	<b>Ylva Lindberg, Elisabet Sandblom and Sangeeta Bagga-Gupta</b> (Jönköping University, Sweden): Patterns of socialization into multiple academic writing spaces: On centers and peripheries
16.00-17.00	<b>PLENARY TALK</b> <b>Christine Tardy</b> (The University of Arizona, US): What is (and could be) Thick description in academic writing research?	
17.00-17.30	Coffee	
17.30-18.30	<b>Karin Tusting</b> (Lancaster University, UK): The challenges of researching academic writing -and what these can tell	<b>Nadya Yakovchuk</b> (University of Surrey, UK): Motivations and expectations of student authors publishing their work in an Open-Access undergraduate research journal
	<b>Kathrin Kaufhold</b> (Stockholm University, Sweden): Audio diary method: Students' reflections on research-based writing development across languages	<b>Rachel LaMance</b> (University of Arizona, US): (Con)Texts of academia: The writing and identities of two US undergraduates
	<b>Bruna Sommer Farias</b> (University of Arizona, US): Students and teachers as ethnographers: Pedagogy as research to foster students' metacognitive genre awareness in writing classes	<b>Jhuliane Evelyn da Silva, Camila Ribeiro de Almeida Rezende and Ronald Barry Martinez</b> (Federal University of Paraná, Paraná, Brazil): Teaching 10,000 students how to write research articles for international publication: Much more than "English"
18.30-19.30	<b>PLENARY TALK</b> <b>John M. Swales</b> (University of Michigan, US): Ethnographies of Academic Writing: The Writing on the Wall? Thick description in academic writing research? (pending confirmation)	
20.45	Conference dinner	

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09.00-10.30	<b>COLLOQUIUM</b> <b>Sue Starfield</b> (UNSW, Sydney, Australia): Ethnographic perspectives on learning to write in the academy. <b>Pejman Habibi</b> (University of Western Ontario, Canada): An ethnographically-oriented look at junior scholars' experiences in construction and dissemination of scholarship. <b>Veronica Ong</b> (Murdoch University, Australia): Taking an ethnographic lens to the transfer of academic literacies from an EAP course. <b>Naoko Mochizuki</b> (Kanda University of International Studies, Japan): Researcher reflexivity in an ethnographic study of thesis writers: An activity system perspective	
10.30-11.30	<b>Karen Gravett</b> (University of Surrey UK): Learning from rejection: Academics' experiences of peer reviewer feedback and the development of scholarly writing literacies	<b>Inmaculada Fortanet</b> (Universitat Jaume I, Spain): The uncertain future of research genres: An ethnographic study of Open Access and research dissemination
	<b>Helene Edberg</b> (Södertörn University, Sweden): Creative writing for critical thinking: Negotiating identity as a way to learn through writing	<b>Kristin Rock</b> (University of Hawai'i, Manoa): A mixed-methods genre analysis of an academic blog post
	<b>Hanna-Mari Pienimäki</b> (University of Helsinki, Finland): Professional language regulation: Translators and language revisors intervening in academic writing	<b>Jayne Parry</b> (University of Hertfordshire, UK): Exploration of the context factors impacting on the rhetorical structures and cohesion of a Pharmacy Master's dissertation
11.30-12.00	Coffee	
12.00-13.00	<b>PLENARY TALK</b> <b>Christine B. Feak</b> (University of Michigan, US): Giving up on doctoral student writers and their writing	
13.00-14.00	<b>Neomy Storch and Janne Morton</b> (University of Melbourne, Australia): Authorial voice: Published advice vs. examiners' reactions	<b>Brett Francis Larson</b> (University of Arizona, US): A genre analysis of artist research workbooks
	<b>Niina Hynninen</b> (University of Helsinki, Finland): Moments and mechanisms of intervention: Regulating the language of English-medium research writing	<b>Patricia Prinz</b> (Mercy College, NYC, US) and <b>Birna Arnbjörnsdóttir</b> (University of Iceland, Iceland): The effect of genre-based instruction on writer efficacy and autonomy
	<b>Sally Burgess, Diana Balasanyan and Pedro Martín-Martín</b> (Universidad de La Laguna, Spain) Negotiating professional accreditation: issues for novice scholars who research across disciplinary boundaries	<b>Cristina Sánchez</b> (Indiana University of Pennsylvania, US) and <b>Lisya Seloni</b> (Illinois State University, US): Building transdisciplinarity dissertation genre expertise through transnational feminist mentoring practices: A collaborative autoethnography
14.00-15.00	Lunch break	

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15.00-16.00	<b>Karen Urrejola Corales</b> (Pontificia Universidad Católica de Chile, Chile): Metacognitive awareness in written production: Methodological implications in research	<b>Sarah Mattin</b> and <b>Tony Capstick</b> (University of Reading, UK): Tracing dissertation topic and methodology selection: An ethnographic study of MA students' writing practices in embedded in-session classes for a research design module
	<b>Renata Seredynska-Abou Eid</b> (University of Nottingham, UK): Reflections on importance of linguistic ethnography	<b>Mirela Bardi</b> (Bucharest University of Economic Studies, Romania): How can I make something interesting for me relevant for the wider community? An ethnographic exploration of Romanian researchers' adjustment to research communication standards
	<b>Jeroen Gevers</b> and <b>Serdar Acar</b> (University of Arizona, US): Capturing research interviews as social practice: A reflexive account	<b>María Ángeles Mestre Segarra</b> , <b>Miguel Ruiz Garrido</b> and <b>Juan Carlos Palmer</b> (Universitat Jaume I, Spain): Ethnographic methods revisited: Analysing the needs to write a professional master's thesis
16.00-17.00	<b>PLENARY TALK</b> <b>Guillaume Gentil</b> (Carleton University, Canada): Academic pluriliteracies in an age of technological acceleration: New tools, new research methods	
17.00-17.30	Closing ceremony	
17.30-18.00	Parainfo tour	