BAAL 2021 – Northumbria University, UK

Book of Abstracts

Local organising committee:

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Plenaries

Pit Corder Lecture: The push and pull of 'being applied': Research, practice, and policy in foreign language education in England

Emma Marsden – University of York

This Pit Corder lecture draws upon the work of the National Centre for Excellence for Language Pedagogy. I will aim to describe the extent to which we have been able to draw on sufficiently relevant and robust research to inform changes in curriculum and pedagogy for (near-) beginner learners, aged 11-16, of French, German, and Spanish in England. The emerging results of our work pose challenges for a three-decade legacy of a curriculum, pedagogy, and assessment that have been heavily driven by skill-, topic- and phrase-based approaches. I will argue that it has been possible to reorient attention onto core components of language knowledge (vocabulary, grammar, basic literacy) whilst also upholding existing rationales for language learning (communication, and personal, social, and cultural enrichment). I will draw links between our development of curricula/pedagogy and the ongoing changes to the content of the high-stakes national examination (General Certificate of Secondary Education) taken annually by about 250,000 16-year-olds in England.

The work of NCELP hinges upon an exceptionally close collaboration between an expert teacher/researcher (Rachel Hawkes) and a researcher/teacher (me). I will illustrate how addressing real world questions has been dramatically shaped by realities such as the amount of time available for foreign language lessons, a policy of 'languages for all', and our majority Anglophone setting. I will give a frank account of some of the compromises made, risks taken, and challenges and triumphs experienced. I end by highlighting how NCELP's activities have revealed important new agendas that are of relevance to researchers and educators, illustrating a cyclical and challenging relationship between research, policy, and practice.

Plenary: Identity in the 21st century: The same old and new challenges and opportunities

David Block - ICREA & Departament d'Humanitats, Universitat Pompeu Fabra

Two decades ago, Zygmunt Bauman described identity as 'today's talk of the town and the most commonly played game in town' (Bauman, 2001a: 15) and 'a prism through which … topical aspects of contemporary life are spotted, grasped and examined' (Bauman 2001b: 140). In making these statements, he was capturing a general mood, or even zeitgeist, that had been gathering force in the social sciences and humanities from the 1980s onwards. Like other scholars, I followed this trend and identity has figured as a key construct in much of my work over the past two decades (albeit more in the 2000s than in the 2010s). My aim in this plenary is to take the audience through some of my current thinking on identity based on my recent experience of writing a book on the topic (Block, to appear). I will first revisit definitions and understandings of identity and related terms (e.g. self, subjectivity, being in the world), as well as discuss why identity is (still) important to so many social sciences and humanities scholars and members of the general public today. I will then discuss two identities that I see

as particularly important in the early part of the twenty-first century. The first is what I call attentional identities, based on recent work on the 'economy of attention' (Franck, 2019) and 'celebrity society' (van Krieken, 2019). The second is what I call political identities, where the political is understood with relation to ideologies such as fascism, liberalism and socialism, and modalities such as populism and authoritarianism (Macauley, 2019; Wodak & Forchtner, 2018). Both of these identities are highly mediatized and embedded in the social media, which will be a key element in my discussion of them. I will end the plenary with some thoughts on future directions in identity research.

Plenary: Language Proficiency: From Description To Prescription And Back?

Constant Leung - King's College London

The notion of language proficiency in English Language Teaching conjures up an image of stability and permanence. More recently we have seen some significant shifts in what counts as proficiency, some of which have surfaced in pedagogic and assessment discussions. In this talk I will first take a retrospective look at the fundaments of the concept of communicative competence that have putatively informed ELT in the past forty years or so. I will argue that inherently open-ended descriptive impulse that underpins the ethnographically oriented concept of communicative competence has been partly replaced by a tendency to prescriptivism in establishing curricular and pedagogic stability. The English language that emerges from this recontextualization process tends towards the normativities of monolingual polite functional transactions and convivial social interactions; the agentive, contingent and dynamic aspects of language use are bleached out. The theoretical and pedagogic limitations associated with the prescriptive approach will be discussed next with reference to the relevant work in English as a Lingua Franca, flexible multilingualism/translanguaging and plurilingual mediation. In this part of the discussion, I will suggest that the research in these fields has pointed to the need for ELT curriculum and pedagogy to re-engage with empirical descriptions of contemporary language communication practices. The final part will explore prospectively the possible impact of some of the hard-to define conceptual, curricular and pedagogic issues raised by a more open-ended dynamic approach to language as instantiated by the extended notion of competence in the CEFR (Council of Europe, 2020).

Plenary: Culture Talks: Who makes culture relevant and why?

Zhu Hua - University of Birmingham

Culture Talks are meta-talks in which people talk about cultural characteristics and practices of a group. In this presentation, I will draw on the Interculturality research paradigm and my own experience of working and living in different cultures to explore the questions who talks about culture and for what purposes, and why it matters to applied linguists. I first reflect on how Culture Talks circulate in everyday life, how they are approached in academic inquiries, and the challenges in studying cultural differences. I then discuss what research on Interculturality tells us about Cultural Talks in interactions: the good, the bad and the ugly. They range from 'happy and resourceful interculturality' whereby speakers use cultural talks to create a sense of common ground and to facilitate engagement and learning in classrooms, to othering discourse such as nationality and ethnicity talk (NET) and 'acts of

distinction' whereby boundaries are imposed and contested. I will conclude by revisiting the key argument by Brian Street in his key note speech at 24th BAAL Annual conference (Durham, 1991), i.e., 'Culture is a verb'. Understanding what culture does and how it does it should be one of the priorities for applied linguists if we are to respond to the rise of tribalism and nationalism in everyday life.

Local organising committee invited colloquium: Linguistic Integration of Adult Migrants: Policy and Practice

Language policies, language requirements and learning opportunities within the European migration context: the role of the Council of Europe and ALTE

Lorenzo Rocca - Societa Dante Alighieri

The talk will address the topic of the linguistic integration of adult migrants according to the perspective of the Council of Europe (CoE) and ALTE (Association of Language Testers in Europe).

In particular, the contribution will take into account two project groups, LIAM (Linguistic Integration of Adult Migrants) and LAMI (Language Assessment, Migration and Integration) active respectively in CoE and in ALTE.

After tracing what LIAM-LAMI did in the last decade, the last collaboration among the aforementioned groups will be pointed out: the survey related to language requirements and learning opportunities within CoE member states (Rocca, Hamnes-Carlsen & Deygers, 2020).

In presenting the main results of such survey, critical issues concerning the misuse of the CEFR, the unethical use of compulsory tests and the lacks in the educational provision will be considered, especially referring to vulnerable learners with low literate profiles.

This last focus on these profiles, will serve to close the presentation by highlighting LASLLIAM, the current work Strasbourg is going to finalize.

LASLLIAM stands for Literacy and Second Language learning for the Linguistic Integration of Adult Migrants and aims to describe a parallel process of literacy acquisition in second language by complementing the CEFR and the CEFR Companion Volume. It is a reference guide to serve designers of curricula, teaching materials, assessment tools and portfolios, defining potential teaching goals targeted to sustain migrants in communicating within the social tasks that they want or need to perform.

EU-SPEAK project, online teacher training programme

Marcin Sosinski - Granada University

Skilled and knowledgeable teachers are the key to student success. However, there is limited access to specialized training and professional development for teachers and tutors who work with adult immigrants with limited education and literacy in their home language and are developing oral and literacy skills in the language of their new country. The 'EU-Speak Teaching Adult Immigrants and Training their Teachers' project addressed this need at the international level with free, on-line modules in English, Finnish, German, Spanish, and Turkish. Project's partners delivered twice six modules (Working with LESLLA Learners, Bilingualism and Multilingualism, Language and Literacy in their Social Context, Reading Development from a Psycholinguistic Perspective, Vocabulary Acquisition, and

Acquisition and Assessment of Morphosyntax) and, since the end of the project, have been periodically delivering them on voluntary basis.

The presentation consists of a brief overview of the project, its genesis, and its key features. We then focus on two of the modules, Reading Development from a Psycholinguistic Perspective and Bilingualism, and consider data demonstrating the project's success: number and relevant characteristics of participants registered, participants completing modules, results of pre- and post-module participant subject knowledge evaluation and participants' module evaluations, etc.

The presentation finishes by opening the floor for discussion regarding the future of the developed modules and how they have been made available to the interested professionals.

ESOL in England: National Policy Lacuna and Local Response

James Simpson - Hong Kong University of Science & Technology

My topic is policy formation in adult migrant language education in England. In the UK, language education for adult migrants in policy and in practice focuses on the teaching and learning of English and on the area of education called ESOL, English for Speakers of Other Languages. People who move to a new country experience a need to learn the dominant language, for employment, to access services, and generally to support their settlement. An insistence that migrants have an obligation to use English for purposes of integration and social cohesion is also a recurrent trope in political and media discourse. Beyond the rhetoric, however, policy support for migrants' learning of English across the UK is inconsistent: there is neither a UK-wide strategy to support the provision of, and access to, ESOL, nor an England-specific one.

I first describe the field of ESOL and its recent development in national policy. Alongside long-established discursive links between the use and learning of English, restrictions on immigration and an obligation to integrate, I identify a pattern of persistent policy neglect. I consider the implications of this, and then ask how policy for adult migrant language education can get formed and enacted locally and regionally, in the absence of direction at national level. I do this through a discussion of an ongoing initiative established to support ESOL provision for migrants in the north of England. This is the work of MESH, the Migrant Language Support Hub, a small charity set up to enable language learning opportunities for newcomers.

Creating simple fiction without simple ideas for adult beginners

Martha Young-Scholten - Newcastle University

Adult immigrants who arrive in a new country with little or no formal schooling or literacy in their home or any other language struggle to develop basic skills in their reading and very often in their oral skills. One reason they struggle may be due to the limited input they receive in comparison to those who are literate. For literate second language learners, written input involves a wide range of texts among which

are fiction books, crucial to the pleasure reading which is key in developing reading comprehension. Unfortunately, there is a dearth of books at the right level for these immigrant adults. This means that teachers, if they endeavour to go beyond functional literacy and involve their learners in pleasure reading, must rely on children's books, publishers' graded readers aimed at adolescent or university-level foreign language learners, story books from adult immigrants' daily life, books written by teachers or by the learners themselves. These books are either not appropriate for adult immigrants and/or not sufficiently engaging to motivate these new readers to begin to read for pleasure on their own. A small international team of creative writers and linguists working on the Simply Cracking Good Stories project based at Newcastle University has been seeking to fill this gap by taking forward the premise that engaging books for adults can be created in fewer than 500 words. These books are written to fit into the category of literary fiction in terms of the issues they raise, they topics they address and how they do so.

BAAL executive committee invited colloquium: Ethics and Social Justice in Applied Linguistics

Conflicting Visions of Language

Suresh Canagarajah, Pennsylvania State University

It is not exaggerated to argue that our view of language might be implicated in the health, environmental, and economic crises we are currently experiencing. European modernist orientations to language favor autonomous grammatical structures separated from the environment; territorialized ownership of languages as capital; and functionalist orientations to language as a representational tool for managing nature. They have harmed our ability to co-exist with each other and with nature. The land-based epistemologies from Indigenous traditions treat language as intertwined with the environment and calling for interdependency between people and nature for communication. Decolonizing linguistics for a better world requires learning from suppressed Indigenous traditions.

The contingencies of 'ethics of interpretation' in engaging interdisciplinarily with healthcare professional practice

Srikant Sarangi, Aalborg University, Denmark/Cardiff University, UK

Historically, healthcare professional practice as a topic of study has lent itself to interdisciplinary inquiry, with communication/discourse-oriented applied linguistics entering the fabric as a late but significant stakeholder. Although interdisciplinarity is routinely seen as the foundational basis for examining and impacting healthcare professional practice, in the absence of any consensus regarding 'disciplinary ethic', the challenges surrounding the interpretation of healthcare professional practice are nuanced and even contested. At its core, interdisciplinarity presumes a deep embedding in one's own discipline prior to crossing the boundaries. Paradoxically, the more one is embedded in one's discipline and inhabits a specific disciplinary mentality the more the discipline mutates into a 'terministic screen' in the Burkean sense. In so-called collaborative interdisciplinary endeavours, it is not unusual for discipline-minded researchers to grind their own interpretive axes during the high-stakes research process. I refer to this phenomenon as 'the ethics of interpretation' or 'interpretive ethics', which takes us beyond the conventional parameters of research ethics where researcher integrity remains the focal concern. I further reflect on the commensurability or otherwise of interdisciplinarity and interpretive ethics in relation to forging 'communities of interests' as a fundamental baseline for mitigating the epistemological and ontological divides that are characteristic of specific communities of practices/discourses/interpretations.

Challenging rap lyrics as criminal evidence

Eithne Quinn, University of Manchester

This talk will briefly outline how rap lyrics (usually written by defendants) are admitted as evidence in UK serious-crime prosecutions since the mid-2010s. In these cases -- in which the defendants are overwhelmingly Black -- the police usually serve as rap experts, introducing and interpreting the lyrics during prosecution's case. Rap lyrics help the state to lock down cases because, though the music often has little relevance to the incident, it has high prejudicial value, tapping into racist stereotypes about violence and crime. The lyrics are routinely under-contested by defence and many of the cases are multihanded (based on controversial 'guilt by association'). This leads to unfair and racist outcomes in the criminal justice system, driving up racial disproportionality (especially in youth justice).

There is a pressing need for specialist scholars (from linguistics, sociology, criminology and cultural studies) to act as independent experts and help redress the stark imbalance between prosecution and defence in this area. Through the Prosecuting Rap project, we have developed a network of experts who can scrutinise the relevance of rap lyrics in proceedings and, where they lack probative value, assist with getting them excluded pre-trial. This paper reflects on the development of the project, paying particular attention to the role of rap experts (for both prosecution and defence in an adversarial system), and the relationship between independent expertise and advocacy on research projects with strong social justice imperatives like this one.

Reimaging mastery through discomfort in applied linguistics teaching and research

Khawla Badwan, Manchester Metropolitan University

In this talk I draw on Singh's (2018) conceptualisation of mastery as a colonial construct and elaborate on the problematic role that mastery has in theorising about language. Challenging the teaching/research binary in Higher Education, I discuss how cultivating a pedagogy of discomfort (Boler,1999) not only directs our emotional responses of discomfort to alert us to critically inquire our existing beliefs, assumptions, and ways of seeing language in the world; but also produces transformative spaces where solidarity bridges are created and multiple forms of linguistic oppressions are identified. I conclude by explaining how this teaching approach permits new ways for researching and wondering about language.

Gender, sexuality, and social justice

Frazer Heritage, Birmingham City University

In this talk, I address how the new BAAL ethical guidelines will better help facilitate and operationalise research into social issues from the perspective of gender and sexuality. I draw on my experience of two

case studies: both of which use publicly available data. The first case study looks at the representation of chemsex in the British press. I argue that while such data was publicly available, it was highly distressing, and such a topic requires careful consideration of impact on the researcher – a welcome addition to the new BAAL guidelines. The second case study I present comes from Twitter data. Although the data are publicly available, after an initial analysis, I decided I could not work on the study for ethical reasons. During my research into a Twitter-based community which collects around their sexual practices, I discovered three things: first, I found that several members of this community actively avoided sharing photos of themselves because of the risk to their professional lives. Posters were scared that if their not-safe-for-work Twitter pages were found, they could risk disciplinary action at work. Secondly, I found that members of this community were regularly hesitant of any attention their community received, as it could lead to online harassment. Finally, through corpus methods, I was able to identify a handful of user's locations, occupations, and in one case exact place of work. While I abandoned analysis of the data in the second case study, it brings forth important ethical considerations into what data analysts use and the degree to which already vulnerable and stigmatised communities might be further stigmatised.

Revisions to the BAAL Recommendations on Good Practice in Applied Linguistics

Sarah Atkins - Aston University; Dawn Knight - Cardiff University

First drafted in 1994, the BAAL 'Recommendations on Good Practice in Applied Linguistics' has always been a document that takes a broad view of ethical research and practice across the discipline, incorporating a long-held concern for 'social justice' that has characterized much applied linguistic (AL) work, such as Labov's (1982) notion of 'the debt incurred' when conducting research with speech communities and Cameron et al.'s (1992) seminal work on research 'on, for and with' participants. In the 25 years since the document was written, the BAAL Recommendations have become well-used, including beyond the UK context such as the adoption by the International Association of Applied Linguistics. However, there has been considerable expansion of the scope and methods in AL during this time, necessitating adaptations by multiple scholars that take into account changes such as the proliferation of online data for research, changes to data protection law and considerable shifts in the institutional guidance and oversight of research ethics. Nevertheless, now in its fourth edition, the core ethical concerns voiced by the document, in terms of our responsibilities and relationships in AL research, remain intact.

In this short talk, Sarah Atkins and Dawn Knight reflect on coordinating the most recent adaptations to the document during 2020, gaining contributions from scholars across the field. They focus on (1) the addition of case studies and how multiple voices and perspectives on ethics in AL were highlighted, from student and early career researchers through to more established scholars; (2) the addition of a new section on researcher wellbeing and working with disturbing data, as an important but potentially neglected consideration in how ALresearch is conducted; (3) the difficulties of expanding a document to take into account the changes and subdisciplines that have grown in AL since the document was first written and (4) the need to maintain the BAAL Recommendations as a working document, developed through continuing debate and revision amongst BAAL members.

Accepted abstracts

3

Japanese University Students' Metadiscourse Development in Writing through Theme-Based Instruction

Naoya Shibata

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Abstract

Metadiscourse (MD) has been defined as "the ways in which writers and speakers interact through their use of language with readers and listeners" (Hyland, 2017, p. 16). MD enables writers to clarify their opinions and arguments for readers and develop their cohesion and coherence in writing. However, how specific instructions can help learners develop their use of MD has not been fully uncovered. Furthermore, as assigned genres and topics can play an essential role in enhancing the use of MD elements (Sešek, 2016), the learners' knowledge about given themes would be essential. Therefore, the present study focuses on the effect of theme-based instruction (TBI) on learners' MD use.

With the aim to reveal the development of MD use through TBI, a case study model of mixed methods research was conducted with 15 upper-beginner level first-year university students in central Japan from April until July 2019, based on data gathered from students' five-paragraph essays including drafts, ten open-ended survey questions, and semi-structured interviews with six featured students. Through the instruction, learners covered two themes: (1) Ageing Population, and (2) Online Advertising. The MD usage in students' writing was coded based on Hyland (2004) and quantified in descriptive statistics and t-tests. To examine students' impression, their comments were coded and categorised into groups. All the data were integrated.

The students reported that they used more MD markers and developed their logic in writing whilst taking TBI. Furthermore, the essay results indicated that their increase of MD usage helped students improve their cohesion and coherence in their essays. The research findings in this study, therefore, revealed that EFL learners continuously enhanced their MD usage, cohesion and coherence in writing through TBI. Hence, this presentation concludes with recommendations for the implementation of TBI into EFL educational contexts to help learners develop their MD usage.

5

Exploring the language teachers` (or a group of teachers) ICT use through the lens of ecological theory in Higher Education: a Mixed research study of language teachers` ICT use in a single university

Akmarzhan Nogaibayeva

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Abstract

This study is aimed at exploring language teachers` reported use of ICT in their teaching at a single University. The main research question is: Why do language teachers use or do not use ICT in HE setting, and to address this question the research has explored the extent of use and perceptions of use. The study examines what encourages or discourages Kazakh, Russian, English language teachers' take-up of ICT through the lens of ecological theory.

This study is timely as three questions are still unanswered in respect to ICT:

1. It is argued that the world is changing, and education needs to change. Here, computer-mediated education was going to be a catalyst for deep and radical change in the system of higher education (Willcox, Sarma and Lippel, 2016), but is this likely to happen?
2. It is claimed that as education changes, it needs to be learner-centered (Oliver, 2000). But is this link between learner-centeredness and ICT 'useful' in respect to students` and teachers` perceptions of digital technology in university teaching and learning?
3. Technology is seen as promoting better learning outcomes (McKnight et al., 2016), but do practitioners share this optimistic view?

This study has a mixed-methods design that combines quantitative and qualitative methods: questionnaire survey, interviews, and observation of classroom practice. The study consisted of two stages. The first stage involved distributing a questionnaire to all teachers in the three departments (n=300). The second stage involved interviewing and observation of classes and interviewed twenty teachers, broadly representative in terms of gender, the language taught, and interest in and motivation to use ICT.

In exploring the data holistically, I am drawn to a more ecological perspective that originates with (Bronfenbrenner, 1979; 1993) and an ecosystem that is characterized as a set of nested systems. Bronfenbrenner's model of nested ecosystems is interesting to help in understanding the language teachers` use of ICT.

8

Positive teaching and learning in secondary and tertiary FL classrooms in Taiwan: teachers' emotional intelligence, emotional labour strategies, teaching satisfaction, and student learning satisfaction

Rong-xuan Chu

Shih Hsin University, Taipei, Taiwan

Abstract

There is a growing emphasis on creating a positive learning environment for learners. Among the possible contributory factors to the creation of positive learning atmosphere, teachers' emotional intelligence (EI), emotional labour (EL) strategies and their sense of teaching satisfaction (TS) have been widely recognized as influential indicators to positive teacher-learner relationship as well as to positive teaching and learning experience. This paper reports on findings of an on-going study on relationships between teachers' EI, teachers' use of EL strategies, TS and student learning satisfactions in both secondary and tertiary Foreign Language (FL) classrooms.

A total of 20 FL teachers and 594 students of various FL courses (e.g., English, Spanish, Korean, and Malay) from a public high school (10 teachers and 195 students) and a private university (10 teachers and 399 students) in Taipei city participated in the study. Data were collected via three sources: weekly teaching reflective journals, pre-post questionnaires for teachers and students, and semi-structured interviews with 11 participating teachers. The interviews and the weekly reflective journals were analyzed to reveal how FL teachers perceived the relationship between their emotional intelligence, emotional labour strategies, teaching satisfaction, and student learning satisfaction. The findings showed that students' behaviors and attitudes towards learning influenced both high school and university teachers' emotions. Compared with high school teachers, university teachers appeared to be more willing to 'accept', 'understand' and even 'justify' students' misbehaviors in the classrooms. The study helps shed light on emotional mechanism in the FL classroom and allows us to reach a better understanding of paths to an optimal FL classroom climate.

9

"We all try to learn the customs from our countries": Investigating teachers' perceptions and experiences of intercultural education in an international school

Anssi Roiha[1], Mélodine Sommier[2]

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Abstract

In the past few decades, interculturality has gained increasing visibility in education, emphasizing the importance of teachers' role and competence to discuss difference/otherness in class (Sommier & Roiha, 2018). However, theoretical understandings of interculturality often differ from teachers' perceptions and implementation of intercultural education (Jokisalo, Kukkonen, & Simola, 2009). In order to address this gap, the present study investigates teachers' perceptions and experiences of intercultural education. The participants (n=11) all teach in the primary section of the same International Baccalaureate (IB) school in the Netherlands. This school was chosen as the context for the study due to the emphasis placed on "international-mindedness" and "intercultural understanding" by the IB programme (International Baccalaureate, 2017). The data were collected through closed and open-ended survey between May and October 2019 and supplemented by ethnographic observations made by one of the researchers closely involved in the school.

The results showed that the teachers mostly drew on cultural-differentialist approaches to define intercultural education. The participants' answers also revealed that many had significantly internalized the IB jargon, suggesting their primary knowledge about interculturality may derive from the IB programme. This speaks for the importance of how organizations define interculturality. All participants reported implementing intercultural education in their teaching, however with some limitations. The teachers focused predominantly on national cultures and traditions to address interculturality in class. Despite this overall trend, a few teachers expressed more critical views on interculturality and expanded their perceptions of it to "small cultures" (Holliday, 2016). Overall, this small-scale case study implies that it is important to pay increasing attention to both pre- and in-service teachers' trainings on intercultural education to depart from solely essentialist views on culture. The study suggests that teachers' perceptions of intercultural education and their teaching practices should be further investigated both in IB and mainstream education contexts.

10

Re-evaluating the Hegemony of English Language in West Africa: A Critical Review of the Research 2003-2018

Oris Tom-Lawyer

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Abstract

This paper seeks to analyse the hegemony of the English language in Western Africa through the lens of educational policies and the socio-economic functions of the language. It is based on the premise that there is a positive link between the English language and development contexts. The study aims to fill a gap in the research literature by examining the usefulness of hegemony as a concept to explain the role of English language in the region, thus countering the negative connotations that often accompany it. The study identified four main research questions: i. What are the socio-economic functions of English in Francophone/lusophone countries? ii. What factors promote the hegemony of English in anglophone countries? iii. To what extent is the hegemony of English in West Africa? iv. What are the implications of the non-hegemony of English in Western Africa? Based on a meta-analysis of the research literature between 2003 and 2018, some of the findings of the study revealed that in francophone /lusophone countries, English functions in the following socio-economic domains; they are peace keeping missions, regional organisations, commercial and industrial sectors amongst others. The extent of the hegemony of English in West Africa can be viewed from the factors that contribute to the non-hegemony of English in the region; they are French language, Portuguese language and the French culture. Finally, the implications of the non-hegemony are: industrial backwardness, drop out of school rate and lack of extensive career opportunities. The paper concludes that the hegemony has resulted in the development of anglophone countries in Western Africa, while in the francophone/lusophone regions of the continent, industrial backwardness and low literacy rates have been consequences. In conclusion, it makes several recommendations, including the need for the early introduction of English into French curricula as part of a potential solution.

19

The Impact of High-Stakes English Language Tests on Learning Behaviours of ESL Learners in Ghana

Sefa Owusu

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Abstract

According to Alderson and Wall (1993), a test will influence *what* learners learn. This means that the test will have the tendency of dictating what learners learn. The *Basic Education Certificate Examination* (BECE) and the *West African Senior School Certificate Examination* (WASSCE) English language tests administered by the *West African Examinations Council* (WAEC) are high-stakes tests which have very important consequences for the junior and senior high school leavers respectively. This paper reports on how these high-stakes English language tests direct English language learning, that is, the effect of the tests on learning behaviours of English Language learners in Ghana. The objective of the paper was to answer the research question: *how do the high-stakes English language tests in Ghana influence what students learn*? Questionnaires and interviews were conducted with 374 students (from 3 junior high schools and 5 senior high schools). Qualitative and quantitative analysis of data revealed that it was the high-stakes tests that influenced what students learned, but not the official English Language syllabus. The students therefore considered past examination papers more important than the syllabus. The content and the aims of the curriculum were not considered important in the learning activities of the students. The implication of this behaviour is that it is possible for a candidate to perform well in the examinations without being communicatively competent.

21

The past, present, and future of automated question generation in language learning and assessment

Dennis Koyama

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Abstract

Questions are ubiquitous in educational contexts. Generally, questions are created through a manual process that is time, labor, and resource intensive. This poses monumental challenges for educational programs and services that demand a steady supply of fresh questions. Fortunately, developments in Artificial Intelligence (AI) and Natural Language Processing (NLP) have led to a booming field of inquiry, Automated Question Generation (AQG). Starting in the 1970s, AQG was a theory founded on generating test items using linguistic algorithms. Since then, the field of AQG has become a reality benefiting from advancements in AI and NLP research. In practice, AQG has been used to supplement classroom vocabulary drills, build review questions in massive open online courses (MOOCs), as well as develop language testing methods (e.g., computer adaptive testing).

The primary aims of the presentation are three-fold. First, it will provide a systematic review of the language learning and assessment research within the AQG field. Second, it will discuss the developments and trends in AQG research and practice, and, third, it will highlight areas that need improvement and further investigation. To do so, the current presentation synthesizes and reviews the AQG literature (K=50 studies meeting the inclusion criteria) for language teaching and assessment studies published between 1970 and December 2019. Six dimensions were considered in the analysis: 1) purpose for question generation (e.g., assessment), 2) input source for question generation (e.g., ontology), 3) method of question generation (e.g., template), 4) type of question generated (e.g., cloze), 5) format of the expected response to the generated question (e.g., open-ended), and 6) evaluation of the generated questions (e.g., expert).

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Past tense overregularization among children and adults in the Moroccan context.

Saber ABOU ELFADL

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Abstract

The acquisition of past tense and the related mental devices responsible for it has received remarkable attention in the field of cognitive sciences and especially psycholinguistics. In English, the regular past tense is formed through suffixation by adding the morpheme –ed onto the base form of the verb. However, the past form of 180 irregular verbs is another story. It doesn't abide by the rule of a regular verb, but it requires a modification in the stem itself (see-saw). Therefore, as Pinker (1999), Ullman (2001), Marcus, Hollander, Rosen, and Xu (1992) explain that regular and irregular verbs are acquired by following different acquisition routes. This study will investigate the production of overregularization errors that stands for the application of the regular pattern of forming past form to an irregular stem. In fact, this grammatical error is a demonstration of the learner's process mechanisms to extend his/her linguistic generalization and going beyond mere imitation of the linguistic forms. Thus, this paper is an attempt to provide a comprehensive account of overregularization of EFL children and Adult learners in the Moroccan context. The study will conduct a systematic quantitative analysis through mixed instruments to collect data to find out the factors responsible for the varied rate of overregularization among the target population. Besides, the study will adopt the framework of rule and memory to explain how children and adults structure their grammar. By means of the interplay between rote memory and rule deployment as mental devices, the researcher will shed light on the underlying structure that is affected by the different factors that into play along the way of the development of past forms in the L2 context.

24

Enabling Translanguaging in the EFL Classroom: The Case of Collaborative Reading Tasks

Nada Bin Ghali

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Abstract

Translanguaging pedagogy suggests a new perspective in language education relating to multilingualism; multilingual learners have one linguistic repertoire and not two or more separate language systems (García and Wei, 2014). When learners translanguage, they are able to draw on all their language features in a flexible and integrated way (Otheguy, García, & Reid, 2015). In the Foreign Language Classroom, however, the tendency to use the target language only is still advocated as a pedagogy. This study attempts to enable learners in the English as a foreign language classroom to draw on their full linguistic repertoire through collaborative reading lessons. In observations prior to this study, in a classroom where English only policy prevails, learners still used their first language in group discussions yet were constrained at times by the teacher's language policies. Through strategically enabling translanguaging in reading lessons (Celic and Seltzer, 2011), this study has revealed that learners showed creative ways of language use for learning and reflected positively on this experience. This case study enabled two groups in two different proficiency level classrooms who are learning English as a foreign language in their first year at University in Saudi Arabia. Learners in the two groups were observed over six weeks and were asked to reflect their learning every week. The same learners were also interviewed at the end of translanguaging weeks after completing a modified model of the learning reflection (Ash and Clayton, 2009). This study positions translanguaging as collaborative and agentive, within a sociocultural framework of learning positioning translanguaging as a resource for learning as well as a process of learning. Translanguaging learning episodes are elicited from classroom observations, artefacts, and the reflection of learners is captured through interviews, writtrn reflections, and focus groups. Translanguaging episodes were analyzed using a microgenetic analysis framed within the sociocultural discourse analysis (Fairclough & Wodak, 1997; Mercer, 2004). Initial outcomes suggest functions of translanguaging in collaborative reading tasks and recommendations for a collaborative translanguaging pedagogy approach in the EFL classroom.

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Look-alike, sound-alike (LASA) drug name errors: an overview of the problem and a systematic review of interventions, in particular Tall Man lettering.

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Abstract

We present a 'paper duo' currently in press at the British Journal of Clinical Pharmacology: the first paper introduces the problem of look-alike, sound-alike (LASA) medication name errors; the second is a systematic review of interventions, focusing on the efficacy of 'Tall Man' lettering.

Look-alike or sound-alike (LASA) medication names may be confused, e.g. mercaptamine and mercaptopurine. If an error of this sort is not intercepted, it can reach the patient and may result in harm. LASA errors occur because of shared linguistic properties between names (phonetic or orthographic), and potential for error is compounded by similar packaging, tablet appearance, tablet strength, route of administration, or therapeutic indication. Estimates of prevalence range from: $2.2*10^{-3}$% to $3*10^{-5}$% of all prescriptions, 7% of near misses, and between 6.2% and 22% of all medication error events. Solutions to LASA errors can target people or systems, and include barcoding, computerized physician order entry, storage and shelving, reducing interruptions or distractions during medication administration, and typographic tweaks, such as selective capitalization (Tall Man letters) or boldface.

The systematic review explores and evaluates the efficacy of interventions to reduce the prevalence of LASA name errors. We reviewed the literature (PubMed, EMBASE, Scopus, and Web of Science) in January 2017, seeking randomised controlled trials of interventions to reduce LASA errors. Details were registered in Prospero (ID: CRD42016048198). We identified four studies that fulfilled our inclusion criteria, all evaluating Tall Man lettering. We found that Tall Man lettering is a marginally effective intervention to reduce LASA error, with a number of caveats. We presented a 'Tall Man placebo effect', whereby users derive more benefit from the intervention when they are aware of its purpose, and found a ceiling of efficacy, beyond which in certain high-risk situations the risk of confusion cannot be mitigated by typography alone.

30

Inclusive language in Spanish: An opportunity to highlight the value of applied linguistics in the educational system

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Abstract

With the aim of visibilising gender diversity, Spanish-speaking users are spreading inclusive language in Spanish across Spanish-speaking countries. Inclusive language in Spanish is reflected in morphosyntactic and phonological changes, but such changes come to challenge norms, regulations, dominant social practices, and above all, heteronormativity and power.

As inclusive language in Spanish starts to permeate the educational system and both teachers and learners demand that this be respected and accepted, educators and educational authorities with little or no background in linguistics and language education have started to ask for the support of teacher educators specialised in (applied) linguistics to understand this social change in order to make informed decisions. This situation has created an opportunity for applied linguists to work together with educational authorities on genuine and real issues where the agenda is not dictated by academics but by language users themselves in their dual identity as L1 speakers and educators.

In this paper I will describe and analyse a collaborative initiative that took place in southern Argentina. A group of school superintendents requested the support of two teacher educators/applied linguists in order to understand this sociolinguistic phenomenon. I will also briefly describe how the -e morphome is used to represent gender diversity in Spanish. I will emphasise the implications that cases like these can have for sustainable links between applied linguistics and (language) teacher education.

31

Motivation to learn heritage languages: The case of Welsh in Argentine Patagonia

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Abstract

This paper examines the motivations of learners studying Welsh in the city of Esquel, Argentine Patagonia. Welsh is considered a heritage immigrant language in this region, given the fact that a group of Welsh settlers arrived in 1865 and established successful settlements. After a flourishing period, the process of acculturation reduced the number of Welsh speakers. However, through different projects, Welsh has started to grow in the community by attracting Argentines with and without Welsh roots to learn the language. Framed as a qualitative study, this paper presents the findings that emerged from in-depth interviews with ten adult and young learners at a local Welsh learning centre in Esquel. Based on the qualitative data collected and on complementary theories of language learning motivation, it may be concluded that for the participants motivation is driven by family and community-driven interests in language maintenance and revitalisation. Also, integrative orientation, influenced by the official narrative of overrepresenting the Welsh in Patagonia, was identified as influential.

In terms of implications, not only has the study provided the teachers of Welsh with pedagogical resources to tap into but also it has given them the opportunity to reflect on language learning and become aware of applied linguistics research. The teachers felt that they could also engage in exploring the connections between heritage language learning and motivation in underrepresented settings. These implications will be highlighted in the presentation.

32

Challenging Humankind: opportunities for Imagined Communities

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Abstract

Originally developed to conceptualise the nation state, the notion of imagined community has more recently been expanded to communities at levels beyond the nation state. This study pushes the boundaries further by exploring whether humankind in its entirety is conceptualised as an imagined community when faced with the possibility of communicating with an extraterrestrial alien existence. Introducing an extraterrestrial outgroup may unsettle established social identity boundaries and categories.

This study will answer the following questions:
* Can we extend the notion of an imagined community to all of humankind?
* How is the social identity of 'human' linguistically constructed in contrast to the 'alien other'?

Inspired by the 1977 Voyager space mission, we instructed 20 participants (undergraduate and postgraduate students) to record short greetings to 'possible extraterrestrials' in a language of their choice. This was followed by interviews asking them to critically reflect on their greetings as well as their conceptions of humanity and extraterrestrial aliens. The data were analysed using a combination of thematic and critical discourse analysis.
Compared to the original Voyager greetings, the analysis of our greetings shows a marked increase in agency (e.g. attempts at initiating relationships). The overall picture of Earth and humanity represented in these greetings is very positive and idyllic even though
during the interviews participants showed a high awareness and concern with negative issues on our planet, such as environmental issues. Most striking is the use of the pronoun 'we' in many of the greetings which suggests a collective sense of humanity. Interview data provides further evidence of an inhabited human identity in response to the 'alien other'. This inhabited human identity is conceptualised on a continuum ranging from highly diverse to a unified community. However, at all points on this continuum, there is evidence that humankind is conceptualised as an imagined community.

33

Messiness and strategies for elite interview: Multi-sited ethnographic research in mainland China

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Abstract

Abstract

My doctoral study specialized in applied linguistics aimed to create a culturally-informed portrait of Chinese multilingual academics' values and perceptions regarding their choice of language for academic publishing. My study involved an ethnographic multi-sited field trip in China to compile in-depth data from Chinese multilingual academics of Korean, Japanese, and Russian. Extended fieldwork enabled me to gain a comprehensive understanding of the research context at the macro-level and the participants' experiences at the micro-level.

My research involved multiple fieldwork sites, which I selected in acknowledgement of the diversity in China's regions with respect to their geopolitical context, socio-economic development, cultural traditions, and administrative status. The 14 weeks of data collection took me over-land to five regions in northern China.

Responding to the fieldwork dynamics, I positioned myself at different degrees of insiderness and outsiderness. This occurred at three levels: the regional level, the individual level, and the within-individual level. To enhance my ability to reflect on my researcher subjectivity, I explored my understanding of the five 'I's, derived from my natural attributes. This helped me to monitor my subjectivity, particularly during critical decision-making.

The methodological challenges I navigated were related to interviewing elites; this involved the initial approach, establishing a relationship, and negotiating the unequal power relationship during our contact. I developed a number of strategies to gain the confidence of my envisaged participants and secure their collaboration, and I negotiated a form of reciprocity that reflected their needs and expectations.

My ethnographic research has both theoretical and practical significance for applied linguistic studies. It contributes to the methodological development regarding multi-sited ethnographic research. My messiness and strategies about positioning myself and interviewing elites will provide practical lessons for researchers, especially from power-'less' positions, from applied linguistic domain whose study requires ethnographic research for data collection.

34

Chinese EFL students' perception of the IELTS test design and the value of taking a preparation course

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Abstract

In recent years, due to Chinese EFL students' growing desire and ability to study abroad, an increasing number of them have chosen to take an IELTS (Academic) test. Despite the growth in test volume and the associated increase in test preparation, the average speaking score for Chinese students has remained low at 5.39, which is even lower than the minimum language entry requirement of most western universities (Doe & Fox, 2010; IELTS, 2018). Even though many studies have been conducted to identify the cause of this issue, few studies have explored learners' understanding of the content of the test, or their attitudes and motivations for undertaking a test preparation course and how these perceptions could affect the test result. The current research therefore investigates this research gap from the perspective of the learner, framed within Bailey's (1996) Basic Model of Washback to identify the relationship between a learner's interpretation of the test design (test construct and self-perceived evaluation goal), their motivations for taking a test-preparation course (self –perceived language proficiency, academic expectation and individual differences) and test performance. In order to explore this relationship, a mixed-methods approach is employed, including a questionnaire and semi-structured interview. The findings will inform educators of how test-takers interpret the target test design and whether their beliefs to take a preparation course could contribute to the positive washback effect and successful test preparation. It is hoped that this study will have pedagogical implications for practitioners.

36

How Does an Extensive Reading Program Improve EFL Students' Motivation to Learn English?

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Abstract

This study aims to investigate the influence of a college extensive reading program on different types of motivation to study English within the framework of Self-Determination Theory. The following research questions were set. RQ1: How does extensive reading experience affect the four types of regulatory styles of motivation for English majors and non-English majors? RQ2: Is there any difference in their perception of the course, their engagement, or their English learning in the course for English majors and non-English majors?

A total of 159 first-year female college students participated in this study, 84 of whom were English majors and 75 non-English majors (economics: 42, liberal arts: 33). Their proficiency levels and attitudes toward English learning between English majors and non-English majors were also different. The preliminary questionnaire on general attitude toward English learning, scored on a 5-point Likert scale confirmed that 92 percent of English majors had positive feelings about English learning, while only 31 percent of non-English majors responded likewise. Two types of questionnaire surveys on L2 learning motivation were conducted. One involved identical questionnaires administered before and after an extensive reading program to identify any changes in two groups of learners' (English majors and non-English majors) for four types of regulation: intrinsic, identified, introjected, and external. The other concerned their perception of their experience of the course.

The results of the identical questionnaires indicate that extensive reading effectively improves intrinsic motivation to study English for learners with relatively high motivation (English majors), and its effectiveness is rather limited for the relatively low motivated group of learners (Non-English majors). The results of the other questionnaires and the possibility for how extensive reading in this study was effective in non-English majors as well are also discussed within the framework of the theory.

42

Widening perspectives for Applied Linguistics: resisting negative identifications of language ability/affiliation

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Abstract

In abstracting language to systems, or codes, Linguistics enabled a reification of the idea of language as an entity separate from its use, one result being that we speak of endangered languages rather than endangered speakers. Applied Linguistics, which emerged as a discipline partly in answer to a need to (re)contextualise language, should be able to shift perspective to focus more on the speaker in her complete language environment, be this in any context of language use and at any point on a scale of multilingualism to monolingualism.

Language acquisition, attrition, and maintenance are areas central to our discipline, but a focus on teaching and testing, which in practice and in the public imagination are often based on narrow and discredited theories, sets up negative, or deficit, perceptions of the language user; not a native speaker of the majority community language, not fully bilingual, only partially successful. The language user who is thus negatively defined and vulnerable to misperception -the second generation immigrant who is not bilingual, the indigenous person separated from the language of his community, the 'perpetual foreigner'- may internalise negative definitions, thereby inhibiting formation of positive self-identity, with subtle but far-reaching results.

This paper will examine ways in which shifting our focus to more inclusive and empowering views of language ability/use may be facilitated. It will draw on Judith Butler's concept of vulnerability not as a prima facie negative, but as a ground for resisting disempowering narratives. Also, on ecolinguistic theories of 'languaging' as performative action, in order to reimagine the speaker as actor in a complete communication ecosystem, and our part in it as applied linguists.

43

A cross-cultural and intercultural investigation of request strategies in Italian and English interaction and of evaluations of (im)politeness.

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Abstract

This research adopts a cross-cultural and intercultural approach. The aim is investigating, from a cross-cultural perspective, how culture influences the way people from different cultural backgrounds communicate (House, 1977, 2006), and particularly, how culture influences their linguistic choices in making requests and their evaluation of what is (im)polite. On the other hand, from an intercultural perspective, the aim is to explore how cultural differences may influence the intercultural communication between people from different backgrounds and their evaluation of what is (im)polite (Haugh, 2014; Kadar & Haugh, 2013).

This presentation will investigate request strategies, specifically those used by Italians and English people, using dyadic roleplays involving request scenarios and individual retrospective interviews aimed at teasing out participants' evaluations of their performances, in terms of (im)politeness, weight of imposition of the requests, distance and their influence on their linguistic choices.

This study had an intracultural and an intercultural component. The intracultural component was characterised by pairs made up by Italians or English people to investigate how Italians and English people communicate among themselves. The intercultural component was characterised by pairs made up by an Italian and an English person, to investigate how Italians and English people communicate with each other in English.

The research used an adapted version of CCSARP coding scheme (Blum-Kulka et al. 1989) to analyse the outcome of the roleplays, and content analysis to examine the outcome of the retrospective interviews.

This paper will focus on the analysis of the roleplays and of the interview data, to investigate how variables, such as age, and perceptions of the request, such as of the weight of imposition, impacted on the linguistic choices made by the participants to investigate whether there are differences between Italians and English people in making requests.

Keywords: cross-cultural pragmatics, (im)politeness evaluations, intercultural pragmatics, Italian-English, request strategies.

44

Exploring the Physical and Virtual Language Environments of Chinese International Students in a Multilingual city

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Abstract

The rise of global mobility has had a deep impact on cities' linguistic diversity, one challenge is to understand how and to what extent are international students immersed in the target language when studying overseas. To many Chinese students, a sojourn abroad is the means to learn and use English. Yet, most of the current research and media coverage on international students consider these sojourn students as living and studying in isolation with limited access to English-speaking and -using environment. Meanwhile, students' digital practices are not well understood, especially how these practices form their everyday social and language-related activities. Unlike students from other countries, the majority of Chinese students were unable to access popular western social media and websites when they were in China due to internet censorship and they are unfamiliar with some websites and social networking sites that their English-speaking peers have taken for granted. To many Chinese students, living in a new country means learning to live with both unfamiliar online and offline environments.

The present study examines fifteen Sydney-based Chinese international students to offer new perspectives on international students' offline physical English learning and use environments in relation to their digital practices. A full gamut of both virtual and physical environments through the longitudinal online diary and interview demonstrates how technology use is interwoven with the urban multilingual environment to create opportunities for multilingual practices. The findings suggest that although the availability of Chinese internet media and large Chinese community limits the exposure to the English language, there is a role of judicious use of these Chinese resources and information to scaffold their target language development and cultural adaption. The findings could be used to provide culturally and linguistically support for multilingual international students.

46

Ideology and anxiety: Non-local teachers use of students' L1 in the EFL classroom

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Abstract

Language teacher identity (LTI) has emerged as a rich site for research in recent years, with many studies adopting a postmodern/poststructuralist approach that recognises the fluid and discursively constructed nature of identity, that changes and is changed according to macro, meso, and micro contextual interactions. LTI encompasses many fields of research; from gender, sexuality and race, to multilingualism and linguistic status in terms of 'native speaker' and 'non-native speaker' identities, as well as sociocognitive dimensions such as emotion and ideological beliefs. Issues surrounding native-speakerism that results in bias in favour of 'Western' pedagogical technologies, namely Communicative Language Teaching (CLT), have drawn particular attention over recent decades. One key aspect of CLT ideology is an insistence on English-only classrooms that is often imposed at a national policy and institutional level, but is also often self-imposed by the teachers themselves. Challenging and resisting these deeply ingrained native-speakerist beliefs is one of the key challenges facing many EFL teachers around the world. Using classroom observations alongside semi-structured interviews, this presentation investigates the role of personal ideology as well as feelings of emotion and anxiety in the teachers' decisions to make use of, or not make use of, the students' L1 in university classrooms in Japan. By focusing on 'native speaker' and non-Japanese English teachers in Japan, a community whose power and privilege is well-recognised, but whose multilingual identities are often hidden or suppressed, this paper aims to shed new light on aspects of ideology and anxiety as they relate to teacher identity.

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Frequency and functions of first language use in EMI courses in Turkey

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Abstract

The use of first language (L1) in English Medium Instruction (EMI) settings is a topic that has received little attention among researchers (Macaro et al., 2018), and is a topic worth exploring considering the conflict in the field of language teaching and learning (see Hall & Cook, 2012; Lin, 2013, for recent reviews). In some relatively few studies on this topic, Haroon (2005), Macaro et al. and Wannagat (2007) examined the frequency and functions of L1 by the teachers in different settings. In Haroon's study, 58.2% of teacher talk in Mathematics lessons was in L1 in Malaysia. In Macaro et al., teachers' use of L1 was around 1.5% in Chinese universities. Wannagat found that teachers in Hong Kong used as much as 41% of L1 in the interaction compared to the German teachers' use of 0.3%. From an overall framework, the previous studies demonstrated that the frequency of the teachers in different studies varied sharply even though teachers mostly used L1 for similar functions. Considering the contradictory findings in different settings, a call for further research is stated in Macaro, et al. (2018). This study focused on the frequency and functions of L1 use by Turkish university teachers (N=8) in five different universities. A total of 35 hours of classroom discourse data was analysed to examine the frequency and functions of L1 use. Preliminary analysis of the study revealed that Turkish teachers use of L1 was quite excessive compared to their counterparts especially in China and Germany, and this might be explained by the teachers' deep concern in terms of level of English in general and vocabulary knowledge in particular (Kirkgöz, 2009; Başıbek et al., 2014; Macaro et al., 2016).

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Complexity, ideology, and Language Teacher Education: a linguistic ethnographic glance into the complexities of professional development for language student-teachers in the Global South in a globalised era

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Abstract

Objectives

The objective of this paper is to present the results of a research study into the complexities, tensions and possibilities of professional development for English language teachers in the Global South in an age of standards, testing and accountability. The research was conducted in Mexico in a teaching training in-service course marketed by a global provider and leading to an international teaching qualification. This study, originally aimed to investigate teacher autonomy, looks into the discursive construction of a technical-instrumental approach to teacher education and its discursive naturalization, and internalization and/or resistance by the participants.

Methods

The research was conducted in the form of a qualitative inquiry design informed by ethnography. The data was produced through fieldwork during a 9-month period -the length of the course. The main methods of data production included documentary research, class observations, interviews, focus groups and research diary. The data was analysed using Reflexive Thematic Analysis. As a way to mitigate bias during the research, besides reflective journaling, I suspended judgment and deliberately distanced myself from the data and sought out to falsify recurring themes as they 'emerged'.

Findings

 In general, the participants adopted a 'pragmatic' approach to the course, internalizing its educational discursive practices, justifying them and even vindicating them as 'meritorious', regardless of its strategies of information processing, its theoretical value, or even its context-appropriateness. However, considered on an individual basis, each participant lived the experience of the course in a complex, dynamic, changing, and sometimes contradictory way, expressed in the form of tensions among conformity, resilience, and resistance.

Contributions:

Empirically, this study contributes to the existing literature (frequently mostly celebratory or condemnatory) by providing insight into the complexity of the participants´ experiences in an iteration of a mainstream teacher training program, showing its tensions, making manifest its limitations and making visible its ideological nature.

Methodologically, this study contributes to the existing literature by presenting an innovative qualitative design that deals not only with issues of transparency and reflexivity but also error and illusion.

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The Language of Requests for Action in Cross-institutional Public Health Communication: An Ideational Analysis of Indeterminacy for Critical Health Literacy and Linguistic Equality during COVID-19 Pandemic

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Abstract

Although under-represented in healthcare communication literature, "Requests for Action" are significant for ensuring clear communication and delivering quality healthcare services throughout our life-long health journey, and may cause indeterminacy between requests (for action) and references (of information) if presented unclearly or implicitly, leading to socio-communicative risks and failures in healthcare (Matthiessen,2013). Such indeterminacy compromises the original aims of both Systemic Functional Linguistics (SFL) in promoting linguistic equality (Halliday,2015) and Critical Health Literacy (CHL) in promoting greater health independence and social empowerment (Sorensen et al.,2012).

1,206 instances (requests and references) identified in online "health letters" from Hong Kong Government to local education institutions were quantitatively and qualitatively examined in terms of PROCESS TYPES (Halliday & Matthiessen,2014) and Critical Consciousness of structural inequalities (Freire,1973), taking an ideational approach (construing each process as a quantum of change in our experience) rather than the common interpersonal approach (enacting healthcare provider-patient relationships during the patient journey) to analyzing healthcare communication as a "semiotic system of social context" (Halliday,1978). While 6% of the instances (processes) displayed indeterminate tendency in this critical context of health protection and disease prevention, the systemic registerial profiling of requests (Action Orientation) contributes to (1) better understanding the language of requests (Lexical and Ideational Elaborations), (2) better understanding indeterminacy, (3) facilitating CHL and (4) reducing inequalities in access to information.

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61

Predictors of Reading Comprehension in Turkish: Evidence from a Longitudinal Study of Monolingual and Bilingual Children

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Abstract

Previous work on literacy development reveals that certain cognitive and linguistic variables have either a direct or indirect role in reading comprehension. The aim of this study is to examine Turkish literacy skills of Turkish monolingual and Kurdish-Turkish sequential bilingual children, a language pair which has not been investigated in the previous literature. Here, we present findings from 123 kindergarten (mean age= 67.8 months) and Grade 1 students , residing in a city in the East of Turkey, where the majority of the residents speak Kurdish as a mother tongue. We specifically investigate how Turkish monolinguals' (N=62) and Kurdish-Turkish bilinguals'(N=61) phonological awareness (PA), rapid automatized naming (RAN), verbal memory, listening comprehension and vocabulary knowledge measured in the kindergarten predict their Turkish reading comprehension in Grade 1.

The participants were individually tested at the beginning (time 1) and at the end of the kindergarten (time 2), and also at the end of Grade 1 (time 3). Besides kindergarten measures, reading comprehension and word reading tasks were added at Grade 1. A 2(groups) x 5(measures/tests) mixed ANOVA was conducted in order to find out possible performance differences among monolingual and bilingual children across the times.The monolingual children outperformed the bilingual children in all tasks except for PA performance that was in favor of the latter group, especially at the beginning of the kindergarten. However, with formal instruction, the monolingual children caught their bilingual counterparts in PA tasks performance. On the other hand, the monolingual children statistically did better than bilingual children especially in vocabulary and listening comprehension measures. Also, several hierarchical regression models were run to see the predicting power of PA, RAN, verbal memory, vocabulary knowledge, listening comprehension and word reading in reading comprehension.The results revealed that listening comprehension (41%), vocabulary (16%) and word reading (10%) were the best predictors of Grade 1 reading comprehension performance of the monolingual children.As for the bilingual children, PA (40%) and word reading (12%) explained the most variance in reading comprehension.

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Speech Act Types Investigated in Utterances between a Spousal Care-giver and a Care-receiver with Auditory Hallucination

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Abstract

This is a two-year longitude and qualitative study in Hong Kong, investigating types of speech acts (Austin 1962; Searle 1975, 1985, 2014) of a spousal caregiver when responding to his wife aged 80 with auditory hallucination (hereinafter the care-receiver). The objectives of this study are two-folded: (1) to firstly report a spousal caregiver's utterances (a Cantonese speaker) when addressing the care-receiver who was medically diagnosed with auditory hallucination, and (2) to further analyze, using Searle's taxonomy of illocutionary acts, the types of speech acts the caregiver employed in his responses across different points of this study. During this research period, home visits with narrative logs and four 30-min semi-structured qualitative interviews with the caregiver were conducted, aiming to collect data of his utterances as responses and to elicit his reasons producing them. The unit of analysis is based on *initial-response* (Stubbs 1983) and the utterances were analyzed with reference to Searle's speech acts (1975, 1985).

The results show that the caregiver employed different types of speech acts, and also in a 'pattern' with his rationale across different stages of study, starting from *representatives* with negation markers, to *directives* with suggestions to *expressives* with empathy, etc. The results also reveal that the caregiver used another communicative tactics *silence* at a later stage. Plus, he further elaborated on why at an initial stage he explicitly rejected his wife's "hallucination story", arguing he did not merely aim to tell the care-receiver the truth, and this kind of speech acts can be analyzed from the semantics perspective in terms of logic, truth condition, premises and conclusion. Admittedly, this study is a single case, so this is difficult to estimate its generalizability.

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"I Ain't Your Sissy": A Plea of LGBTQ Teachers

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Abstract

"I Ain't Your Sissy": A Plea of LGBTQ Teachers

This current research aims to investigate sexual identities of LGBTQ secondary school foreign language (FL) teachers in Thailand. In particular, it attempts to unveil how these LGBTQ FL teachers portray their sexual identities, how they position themselves in a school context, how others in the school perceive these teachers, and how these factors influence their instructional practices. To gather data, the researchers went into four Thailand secondary schools with the snowball sampling technique and recruited research participants. Eight FL teachers agreed to be interviewed and to submit reflective journals; five of them allowed their teaching to be observed.   All gathered data were transcribed, analyzed with Open and Axial coding techniques, and later put together with triangulative notions. Findings indicated the participating LGBTQ teachers' mixed feelings toward their work environments. They would suppress and conceal their sexual identities when they came into direct contact with a school authority as they feared of not being accepted. On the contrary, they openly expressed their sexual identities with colleagues at similar age. This is because these colleagues would be more accepting and understanding. Nonetheless, the majority admitted that they were often bullied at their schools. These bullies were, for example, name calling, unfair treatment, stereotyping, and disrespect from students, among many others. These factors influenced their instructional practices. They oftentimes managed their teaching in the way that other people expected of them. They had to be overtly funny and entertaining during their teaching. The findings of this study help situate a better understanding on the effects caused by sexual identities. Also, they offer better insights into understanding what LGBTQ FL teachers decide to do or not to do in their classrooms and why.

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Handling Bilingual "Near equivalents" in Frame-based Cognitive Lexicography

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Abstract

Beyond basic commonalities in meaning, "near equivalents" in language pairs (Chinese and French nouns and verbs in our example) can bear fundamental differences. In a foreign language learning and teaching context, understanding these differences proves crucial for an immersive perception of the culture evoked by the target language system, especially in the realm of everyday vocabulary. By way of an example, we highlight the contrast between the content referred to by the lexical units "(to) eat" and "chī / 吃"(its "near equivalent" in mandarin) via a frame-ontology graph, assuming that semantics, although language- (and culture-) driven, is also strongly dependent on conceptual knowledge, and therefore reflects both the individual and social dimension of cognition.

Building on the distinction between the conceptual and the semantic content of lexical units, we relate the former to Johnson's "image schemas" (and their derived metaphors), Rosch's "base categories", Lakoff's "idealized cognitive models" and Barsalou's interpretation of "frames" as the core structure of cognition. Attuning these elementary content arrays to culture-specific modulations is the rôle of the latter: whereas forks, knives, spoons and plates are default values for "tools" bound to the "eating" action frame in an English-speaking context, chopsticks, bowls and spoons appear to exhibit the same status in a sinophone environment.

Addressing the making of dictionaries, Martin (2006) stresses that using frames for this purpose not only describes meaning but also unveils collocations. In her foundational introduction to Cognitive Lexicography, Ostermann (2015) underlines that frame-based vocabularies accommodate the "common practice in modern language teaching to introduce new vocabulary by defining and explaining items in context". Our bilingual lexicon model derives language-sensitive lexicographical definitions directly from the semantic and conceptual frames related to lexical units, thereby capturing what is common to the meaning of "near equivalents" in language pairs but also pinpointing differences.

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English language learning at Greek preschools: An opportunity or a challenge?

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Abstract

The starting age of second language (L2) acquisition is decreasing across the world, and children in various European countries are introduced to an L2 in preschool settings (Eurydice, 2017). Officially, this is not the case in Greece, but Greek children are known to encounter their first L2, English, at preschool as a result of attending private institutions which operate submersion programmes (where all of the instruction is in English), immersion programmes (where half of the instruction is in English) and English as a Foreign Language (EFL) programmes (where an hour of EFL per day is incorporated to the national curriculum). Despite these programmes' popularity, little is known about the linguistic outcomes of the children who attend them. This paper presents a study conducted in order to fill this knowledge gap. 194 children (40 submersion, 42 immersion, 38 EFL, as well as 36 monolingual English and 38 monolingual Greek controls) between 4;0 and 6;0 completed a battery of measures including a vocabulary test, a grammar test and two novel language production tasks that investigated children's use of specific linguistic constructions. Bilingual children completed the battery twice, once in English and once in Greek. Presently, the data are being analysed statistically. However, it is predicted that bilingual children will perform in a gradient according to the amount of input they receive; thus, children in submersion will outperform other groups in the English treatment and children in enhanced EFL will outperform other groups in the Greek treatment (c.f. Daskalaki, et al., 2019; De Cat, 2019; Paradis, 2010). This presentation will describe the Greek pre-primary educational landscape and discuss the study's design and findings. It will highlight the effects of the three new and largely unexplored educational programmes on preschoolers' linguistic outcomes, and therefore shed much needed light on their efficacy.

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A quantitative examination of university student motivation to learn English as a foreign language in Mozambique

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Abstract

Most studies in L2 motivation have been conducted in East Asia and some parts of Europe and the US. This study aims to investigate student motivation to learn English as a foreign language (EFL) in Mozambique and to contribute to the ongoing validation of the L2 Motivational Self System (Dörnyei, 2005, 2009) in an under-researched developing country. One hundred thirty-seven (N=137) university students completed a well-established motivation questionnaire adapted from Taguchi et al. (2009) and Dörnyei et al. (2006). The data were analyzed with SPSS, and descriptive statistics, correlations, multiple regressions and MANOVA were conducted. Results show that many variables contribute to motivated learning behavior, particularly the L2 learning experience and attitudes towards the English language. Statistically significant differences were found between males and females, with males reporting higher effort to learn the English language for personal interests. Statistically significant differences were found between older and younger students, with older students reporting more positive learning experience and vivid mental images of themselves as future English language users. These findings have pedagogical implications because motivational strategies are positively correlated with student motivated learning behavior (Guilloteaux & Dörnyei, 2008). Therefore, teachers should design L2 tasks that can help students to develop their future L2 selves (Dörnyei, 2009).

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74

Swedish Upper Secondary School and University Students' Perceptions of Academic Reading in English as a Second Language

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Abstract

The growing importance of internationalization for universities across Europe has resulted in an increasing use of English at various levels of higher education (Bolton & Kuteeva, 2011; Seidlhofer, 2010). In Sweden, a majority of course literature across most disciplines in higher education today are English-language publications (Bolton & Kuteeva, 2012), even in courses that do not have English as the official medium of instruction (Kuteeva, 2014; Pecorari et al., 2011). Despite this, little research has been done on students' perceptions of academic reading in English as a second language. In this paper, I will present the results of a questionnaire and interview study involving more than 500 Swedish upper secondary school and university students, focused on students' attitudes toward reading in English and their perceptions of their ability to read academic English.

Results show that more than half of university students express negative attitudes toward reading in English. These attitudes include fear, anxiety, panic and stress, but also that reading in English is considerably more time-consuming than reading in Swedish. Students in both groups further report trying to avoid reading in English, and as many as 6% say they give up reading when they are confronted with a single word they do not understand. The results further show that university students perceive academic reading in English to be more difficult than upper secondary school students. For example, 37% of university students say reading in English is 'quite difficult' or 'very difficult' compared to 25% of upper secondary school students. Higher education institutions depend on upper secondary schools to provide students with the necessary English language skills for further education, but in this presentation, I will argue that students' negative attitudes are in part caused by a lack of preparation for reading academic English in upper secondary schools in Sweden.

75

Understanding language policy processes through the concept of legitimacy

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Abstract

This paper explores what the concept of *legitimacy* can bring to the theoretical understanding of language policy. In LPP, the term is often associated with Bourdieu's work (1991) on legitimate languages. Further, it has been adapted in work on language standardisation and varieties that are not perceived as standard (e.g. Camps 2018). This paper broadens the scope by bringing forward conclusions from a collection of studies that looked at policy in connection to legitimacy and legitimation strategies (cf. Van Leeuwen 2007; Vaara et al. 2006). The work explores how the concept of legitimacy can provide a more nuanced understanding of language policy processes and especially processes of adopting the use of a minoritised language.

The data was gathered at two academic institutions in Norway where the main language of administration, teaching and research is Sámi and Nynorsk. At the same time, the institutions have a constant flow of students and staff who do not speak these languages. Policy documents, interviews with staff and policy makers, as well as observation of policy meetings, were analysed in light of the ethnography of language policy framework (Johnson 2009; 2013). The analysis demonstrates the advantages of applying the concept of legitimacy when studying language policy processes. More specifically, legitimacy provides a lens into the language policy process by highlighting the interconnection and interedependence between the stages of creation, interpretation and appropriation, as well as the importance of the process itself. The concept also highlights the role of authority in policy processes, which deepens our understanding of the actors involved. Finally, the focus on legitimacy shows that speakers of minoritised languages – who are staff at the institutions studied – feel a need to constantly defend and legitimise their language choices.

76

Between authenticity and identity: linguistic landscapes and the construction of ethnotowns

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Abstract

The study of linguistic landscapes, 'the visibility and salience of language on public and commercial signs in a given territory or region' (Landry and Bourhis 1997: 23) has gained increasing popularity over the last decade; yet, in methodological terms, there is a lack of unity: while early studies (e.g. Ben-Rafael et al. 2006) explore LLs from a mainly quantitative angle and employed taxonomies that categorise signs according to power structures (notably 'top-down' or 'bottom-up'), more recent work has drawn on Goffman's (1986) concept of interactional frames (Kallen 2010; Rasinger 2015).

This paper approaches the topic using two comparatively recent concepts and frameworks to the study of LLs: that of semiotic assemblages, '*the ways in which semiotic resources, everyday tasks and social space are intertwined*' (Pennycook 2019: 82) and spatial repertoires: '*the dynamic relations between semiotic resources, activities, artefacts, and space*' (Pennycook and Otsuji 2014: 162). Using two examples of London's 'ethnotowns' – Banglatown in the East End, and Chinatown in the West End – this paper demonstrates how these two concepts can be used to explain how linguistic signs are used to construct both authenticity and identity in the areas. The paper will illustrates how any given sign may at any given point serve the local community materially and as a marker of ethnolinguistic identity ('being Chinese/Bangla'), but simultaneously be a manifestation of commercial and cultural power dimensions, whereby the 'exotic' and the 'authentic' (food, clothing, goods etc.) attracts – and appeals to – tourists and other consumers as the 'genuine, unadulterated and/or the real thing' (Schmeinck 2012: 60). As a result, identities and authenticities in these ethnotowns are the result of different agents, repertoires and objects interacting a common space, yet with at times differing interpretations.

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Where two worlds meet: Language policing in mainstream and complementary schools in the UK

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Abstract

We present a comparative study of language policing in two educational contexts in the UK: mainstream schools and complementary schools. Complementary schools are run by ethnolinguistic minorities and aim to transmit community languages to younger generations. We focus on pupils who have at least two languages in their repertoires, English and a community language, and use non-standardised varieties of these languages alongside a standard variety. We draw on a varied dataset (media discourses, policy documents, observations) collected from eleven mainstream and two complementary schools in London. The complementary schools cater primarily for the Greek Cypriot diaspora. The language of instruction is Standard Greek, however the language of everyday communication within the community is Cypriot Greek, which has no official status and is often treated as an improper language. We find remarkable similarities in how the two schools ban non-standardised forms mainly through explicit and implicit corrections. In both schools, the banning of non-standardised language is enshrined in institutional policy documents and often justified in terms of academic success. Teachers become vehicles for language ideologies in how they transform policy in practice. Multilingual and multidialectal pupils who attend both schools are exposed to similar kinds of prescriptive discourses across the whole spectrum of their educational experiences. We argue that prescriptive ideologies found within policy and practice serve to perpetuate language discrimination. Language policing denies speakers the right to participate in classroom discourse, obstructs cultural and linguistic identity, reduces access to knowledge, and imposes on linguistic identity. A social justice approach with an emphasis on multilingualism should be at the centre of a dialogic process between mainstream and complementary schools. It will allow them both to be seen as sites where learners not only become aware of their multilingual identities but are also allowed to use them purposefully to support their learning.

84

Translanguaging in L3 Spanish classrooms: practices and attitudes

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Abstract

Research into pedagogical translanguaging in second/foreign language education has largely been focused on the interplay between two languages, one of which is usually English. Little attention has been paid to the practice of trilingual translanguaging (translanguaging between three languages), and how this can be helpful in the acquisition of a third language. This study, conducted in two Spanish as a third language classrooms in a Chinese university, aims to explore teachers' translanguaging practices as well as the teachers' and students' attitudes to these practices. Analysis of data collected through audio-assisted classroom observation, interviews, and questionnaires reveals that teachers proactively and flexibly mobilize their multilingual resources in classroom talk. Students in general express positive attitudes towards teachers' translanguaging practices, and express a wish to experience a greater amount of bilingual translanguaging between English (L2) and Spanish (L3). Meanwhile, having access to the views of L3 learners on teachers' classroom talk proves to be a crucial component in the understanding of how L3 teaching and learning can take place in the most effective way. This study calls for further research into translanguaging practice in multilingual classrooms and its impact on students' learning.

85

GENRE AS STRUGGLE: Toward a Cognitive-Pragmatic Account of an Emerging Genre

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Abstract

This study investigates the cognitive-pragmatic motivations for the emergence of a genre of health communication called Patient Decision Aid (PDA), which is a form of text-based interventions designed to help people make medical choices. PDAs provide concise medical information on specific health conditions, supply information on the options and outcomes relevant to a patient's health status, and elicit personal values and preferences. They are communication tools that facilitate the implementation of an increasingly prevalent medical practice called Shared Decision Making (SDM), in which the doctor and the patient jointly make a medical decision. The data of this study are of two types: (1) PDAs written in Chinese, and (2) documents written by reviewers, developers, and writers of PDA and used to promote SDM and introduce PDAs. Using the PDA as an example of an emerging genre and referencing the health professionals' documents that provide empirical evidence for the thoughts, considerations, and suggestions that underpin the development of PDAs, this study aims to contribute to developing a cognitive-pragmatic perspective on genre. It elucidates GENRE AS STRUGGLE, i.e., how the emerging genre exemplifies various struggles on three strata: the difficulties facing patients, doctors, and health providers at practice level; the changes anticipated to take place at discourse level; and the tensions in the pragmatics-cognition-society nexus. Particularly illustrated here are five struggles that characterize changes or breakthroughs that PDAs are anticipated to make. It suggests that the five struggles roughly correspond with five principles for genre theory proposed by Berkenkotter and Huckin (1993), with some modification of the latter. It also illustrates that genre intervenes in the complexity between social issues and social cognition and that PDAs as a new genre involve restructuring, reshaping and redesigning the key discourse facets (e.g. prior discourse, participants, language, medium, the world, and purpose). Based on examples of Chinese-language PDAs officially released in Taiwan and on information from health professionals, policy makers, and PDA developers, this study contributes empirical evidence toward a better understanding of an emerging genre.

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A linguistic approach to relatability: Exploring the shared stories of social media influencers.

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Abstract

In this paper, I analyse the discursive construction of 'relatability' by social media influencers. 'Relatability' is a non-linguistic concept which has become a 'buzzword' for social media marketing (Abidin, 2016). I used explored the collocations, word sketch and thesaurus of lemma in the English Web2015 corpus in Sketch Engine (http://www.sketchengine.eu), to identify four dimensions of relatability: authenticity, affect, aspiration and humour. I compared this with the word sketch for 'relatability' as this lemma in the 155,867 word corpus of comment threads from the influencer Instagram posts. I used this to identify which posts were most frequently evaluated as 'relatable' by the commenters, finding that they contained self-deprecating narratives, which in some cases also were framed as humorous or appealed to positive affect. Lastly, I mapped the components of relatability onto a complex range of multimodal resources used by the influencers which include selfies, stickers, annotations and emoji. I interpret relatability as a discursive performance which allows the influencers to market the products and their personality as aspirational 'life-style gurus' (Baker and Rojek, 2020) while complying with Leech's (2014) modesty maxim (to minimize praise of self). This is framed by and capitalises on the affective economy of Instagram interactions, which is driven by the illusion of interpersonal intimacy between these influencers and their followers.

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90

An Opportunity: Simulating Data for Designing AL Research and Testing Models

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Abstract

Large-scale studies require vast amounts of data and can comprise a myriad of confounding variables. But how can one know if a study is worth doing before collecting data? One way to do so is to take advantage of increasing developments in data science, for instance, by using simulated data (sometimes called mock data) for designing studies and testing the viability for statistical models. Simulated data are data generated by a computer based on parameters entered by a researcher. Ideally, these data can provide an estimate of what could be expected with real-world data collection, which can be done based on preliminary results, results of prior studies, or even a researcher's intuition. By simulating data, researchers can determine the feasibility of a study prior to real-world data collection by testing the sensitivity of statistical models or by trying different parameters, factors, or measures. This presentation will provide an introduction to data simulation by describing the methods used in a pilot study from *Language Teaching* (Moodie & Meerhoff, 2020) which used data simulation to test the sensitivity of a multiple regression model to explore how teachers' commitment to English language teaching could relate to their students' language learning. First, real-world data was used from a survey measuring 70 teachers' occupational commitment. Next, based on a hypothesis that teachers with higher affective commitment are more effective (Meyer & Herscovitch, 2001), we created three data sets – one with a small, one with a medium, and one with a large advantage for students whose teachers had high affective commitment – and used that data to test a regression model. What we found was that affective commitment can be associated with student outcomes and we determined that the full study was worth trying.

91

Teachers' Challenges: Schools' Context as a Demotivating Factor

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Abstract

Researchers in language education and applied linguistics have sometimes ignored the social class construct and in the field of L2 learning and teaching, social class has rarely been considered (Block, 2015, 2016). Class position and learners' access to language learning and success in the L2 have been found to correlate in Spain (Martín Rojo, 2010) which may mean that those students in working-class schools do not achieve as much in the L2 classroom. These studies show the importance of further investigating the link between social class and L2 learning and teaching.

This paper, which is part of a larger qualitative investigation, examines in-service EFL teacher (de)motivation in secondary state schools in Spain. In-depth online and face-to-face semi-structured interviews and classroom observations of English classes in public schools were conducted to analyse the (de)motivation of 23 EFL teachers in the context of Spain. Although this project did not intend to focus on the social construct, findings from the thematic analysis revealed that the school's socioeconomic context was a demotivating factor for EFL teachers. Teachers were strongly demotivated by students' misbehaviour and negative attitude which they linked to the students' socioeconomic status and the schools' location (i.e. working-class areas). Thus, the schools' context had an effect on teachers' perceptions of their students' behaviour which in turn, influenced teacher motivation negatively.

This presentation will consider the possible implications for the Spanish education system in which teachers are randomly allocated to schools based on their marks from a competitive exam. These results suggest that the allocation to schools in disadvantaged areas should be reconsidered and students would be favoured from working with teachers who freely choose to teach in these contexts. Findings highlight a challenging and demotivating factor for teachers, the schools' context, which triggers an opportunity for further research in applied linguistics.

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Cross-linguistic influence on the use of L2 collocations: the case of Vietnamese learners

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Abstract

Using collocation is a key part of second language ability (Granger 2018; Nattinger & DeCarrico, 1992; Nesselhauf, 2004; Pawley & Syder, 1983). Researchers often hypothesize that the influence of the first language is an important factor in the production and understanding of unconventional collocations(Huang, 2001; B. Laufer & Waldman, 2011; Phoocharoensil, 2013) but we are only now starting to understand this. The present study provides a robust investigation of cross-linguistic influences by exploring how Vietnamese influenced Vietnamese learners' use of English language verb-noun and adjective noun collocations in 104 350-word argumentative essays using a framework derived from Jarvis(2012) drawing on homogeneity among speakers of Vietnamese; heterogeneity between users of Vietnamese and other language; and formal and conceptual congruity between collocations learners produce in English and equivalent terms in Vietnamese.

The study found that 7.5% 7.3% of the collocations learners produced are unconventional and of these, 39% 40% collocations are influenced by the first language (L1); errors associated with incorrect use of prepositions in verb-noun collocations (e.g. the addition, omission or misuse of prepositions) are strongly L1-motivated. Learners make errors with not only incongruent collocations (collocations with no direct L1 equivalents) but also with congruent collocations (collocations with direct L1 translation). The study suggests that, for studies investigating L1 influence on learners' errors in the target language, two types of evidence, cross-linguistics performance congruity and intra-lingual contrast, are the central aspects of Jarvis' framework.

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Language use attitudes in the Scottish language education context: Exploring teacher and pupil perspectives

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Abstract

The widespread use of English as a global lingua franca poses challenges for teachers of other modern languages, such as French, German or Spanish. Thus far, research on language attitudes tends to favor English learning environments over Anglophone contexts where English is a commonly shared L1. Little is known about secondary school learners' attitudes in Scotland, an interesting context worth exploration due to the 1+2 language policy that is currently in effect despite continued low language uptake. In some Anglophone contexts, such as in the U.S., maximal target language (TL) use in the classroom has been one highly encouraged strategy in order to promote communicative competency. At present, there seems to be no such directive in Scotland, leaving Scottish language teachers at liberty to decide on how much English and TL to implement into their instruction. There are few studies to date that explore L1 and TL use in the Scottish context and what implications the language use practices may have on pupils' attitudes and desire to continue learning languages past the compulsory stage.

This presentation showcases current PhD research undertaken at the University of Edinburgh, which includes questionnaires and interviews with secondary Scottish modern language teachers and their pupils (aged 11—14). Additionally, the use of creative methods offers an alternative view of the social and affective dimensions influencing pupils' thinking. Specifically, metaphors and cartoon storyboard drawings are used, providing a more holistic and multimodal overview of pupils' language use beliefs and their overall experiences of and attitudes toward language use and language learning. Data analysis and write up is currently taking place but findings will be available for presentation by September 2021.

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Researching L2 Teachers' Writing Assessment Practices: Some Challenges and Opportunities

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Abstract

Assessment practices in the second language (L2) classroom occupy a large portion of teachers' time and have a great impact on instruction and students' engagement and learning. These practices are often shaped by teachers' beliefs and the contexts in which they work. However, researching teachers' beliefs and practices presents several conceptual and methodological challenges. Some of these challenges include: how to define and discuss beliefs when they often are unconscious, implicit, partial and/or incomplete; how to elicit beliefs without reshaping them (i.e., reactivity); how to capture the complex relationships between beliefs and practices; how to identify and account for various factors that mediate teachers' beliefs and practices including teacher history and teaching contexts; how to model how beliefs and practices evolve over time; and how to analyze, interpret and represent data but remain faithful to the teachers' own felt sense of what they believe. In this paper, we discuss these challenges and how we have tried to address them in an on-going project that investigates the writing assessment beliefs and practices of about 30 L2 teachers. Case studies of the assessment beliefs and practices of individual teachers were constructed using various data collection strategies (e.g., interviews, observation, document analysis, stimulated recalls) to explore the complex and dynamic relationships between individual teachers' professional backgrounds and histories, their beliefs concerning the nature, learning, and teaching of L2 writing, and their writing assessment beliefs and practices, as well as how these beliefs and practices evolve over time and vary across instructional contexts. Preliminary findings suggest that teachers' conceptions about L2 writing are complex and multidimensional and that certain aspects of context have a greater impact on teacher practices than others. In addition to discussing challenges and how we have addressed them, we also present some preliminary findings in relation to these challenges.

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The Development of Complexity, Accuracy and Fluency in Second Language Writing: A Longitudinal Study

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Abstract

Research on second-language (L2) tends to focus on comparing students with different levels of proficiency at one point in time. However, to understand L2 development, we need more longitudinal research. In this study we adopt a longitudinal approach to examine *changes* in three indicators of L2 ability, complexity, accuracy and fluency (CAF), as reflected in the writing of L2 learners. Data consisted in 1,125 essays written by 402 English language learners (at five different levels of initial L2 proficiency [B2 to A1 on CEFR]) at three time points: before, during and after a period of English language instruction. Each essay was analysed in terms of eight CAF indices: number of words written, number of errors per 100 words, global syntactic complexity (MLS), noun-phrase complexity, syntactic sophistication, lexical density, lexical variation, and lexical sophistication. Multilevel modeling was then used to statistically examine (a) the rate and shape of change in CAF indices over time; (b) how the rate of changes in CAF indices varied in relation to learner initial English proficiency and length of L2 instruction; and (c) the relationship between changes in CAF indices and changes in essay scores over time. Findings indicated that students with higher initial proficiency tended to have significantly higher indices for fluency, accuracy, lexical complexity, and some aspects of syntactic complexity. Longitudinal analyses indicated that fluency and accuracy improved significantly over time, while some indices of syntactic complexity declined. Lexical complexity indices did not exhibit significant changes over time. Finally, changes in fluency, accuracy, and some indices of syntactic and lexical complexity were significantly associated with changes in essay scores. The findings and their implications for instruction, assessment and research on CAF in the context of L2 writing will be discussed.

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Developing a coverage-based diagnostic vocabulary test

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Abstract

Exploiting the fact that word frequency is a broad indicator of word difficulty, the established template for developing vocabulary tests involves sampling target words from successive frequency-based bands and viewing testee performance on the sampled words as indicative of knowledge of that band. In many tests, each band is of the same size, typically 1000 words. However, bands equal in size are not equal in significance. With 1000-word bands, the first band accounts for an extremely large proportion (c. 85%) of all the tokens encountered in discourse, the second accounts for approximately 5%, the third 2-3% and so on.

An alternative is to form bands that are not equal in size but equal in coverage. That is, band size varies such that each band covers an equal proportion of tokens in discourse. This means the highest bands contain a handful of extremely frequent words, and lower bands large numbers of infrequent words. This approach has the potential to be more useful in terms of diagnosing what words a group of learners should study in that: (1) through a certain level of proficiency, the much smaller bands are diagnostically more useful; and (2) for more proficient learners, the very large later bands make it apparent that explicit general vocabulary study is likely less beneficial than a focus on specialized or technical vocabulary.

This paper will describe the development and trialling of a vocabulary test which uses such coverage-based bands. It will detail the division of an 8000-lemma word list into 20 coverage-based bands, the sampling of target words from those bands, and the writing, trialling and Rasch-analysis of 320 test items with a total of 528 Japanese learners of English. Finally, it will discuss initial analyses regarding how far the expected diagnostic usefulness of the approach was found to be valid.

105

Finde, dass Bitch inzwischen total eingedeutscht ist – Translations of slurs and their perceived offensiveness by L2 speakers

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Abstract

Hate speech can be found across languages and cultures (Schäffner 2004; Baker 2006) and slurs indicate and establish social boundaries regarding a language and its norms (Drescher 2000). So far, little research has dealt with the translation of slurs beyond movie dubbing, least of all slurs in translations by non-professionals with a focus on their cultural background.

Hence, the following study focuses on two groups of English language learners, German native speakers (GNSs) and French native speakers (FNSs), and aims to answer the following research questions:

- Which strategies were employed to translate the English source texts (ST) into the L1 target texts (TT)?
- Which text versions were then perceived as more offensive by the translators themselves?
- Is this linked to the culture-specific level of acceptability of taboo language?

To answer these research questions, 30 participants in each group were asked to translate sentences containing slurs concerning different groups. Each slur was presented in a direct condition (direct address with a slur) and an indirect condition (reference to a third party). Furthermore, participants were asked to rate the STs and their own TTs according to their perceived level of offensiveness. The data indicated that taboo language was deemed socially more acceptable in French than in German. Nevertheless, the offensiveness ratings do not mirror these results. Furthermore, the GNSs provided more translations which were coded as equivalent and, unlike the FNSs, they used anglicisms in their translations while the FNSs did not use any anglicisms and self-censored their translations of sexist and homophobic slurs more than the GNSs. The overall tendency for both nationalities was to use more equivalent translations in the indirect condition than in the direct condition.

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107

Cultivating Critical Language Awareness in the Academic Writing Classroom

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Abstract

In recent decades, linguistic diversity has become an important focal point of research in academic writing. Many scholars and practitioners are seeking instructional strategies that appreciation for language difference, while also empowering students to write effectively for academic audiences, including in 'high-stakes' situations. This presentation offers one means of accomplishing these goals, through a curriculum focused on Critical Language Awareness (CLA), an approach to language and literacy education that gives 'attention to important social aspects of language, especially . . . the relationship between language and power' (Fairclough, 1992/2014, p. 1).

 The presenter will first provide an overview of CLA principles, sharing a visual graphic that highlights three core values at the core of CLA pedagogy: critical self-reflection, social justice, and rhetorical agency. She will explain how CLA intersects with other conversations in the fields of academic writing and applied linguistics, including anti-racist pedagogy and translingual/plurilingual orientations to language. She then offers her rationale for using CLA in secondary and post-secondary writing classrooms, as a way to teach students the "codes of power" (Delpit, 1988) while also helping students to understand how those codes can be used to exclude and/or alienate certain groups of language users. The latter half of the presentation is devoted to sharing specific pedagogical applications of the CLA framework, including materials, activities, and assignments that the presenter has used in college writing courses with both monolingual (English) and multilingual backgrounds. Participants will be given access to a shared folder of electronic resources that includes recommended readings, relevant media, sample syllabi, and more. The session concludes with questions for future research using the lens of CLA.

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How the language of school differs from everyday language: A corpus study

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Abstract

Previous research has found that many students are not able to use apparently straightforward generic academic terms in their native language, which suggests a linguistic challenge to these students in accessing the secondary school curriculum. There are several lists of the features of the language of school, both attempting to cover all subjects (eg Schleppegrell, 2001), and looking at individual subjects, such as science (eg Coxhead et al, 2010). Existing studies identified features using text analysis and/ or relatively small corpora. We aim to build on this research through use of larger specialised corpora and a recent reference corpus.

We constructed and analysed a corpus intended to represent the written language that students in British schools are presented with between the ages of 9 and 13. The data includes teacher presentations, worksheets, assessment sheets, and reading extracts from English, Mathematics, Sciences, History and Geography, and consists of over 1.5 million tokens. Our reference corpus was the BNC2014 baby, consisting of over 5 million tokens. #Lancsbox (Brezina et al, 2018) tool was used for in-depth analysis of frequencies, and the tool Graphcoll was used for identifying collocational patterns. Preliminary results show that there major are differences between the language of school, and non-academic everyday language. While there is some new specialist vocabulary, there are differences in use of the same words across the corpora, in terms of frequencies and collocational patterns. Our discussions with teachers indicate that they are aware of the challenge of new terms, such as 'photosynthesis', but are much less aware of the different uses and meanings of words with academic meanings that are also used in life outside school. This may therefore be a significant challenge, and one that corpus tools are ideal to support.

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Off-line collocation knowledge: Does it map onto on-line L2 performance?

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Abstract

Collocations constitute an important part of L2 knowledge facilitating language processing in real time (Henriksen, 2013). However, for years, research on collocations have mainly employed traditional, off-line measures such as multiple-choice and gap-fill tests (e.g., Bahns & Eldaw, 1993). Only recently have timed psycholinguistic techniques been used as measures of on-line performance (e.g., Yamashita & Jiang, 2010). The two types of measures yielded different, at times contrasting, findings regarding determinants of collocation knowledge. These include congruency (L1=L2 or L1≠L2), word class, and L2 proficiency level. More importantly, off-line and on-line performance were only directly compared in one study (Wolter & Gyllstad, 2011) with no conclusive results.

The present study aims at filling this gap through employing both measures in two experiments. In Experiment 1, 122 Arabic EFL learners were administered an off-line multiple-choice test exploring three potential determinants of collocation knowledge: congruency (20 congruent and 20 incongruent collocations), word class (20 verb + noun and 20 adjective + noun collocations), and level of proficiency (VLT scores as a continuous variable). Experiment 2, on the other hand, used a timed acceptability judgement task to gauge the effect of the same factors on on-line performance. It involved the same items (paired with control non-collocates), a different group of 106 Arab EFL learners, and 37 native speakers (as a baseline for comparison).

Results of mixed-effects modelling showed that while the congruency effect was omnipresent off-line regardless of proficiency, it was modulated during on-line processing with more native-like performance (less L1 effect) as L2 competence increased. As for word class, it did not have any effect on either measure. These results are discussed in light of the Revised Hierarchical Model of bilingual language processing (Kroll & Stewart, 1994). We conclude with recommendations for the teaching/testing of collocations in the L2 classroom.

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English LX inner speech development during study abroad: A mixed method approach.

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Abstract

Inner speech refers to the phenomenon of "talking to oneself in silence" (Morin et al., 2018). Inner speech performs cognitive functions including self-regulation, self-awareness, and expressing emotions (ibid). Two factors closely linked to frequency of LX inner speech are frequency of LX use and level of LX socialization (Dewaele, 2015). Study abroad has been beneficial for language and culture learning (Kinginger, 2013). Does study abroad in an LX-speaking country link to LX internalization?

The current study employed longitudinal explanatory sequential mixed methods to investigate the relationship between study abroad and frequency of English inner speech. The study consisted of two round of data collection, each round involved an online questionnaire and follow-up interviews. A total of 162 Chinese students studying in the UK took part in the online questionnaires which took place in October 2019 and April 2020; and 7 of them were later interviewed twice.

Results showed a significant increase in the frequency of English inner speech between the two rounds of data collection, suggesting acculturation contributed to LX internalization. Participants who had previously studied abroad in an English-speaking country used English significantly more frequently for inner speech than participants who had no previous immersion experience. However, length of stay (less than 1 year versus more than 1 year) had no significant effect on frequency of English inner speech. Interview data provided insight on how initial adjustment in study abroad, including institutional support, type of accommodation, that shaped their LX socialization later in their stay.

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Transformation through transglossia: Sociological and applied linguistic realities and opportunities in multiethnic, bilingual education pedagogy in Sri Lanka

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Abstract

Demonstrably, language policy in education in Sri Lanka has generated negative social outcomes especially in terms of social cohesion and ethnic inclusivity. However, irrespective of language policy and planning at the national level, language policy at domain level social microcosms such as classrooms can either bridge or widen ethnolinguistic divisions. Also, in multilingual societies where national languages exacerbate divisions, English as a dominant, 'unmarked code' may act as a 'neutralizer' between the rival linguistic groups. This paper provides evidence for one such social microcosm - Sri Lankan bilingual education classrooms where English and mother-tongue (Sinhala/Tamil) are Media of Instruction. This paper draws data from an ethnographically-informed qualitative study framed through Pierre Bourdieu's Logic of Practice that utilized multiple data through multiple stakeholders. The findings show how ethnocentric dispositions of the students begin to transform in dialectic relation to the heteroglossic linguistic environment in classrooms. In addition to these positive social outcomes, translanguaging facilitates the scaffolding of both content and language comprehension gaps and language learning. Through the analysis of Language Related Episodes, this paper illustrates the facilitating role of mother tongues in metatalk during cooperative group work in the content classroom, which promotes interdependence among ethnolinguistically diverse individuals. Furthermore, this paper validates both sociolinguistic and applied linguistic benefits of heteroglossic linguistic environments in multiethnic pedagogies that corroborate previous second language acquisition theories (collaborative languaging, noticing the gaps, consciousness-raising, recasting, translation, advice, text-interpreting). Finally, suggestions are made for policymakers, curriculum designers and the practising teachers what good practices be promoted in multiethnic pedagogies for cohesion among diverse groups. Further, this paper offers an example of how the Bourdieusian theoretical framework be applied in the fields of identity, language and educational research.

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The Birth, Development and Future of Applied Linguistics Studies in Nigeria.

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Abstract

The work is on the Birth, Development and Future of Applied Linguistics Studies in Nigeria. The goal of the paper is to provide an insight into the beginning of the study of applied linguistics as an independent academic discipline in Nigeria. It will further show the progress recorded so far in the development of this discipline in Nigeria, especially, in the tertiary institutions. Also, the work shall examine the prospect or future of this discipline in the country. The research method adopted here is descriptive as it will be generated from primary and secondary sources including the Joint Admission and Matriculation Board (JAMB) admission Booklets as well as the National Universities Commission (NUC) Bench mark document. Qualitative research method will also be used as some of the documents mentioned above shall be content-analysed. The significance of this research in tune with the theme of the conference is to appraise the extent of progress of the discipline from its inception to date. This will reveal the need for re-engineering of the discipline in Nigeria in tune with global contemporary realities. The findings from this research tend to show that applied linguistics studies in Nigeria has grown from a humble beginning to being a subpart of other academic disciplines such as English Language in a few Nigerian Universities to an independent academic discipline taught in several Universities in Nigeria. It has also made significant contributions in tackling the language related challenges of the country especially, in education. Our conclusion is that the future of applied linguistics studies in Nigeria is very bright with more scholars in this field raised and government's increasing funding of applied linguistics related researches.

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X BE Y relativisation in World Englishes

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Abstract

The extent to which varieties of English worldwide converge and diverge structurally and semantically remain an ever changing volatile scenario depending on the parameters of study. Shedding light on this scenario the present study investigates the internal structure and meaning of BE-relativisation across seven varieties representing American English (for examples USA and Canadian), Asian English (for examples Hong Kong, Indian, and Singaporean) and African English (for examples Nigerian and East African). BE-relativisation in which two referents are cognitively equivalents (i.e. X BE Y, for example *the president* (X) is structurally and semantically the same as *a professor of law* (Y) in '*The President* who is also *a professor of law* should know better') allows for a discrete variability between interference-driven (i.e. new) and interference-free (i.e. established) varieties. Such variability can then be mapped to structurally and semantically measure approximation across varieties worldwide. In this line, the present study thus examines and reports on the independent effects of 15 factors on the structure and meaning of BE-relativisation structures extracted from International Corpus of English. It is found that BE-relativisation is starkingly scarce worldwide, together with more structural convergence than meaning. Relativisers *that* and *who* are volatile worldwide, while *where, when,* and *which* are most stable. Additionally, text type emerged the strongest determinant with interference-based varieties closer to interference-free varieties more in spoken than in written relativisations.

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"I do not seek, I find": How we can develop key competencies of students and teachers from an applied linguistic perspective

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Abstract

In this uncertain period of time, we may be required to foster people's attitudes towards interactive language use and interaction with many different people and as autonomous learners, as explained in DeSeCo's 'key competencies', rather than transmitting knowledge. This approach may be relevant to the nature of critical applied linguistics and 'bottom-up applied linguistics' (Hall et al., 2017). As possible pedagogic approaches to foster students' key competencies, the presenter has applied an action research approach in which attitudes towards inquiring into real-world problems individually and collectively and co-constructing possible ideas towards the better situations is valued more than seeking particular answers to the problems. In her linguistic modules, various materials were used to enhance students' critical thinking ability and communicative competence: for example, 'risk communication' strategy to encourage informed decision making through two-way and multi-directional communications (WHO), and the SDGs (UNDP) card game activity towards resolving trade-offs. Further, on collaborating with teachers, who are expected to raise their students' key competencies, increasing their 'reflectivity', as 'a transversal characteristics of key competencies' (OECD), was aimed at. The presentation will outline how those students and teachers have learnt to unfold real-world problems, challenge and collaborate with each other towards agreed perspectives and reflect on their mutual learning journeys. It will also suggest the possibility of the powerful combination of the action research methodology and the discipline of applied linguistics.

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Developing EFL Speaking Skills through the Filmmaking Process

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Abstract

Japanese EFL learners face challenges in speaking fluent and accurate English due to various cognitive, linguistic and affective factors. This paper reports on an investigation of how language skills could be further developed through a movie making project in English. The project was implemented in the form of writing dialogs based on discussion prompts given to 47 of Japanese university students over a fifteen-week semester. The project focused on the art of movie making (short dramas, comedies, action, fiction, etc.), with an emphasis on creative thinking, both individually and as a group, by developing original ideas (screenplays, music in screenplays, etc.) during the movie production. Participants were divided into an experimental group and a control group.

The participants in both groups had oral pre- and post-tests. The intra-and inter-rater reliability indexes were 0.89 and 0.84. The results indicated that experimental group students outperformed the control group students in language complexity, accuracy and fluency. Finally, the paper provides an overview of the out-of-class study activities carried out by the experimental group.

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Exploring Translanguaging in Constructing Meanings of English Multiword Verbs in EFL Contexts: Challenges and Opportunities

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Abstract

Translanguaging has been widely discussed its application to bilingual and multilingual education since studies (Creese & Blackledge,2010; Cummins, 2007; García & Lin, 2016; García & Li, 2014) show this flexible approach provides positive effects on language teaching and learning. English multiword verbs e.g. *take up* have polysemous meanings and they are always regarded as challenges for L2 learners regardless of their language proficiency. I argue that translanguaging can be developed as a facilitating approach to this context. I am particularly interested in examining how literal and abstract meanings of multiword verbs are conceptualised. Thus, this study investigates how Mandarin-speaking L2 learners understand the multiple meanings of multiword verbs via translanguaging strategies and seeks to describe the challenges and opportunities that can be implied and further to promote the value of translanguaging in EFL contexts. The participants were 48 Mandarin-speaking L2 learners of English at tertiary education in the UK or Taiwan. They were asked to fill in a pre-test paper consisting of a gap-filling and a Chinese translation that serve to examine their pre-linguistic knowledge of the selected multiword verbs. After that, three instructions were given over a three-week period. In each instruction, a set of multiword verbs in sentence contexts were introduced in the worksheets. All the instructions were video-recorded. After completing the instructions, all participants were assigned a post-test paper in the form as the same as in the pre-test, but the order of the question items were re-arranged. Data collected from the study were analysed. The results indicate that translanguaging strategies exert several positive effects on helping L2 learners understand multiword verbs. For instance, similar and unique concepts of multiword verbs between two languages are identified and these assist L2 learners with memory retention. More findings of this study will be reported in the presentation.

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What we talk about when we talk about teaching: Categorising and understanding teacher knowledge sources in an online community of practice

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Abstract

One of the major challenges for those interested in improving the quality of English language teaching (ELT) is that while there is a great deal of research done into ELT and applied linguistics, it is not clear the extent to which this knowledge is transmitted to teachers (see, Borg, 2010; McKinley, 2019; Rose, 2019). Getting a better understanding of the sources which teachers base their knowledge on as well as their attitude towards those sources can help us improve the links between teachers and the research community. While not all applied linguistics research needs to be aimed at helping teachers, a better understanding of how teachers view research can also help inform research that is.

This session reports on a grounded theory informed study based on a six million word corpus generated from an online teachers' forum dedicated to Dogme ELT. This community of practice is of particular interest as its growth was driven by teachers with minimal input from the research community. This allows for an examination of how teachers generate knowledge on their own. While the study as a whole aims to categorise teacher knowledge sources and analyse teachers' attitudes towards them, for this talk I will focus particularly on teacher research engagement. This session does not require prior knowledge and is suitable for anyone interested in improving the quality of ELT.

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Variability in L2 English verbal morphology by L1 Japanese speakers and prosodic transfer

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Abstract

This study examines L2 English verbal morphology by L1 Japanese speakers, comparing with different L1s with the same prosodic structures. The Prosodic Transfer Hypothesis (PTH, Goad, White, and Steele, 2003; Goad and White, 2008, 2019) attributes morphological variability to L1-L2 differences in prosodic structures: whether prosodic words (Pwd) are permitted as an adjunction. In English verbal inflection, irregular is PWd-internal whilst regular is PWd-external. By contrast, Japanese, French and Chinese regular inflection shares the same PWd-internal structure as English irregulars. The PTH predicts all groups will experience more difficulty producing regular inflection (both past *-ed* and 3SG *-s*) than irregular past forms. White's (2008) study of adult learners (L1 French/L1 Mandarin) supports this PTH prediction. However, *my study* (2019) found L1 Japanese young learners (n=102, aged 12-15) produced more regular past *-ed* than irregular forms and 3rd singular present *-s* in written and oral data.

The current study examined L1 Japanese (n=24, aged 18-20), L1 French (n=15) and L1 Cantonese (n=15, aged, 21-23). A picture stimulus task (forty-four question items with/without VP-adverbs) was used to elicit spoken production (e.g., She writes to her mother every month; She *always* plays the violin after school). Japanese instructed learners exhibited an asymmetry between regular past *-ed* and 3SG *-s*, although irregular inflection was most frequently used. On the other hand, results show both French and Cantonese instructed learners provide evidence for the PTH's prediction (irregular past form > [regular past *-ed* = 3GS-*s*]).

The current findings still do not support the PTH predictions that Japanese speakers have difficulty acquiring English regular inflection. The PTH cannot explain Japanese learners' asymmetric production of pairs with the same prosodic structures (regular past *-ed* > 3SG *-s*). It should be assumed that more complex L1 effects (i.e., feature reassembly) or other sources could cause L2 morphological variability.

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The Impact of Drill, Exercise, Activity and Task on Young Foreign Language Learners' Utterances

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Abstract

This study examined the instruction types and interactions in a foreign language classroom. It transcribed and analyzed a corpus of classroom utterances recorded over a one-year period and explored whether young learners' utterances became productive by the different types of instructions.

Theoretical framework:

The concepts of drill, exercise, task and activity have been independently defined. Drills as demanding strictly controlled target language use (Kendricks, Kim, Richards, and Schmidt, 2002), exercises as controlled and guided for a particular language aspect, activity as procedures in which learners work towards a particular goal (Richards, 2004), and tasks as meaning focused and authentic (Nunan,1999).

Usage-based linguistic approach maintains that language structure emerges from language use (Tomasello, 2003). They view language acquisition as experiential and that although children's initial productions are limited at the initial stages, productive patterns emerge from multi-word units. The study attempts to explore the impact of instruction types on young learners' productive language use.

Methodology:

The participants of this study are 29 learners of English in a Japanese elementary school. The research was conducted through video recordings of 10 lessons, and classroom interactions were transcribed and analyzed using the revised version of COLT(Communicative Orientation of Language Teaching) (Spada & Frohlich, 1995) coding scheme. The learners' utterances were first divided into guided and spontaneous utterances, and then categorized into single words, unanalyzed multi-words, analyzed multi-words, and free constructions. The number of learners' utterance types in each instruction types were calculated and statistically analyzed.

Findings:

More than 60% of the entire classroom interaction consisted of exercises and drills in which the learners' utterances were mostly guided and consisted mainly of single or unanalyzed multi-words. The main finding was that for tasks, spontaneous outnumbered the guided, and there were more analyzed multi-words, which suggests that learners' utterances become productive in meaning-oriented classroom interactions.

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Colloquium- Linguistics involved in health: between transdisciplinarity and societal response - Introductory presentation

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Abstract

Colloquium- Linguistics involved in health: between transdisciplinarity and societal response

The institutionalization of applied linguistics in France is relatively recent, dating back to the 1960s (e.g. Candel, 2011; Feuillet and Candel, 2018). Since then, its definition has undergone multiple changes and is subject to great evolution, "which is proof of vitality" (Candel, 2011:1). Applied linguistics is not only the application of linguistic theories, but it appears as a vast field involving the coexistence of several disciplines (Narcy-Combes, 2018; Stegu, 2011). By definition then, it is multidisciplinary (Linn et al., 2011) or even interdisciplinary (Stegu, 2011), one of its objectives being to contribute to solving societal problems (Stegu, 2011). In this context, and in order to provide the broadest possible responses, it is not uncommon to see more and more cross-disciplinary projects (Falk-Krzesinski, 2016), while being aware that innovation takes place at the boundaries of disciplines (Morin, 2008; Narcy-Combes, 2018). Beyond unidisciplinary research, involving a single discipline, cross-disciplinary research may appear as a continuum from multidisciplinary to transdisciplinary to interdisciplinary research (Falk-Krzesinski, 2016). This colloquium is at the perimeter of transdisciplinary research, proposing three presentations involving transdisciplinary projects. These projects involve various disciplines and sectors, including different types of actors (academic and extra-academic), around the issue of language and health. Maritaud et al. present a project, set up as a response to a request from a psychiatric hospital nurse about nurses' interactions during team changes. Jouin and Piccoli talk about the REMILAS project which focuses on misunderstandings between health service professionals and migrants. Finally, Mazur-Palandre and Witko present the results of several projects about dyslexia in university students. These projects were established following a request from the University of Lyon, which wished to have a better understanding of dyslexic students, in order to provide them with more appropriate support systems.

These three presentations show the value of constructing transdisciplinary projects with and for society.

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Colloquium: Linguistics involved in health: between transdisciplinarity and societal response - Students with dyslexia in higher education. A transdisciplinary study (fourth presentation)

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Abstract

Colloquium: Linguistics involved in health: between transdisciplinarity and societal response

In France, the prevalence of dyslexia is estimated around 7% of children (INSERM, 2007), that means approximately 1 child per class according (Sprenger-Charolles & Colé, 2013). We can speak about a range between 5 and 10% in school-age children (8-12 years; Becker et al., 2013). Moreover, persistent reading and writing difficulties in adults are estimated, in France, at between 6 and 8% (Cavalli et al., 2015). Since the Ringard Report (2000), children are better identified, and so follow an adapting speech therapy. More and more dyslexic individuals thus integrate higher education, despite persistent reading and writing difficulties (Pino & Mortari, 2014).

In this context, the University of Lyon seeks to better understand dyslexic students in order to help them in their everyday university life. A transdisciplinary team has been set up to provide the most complete answers possible to the handicap association of university of Lyon, to higher education teachers and to the students themselves. Three objectives also emerged: a- clarify the difficulties of dyslexic students from questionnaires; compare these elements to objective data from psychological and psycholinguistic experimentations; better understand the way in which the health journey fits into their life course; and raise awareness and train university stakeholders in order to develop better care and support of the dyslexic students.

The main objective of this presentation is thus to show the benefits of transdisciplinary research both for the scientific world and for the extra-academic world, by tacking some examples of analyses from two transdisciplinary projects FLEXIDYS (focused on semi-experimental analyses on written productions) and PARVIEDYS (based on sociolinguistic survey about the life course of dyslexic students).

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Cognitive creativity and L2 semantic fluency: An exploratory study

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Abstract

Creativity is part of the subject's ability to understand the world in new and original ways and to use novel approaches in solving problems. A considerable amount of literature connects creativity to other psychological variables with relevance in L2 learning (Dewaele, 2012; Verhoeven & Vermeer, 2002). Although research about creativity and L2 learning is embryonic, in general, a positive relationship between creativity constructs and L2 performance can be observed (e.g., Albert & Kormos, 2011; Krönert, Marijanovic & Camps, 2016; Mackey et al., 2014; McDonough, Crawford & Mackey, 2015; Ottó, 1998; Pishghadam & Mehr, 2011). Over the last years, neural and cognitive research on creativity has pointed to differences in the lexical organisation of more and less creative individuals, which may explain variation in L1 fluency (e.g., Benedek & Neubauer, 2013). This study seeks to examine whether creativity as divergent thinking, and three of its associated constructs (fluency, originality and flexibility), are related to the L2 semantic fluency of a group of 35 12th grade Spanish EFL learners. Four EFL semantic fluency tasks are used to obtain the vocabulary activated in the learner's mental lexicon as a response to four semantic categories: *beach*, *box*, *countryside* and *fun*. Creativity is measured via the PIC-J Test (Artola, et al., 2008), based on Torrance's (1990) TTCT and Guilford's (1967) Alternate Uses Test, and validated for the assessment of this construct in Spanish secondary education students. The findings reveal a significant positive relationship between all measures of creativity and EFL semantic fluency in all categories. The most creative learners retrieved a wider variety of words and produced more uncommon responses, a result which is consistent with recent neural and cognitive research on creativity. Further research is required but these findings are suggestive of the need for considering creativity and its various dimensions in L2 teaching.

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School Stopped but Learning Continues:Online EFL Courses amid COVID-19

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Abstract

Due to COVID-19 and school closures, an unprecedented number of students worldwide now rely on access to the internet to continue studying. This study reports about online English as a Foreign Language (henceforth 'EFL') courses for English-major students at a Chinese university. The emphasis, here, is on the virtual educational environment that has been developed to try and compensate for physical distancing, and on students' perceptions of their stay-at-home learning experiences. The data sources include 488 self-reported questionnaires and 61 sets of written reflections by students. Findings suggest that the design of online courses has helped to create an EFL learning environment that has gained positive learner perceptions. School stopped but learning continues in teacher-led, internet-based, virtual settings, within which diverse learning styles emerge from students' responses about their learning situations, preferred delivery approach, interaction format, and course effectiveness. These highlight the complexity of online education and ask for more creativity in pedagogical design, thus turning this pandemic 'crisis' into an 'opportunity' for a reconfiguration of EFL education.

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Translation of Allusive literary text in Both Directions: The eye-tracking experiment design

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Abstract

Twenty-eight Chinese native translators, undergraduates and postgraduates, went through a series of

experiments, including a pre-test survey, eye-tracking translation experiment and post-test interview to

show their attitudes, translation process and reflective self-evaluation on the translation of allusive texts

between English and Chinese in both directions. This report focuses on the eye-tracking translation

experiment design and aims to answer the question: What are the factors that influence the cognitive

efforts (CE) in different AOIs (ST+TT and external resource) between L1 (English to Chinese) and L2

(Chinese to English) translation during the translation process?

Starting from the experiment preparation, it illustrates the design of the eye-tracking procedure, the set-up

of the gadget. It then goes to the criteria of text material selection and participant selection and the

potential challenges that may be encountered. The data analysis method will be introduced in accordance

with the types of data collected during the experiment. Four criteria to filter the eye data from eye-tracking

and pause threshold from key-logging methods will be emphasized to obtain more reliable data.

Limitation, reflection and further suggestions on the eye-tracking design will be introduced in the following

part.

With the Generalized linear mixed model applied, factors associated with the allocation of cognitive effort

have been identified. The results show that the translation direction, participants' translation experience,

translation skopos, ST length, allusion type, and allusion familiarity correlated to the cognitive effort

allocated in most AOIs. On the other hand, the context length, the participant's belief on directionality

issue and their typing speed have no significant relationship with cognitive effort in all AOIs. The results

suggested a possible effect of translation of allusion on the allocation of cognitive effort in both directions.

Further evidence waited to be confirmed through the analysis on smaller AOIs, e.g. the comparison

between allusion and non-allusion phrases.

Keywords: Cognitive efforts, Directionality, Eye-tracking, Allusion

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(Re)construction of linguistic identity by within-country migrant students in multilingual Nepal and its implications for language policy processes

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Abstract

In a multilingual culture, language policy processes have often been intertwined with the construction and negotiation of identities – whether they concern individuals or communities (Liddicoat, 2019). Linguistic identity and resultant language practice involve heterogeneous assemblage of forces affecting them. The processes have been increasingly complexified with more societies now witnessing heightened migration within and across local and national borders, due to changes such as transnational employment, trades, and education. Further, old and new cross-border networks formed (e.g., historical and cultural ties) have created new spaces that can affect their construction of language skills and identity. While there have been studies that report different efforts to preserve indigenous communities' languages or how transnational migrants form their identities (e.g., Sharma & Phyak, 2017), identity construction of migrants within the national borders has not received due scholarly attention. In particular, the far-reaching consequences and impacts of their identity work (e.g., negotiation, (re)-generation, and management) on retention/maintenance (or narrowing) of the linguistic diversity of multilingual and multicultural societies have yet to be explored.

This presentation draws on the data generated through in-depth semi-structured interviews conducted in three case schools within the multilingual context of Nepal. We explore the language usage and identity work of migrant students as one of the influential shapers of practiced language policy in the community during the localized policy formation in response to the new, national level language-in-education policy. It identifies migrant students' considerations in their identity work concerning their ethnic/heritage languages when they are immersed into the dominant language(s) (e.g., Nepali and English) in schools and new communities, and related challenges and opportunities.

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Learning English beyond the classroom with technology: The Vietnamese university students' perspectives and experiences

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Abstract

Recently, with the development of technology, media and the internet, learning ecology has expanded to out-of-class settings. People have acknowledged the limitations of classroom-based learning as there are restricted affordances and opportunities for learning practices (Richards, 2015). From this perspective, this mixed-method study empirically investigates how Vietnamese university students including both English majors and non-English majors take advantage of affordances to learn English informally. In order to collect data, a learning technology questionnaire was distributed to 254 students and followed up by in-depth interviews and online journaling with a focus group. For data analysis, this study adopts both quantitative and qualitative methods using the SPSS and Nvivo software as analytical tools. It is concluded that mapping out learning beyond the classroom was a messy process in which the students employed different technological devices to learn and use the target language and consider them as learning affordances. Additionally, the results show that English majors used technologies for informal English learning more frequently than non-English majors. Interestingly, the students are more fascinated to learn informally, and they see both the connection and separation between in-class and out-of-class learning. It is suggested that several aspects of ecological perspectives should be considered to facilitate language learning in similar educational contexts.

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Understanding possible transformative effects of online/distance HE education on developing new student and instructor roles

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Abstract

The global Covid-19 pandemic has interrupted the taken for granted assumptions about our present and possible future selves. We all have been dislocated from our familiar contexts of teaching and learning in higher education (HE) amid the mist of this precarious and unsettling process. The enforced rapid transition to online/distance education in 2020 created immeasurable disruption both for the faculty and students, particularly in HE contexts relying on face-to-face student and instructor interaction, lecture-based and exam-oriented approaches. Most students, partly misconceived to be born digital natives, did not readily have the agency for 'self-directed' learning or navigating their learning processes online and the instructors had to take immediate, individual and collective decisions on converting their courses for distance education without being fully informed about online teaching pedagogy and the affordances of available digital learning management systems. However, today we have reached to a point where we discuss further applications of Blended Learning in the HE for the 'new' normal. Thorn et al. (2015) argue that the use of technology in education allows instructors to function in new roles as designers, mentors and facilitators and students as active leaners, collaborators and discoverers. The present study will discuss whether an opportunity is born out of a globally experienced challenge for university instructors and students to develop new and transformative roles. The data for the present study is collected during the third term of distance education through a survey conducted with (n≈267) students and focus group interviews with a convenient sampling of students and faculty members of an English department in Istanbul, Turkey. The findings not only reveal an in-depth understanding of the experience, but also yield implications for the viability of applications of distance/online/blended modes of learning and teaching for the new normal.

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160

Challenges and opportunities posed by dynamic assessment for L2 classroom: A cyclical model of mediation

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Abstract

This paper explores the implementation of Dynamic assessment (DA) with groups of classroom L2 learners. Characterized by mediation provided by the assessor/teacher when an individual exhibits difficulties in task completion, DA helps teachers understand learners' abilities as well as promote their development. However, the operation and effectiveness of applying DA in a whole-class context is still under-researched. The present study draws on data from a university-level English listening and speaking class. Drawing from prior works (Davin, 2013; Poehner, 2009; Zhang, 2013), a set of mediating prompts were planned ahead of class, while at the same time, flexibility was allowed to attend to unanticipated learner problems. Microgenetic analysis was conducted on mediation sequences, which consisted of identification of learner problems, and following moves from teacher and students to address the problems. This enables the development of a cyclical model of group dynamic assessment in L2 classroom. This mediation cycle is initiated by A) an indication of learner problem. It then moves on to B) asking student to verbalize his/her thoughts, C) replaying the challenging part of audio, D) rereading the challenging part in a slower speed, and travels back to B), where the resolution of problem is arrived, either from students' answer or teacher's explanation built upon assessment of previous student contributions. The cyclical nature of this model lies not only in the outer circle in which D) can go back to B), but also the inner circles in which inadequacy of any enlisted mediation move can cycle to X) seeking help from a different student. In this way, both active speakers and passive participants engage themselves and benefit from teacher mediation. Implications of findings for constructing group zone of proximal development of the whole class will be discussed.

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'Enhanced' English Conversations-for-Learning: the interactional construction and affordances of notes across discussion and focus-on-form phases

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Abstract

The unstructured 'free-talk' that occurs during English Conversations-for-Learning (CfL) has long been understood to provide excellent opportunities for second language (L2) learning. However, in an effort to further develop the L2 learning potential of CfL, some language schools have amended the traditional CfL format, and now offer what we are terming 'Enhanced Conversations for Learning' (ECfL). These ECfL begin with a discussion phase, designed to develop the student's L2 fluency by engaging in 'quasi-conversational interaction'. This is followed by a focus-on-form phase, in which the teacher draws explicit attention to the student's spoken errors and initiates a series of correction sequences in order to promote L2 accuracy. The current study is the first to investigate ECfL. The presenters use a Multimodal Conversation Analytic methodology to investigate video-recordings of 20 real-life ECfL that took place at a private English language school in the UK, involving 9 'native speaker' teachers and 28 students from across the globe. Although promoting fluency and accuracy in the discussion phase and focus-on-form phase may appear a relatively straight-forward goals, they actually require a series of carefully co-ordinated actions from students and teachers involving not only talk but also embodied actions and written notes. Following a student's L2 error in the discussion phase, the teacher subtly creates a written reference to the error while simultaneously constructing the student as an interactionally competent L2 user by encouraging them to continue talking. In the focus-on-form phase these notes are used to facilitate a series of delayed correction sequences. These notes not only provide the teacher of the details of the student's prior error but are also used to draw attention to problematic L2 formulations, both of which help initiate L2 correction sequences.

This presentation will conclude with a discussion of the ways objects can be used to facilitate L2 learning and teaching in interactional settings, and also a discussion of some practical implications for language schools.

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How can we use data-driven learning with younger and lower-level learners of English?

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Abstract

So far most data-driven learning (DDL) studies have focused on university-level students for whom understanding real-life language does not seem to pose a challenge. However, little is known about the feasibility of such an approach at lower proficiency levels, where learners may still face the challenge of dealing with authentic English. There is therefore a need for more research into the effectiveness of DDL as a way of improving the language skills of learners of English as a foreign (EFL) language.

The study explores the use of DDL as a way of developing the phraseological competence of L2 learners attending secondary school. The study followed a quasi-experimental design in which fifteen non-transparent phrases were presented to two groups of L1-Polish learners of English representing two different instructional conditions: paper-based DDL and a dictionary-based approach. A control group with no experimental treatment was also included for comparison purposes. The target phrases (e.g. 'by far' or 'straight away') were selected from Martinez and Schmitt's (2012) PHRASE list, and learners' knowledge of these items was measured by means of two tests: a multiple-choice test of meaning recognition and an L1-L2 translation test of meaning recall. The design also included a questionnaire tapping into students' perceptions of the treatments. Results revealed that DDL was more effective in enhancing learners' phraseological knowledge, leading to modest gains at both levels of phraseological mastery. Also, the questionnaire data confirmed that corpus-based exercises were perceived as beneficial. However, strong positive attitudes toward the use of dictionaries were also reported by some of the learners.

The presentation will discuss both the benefits and challenges of introducing DDL to lower-level L2 students, with a particular focus on how elements of corpus analysis can be usefully integrated with more traditional approaches to formal language education.

167

Lexical sophistication of L2 writing in relation to peer ratings

Jeffrey Martin

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Abstract

Peer feedback in an L2 writing course can help writers understand the expectations of readers. However, an instructor enhances this understanding by setting in place a framework that enables varied types of peer feedback. This presentation details a unique peer evaluation design using Rasch measurement and a judging plan with a highly proficient group of 16 university students writing in English about leadership in business. The design produced qualitative feedback on each essay as well as group-wide measures. The judging plan had each learner rate varied sets of five essays out of the 16 essays written by the group. In turn, each essay was rated along three simple criteria by five peers. All ratings and essays were kept statistically linked within one frame of reference by this judging plan, which allowed for the rating data to be calculated group-wide by the instructor using Rasch measurement. All information was anonymized, moderated, and individually reported using a coding system. The resulting forms of feedback for the learners often diverged and required them to make interpretations. Finally, the learners wrote reflection papers on their experiences. This peer evaluation design ensured privacy, diverse forms of feedback, reliable scoring, and reasonable workloads. The exit survey indicated that this process served as a meaningful learning tool where individual insights emerged for the learners over the 10-week period. The presentation concludes with discussion about how this design could be adapted for learners of differing proficiency levels.

170

Approaches to interacting with classroom silence: the role of teacher talk

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Abstract

This study explores the interaction between Japanese EFL learners' use of classroom silence and teacher talk in Japanese EFL contexts. It specifically examines the extent to which the use of classroom silence by learners at tertiary level can be utilised as an interactional space scaffolded by teacher talk for L2 learning. This mixed-method qualitative study comprises two data sources. The initial data was drawn from a questionnaire survey to investigate 56 tertiary level native English teachers' perceptions of alternative pedagogical approaches when encountering learner silence. Adopting a conversational analysis as the main analytical framework, the study focuses on sequential analysis of eight hours' video-recorded data, examining the use of wait time and teacher talk. The teachers' perceptions suggested that wait time is one of the most frequently referred elicitation strategies to facilitate learners' oral interaction. Conversation analysis of classroom interaction between English teachers and learners illustrated that both facilitative silence to enhance oral interaction and inhibitive silence as withdrawal accompanied wait time, depending on how multiple turns after learner silence were extended and the degree of learner readiness to engage in interaction. The study also reveals how teachers' interaction with learner silence can influence the outcome of interactional exchanges illustrating pedagogical implications.

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Working alongside healthcare professionals to improve asylum seekers' care in France (Colloquium "Linguistics involved in health: between transdisciplinarity and societal response »)

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Abstract

(Colloquium "Linguistics involved in health: between transdisciplinarity and societal response »)

Since the 2015 refugee crisis, the number of migrants arriving to France has been increasing, and healthcare services have been facing significant difficulties to receive this *superdiverse* (Vertovec 2007) public. When asylum seekers don't speak the language of the host country, effective communication is hard to reach in medical encounters. Also healthcare professionals do not always have access to – or are reluctant to ask for – a professional interpreter, therefore participants have to rely on their own communication skills and often get creative to try to understand each other (Traverso 2017). When an interpreter does participate to the consultation, his/her presence has a significant impact on the organization of the interaction (Wadensjö 1998).

In the REMILAS project (2016/2020), a team of researchers coming from different fields (conversation analysis, sociolinguistics, sociology, psychology) has been studying communication in healthcare encounters with asylum seekers, grounding on a large corpus of video-recorded naturally occurring interactions as well as on semi-structured interviews, discussions and data sessions with healthcare professionals. The pooling of the different perspectives emerging from such encounters has allowed us to achieve a multi-faceted comprehension of the dynamics of plurilingual communication in healthcare and to develop a holistic approach. This approach has then been applied to professional training of both healthcare professionals and interpreters, in face-to-face sessions (see Ticca 2018) as well as in a free online platform we developed.

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Mutualising the information during nurses' work shift meetings in a psychiatric structure: shared knowledge, shared practices

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Abstract

Colloquium: Linguistics involved in health: between transdisciplinarity and societal response

How do nurses, in a psychiatric context, deal with the mutualisation of informations about the patients, their care and personal medical files? The reform of the health system organization steered towards new modes of cooperation encourages medical teams to be efficient when dealing with communication issues. From an Ethnomethodology, Conversational Analysis and Applied Linguistics perspective, we want to analyse the nurses' practices during their work shift meetings, from both conversational and multimodal point of views.

In this paper, we propose on the one hand to present the interaction's configuration itself, which is a sensitive matter ; and on the other hand to describe the role played one specific member of the healthcare team, that includes all the caregivers, during these work shifts meetings. Indeed, we have observed in our data that one of the participants embodies the whole team's virtual knowledge, to mutualise information, and share this very knowledge to every team member, whether they were working at the moment this information emerged, or not. In a more concrete aspect, we'll focus on how Conversational Analysis perspective is useful, in this kind of research, for caregivers themselves in their own workplace.

 This research - lead with a nurse and in partnership with health professionals - is based on 15 hours of work shift meetings recorded every monday during 5 weeks, in a public psychiatric hospital (Centre hospitalier Le Vinatier), in Lyon, France. Every meeting involves between 4 and 20 participants.

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Framing the global pandemic: cognitive and political models in the covid-19 crisis

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Abstract

This paper analyses the cognitive and ideological underpinnings of the nation state, studying to what extent such underpinnings are appropriate for the solution of sudden hardships such as those brought about by the 2020 covid-19 crisis.

In order to respond to unprecedented crises, national governments must formulate totally new initiatives. However, they do so by having recourse to well-established viewpoints and theories. There tends to be a clash between the new governance demands of the crisis and the solutions that governments design and implement while carrying along old worldviews.

At critical moments such as the covid-19 pandemics, policy makers formulate a narrative that makes sense out of a dramatic situation while justifying drastic measures advanced. In this way, the normative, ideological, and cultural foundations of the nation state are exposed every time "the government speaks" to announce figures and measures.

We analyse the official covid-19 briefings of the UK, the USA, and France, thus accounting for a variety of situations. The USA has a very weak public health system and has been one of the main countries affected in terms of coronavirus cases and deaths. In France and the UK, the public health system is stronger but the countries have been differently affected by the outbreak.

In the official covid-19 briefings, the concept of "frame," as proposed by Charles Fillmore, can be operationalised. For example, the crisis is caused by a *virus*, a word that evokes the frame of biology. At the same time, the situation has led to a global *recession*, a word that evokes the frame of economy. Government initiatives have dealt with the tension between these two frames, whose combination has proved challenging. The creative capacities of metaphors, as described by George Lakoff and Mark Johnson, are also at play. For instance, the VIRUS IS A WAR ENEMY metaphor has been frequently evoked to justify the extreme measures adopted.

Therefore, critical events are suitable for the study of the cognitive and ideological bases of political life.

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Developing a Theoretical Model for Language Learning Strategies: Challenges and Opportunities for the Field

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Abstract

The study of language learning strategies has enhanced our understanding of how individuals develop L2 proficiency in a wide range of contexts. Starting in the 1970s as a practical endeavor to help struggling L2 learners, the field has expanded tremendously in recent decades, achieving mainstream status in applied linguistics. However, theoretical development has not kept apace with the amount of empirical research that has been conducted. As a result, the field has long been criticized for lacking a sound theoretical-conceptual foundation, which has led to challenges in achieving legitimacy among other individual differences in SLA. In an attempt to address these challenges, this presentation will report on the early stages of a larger project that aims to develop a stepwise theoretical model for language learning strategies and then test it across all levels of higher education. Situated within an evolving theoretical framework that integrates cognitive and socially oriented perspectives, the model draws on and updates existing theory across applied linguistics, educational psychology, and cognitive science more broadly, with a focus on interdisciplinarity. After a cursory tour of each of the seven stages, the presentation will then report on the first of a series of studies designed to assess the utility of the model, enabling modification after each round of data collection and analysis. Via in-depth interviews and think-aloud protocols, the first study was able to describe international foundation year students' (n = 3) decision-making processes regarding strategy selection and use during hypothetical academic tasks. The findings demonstrate that while the stages of the theory-driven model generally align with the participants' self-reported processes, there are aspects of equifinality that still need to be addressed in future iterations. It is hoped that this presentation will generate discussion on forthcoming opportunities for testing and adapting the model to best represent learners' actual processes.

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Challenges and Opportunities in Assessing Multilingual Competence

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Abstract

The purpose of this presentation is to explore the affordances that emerging bilinguals' translanguaging practices might provide for assessing multilingual competence. We live in an increasingly globalized world where immigration, transnational relationships, and technological advancements construct and govern spaces of interactions. With that, the dynamics of multilingual interactions can no longer be viewed through monoglossic approaches to defining multilingual competence especially for the purposes of assessing it. Heteroglossic approaches assume no full mastery of second language proficiency treating one's entire linguistic repertoire as a unified system. While favoring a heteroglossic approach, I will present cases from our research that provided bilinguals translanguaging opportunities to participate in an assessment. we developed a virtual translanguaging interface whereby students could use either or both English and Spanish to access the assessment items and respond in the language of their choice. That is, the interface allowed students to draw on their entire linguistic repertoire to respond to the items in ways that fit their needs. Ten bilingual users of Spanish and English participated in our exploratory pilot study. All ten were late arrival 8th grade middle school students in the US. We conducted cognitive interviews using concurrent and retrospective questioning techniques. We collected student response data as well, documenting what language(s) students drew on to access the item stems. The findings showed that participating bilinguals of English and Spanish soft assembled their language practices in ways that fit their communicative needs. We observed that translanguaging might offer students a fair chance to engage in complex discursive practices in a fluid manner within an assessment context. The presentation will end discussing the challenges and key issues that the field of language assessment is expected to undertake in order to align with the evolved knowledge base on what it means to be multilingually competent.

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The Language of Learning Spaces in EFL Education: 'Drawing' on teacher's views of classroom design

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Abstract

"Learning Spaces", the purposefully designed places where learners and teachers gather to engage in knowledge creation, has become a prominent topic in general education but has yet to be given the same attention in language teaching and learning. However, given the ever-increasing emphases on learner-centred approaches, the use of technology, and creativity and innovation more generally, language educators are becoming more aware of the significant impact the physical learning environment has on what they do in the classroom. Hence, this study explores EFL teachers' perspectives of the physical learning environment, focusing on the reasons they believe certain elements of classroom design influence teaching and learning processes. The main aims of the study were to understand teachers' views of learning spaces in the language learning context and to explore how learning spaces impact teaching decisions, practices, and classroom interactions.

The studied queried 25 EFL teachers on their perceptions of the classroom layout, focusing on understanding the issues and constraints they encounter in their specific teaching context. Semi-structured interviews were conducted around two participant-made drawings: one of the classroom in which they typically teach and another of their *ideal* classroom design. Thus, a further interest of this study was how the data collection method of drawing allows participants to visualize and articulate their reflections on the physical learning environment and how the use of drawings can contribute to the researcher's understanding of teachers' views of learning spaces. Using Visual Content Analysis of the participants' drawings in coordination with an inductive thematic analysis approach to the interview data, the study explores the commonalities of the expressed challenges of learning spaces in different EFL classrooms, the salient themes and elements of an "ideal classroom" design, and the possibilities teachers discover for tailoring classrooms to the specific context of language teaching and learning.

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Invisible language movements - pupils' and school staff's full linguistic repertoires tend to remain unconsidered in schools

Jessica Lueth

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Abstract

In primary schools across Europe, we witness human movement. Pupils and staff bring their linguistic repertoires (also language repertoires, see e. g. Council of Europe, n. d.) with them, but too often parts of their repertoires remain invisible. There are many reasons why some languages are more visible than others: status, use, identity, etc. (see e. g. Lueth, 2019). The notion of language as a bound system prevails, while the concept of linguistic repertoire often remains theoretical and outside classrooms (see the problematisation of plurilingualism in Lamb, 2015). These (monolingual) assumptions lead to and strengthen rigid language education policies that may aim to make all pupils highly proficient in one or a few given languages, but do not necessarily aim to extend pupils' individual linguistic repertoirs (see also Herdina, 2019). Is it that the "borders" of languages keep the schools' language education policies in order?

With this proposed presentation, I am going to introduce some interview data collected in multilingual primary schools in the UK, Germany, and Spain. These data show how languages and language movements are perceived by school staff, and how these perceptions are connected to the schools' language policies, e. g. to the languages that are offered and/or used as target languages or as languages of schooling. I would like to conclude this presentation with an open discussion on the impact that the school staff's concepts of languages has on language education policy and whether more hybrid concepts such as those of linguistic repertoire or translanguaging (García & Wei, 2014; Wiley & García, 2016) may be useful to promote multilingual education or would they lead to chaos in schools?

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Language choices and Informal Written Code-Switching: Example from Informal Written Saudi Students Practices at Majmaah University, Saudi Arabia.

Ali Almuhayya

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Abstract

This research will investigate language choice in informal written practices as, so far, little attention has been paid to them. This lack of studies on informal written practices is not surprising as, even at the formal level, it is only very recently that the field of language choice and code-switching has begun to take a focus on written practices (see Sebba, Mahootian and Johnson, 2012).

Data for this investigation of informal written practices has been collected at a Saudi University, where English has been declared the medium of instruction. The language data will be focused upon, namely informal notes in students' notebooks. It will be complemented by observational data collected in classrooms and interview data obtained from a sample of students.

As two languages, namely English (the declared medium of instruction) and Arabic (students' ordinary language) are available, two main research questions will be addressed: (a) which of these two languages can be seen as the 'medium' (Gafaranga, 2007) of these practices? (b) are there any specifiable motivation for deviating from the medium, i.e. for using the other language?

Interpretation of the results will draw on the conversation analytic model of code-switching (Auer, 1984, Gafaranga, 2007, 2019) and its application to classroom contexts (Bonacina-Pugh and Gafaranga, 2011).

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182

What makes extensive reading successful in the Japanese EFL context?

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Abstract

The aim of the present study is to examine to what extent the amounts of reading and reading behaviors contribute to text reading comprehension development among Japanese EFL learners. 200 Japanese university students in a one-year ER program participated in the study. To examine their English proficiency levels and to determine the initial reading levels, Edinburgh Project of Extensive Reading Placement/Progress Test (EPER_ppt) was administered at the beginning of the program (Time 1). Further, to examine the participants' initial text reading ability, EPER reading comprehension tests were also administered at the beginning of the program. The participants were involved in Sustained Silent Reading for approximately half of the class time and read books extensively outside of class. Participants kept a reading log. EPER_ppt and EPER reading comprehension tests were administered at the end of the program (Time 2).

To examine the effect of reading amounts, a path analysis was conducted. The results indicated that text reading ability at Time 1 and English proficiency at Time 2 had significant effects on text reading ability at Time 2. The amounts of reading had an indirect effect on text reading ability at Time 2 through the development of proficiency.

Further, the participants' reading logs were analyzed to examine their reading behaviors. First, successful and unsuccessful readers were selected based on the score differences in EPER reading comprehension tests at Time 1 and Time 2. Next, their reading logs were rated. The rating results were analyzed if there was any statistically significant difference between successful and unsuccessful readers. The results indicated that an incremental increase of reading levels was one of the factors which determined the successful and unsuccessful readers. We conclude that learner agency plays a crucial role in the development of reading ability of Japanese EFL learners.

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Can Response Times between Corrective Feedback Provision and Uptake Be Used as a Measure of Noticing during Oral Interaction?

Jonathan Moxon

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Abstract

Interaction is regarded as being facilitative of second language (L2) development as it provides learners with opportunities to notice their errors, become aware of the gap between their current L2 knowledge and the target language, and bring about restructuring of current interlanguage in reformulations of erroneous utterances (Long, 1996). Central to interaction-driven L2 learning are *noticing* and *noticing the gap*; however, methodologies currently employed to operationalize these cognitive processes suffer from drawbacks that limit their ability to accurately quantify incidence.

  In the current small-scale exploratory study three subjects took part in an interaction activity during which corrective feedback in the form of recasts was provided in response to learners' errors, resulting in N = 42 feedback episodes. Two widely used measures—*uptake* (Lyster, 1998) and self-reports of noticing during *stimulated recalls* (Gass & Mackey, 2013)—were employed to quantify noticing. Supplementing these two popular approaches, data obtained by a novel methodology that examined response times between feedback provision and uptake was triangulated with uptake and stimulated recall data.

  Results suggest that supplementing analysis of response times to other analyses may be useful in disambiguating the incidence of noticing in feedback episodes where traditional operationalizations may result in false positives. These results are discussed in the light of current interactionsist research.

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Effects of task designs on L2 learners' discourse performance

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Abstract

A task is widely recognized as a driving force which enables second language (L2) learners to experience and connect themselves to the real world in the course of language learning. Overall, much of the research has been carried out on L2 performance showing the task itself promotes fluency (e.g., Skehan, 2018). However, there needs more careful investigation about 1) whether or not and how a particular type of task affects the way L2 learners deliver discourse and 2) which task design will enhance which skills of communicative competence. This exploratory study collected data (n = 26) over four months from an intermediate level of university students (B1 at CEFR) who participated in a communication English course where students engaged in different task designs (e.g., opinion-exchange, problem-solving, role-play) in the presence of some cognitive action in a pair-/group work. Analysis was made based on the participants' discourse elicited by written mode. The number of sentences, plainness of English, lexical diversity, errors in addition to discourse markers were analyzed by ANOVA for the comparison between the task design. Significant differences were found in logical order and attitude marker between one-way opinion and group discussions; relational and person maker, average syllables per words, and plain English between role-play task (a nutritionist and a client) and opinion tasks. The result showed that the L2 learners talk differently depending on a task given, which may suggest that a task for L2 learners has some possibility of enhancing a real-world interactional competence along with developing language forms. Further research of learner discourse shown in tasks in order to reveal how learners, who have less exposure to natural conversations, learn using language appropriately and effectively in social contexts is needed.

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Prediction and L1 activation in L2 spoken language processing: a visual-world eye-tracking study

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Abstract

Research has demonstrated that when processing their L2, bilinguals activate their L1 to make predictions (e.g., Hopp & Lemmerth, 2018). However, research on cross-linguistic activation in predictive processing is largely limited to the domain of morphosyntax. In this study, I employed the visual-world eye-tracking method to investigate whether bilinguals also use L1 verb-noun collocational knowledge to make predictions in L2 spoken language processing. The answer to this question adds to the discussion on bilingual processing and bilingual lexicon.

Fifteen sets of stimuli formed three counterbalanced lists. Each set contained three English sentences and four images (one target and three distractors). Each sentence belongs to one of the following conditions: the Chinese predictable condition (CP), where the target (*violin*) can be predicted based on verb-noun collocations that are only felicitous in Chinese (*pull the violin*); the English predictable condition (EP), where predictions can be made based on English collocations (*play the violin*) and the non-predictable condition (*buy the violin*).

Pilot data showed that L1 Chinese and English native speaker participants made predictions in CP and EP, indicating certain conceptual connection between the verbs and nouns despite their impermissible combinations. English native speakers, unlike Chinese participants, looked away from the targets after noun onset in CP, suggesting that the two groups made predictions based on different sources, e.g., L1 knowledge for Chinese participants. More data will be collected and analyzed with mixed-effects modelling. Results will be discussed in light of language selectivity and the connection between L1 and L2 mental lexicons.

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Zooming across EFL cultures: Promoting cultural exchanges using video conferencing software

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Abstract

Most EFL students will never have the opportunity to study overseas in an 'English-speaking country,' so this essentially limits their opportunities to develop cultural competencies associated with that country (Yashima, 2002). To address this issue, EFL textbooks and EFL classes are often aimed at trying to provide EFL learners with materials with some semblance of cultural components associated with the 'English-speaking country' being studied. However, it is specious to claim that such an approach provides students with a full and accurate picture of the target cultures being discussed. In other words, their cultural understanding of such places will likely be skewed (Lo Bianco, 2003). A second weakness of this approach is that it is unidirectional—involving no mutual exchange of cultural components. Hence, for effective mutual intercultural exchanges to occur, EFL learners would be far better off discussing their own cultures with others EFL learners.

With this in mind, this study focused on an intercultural information exchange in English between university students in Taiwan and Japan using Zoom, which is video teleconferencing software. Students, using pictures that they had chosen as representing their own culture, discussed the pictures with their overseas peers in one-on-one conversations. A Likert scale as well as commentary by the students gathered from a posttest questionnaire revealed that students were very interested in learning and understanding about the others' culture.

In this presentation, we will discuss the implications of the study as well as some of the benefits and problems with using Zoom to connect students.

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L2 Learners' awareness of the role of input and immediate task repetition

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Abstract

This poster reports on the findings taken from interview data analysis from an ongoing study of L2 learners and their awareness of the role of input (textual and pictorial) and immediate task repetition. In this study, Japanese university students (N=14) worked on Lex30 to measure their productive vocabulary levels and were randomly assigned to perform one of the two story retelling tasks. The Textual Input Group received a short text and retold the story, whereas the Pictorial Input Group was given a pictorial input (i.e. a strip cartoon) and asked to retell the story. Each group immediately repeated their task three times. "Accumulative repetition" was implemented in order to reduce learners' workload of the tasks: the respective input material was divided into four parts. At each repetition, one-fourth of the information was added to the required input. Retrospective interviews were conducted in participants' L1. The interview data were analyzed qualitatively.

The narrative task consists of a series of phases between processing input and speech output. It is hypothesized that prior exposure of input would distinctly influence subsequent speech output in terms of complexity, accuracy and fluency. Immediate task repetition would provide learners with opportunities for monitoring linguistic features in language processing.

The analysis of the qualitative interview data suggests that the Textual Input Group seemed to draw their attention to grammatical features (prepositions, articles, phrasal verbs) in the input phase. The Pictorial Input Group reported that it was difficult for them to interpret the flow of time between adjacent panels (i.e. invisible events), which relates to a phenomenon called "closure" (McCloud, 1994). Regarding students' awareness through immediate repetition, they identified changes in their focus during their performance of the tasks. The researcher will continue to recruit participants to conduct statistical analysis of speech data.

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Linguistic Justice and Global English. Applied Linguistic and Political Theoretical Intersections

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Abstract

In recent years, researchers have continued to delve deeper into the intersection between applied linguistics and political theory (e.g. Léger and Lewis 2016; Morales-Gálvez and Stojanovic 2017; Ricento et al. 2014), building on earlier calls to explore such an inter-disciplinary area (e.g. Kymlicka and Patten 2003; Patten 2001). Not infrequently, the role of English as a 'global' language in such debates occupies a central position in the discussion, from Van Parijs' (2011) conceptualization of 'linguistic justice' to Ricento's (2015) treatment of Global English in political economic terms. In short, questions about how multilingual societies should organize themselves linguistically and what role should English play in such societies continue to be very vivid ones. In an era of enhanced mobility, interconnectivity, and increased political and economic inequalities (Duchêne et al. 2013), it seems all the more pertinent to refine our frameworks to understand 'global' English better and to fine-tune its connection to Linguistic Justice further. Presently, amidst the Covid-19 pandemic crisis, scholars have already begun to reflect on the multifaceted transformations that will ensue, including for interaction and communication (Adami et al. 2020). English can undoubtedly play a relevant role in this reconfiguration of the flow of communication around the globe, but its double-sided nature (as a facilitator of interaction between speakers of different languages or an inhibitor of multilingualism) can also be exacerbated. In this colloquium, we explore these threads in both normative, philosophical terms, or in empirical, data-driven discussions. Taking one or the other approach, the papers in the colloquium push the debate about Global English and Linguistic Justice further and to provide rich insights both into its applied and its normative-theoretical grounding.

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Possibility of Motivated and Self-regulated Engagement of Language Learning through Pedagogical Tasks with Technology: Research Methodological Issues

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Abstract

This research will discuss methodological issues using triangulation of teachers' journal of teaching practice with technology and students' questionnaires about factors influencing the form of motivation and motivated and self-regulated engagement of language learning. This ongoing research is investigating if pedagogical tasks with technology change learners' motivation to learn a target language and enhance motivated and self-regulated language learning. The research project has been applying action research in required English language courses at a Japanese university. In the pilot study, 184 participants consisted of university students of English classes utilizing a CALL system. The students majored in education, Japanese literature, and sociology. All students answered the same questionnaire twice, once at the beginning and once at the end of the course. The questionnaire was comprised of several questions using a four-point Liker scale and some additional open-ended questions were added in the exit questionnaire.   Five English language teachers (two native speakers of English and three Japanese) wrote a journal about pedagogical tasks with technology to reflect on their practice, usage of CALL system or university's course management website, applications or materials on the Internet, and performance tasks activating four language skills. The two sets of data from the questionnaires were analyzed to figure out how the students' motivation and their engagement of language learning had been affected depending on each teacher's practice written in the teaching journal, as well as the correlation between each factor and motivation formation. This research will discuss the finding to explain the phenomena of learners' development under a certain learning context with both quantitative and qualitative data, which should be complementary to rather than contrastive between each other.

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L1/L2 differences in syntactic tree fragments: A new perspective of collocation studies

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Abstract

There have been many different approaches to the study of multiword expressions, such as collocations, lexical bundles, and formulaic sequences. Most of these are similar in that they are based on frequencies of co-occurrence, and that they do not deal with the syntactic structures within the expressions.

The present study uses a syntactic tree model to examine the similarities and differences between multiword expressions used in writing by second language learners and native speakers of English. This model allows us to look at not only the resulting expressions appearing in writing, but also the structures of these expressions. Using this method also trivializes finding expressions with variable "gaps," where one or more terms in the expression is not necessarily a fixed lexical term but a more general class of words.

Our second language learner data set is a collection of in-class essays written by first year Japanese college students. Essays were written on the eight prompts used in the ETS corpus over the course of eight weeks. Our native speaker data set is a collection of essays written on the same prompts by 20 native speakers of English. The native data set was collected all in a single day.

Penn-Treebank style tags were added to our corpora using Stanford Parser (Klein and Manning, 2003), and tree fragment frequencies were extracted using disco-DOP (van Cranenburgh, Scha, and Bod, 2016).

Based on our examination of the tree fragment frequencies, we found that the frequencies of the most frequent tree fragments of native speakers and second language learners are similar; that tree fragments containing multiple lexical items are few in number; that native speakers have a higher type/token ratio of tree fragments compared to second language learners; and that second language learners rely more heavily on contiguous lexical terms.

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Roads and Crossroads in the Development of Critical Thinking: A Narrative Inquiry of Vietnamese EFL Student Teachers

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Abstract

Over the past few decades critical thinking (CT), which is generally believed to be a Western cultural concept, has increasingly become an integral component of EFL and ESL coursebooks. CT has become fundamental to and inherent in tasks designed to develop learners' language skills. A number of EFL and ESL coursebooks even give explicit instruction and practice of CT skills. After all, CT encourages deep processing of the language, thus greatly contributing to language learning and language production. However, little attention has been paid to how English language teachers are trained to properly focus on CT and effectively integrate this component into their teaching, especially in the contexts where students are from non-Western countries.

This presentation reports a study exploring EFL student teachers' perceptions of CT and their personal journeys in developing CT. The research was designed as a narrative inquiry study based on observation, a series of narrative inquiry tasks and interviews, and was conducted in a Master's programme in TESOL at a public university in Vietnam. The findings of the study show that at specific points of the students' journeys, there was a clear relationship between CT development and students' learning of the English language. However, each student's distinctive account of their journeys through different stages of development in CT revealed other contributory factors as well as students' strengths and weaknesses in CT. On the basis of the findings, the study offers recommendations for teaching and learning activities as well as specific techniques to implement them in the Master's programme to benefit EFL student teachers in their dual role as student and teacher. These activities and techniques can be applied in and adapted to different contexts to obtain optimal results in fostering CT in English language teacher education.

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LGBT erasure in global English language coursebooks

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Abstract

The presentation of English as an international language has allowed for its presentation as 'neutral' which in turn has allowed the culture that is taught as a part of ELT to be presented as a neutral culture and thus a (or *the*) international norm (Pennycook, 2017). Meanwhile, coursebooks can be seen as a source of authority 'beyond criticism' from which information is mediated by teachers and absorbed by "acquiescent nonauthoritative students" (Luke et al., 1983, p. 198). Global English language coursebooks (GELCs) then exist at the intersection of the linguistic power of international English and the authority of coursebooks and thus have a great deal of norm-setting power. On the one hand, this presents an opportunity to use English language coursebooks to spread positive norms. On the other, it presents a challenge of which norms we would like to set.

One area of concern is the representation of lesbian, gay, bisexual, and transgender (LGBT) people in these textbooks. Thornbury writes that in GELCs "gayness is about as omitted as anything can be."(1999, p. 16). This session outlines a small-scale qualitative content analysis that seeks to examine the extent to which Thornbury's claim is true as well as examining LGBT inclusive language in GELCs. It will also discuss the reasons behind LGBT erasure and make suggestions for both the writers of GELCs and teachers wishing to make their classrooms more LGBT inclusive.

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197

Here, there and everywhere: Talk about space and place in the co-construction of a transnational Spanish language group in London

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Abstract

In today's globalized world, increased mobility has had significant effects on multilingual and multicultural communication. London is a particularly diverse urban center and hosts a large, heterogeneous, and understudied Spanish-speaking population (Paffey, 2019). Existing research focuses on the Latin American experience, but neglects more geographically diverse groups, with few studies that consider Spanish-language interactions and identity construction.

The Spanish Language Group (SLG) at the center of this study represents an understudied, yet increasingly common research context, which reflects heterogeneous socialization common in urban settings. Studies on language groups to date have a pedagogical focus and look at English-language gatherings (e.g. Murray et al., 2017), neglecting the sociolinguistic significance of language-driven social groups.

This study considers the interactional relevance of talk about a multiplicity of spaces and places and adds to current debates around fixity and fluidity of languages and identities (Jaspers & Malai Madsen, 2019). It also expands the scope of previous work on discourse and identity in voluntary associations, such as martial arts (Malai Madsen, 2015) and book groups (Swann, 2011) and seeks to understand "how the superdiversity produced through migration complexifies space through layers of space and place relations" (Higgins, 2017, p. 133).

Taking a Linguistic Ethnographic approach (Copland & Creese, 2015; Tusting, 2019) naturally occurring conversations were recorded alongside ethnographic observations and followed by semi-structured interviews. Interactional analysis of the interactions explores talk about space and place within the group, focusing on three main areas: discourse concerning where the participants are, the *here*, talk about *Spanish-language places*, and discussion of other global locales, the *there*. Crucially, "*talk about place* becomes *talk about identity*" (McCabe & Stokoe, 2004, p. 2).

The findings suggest that through talk about space and place participants orient themselves towards a range of spatial identities and reject others to construct themselves as an international community of Spanish speakers.

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The varying effects of long- and short-term study abroad on L2 learners

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Abstract

Although language-related study-abroad programs are now within reach of millions of learners around the world (OECD, 2019), many of them are short term in nature, especially in countries like Japan, where extended sojourns are impractical for most university learners (JOAS, 2017). With their stay measured in weeks, participants in such programs often gain some social, cultural, and L2 communicative experience, but this may not be enough to lead to substantial, long-term changes, especially compared to those studying in programs with a duration of one year or longer. And while many studies have examined English proficiency changes brought about through study abroad (Dewey, 2008; Sasaki, 2011), not enough is known about the effects of program length on non-linguistic effects of the study-abroad experience, such as changes in intercultural communicative competence, speaking confidence and anxiety, and a sense of an "L2 self" identity.

This presentation will cover the results of a study of the non-linguistic changes brought about by the study-abroad experience in both short- and long-term contexts. Data to be covered were collected during a four-year sequential exploratory mixed-methods project. The quantitative portion of the study (N = 150+) comprises data from Japanese EFL learners who studied in both long-term (one year) and short-term (3-4 weeks) ESL language programs. Participants completed both pre- and post-study abroad questionnaires, with items highlighting six non-linguistic factors such as intercultural competence, speaking confidence, and possible L2 selves. Follow-up phenomenological interviews (Seidman, 2006) conducted with select participants comprise the qualitative data, which add depth and texture to the quantitative results.

Findings indicate the long-term participants experienced substantially greater reduction in speaking anxiety and improvement in perceived confidence than those in short-term programs. However, results related to L2-selves indicate fewer clear-cut differences. After presenting these findings, implications for study-abroad instructors and coordinators will be discussed.

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Non-target do-constructions in the L2 Italian of adult migrants

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Abstract

In the recent migration towards Europe, adults' low-/non-literacy/schooling is a significant factor. Moreover, migrants experience social marginalisation and, hence, they are low-exposed to the target language. Whether these sociolinguistic variables produce differences in L2 acquisition still needs to be verified, since research on migrants' L2s (in particular morphosyntax) is still peripheral. This lack of attention not only deprived second language acquisition of the social relevance that characterised its beginnings (Young-Scholten 2013), but is also problematic at the theoretical level, as working with convenience samples undermines the reliability of the research results (Tarone et al. 2009).

Against this background, a longitudinal data collection was conducted at the Palermo University (Italy, 2018-2019) which involved the recording and transcription of 20 West African migrants' speech. Data analysis, conducted in Klein/Perdue's (1997) functionalist framework, brought to light non-target constructions involving overgeneralisation of items learners are in the process of acquiring (e.g. auxiliaries), to cover the functional spaces of other forms not yet acquired. The attention is focus on a *do*-construction that so far has escaped the attention of the specialists: *io fare*:INF *cucinare*:INF 'I *do* cook'. I propose that *fare* 'do' expresses 'activity'/'verbiness' instead of the lacking target morphosyntax. Similar constructions were observed in L2 Dutch and English (Starren 2001; Vainikka et al. 2017). This specific pattern would remain unnoticed by analysing only language classes or, in general, highly educated learners.

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201

Classroom humor: The view from language instructors

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Abstract

Humor is a potentially powerful yet widely misunderstood tool in English language teaching. While a growing body of language education researchers (Bell & Pomerantz, 2016; Rucynski & Prichard, 2020; Wulf, 2010) advocate the use of humor in teaching, there remains a lack of research on individual instructor views of the role of humor in their classroom. This is further complicated by the fact that there is little consensus as to what constitutes "appropriate" classroom humor (Wanzer et al., 2006). While evidence points towards the beneficial effect that humor can have on aspects such as teacher immediacy (Berk & Nanda, 1998), learner memory enhancement (Schmidt & Williams, 2001; Ziv, 1988), and cross-cultural understanding (Bell & Pomerantz, 2016), there also lies the risk of inappropriate use, including negative or aggressive humor (Bieg et al., 2017) and targeting individual students (Wanzer et al., 2006).

This presentation will report on the results of an investigation into English language educators' perceptions of the role of humor in the language classroom. Quantitative results of the study derive from a Likert-scale survey given to 61 university instructors from across Japan that covered such variables as: the role of humor in the classroom, humor as a component of instructors' repertoire, and its value in increasing cross-cultural understanding. Responses to qualitative survey questions focusing on deeper issues, including the potential negative effects of classroom humor and the challenges of considering learner proficiency, will also be discussed. Finally, findings from extended, semi-structured interviews with instructors reveal the often wide-ranging approaches that different instructors utilize when integrating humor into their teaching contexts.

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The language ideologies among the Azerbaijani minority in Georgia and its social outcomes

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Abstract

In my presentation, I will focus on the specific voices of the community of the one village in the Marneuli rayon, inhabited mostly by Azerbaijani people, excluded from the Georgian majority mostly due to the common unknowledge of the state Georgian language and with a constant migration to Azerbaijan.

I will attempt to answer the following questions: What kind of language ideologies my interlocutors do have? How it influences the choice of education and the language of instruction at school? To what extent do the use of Azerbaijani language and relative networks favor Azerbaijanis to frequent travels between Georgia and Azerbaijan?

Having based on my ethnographic and sociolinguistic research started in this region since 2018 I argue that the language ideologies are governing the processes of the mobility of the Azerbaijani minority in Georgia to Azerbaijan. Also, they influence on language in schools popular in the area. They are caused by „transnational ways of being", which produce trans-local practices of border area residents (Levitt and Glick-Schiller, 2004) in the form of developed networks and family ties between Azerbaijanis of Georgia and Azerbaijan. Yet, the actions of people who contribute to the increase in the number of Georgian migrants to Azerbaijan in statistics are sometimes cited in conjunction with other types of mobility and interpreted as migration. Such experiences of people recognized as migrants and their strategies of action form transnational networks, which are based on relative networks (Osipowicz, 2002), identity and economic conditions, leading to nuances that are not present in official statistics generalizing the migration problem between Georgia and Azerbaijan.

 I hope that my presentation will contribute to the enrichment of knowledge on the Georgian borderland, language and ethnicity issues, migration, and mobility, which are problems that have not yet been sufficiently described in the context of Georgia.

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The Importance of Vocabulary for English as an Additional Language Learners' Reading Comprehension

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Abstract

Several major studies (e.g. De Jong et al, 2012; Milton & Treffers-Daller, 2013) show a strong and significant relationship between vocabulary and second language proficiency in adult learners. However, few studies have focused on the importance of vocabulary for young English as an Additional Language (EAL) learners. Given these learners often have L2 vocabularies smaller than L1 counterparts (Coxhead & Boutorwick, 2018), lack of vocabulary knowledge could be one reason that EAL learners struggle with reading comprehension (Murphy & Unthiah, 2015). Considering the importance of reading comprehension for academic success, a greater appreciation of EAL learner vocabulary needs is vital to ensure that they receive the support necessary to succeed academically.

This exploratory study represents an attempt to understand the challenges faced by EAL learners with regards to reading comprehension. For this study, we examined a subject group of 78 (54 EAL, and 24 First Language English (FLE)) learners studying at the secondary at two international schools in Japan. We assessed the subjects according to four factors shown to influence reading comprehension: vocabulary knowledge (Gillet et al. 2016); word decoding skills (Droop & Verhoeven, 2003); reading fluency (Geva & Zadhe, 2006); and, general linguistic ability (Trakulphadetkrai et al. 2017).

We employed a Rasch analysis and Cronbach's alpha to examine the construct validity of each assessment. We then used a multiple regression analysis to explore the extent to which each of the assessments predicted variances in reading comprehension. Our analysis showed that both vocabulary and reading fluency were statistically significant predictors of reading comprehension amongst our subject group. However, when EAL subjects were examined independently the only statistically significant predictor of reading comprehension was vocabulary knowledge. We will finish with a discussion of the implication of these results for EAL learners highlighting the importance of vocabulary for pedagogical and research purposes.

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Challenging changes for practicioners in a time of crisis

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Abstract

Social presence plays an important role in the construction of meaningful teaching and cognitive discourse. It can be defined as"the ability of participants in a community of inquiry to project themselves socially and emotionally, as 'real people' (ie. their full personality), through the medium of communication being used" (Garrison et.al., 2000, p.94). This study investigates the very sudden transition from traditional offline language teaching to online language teaching at universities in Europe and its impact on teachers' social presence. The shift occured due to the coronavirus pandemic which forced forced practitioners to transfer their teaching to individual home office spaces using online teaching platforms. The teachers involved in this study are face-to-face teachers who had to resort to computer-mediated communication (CMC) within a very short time. The Social Presence Model (SPM) will be applied which consists of five integrated elements: Affective Association, Community Cohesion, Instructor Involvement, Interaction Intensity, and Knowledge and Experience (Whiteside, 2015). The research questions of this study are threefold: 1) What are the affordances of the CMC tool used? 2) Does the use of such tools intensify social interaction, enhance communication and feeling of privacy among online learners and teachers used to face-to face teaching? 3) How do instructors who are traditionally face-to-face teacher perceive teaching online? A mixed-method design will be applied: pre- and a post- questionnaires will be sent to approx. 250 educators in Sweden and Germany and semi-structured interviews will be conducted with a group of practitioners in each country.

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207

Enhancing L2 motivation: Boosting self-efficacy and the ideal L2 self through 'video self-modelling' (VSM)

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Abstract

Video self-modelling (VSM) involves filming multiple clips of a person performing a behaviour as well as possible (often with the help of a coach), and then splicing these to create a 'success tape' that the person can watch many times. It is thus a unique form of observational learning (Bandura, 1986) that provides the viewer with evidence of their potential to achieve a goal (Dowrick, 2012), thereby generating a heightened sense of self-efficacy and motivation (Buggey, 2007). Such videos have been successfully employed in disciplines from sport psychology to special needs education and speech therapy; within second-language acquisition, the potential for using VSM for skills improvement has been recognised (e.g. Boisvert, 2006; Ortiz et al., 2012), but the technique remains underutilised. Dörnyei and Kubanyiova (2014) recommended VSM to promote the learners' vision of an ideal L2 self, and the current study was intended to test this idea.

Eight learners of four different L2s (English, French, German and Russian) participated in individual, 2-hour filming sessions, performing one of three tasks: reading out a text; giving a short, self-written, persuasive talk; or engaging in a more naturalistic interaction such as a mock interview. They were coached in fluent delivery, native-like pronunciation features and presentation skills in order to generate footage that was then edited (using widely available software) to create idealised performances in the respective L2. The resulting videos were shared with the learners, and feedback was obtained through follow-up interviews. According to the initial results, self-images of successful L2 performance were effective in breaking through the 'plausibility barrier', and the responses indicated that VSM can be a powerful trigger for further engagement in learning. The procedure also helped to refine and in some cases re-define the learners' self-concepts, and modelling self-success also helped to generate new targets for L2 improvement.

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In dialogue with land: Indigenous language learning for reclamation

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Abstract

In recent years, materials use scholarship has expanded to include research examining relationships between language learners' development and their interactions with the social and material world (Canagarajah, 2019; Guerrettaz and Johnston, 2013; Toohey, 2015). For young bilingual Ojibwe learners, the natural world (i.e., local rural and reservation land) is a significant language learning resource unto itself, comprised of naturally occurring materials. In the under-represented context of Indigenous language reclamation in the Upper Midwest region of the United States, local land is central to ways of knowing and being, thus it is also central to learning.

This study focuses on the land-language relationship in one Ojibwe community that has succeeded in developing a cohort of proficient youth speakers who can converse in Ojibwe with Elders—a rarity in communities where intergenerational transmission has ceased. This ethnomethodological study returns language to the land by examining the *intra*-actions (Barad, 2007; Fenwick, 2015) among Ojibwe speakers and the natural environment on walks in the woods. Drawing on Indigenous perspectives (Kimmerer, 2013; Rosiek et al., 2019; Simpson, 2014) and sociomateriality (Fenwick, 2015), this research expands and clarifies the roles of land in Indigenous language learning for reclamation.

This project highlights the ways in which Ojibwe practices of relational consensual engagement with the environment contradict current mainstream educational structures that "normalize dominance and non-consent" (Simpson, 2014). It underscores the significance of land as an emergent learning resource and of humans as part of nature. Moreover, it builds on our understandings of Indigenous language reclamation efforts more broadly, through a relational perspective and sociomaterial engagements with the natural world.

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Implementing the British Sign Language (Scotland) Act in education: transformative equality?

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Abstract

Wilks (2020) proposes three categories of equality, each with distinct aims and standards of measurement. These are: formal, where individuals are treated alike regardless of any inherent disadvantage; substantive, where efforts are made to provide redress for any disadvantage; and transformative equality, which attempts to change general structures in society so they reflect equal rights of different social groups. These precepts assist in the examination of whether language policy is effective in achieving equality for minority languages. Since the passage of the British Sign Language (Scotland) Act in 2015 the first national BSL plan has been published. One of the ten goals is that children who use BSL will be encouraged to reach their full potential at school and be supported in their transition to post-school education (Scottish Government, 2017). Local plans from local authorities, colleges and universities were drawn up in 2018 (Lawson, McLean, O'Neill and Wilks, 2019). Using documentary analysis from these plans and other evidence from before and after the passage of the Act, we argue that the BSL Act is the strongest example of transformative equality in language policy in the UK at present (Wilks, 2020). The aim of this paper is to test this theory. We explore how different interest groups: local authorities, the Government, schools, colleges, universities, parents, young deaf people and voluntary organisations, have responded to the BSL (Scotland) Act in relation to education. Results show that the most transformative views have emerged in relation to the post-school age group. The least change can be seen in the school-age and pre-school years. Tensions exist between different conceptualisations of deaf children's language use, language rights, and identity as disabled or potential members of a linguistic minority.

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Investigating critical English language teacher learning: a case study of a Global Englishes-oriented teacher development programme in Korea

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Abstract

Research in Global Englishes (GE) has called for a paradigm shift in English language teaching – a move away from the normative approach to language teaching to reflect the diversity, fluidity, and hybridity of English used in the global community. This call has generated a growing number of studies into GE-oriented teacher development that investigate how to facilitate English language teachers' critical understanding of language ideologies underlying their practice. However, most studies have tended to focus on reporting end-results of teacher development programmes, with little attention paid to the overarching mechanism of critical language teacher learning. Drawing on transformative learning theory, a widely used theory of adult learning, this paper seeks to examine how and under what circumstances teachers develop critical awareness and teacher agency while learning to teach from a GE perspective.

This paper presents case studies of two South Korean EFL teachers who took the same GE-oriented teacher programme but demonstrated different degrees of critical awareness of language teaching and teacher agency. The participants first attended workshops in which they were introduced to scholarly discussions of GE, then they voluntarily experimented with teaching English from a GE perspective in their own classrooms. Based on semi-structured interview data and reflective writing, each teacher's trajectory of learning was mapped on to the core phases of transformative learning. The analysis reveals that the teachers' trajectories were significantly shaped by their experience of the phases of transformative learning – encountering a disorienting dilemma, critically reflecting on their assumptions, developing practical knowledge to act on the newfound awareness, and reintegration of the new role in professional relationships. This paper demonstrates how we can further our understanding of language teacher learning by drawing on adult learning theory, as well as how to design an effective teacher development programme to promote critical understanding of language teaching.

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An exploration of 1+2 language policy in Scotland: challenges and opportunities, 'options' and 'ligatures'

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Abstract

This paper presents the Scottish Government's educational language policy which has operated since 2012, the 1+2 Language Approach (Scottish Government, 2012). The aim of this paper is to present this Scottish policy, and to offer one analysis, discussing the policy and its challenges and opportunities.

This recent language policy, the '1+2 Language Approach' (Scottish Government, 2012), included regional languages, modern foreign languages (MFL), the heritage languages of migrants, and sign language. It created opportunities, as well as challenges and issues of equity, in the Scottish language habitus. Drawn partly from Kraus' work (2018), this paper demonstrates how the policy reified language as a range of 'options' and, often directly opposing, 'ligatures'.

The policy is explored on a number of different levels. First, the policy's potential for allowing the development of multilingual communication strategies such as intercomprehension, code-switching and mixing is explored. Secondly, the paper explores the policy in terms of its commitment to linguistic justice. Thirdly, the policy's links with dominant, neoliberal, approaches to both education and economy are examined. The paper finally concludes that 'options' and 'ligatures' visible at all three levels in language policy, impose some confusion on the layered co-occurrences of various hegemonies, constantly recreating challenges and opportunities.

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Making sense of 'translanguaging' in education: a state-of-the-art review.

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Abstract

In recent years, scholars have engaged in the conceptualisation of 'translanguaging' (e.g. García, 2009; García and Li Wei, 2014; Li Wei, 2018) as well as in conducting a vast and ever-increasing number of empirical studies, in educational contexts in particular. This state-of-the-art review aims to take stock of the different ways in which 'translanguaging' has been conceptualised and of the ways in which it has been interpreted and applied in the study of multilingualism in diverse educational contexts across the globe. This review is therefore both a conceptual review and a review of empirical studies in classroom contexts. It sits within a qualitative and interpretive paradigm and presents some level of systematicity insofar as it is guided by a set of review aims, review questions and a search strategy. This review exercise shows that 'translanguaging' has been conceptualised within two different approaches, which we propose to call the 'fixed language approach' and the 'fluid languaging approach'. It further evaluates the coherence (or lack of) between how 'translanguaging' is being conceptualised and how it is researched in particular educational settings (such as mainstream classroom, higher education, foreign language education, and heritage and minority education). We finish our review by calling for new methodologies adapted to linguistic fluidity and by considering critically translanguaging as a scholarly phenomenon.

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213

Investigating the effect of polysemy and homonymy on deliberate acquisition of meaning by L2 learners

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Abstract

Few studies have examined the acquisition of multiple meanings in an L2 and how the different meanings that a word conveys affects learning. This is surprising because the majority of words have more than one meaning (Hoshino, 2018) and one of the challenges of lexical development in an L2 is learning the different meanings that words convey (Crossley et al., 2010; González-Fernández & Schmitt, 2019; Schmitt, 1998). Moreover, while there are some studies (Hoshino & Shimizu, 2018; Verspoor & Lowie, 2003) that have focused on the study of polysemy (i.e., meanings derived from the same origin), it is still unclear how homonymous (i.e., meanings derived from different origins) meanings of words are learnt by L2 learners compared to polysemous meanings.

The present study addresses these gaps by comparing the learning of homonymous and polysemous meanings under two deliberate learning conditions. 89 Spanish-speaking EFL learners were divided into a control group (*n* = 28) and two experimental groups: contextualised learning (*n* = 30) and decontextualized learning (*n* = 31). The experimental groups were taught, via flashcards, new, secondary meanings of 10 polysemous (e.g., *chair*) and 10 homonymous (e.g., *toast*) words (controlled for length, PoS, cognateness, and frequency) for which they already knew the most common meaning, as evidenced by pre-tests. 10 primary meanings of unknown words with the same variable manipulation were also included for comparison. Meaning recall and meaning recognition knowledge was tested immediately after the treatment and again one week later. MANOVA and mixed-effect modelling analyses were used to compare the results per word type (polysemous, homonymous, and primary meaning), as well as to explore the effect of word type, participants' proficiency level, and intralexical word factors on learning. In general, the findings suggest that the etymological origin of the various meanings of words might not be the main determinant factor in the acquisition of multiple meanings. The methodological and pedagogical implications of the findings will be discussed in detail.

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Identiti(es) and investment in learning English in ESOL classrooms: an ethnographic study of Syrian refugee ESOL learners in the UK

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Abstract

This paper explores the experiences of 14 adult Syrian refugee language learners, recently arrived in the North East of England, as they learned English and negotiated their sense of self in their new environment. It seeks to uncover the ways in which identities, identity transformations, and relations of power were implicated in the Syrians' investment in learning English. Further, I aim to explore the conditions under which the Syrian learners were learning English and negotiating who they were in their ESOL college and classrooms. This paper draws on my PhD project.

Data was collected through a 14-month ethnographic project with 8 female and 6 male Syrian learners who came from various cultural, socio-economic, and educational backgrounds in Syria, 4 of their ESOL teachers, and the manager of their ESOL institution. Data collection methods included semi-structured interviews with the learners, their ESOL teachers, and the college manager; classroom observations and field notes alongside audio-recordings; learner diaries, either written or audio-recorded according to the participants' preferences; learner shadowing, both in-class and beyond; researcher diaries; and a collection of relevant documents.

The talk will focus particularly on the conditions of the ESOL classrooms under which the Syrian language learners learned English and negotiated their sense of identity. The project data showed that ESOL institutions and classrooms were not culturally or politically neutral territories, and provided conditions which were conducive to both the enhancement and hindrance of the Syrian learners' identity development and learning of English in and beyond the ESOL classrooms. Examples of the positive and restrictive role of ESOL institutions and classrooms will be presented. I will end the talk with some suggestions and practical implications for ESOL stakeholders and teachers, policy makers, and multilingual communities.

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'Imagined Study Abroad' in Japan and Korea: UK pre-study-abroad students' motivation and expectations

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Abstract

Language learning is *the construct of investment* where the students believe to acquire certain symbolic and material values (Norton and Toohey 2011). From this viewpoint, it is interesting to see the growing number of students on Japanese and Korean language programmes, despite overall and continuous decrease in student number on other modern language degrees in the UK (Higher Education Statistics Agency 2019). While the decrease in modern language learners' number is possibly due to the dominant status of English in a globalising world, Japanese and Korean popular culture seems to make those programmes attractive among young generation.

This paper therefore focuses on UK students who are on these popular Japanese or Korean undergraduate programmes where study abroad is embedded as a compulsory component in their degree. It specifically investigates the 'pre'-study-abroad students' motivation and expectation of 'imagined study abroad'. The main data analysed in this paper is coming from twenty in-depth semi-structured interviews with 1st year undergraduate students at one UK Higher Education institution (expected 10 in each language group), which will then be compared with online survey data collected across a wider set of UKHE institutions (expected N=100).

Adapting Norton and Toohey's (2011) conceptualisation of *constructs of investment* and *imagined communities/imagined identities*, this paper explores the complexity of the students' motivation and expectations of study abroad that have already been shaped by their social identities, socialisation processes, and social, cultural and economic capital at the pre-study-abroad stage.

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217

Chinese Heritage Language Teaching in the UK under 'Lock Down'

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Abstract

The outbreak of Covid-19 in early 2020 led to the 'lock down' of many major cities and indeed countries around the world. Community schools, the bases for community language training, also had to close, which presented great challenges to Heritage Language (HL) education. This paper examines various teaching methods used by teachers of Chinese HL after the state of lock-down had been implemented in the UK, and reports on observations of virtual classroom teaching. Data were collected through online classroom observations for eight teaching sessions of Grade 1 classroom. Five performance indicators were employed to evaluate the effectiveness of the virtual classroom with focus on students' engagement: face expression, body language, the frequency of raising hand to answer questions, the frequency of using application tools to join class activities, and the number of 'trophies' students received in each lesson.

Findings from the study suggest that online HL teaching is not only an effective way to conduct HL teaching during a pandemic, , but also an excellent tool to enhance student's classroom participation and interaction which leads to a more effective language learning. The findings also show that online HL teaching may develop HL learner's communicative skills in the target language by providing more training and practice opportunities, involving real communication in the class to solve meaningful tasks and a timely rewarding scheme that builds up the learner's confidence and stimulates learning. In addition to the advantages of online HL teaching, its limitations are also discussed in this study, such as large class management and the difficulty to form a mutual-respect relationship between teachers and students. Regardless, the study indicates that online HL teaching is a useful supplement to offline classroom HL teaching in the long term.

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Language policy in Italian higher education: Exploring ideas around multilingualism and internationalization in policy documents

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Abstract

As English-medium Instruction (EMI) becomes an increasingly popular choice among higher education institutions (HEI), the discussion around the nature of its connection to internationalization (e.g. Mortensen 2014; Cots, 2012; Tsuneyoshi, 2005) and the role of language (e.g. Costa 2017; Cots, Lasagabaster and Garret 2012) also increases in complexity. Countries with a more solid presence of English pervasiveness and relatively small national languages, such as Northern European countries, have progressively embraced more protectionist stances towards the use of L1 in higher education. However, this issue has not yet been discussed in sufficient depth in other settings where the introduction of EMI is more recent. Italy is one of such countries where research on EMI is very limited. Therefore, the present study aims to identify and analyse relevant themes in connection to the roles and values associated to language(s) in official documentation issued by HEI in central Italy. Documents published by ten universities located in the central region of the country were analysed using qualitative content analysis (see also Soler, Björkman & Kuteeva 2018), resulting in the identification of the most salient themes. Results of this analysis show an open attitude towards L2 learning and use in HEI that was indeed addressed to English, but also to other European languages. However, the analysis also shows that labels used in official documents often prove vague and unclear in relation to actual practices. Furthermore, no strong ideology concerning the need to defend the use of Italian in higher education was detected. These results could help further a more in-depth discussion on language policies in Italian higher education and ultimately inform universities' policy-making practices.

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A Within-Subject Comparison of Two Languages: Metacognitive Awareness of Listening Strategies in L2 English and L3 Italian

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Abstract

Metacognitive awareness of listening strategies in second language (L2) learning refer to learners' inner awareness of particular processes they employ to support their listening comprehension achievement in an L2. Research has indicated that metacognitive awareness of listening strategies has a supporting role among other cognitive resources in explaining L2 listening comprehension (Vandergrift and Baker, 2015; Wang and Treffers-Daller, 2017). Adopted into multilingualism research, whether metacognitive awareness of strategies in L2 is influential while learning a third language (L3) offers an extension to the understanding of the issue. To this end, the current study examined the role of metacognitive awareness of listening strategies measured through the MALQ (Vandergrift et al., 2006) administered in the more proficient L2 English and the developing L3 Italian of adult participants with relation to L3 listening comprehension. Conducted with 48 undergraduates learning L3 Italian in two proficiency levels (i.e. beginner and intermediate Italian) at an English-medium university in Turkey, the study indicated an overall higher awareness in L2 compared to the developing L3. Although L3 proficiency did not pose an overall distinction between the groups regarding metacognitive awareness in L2 or L3, both L3 groups displayed significant within-group differences in their awareness of L2 and L3 person knowledge (socio-affective factor). The intermediate L3 group also displayed significant relationships of L3 listening comprehension with metacognitive awareness of L3 person knowledge. These findings highlight the role of metacognitive awareness of socio-affective strategies in the development of foreign language listening.

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222

Translanguaging in Mainstream Settings: Insights from EFL Classrooms

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Abstract

With an emphasis on individuals' linguistic and semiotic resources as a unitary communicative repertoire, translanguaging is gaining currency as a practical theory in applied linguistics (Li Wei, 2018). The majority of translanguaging research, however, has focused solely on instructions directed at minoritized populations (Leung & Valdés, 2019), who are often characterized by a lack of shared code for communication. With the aim of elucidating the relevance of translanguaging theory to a mainstream instructional setting, where all classroom participants are proficient speakers of the dominant language in society, this study explores teachers' practices of and attitudes towards translanguaging pedagogies in a Hong Kong EFL context. With a mixed-method design, empirical data were collected from an online survey, naturalistic observations, and focus group interviews with the participating teachers. Descriptive statistics and multiple regression analysis were applied to the survey data, indicating that teachers' proficiency in the target language and the level of their learners are significant predictors of their employment of and attitudes towards translanguaging pedagogies. Following the principles and theoretical underpinnings of discourse analysis in interaction research, analysis of the observational data shows that EFL teachers frequently translanguaged, between named languages and across modalities, to explain English vocabulary and grammar and to manage classroom behaviors. Comparison of the quantitative and qualitative data reveals a discrepancy between the teachers' self-reported language use and their observed pedagogical practices, with most participants understating their use of first language in classrooms. In the follow-up interviews, while most teachers acknowledged the pragmatic values of drawing on multimodal resources, they expressed a dogmatic view towards first language use in EFL lessons, accounting for their language choice with reference to their previous teacher training and the official language policies. These preliminary findings contribute to future research on foreign language teaching, teachers' cognition, teacher education, and language policy and planning.

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Researching Identities Online: A Translanguaging Approach

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Abstract

With a reconceptualization of individual linguistic and semiotic repertoires as a unitary system, translanguaging research has examined multilingual identities across educational and transnational contexts. Application of the translanguaging theory to online communication, however, remains scarce within the field of applied linguistics. Drawing on the translanguaging theory, which affords an integrated analysis of multimodal resources, for instance, words, images, and videos, this ethnographic case study aims to study how a multilingual language teacher manages "context collapse" (Marwick & Boyd, 2011) by performing two identities on a social-networking site. Proposing language use as a result of the interaction among personal history, experience, and environment (Li Wei, 2018), the translanguaging theory also bridges virtual and material realities, allowing an examination of online identity constructions *vis-à-vis* the participant's anchored relationships (Zhao, 2006) in her offline environment. Empirical data were collected from the participant's profile page, twenty recent status updates, and an hour-long stimulated-recall interview. Foregrounding the multimodal affordances of online communication, the analysis follows the principles and theoretical underpinnings of multimodal discourse analysis and viewed texts and images as a communicative entity, in which all modes share equal analytical status. The analysis shows that the participant tends to draw on multiple languages and more visual resources in communicating about a range of topics in her personal account, while limiting herself with discussion on the news written in formal English in the professional profile. Findings from the follow-up stimulated-recall interview further confirm that the participant was consciously deploying of features of different named languages and modalities to perform two distinct identities to fulfill the expectations of her imagined audiences, with accounts drawing from the intersectionality of her offline-based relationships. The present study affirms the applicability of the translanguaging theory to online communication, and contributes to future research on language and new media and identity performativity.

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Teacher Education and Pleasure Reading in a Foreign Language

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Abstract

This presentation describes the work with refugees and volunteers at Newcastle University and how the work with Teacher Education in Brazil can help create pleasure engaging reading material appropriate to adults who are learning to read in a foreign language. Some of the reading material available for drop-in Pleasure Reading sessions at Newcastle was produced by students of linguistics in collaboration with creative writing students at Newcastle University. Producing these books involved careful consideration about the reader's linguistic level and how to make the language simple and yet narratively engaging. Big publishers also create books for adults, but these can be childish and not always linguistically appropriate for the learners' level. The challenge now is to produce such books in public universities in Brazil, with the help of student teachers.

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Pragmalinguistic and Intercultural Challenges for International Students: Student and Staff Perspectives

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Abstract

This talk will report on an ongoing research project, which aims at deepening understanding of the experiences and perceptions of international PGT students studying at a UK university. The talk will draw on a part of the project conducted in collaboration with 13 international MSc TESOL/Language Education students. First, we explain the student-staff partnership in this project, in which students collaborated within a team while focusing on their dissertations individually. We will then provide a summary of the research, which explored the academic and non-academic experiences of international postgraduate students on 1-year Masters programmes in relation to pragmalinguistic and intercultural challenges and coping strategies. While previous research has tended to investigate this issue from an intercultural as opposed to a linguistic perspective, in this study we combined both aspects to gain a more comprehensive understanding of these challenges. The project adopted a mixed methods approach: three surveys administered to a total of 346 international students; 13 group interviews with a total of 52 students; and 24 semi-structured individual interviews with staff. Participants were from a variety of subject areas across the University of Edinburgh. We will report on the main findings of the project, bringing together elements of both the quantitative and qualitative data, and from both student and staff perspectives. Student support information and how it is communicated, social networks, and mental health were found to be the most influential elements in international students' one year study abroad experiences. The findings of this study will feed into discussions around the quality of international students' experiences and university strategies in relation to providing support for international students. For example, the university could facilitate more professional development for both academic and support staff for effective communication with international students.

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Fakespeak – A pilot study

Silje Susanne Alvestad, <u>Nele Põldvere</u>

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Abstract

In this talk, I present the results of a pilot study within the research project "Fakespeak: The language of fake news". The project involves linguists and computer scientists whose primary objective is to reveal the grammatical and stylistic features of the language of fake news, Fakespeak. The secondary objective is to improve existing fake news detection systems through the automation of the defining linguistic features of Fakespeak. Fake news is defined here as news items that are meant to be deceptive and in which case the author knows that they are false. The pilot study is inspired by a study conducted by Woodfield and Grieve (2019) on Jayson Blair, who was found fabricating news stories for The New York Times. The newspaper tagged the fabricated stories, resulting in two datasets, one of genuine and one of fabricated stories. The linguists subjected the two datasets to Register Analysis, hypothesising that, given the distinct communicative purposes of the stories—to deceive versus to inform—the genuine and the fabricated stories should be grammatically distinct. Indeed, they found that the features of Blair's genuine stories were similar to those of informationally dense writing, whereas the features of his false stories were similar to those of interactive discourse. I will use the Jayson Blair corpus to extend the analysis to include socio-cognitive features of language, namely metaphor. Based on previous findings that metaphor is limited in interactive spoken discourse (Cameron, 2003), I expect fake news to

make use of metaphor to a lesser extent than genuine news, thus providing support for

Woodfield and Grieve's (2019) study.

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227

Migrant narratives of language learning and integration: struggles for legitimacy, deservedness, and the right to belong

Silke Zschomler

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Abstract

The dynamics of an increased hostility towards people who appear to be different coupled with heightened inequality and a diminished welfare state denote what Hall (2017) describes as a 'brutal migration milieu' producing a volatile lifeworld of migration in public discourse, policy, and everyday life. This has led to a situation in which belonging is precarious and conditional and sharp distinctions are drawn between insiders and outsiders as well as 'good/bad' or 'deserving/undeserving' migrants. At the same time, prominent immigration/integration discourses engage dominant moralistic narratives of productivity and aspiration and emphasize migrants' agency and responsibility to learn English in order to "integrate" and to "fit in".

Drawing on ethnographic fieldwork within and beyond an institution offering English language classes to a heterogenous migrant student body in London, this paper sheds light on the lived experience of my participants who find themselves caught up in these dynamics. My data show a certain complicity with these dominant discourses in my participants' accounts and amplifies how my participants employ moralistic English language learning for integration discourses in their own narratives. In making sense of these findings, I utilise Bridget Anderson's (2013) idea of modern states as a 'community of value' and the different figures of the 'good', 'failed', 'non' and 'tolerated' citizen. I argue that my participants' narratives should be understood as part of their struggle for legitimacy, deservedness, and the right to belong within their own precarious situation. This however contributes to the reproduction of inequalities, divisions and, with an ever-growing competition over resources, the exacerbation of latent tensions. To counteract this, I further highlight instances in which more critical accounts emerged which disrupted dominant discourses and distinctions with the potential to dismantle hierarchies of differently valued persons and to re-humanise social relations. I ask what this means for migrant language education, particularly with regard to fostering a sense of solidarity and enhancing the collective agency of migrant language students.

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Metaphors of Protest: Mutism, Stammering and Silence in Pat Barker's Regeneration

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Abstract

This paper presents a linguistic analysis of the role of communication disability in Pat Barker's novel *Regeneration* in a Health Humanities context. We argue that stammering and mutism are depicted with some realism in the novel with historically recognisable causes. However, we contend also that they, and the concept of silence, are used in the novel as psychological and metaphorical protests against the first world war. As such they are highly communicative. The effort to restore speech therapeutically in the novel is, paradoxically, a silencing of protest.

We find that the techniques for depicting stammering and mutism in the novel foreground communication impairments. In addition, we use the corpus package WordSmith Tools to identify occurrences of the words *silent*, *silence* and related forms. This reveals that *silence* is frequently a head noun in stand alone noun phrases. This is considered as a means of giving *silence* concreteness and foregrounding it too. We conclude that foregrounding of impeded communication generally and silence throughout the novel is therefore a means of representing real trauma, but also psychological and metaphorical protest.

The ultimate goal of our project is to develop reading group therapies which both permit discussion of the accuracy of depictions of communication disabilities as well as offering the possibility of awareness of a cultural disability studies position on the depiction of disability. The latter acknowledges that depictions of disability may be realistic, unrealistic metaphorical or stereotyped. We suggest that such reading group discussion may facilitate therapy and social empowerment by considering lived experience and its cultural context. The use of applied linguistics in the analysis of seminal novels such as *Regeneration* may play an important role in this.

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232

Sense of identity and English language ownership perception in Nigeria

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Abstract

It has been argued that, especially in non-inner circles of English, the extent to which language users consider a language as a "harbinger" of their national identity might determine how they position as "owners" of that language (Bokhorst-Heng *et al*, 2007). Whether within or outside linguistics, studies of national identities tend to consistently agree that language is of central importance in the formulation of national identities. In the case of Nigeria, the national language(s) rhetoric has been particularly contentious. As recent findings suggest a widespread awareness of an endonormative variety of English in Nigeria, it remains to be seen if perceptions of English as expressive of national identity might have changed to allow for its possible consideration as the national language. Granted, identity construction has figured as one of the fallouts in most studies of English language ownership, the potential relationship between a sense of national identity and English language ownership has yet to be explored as the fulcrum of any study. In view of this, the study presents findings from a larger study which employed a mixed-methods approach to the study of English language ownership in Nigeria. In this talk, I present findings from the survey (N=387) and interview sessions (8). The analysis revealed that respondents' sense of national identity was a major factor while enacting notions of English language ownership. Consistent with the different degrees of ownership of English found in other non-inner circle (NIC) contexts, the findings from the study lead us to conclude that the extent to which speakers in the NIC can exercise linguistic ownership over English might be dependent on specific sociolinguistic milieus.

Keywords: National identity, Nigerian English, ownership of English, language attitudes, world Englishes

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Doing Social Research with Refugees at the Hit of Coronavirus

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Abstract

At the time scientists are racing to stop the global pandemic caused by Coronavirus, it becomes equally vital to respond to the global crisis by capturing resilience strategies in social interventions. In forced displacement contexts, the impact of Covid-19 is particularly challenging as it highlights the added uncertainty which shapes refugees' experiences of resettling into a new community. The current paper explores how research practices have been impacted by the outbreak of Coronavirus. The paper gives insights into *Hayat Jamila* project (funded by Coventry City of Culture 2021 and British Council) in its first phase which involves building capacities of refugee orphan children in Gaziantep through poetry, singing and cooking with the aim to promote a spirit of internationalism through exploring who we are now and who we want to become. The paper presents the initial findings from interviews and online data which indicate the need for the researcher to find innovative ways to connect with the participants within the restrictions of social distancing enforced by governments to control the spread of the virus. The paper also examines the ethical complexities related to doing research remotely and considers implications for restarting research when it comes to a stall point by engaging with the participants to focus on 'opportunities' rather than 'challenges' which go beyond their control. The study illustrates the role of social media in replacing face-to-face research interactions and the potential implications this can have, when accessible, for capturing resilience strategies which research participants and researchers develop in the process of designing and doing social research. Most importantly, the study demonstrates an example of virtual communities of practice which can guide knowledge creation and sharing through online environments. Based on the understanding built from ethnographic observation, interviews and online communication, the study puts forward the case of doing social research with refugees at times of Covid-19 outbreak and the challenges which researchers are likely to encounter during the latest global crisis.

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The Challenges and Opportunities Associated with Developing a Longitudinal Multi-modal Learner Corpus: A Pilot Study

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Abstract

At the International Learner Corpus Symposium, (September 29, 2019, Kobe University) Tony McEnery highlighted the lack of both longitudinal and multi-modal learner corpora as significant gaps in the field of corpus linguistics. This presentation describes a small-scale study intended to begin to address this gap by tracking a group of L2 English learners (n = 46) over a semester and across three modes of communication: academic writing, academic presentation (written for speaking), and academic discussions (speaking).

In this presentation, the presenters will examine the challenges involved in creating this type of corpus, and discuss the opportunities that such a corpus would afford. This will be done by explaining how this small-scale longitudinal multi-modal corpus was developed and illustrating one possible use of the corpus, examining the extent to which learners' L2 vocabulary knowledge affect the lexical diversity of their productive texts across three modes of production. To do this the researcher examined the relationship between first-year students' L2 vocabulary size, as measured by Webb, Sasao, and Ballance's (2017) updated Vocabulary Levels Test (uVLT), and the lexical diversity of their academic writing, presentations, and discussions, as measured by McCarthy's (2005) Measure of Textual Lexical Diversity (MTLD).

The results showed that even learners with higher scores on a test of receptive vocabulary knowledge (uVLT) tended not to use those words in their academic writing and presentations. As a result, there was no statistically significant correlation between students' uVLT scores and the lexical diversity of their writing or presentations. However, the analysis did show a statistically significant correlation between vocabulary knowledge and the lexical diversity of academic discussions. The presenters will discuss these findings and how this pilot study will be used to inform the construction of a larger longitudinal multimodal corpus.

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Incorporating a Global Englishes perspective in ELT: Effect on confidence and views of native-speaker norms of Japanese university students

Ai OHMORI

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Abstract

The sociolinguistic landscape of English has changed worldwide, and Japan is not an exception in terms of having more encounters with non-native English speakers than native. In light of this, scholars point out that 'the needs of learners and the goals of ELT have changed' (Galloway and Rose 2018). Thus, it is important for English education to equip students with the knowledge and a positive attitude towards diversity of English.

This study examines the effect of the introduction of a Global Englishes (GE) component in ELT on learners' confidence towards English and their views about native English-speaker norms. The GE component was incorporated in first-year mandatory English language classes in a Japanese university in Tokyo. Pre- and post-surveys were conducted to examine the effect of the content introduced (*N*=56). A control group was also selected (*N*=27). The survey asked about students' basic information (such as years of English language education in school), confidence towards their English proficiency, motivation towards studying English, and beliefs about native speaker norms regarding pronunciation, fluency, and accuracy.

The GE component included the concept of Kachru's concentric circles, the current sociolinguistic reality of English, and English diversities with respect to pronunciation and vocabulary. Statistical analysis was conducted to examine the effect of the content introduced. Results revealed statistically significant difference in the areas of pronunciation and fluency (Fisher's exact test, p<.001). In other words, for those who learned about the GE component, they changed to feeling less important to speak with native-like pronunciation and fluency. No difference was detected in the control group.

At the (poster) presentation, details of the pre- and post- survey results will be presented.

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Neoliberal discourses in China's Foreign language schools: A critical analysis of the ESL textbooks across times

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Abstract

Officially accredited in 1963, foreign language schools across China reflect the economic opening-up policy to the western world since the late 1970s. Current foreign language schools attract students who are the most competitive in grade record and English language proficiency. In particular, these schools have a more comprehensive selection of textbooks that commonly feature UK-produced originality. The UK commercialized textbooks frequently reproduce and legitimize neoliberal ideology (Block, 2010; Gray, 2010, 2012). However, to avoid generalizing and abstracting neoliberalism, any critical analysis needs to address how its particular discourse is practiced in specific contexts (Chun, 2009) and, where possible, throughout historical contexts. This study investigates how discursive practices through ESL academic textbooks interact with secondary students of foreign language schools. Employing multimodal analyses and textual analysis (Blommaert, 2005; Fairclough, 2001), the study collects data on the visual images and textual contents from 12 textbooks between the 1970s and 2000s. Findings indicate that since the early 1990s, textbooks gradually decrease topics on politics, class, and race and have seen an increase in universal topics such as money, work, and hobby. Besides, there has been an increase in the individualism of branding (Gray, 2010) that commonly focuses on gendered celebrities. Furthermore, people's occupation in the textbooks displayed ideal and successful middle-class characteristics free to pursue self-realization. Such neoliberal representation can create an ideal western world, depriving learners of a deeper understanding of western society, thus creating a discrepancy between the eliteness depicted in the textbook and the actual western society with issues such as economic disparities. Moreover, such ideology may raise contradictory understandings among learners on issues such as collectivism versus individualism, and socialism versus capitalism under the context of China's sociopolitical system, thus require specific critical pedagogy from practitioners. This study concludes with implications on adapting the ESL textbooks by adopting critical pedagogical interventions to open up spaces for an ongoing response to the challenges of neoliberalist ideologies and practices.

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Peace Education through Literary Works in English Language Classes: A Longitudinal Mixed-method Research

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Abstract

This paper reports a mixed-method longitudinal case study of peace education in EFL classes in the city of Tehran. The participants were 15 Iranian English language learners (7 male and 8 female) from the fields of science and engineering in an English language minor program. The two courses that these learners passed in two consecutive semesters included 1) Topical Conversation and 2) Reading Comprehension the contents of which were premised upon the essential components in peace education. The data were collected through a pre-course post-course interview, students' journals, researcher ethnographic field notes and memos, and students' classroom presentations. These data sources were gathered at the outset of the first topical conversation course, and then the students' progress/changes were traced through their journal entries, classroom presentations, and the researchers' participatory observation and field notes. Qualitative data analysis and results showed that the two courses had a positive impact on the students' overall awareness of peace. Besides, there was a drastic change in the students' understanding of peace values at the end of the second semester. The results of this research are discussed with implications for both TESOL and other subject area learners and teachers.

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Science Fiction Films and Critical Literacies in an EFL Classroom

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Abstract

Teaching using films offers an alternative to traditional literacy pedagogy, drawing on the effects of visual images and aural sounds on the written word in today's digital environment. Scholars have shown increasing interests in films as a way to promote literacy (e.g., Bruti, 2016; Wu, 2016). As a unique literary genre, science fiction films have begun to attract a wider audience; however, few studies have considered how multimodal science fiction films can be used to foster students' critical literacies and address the needs of diverse EFL learners.

This paper presents a pilot study of incorporating intellectually substantive science fiction films into an EFL classroom in China using a critical literacy approach. Two films, *I am Legend* and *Blade Runner*, as well as sci-fi illustrations are implemented as possible teaching resources. The study presents data from the EFL classroom at the post-secondary educational level in China, where these films were integrated into the curriculum via a multimodal pedagogical design. Qualitative data were collected using classroom observations, semi-structured interviews, and from students' reflective notes. Findings concern the extent to which EFL learners' involvement in a science fiction lesson boosts their gain in critical literacies and how the need to recognize social, cultural, and political problems was addressed in class.

An inductive thematic analysis was first conducted on the collected data. Results reveal two major themes relevant to the research questions: 1) Text is socially constructed, and 2) Cognitive estrangement in science fiction. Under the first theme, students were deconstructing and co-constructing meaning, text juxtaposing, and discussing on the intended audience of texts; under the second theme of cognitive estrangement, I find that sci-fi contents possessing the power of estranging viewers from the empirical environment while still being able to reflect upon the contemporary technology controversies and socio-political problems. Such engagement can encourage students to examine important societal perspectives by foregrounding science and technology ethics and globalization to reinforce their identities as global citizens. I also discuss the notions of power, identity, and access in classroom interactions. The presentation concludes by considering how science fiction films can be used to enhance students' critical literacies and draw upon their identities in EFL settings.

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Understanding Participation in CALL Vocabulary Tasks through Complexity Theory

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Abstract

This poster presentation considers participation in technology-enhanced EFL vocabulary tasks through the lens of Complexity Theory. The array of technology-enabled opportunities for informal language development demands new approaches to understanding participation in today's learning environments. As Larsen-Freeman notes, just as "learners will be more able to pursue differentiated language goals ... language teachers and researchers will also need to ... seek to understand the way in which our increasingly technology-supported, participatory, multilingual, and global culture is redefining how, when, and why languages are learned and used" (2018, pp. 65-66). How should this understanding best be sought? Several researchers have highlighted the shortcomings of quantitative research designs for this task (e.g. Barab, 2005; Becker & Sturm, 2018; Levy & Moore, 2018). Alternatively, Complexity Theory (CT) has been proposed as an approach that aligns well with SLA and CALL research (Godwin-Jones, 2019). CT can reveal much about learners, from divergent 'initial conditions' to the moment-by-moment behaviours that affect their variable progress. It can also uncover the dynamic interactions between learners, teachers, technologies, and environments that influence participation and learning trajectories.

This poster examines participation by Japanese university EFL learners in CALL vocabulary tasks from a CT perspective using two studies conducted by the presenter. First, it revisits a pretest/posttest study of the effects of learner-created vocabulary quizzes made on a game-based learning platform. A fresh look at the data through the lens of CT revealed informative participation-related details originally overlooked. The presentation also reports on action research of a similar task with different learners, again involving learner use of mobile devices to create and take game-based vocabulary quizzes. This time a CT approach was adopted to help understand how the context, personal attributes, in-class interactions, and learners' autonomous technology use affected individual participation and task outcomes. Preliminary results, collected using mixed methods including repeated tests, close observation, and surveys, will be presented. In looking at participation in CALL vocabulary tasks this presentation hopes to provide practical insights for researching and implementing similar tasks.

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Language teaching in the first language classroom.On the status of pragmatic aspects of verbal communication.

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Abstract

Looking at the German educational standards in the subject German, it seems as though pragmatic aspects of language constitute the main subject matter of (first) language teaching. Thus, children should develop the ability to use language in a way that is both appropriate to a given communication situation and the topic at hand, adequately takes into account the addressee and is goal-oriented. They should write their texts with an awareness of the writing intention and usage context. (see e.g., KMK 2004, 2005)

However, looking at the table with relevant linguistic terminology provided in the educational standards for primary school level (KMK 2005), none of the phenomena investigated within the linguistic subfield of pragmatics is to be found there and one is led to conclude that it is still the widely and repeatedly criticised traditional grammar teaching that this list of terms actually champions. If one were to take the goals formulated in the educational standards seriously, however, modern theories of pragmatics would have a lot to offer to achieve those goals, since they recognise that successful verbal communication relies on more than simply encoding one's thoughts and intentions in verbal expressions and transmitting those to an addressee.

In my talk, I want to focus on the pragmatic aspects in verbal communication listed below and argue that their integration in (not only) first (but also second) language teaching is decisive for reaching the goals of the educational standards.

Both from the speaker's as well as the addressee's perspective,

- the context in which an utterance takes place,
- the extent or "depth" of the hearer's world knowledge as well as
- the expectations of particular patterns or structural characteristics associated with particular types of communication (oral or written) and
- the perception of the social relationship between speaker and hearer

are important variables in a successful communication process.

References

KMK (2004): Bildungsstandards im Fach Deutsch für den Mittleren Schulabschluss.

KMK (2005): Bildungsstandards im Fach Deutsch für den Primarbereich.

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Does English Medium Instruction improve career prospects? A study in China.

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Abstract

Numerous studies have found that English Medium Instruction (EMI) is believed to improve students' career opportunities (Kirkgoz, 2009, Rhodes, 2018, Hu, 2019). However, few empirical studies have directly investigated this. This study fills this gap. Underpinned by the Chinese Ministry of Education's vision that EMI improves graduates' competitiveness in the job market, this study explores and compares perceptions of current undergraduate EMI students to already graduated EMI students in terms of the effect of EMI on their career prospects and career opportunities. Questionnaire data was collected from 120 students (60 current EMI undergraduates, 60 already graduated EMI alumni) followed by 10 interviews with students from each group. All students were studying/had studied the same degree in Finance at the Business School of a public university in Beijing, China. Result showed that even though both undergraduate and already graduated students had somewhat positive perceptions that EMI improved their employment prospects, both groups emphasised that it was the General English language training (i.e. English as a Foreign Language) courses that plays/played a more important role in improving their English language proficiency. This was in turn the strongest predictor of increased competitiveness in the Chinese job market. Implications of these results will be discussed in terms of language policy adjustment and suggested student career and language support.

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Socially mediated activity design

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Abstract

This document presents a framework that we developed during the studies on Content and Language Integrated Learning (CLIL) that we conducted from 2011 to the present in the French Polynesian elementary school context. We have tested and developed this framework through experimentation and the use of iterative micro-genetic interaction analysis techniques. We have called this framework "socially mediated activity" (SMA) framework. This framework is based on a set of principles conveyed through sociocultural theories of learning, the socio-interactionist perspective and competency-based additional language (AL) pedagogies (e.g. CLIL, task-based language instruction, action-oriented approach).

This framework is based on the observations that (i) language is a tool for learning and that language skills cannot be fully developed without active participation and reflection, (ii) learning occurs in the learners' ZPD where help is given during collaborative activity, (iii) learning is observable during a joint activity in which mediational tools and joint actions are used to perform the activity, and (iv) the creation of a naturalistic learning environment would not be possible without the use of social artefacts and other non-verbal elements that enhances both cognitive and communicative aspects of task outcomes. This framework is suitable for combining content and AL teaching both in mainstream additional language learning and CLIL settings. We tested our model merely with young learners (aged 9-10) and the application of this framework with young learners presented satisfactory results. However, we are confident that this framework can also be operational with CLIL for middle and high school students (e.g., teaching science experiments, geography, arts). The constituent components of the framework are ZPD, mediation, joint attention, active involvement, experiential learning, naturalistic learning setting, real-life activities using problem-solving tasks, collaborative dialogue, and the use of social artefacts, which we all tested during our experiments.

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Crosslinguistic influence on syntactic-semantic and pragmatic-discursive interfaces: subject placement with unergative and unaccusative verbs in Spanish heritage language

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Abstract

The Interface Hypothesis proposes that the pragmatic-discursive interface with syntax is more vulnerable to crosslinguistic influence than the syntactic-semantic interface (Tsimpli and Sorace, 2006). The present study tests this hypothesis by analyzing the contrast between preverbal and postverbal subject position with unergative and unaccusative verbs in the Spanish of heritage language (HL) speakers. The results of a grammaticality judgement task and a short answer task contradicted the hypothesis: the syntactic-semantic interface is as vulnerable to the influence of English as the pragmatic-discursive interface for Spanish HL speakers.

The results of the grammaticality judgment task showed that HL speakers' perceptions of SV and VS orders resembled those of Spanish-dominant speakers. In order to focus the subject, in Spanish the subject can either precede the verb if marked prosodically in situ, or it can follow the verb. The HL speakers preferred the first option, but also accepted the second one. The findings also showed that English influenced the HL speakers' grammaticality judgment, as they did not reject the English canonical subject order, suggesting that the syntactic-semantic interface was as vulnerable as the pragmatic-discursive interface for these speakers.

Of the 112 unaccusative verbs with a broad focus interpretation in of the short-answer, 69.2% of the subjects were preverbal, which showed that the participants had a significant English influence on the syntax-semantics interface. Likewise, the subject position with unergative verbs in Spanish (SV with a broad focus versus VS with a narrow focus) drastically dropped from 95.2% to 13.5%, demonstrating that the present participants preferred the use of preverbal subjects with a narrow focus. Thus, it is plausible that they did not acquire both strategies Spanish has to focus the subject. The only strategy they acquired seemed to be the only one that English allows: the subject remains in situ and is prosodically marked.

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Training interdisciplinary genre awareness through blended learning: An exploration into EAP students' online annotation of genres across disciplines

Peter Crosthwaite, Alicia Gazmuri Sanhueza

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Abstract

While universities are moving towards blended learning pedagogies in the age of massification of higher education (and now spurred on by the effects of COVID-19), there is little research regarding students' engagement with blended EAP genre education (Tuomainen, 2016), while existing research outlines challenges for its implementation (e.g. Wang et al., 2019).

Our talk explores students' perceptions and use of an online text annotation tool (CIRRUS - https://cirrus.austlit.edu.au/) for learning key functional and language features across disciplinary genre exemplars, as embedded into a blended-learning EAP program. Annotation is performed on exemplars from genre families outlined in Gardner & Nesi (2012) using modified texts sourced from the British Academic Written English corpus (BAWE, Alsop & Nesi, 2009), including *essays* and *critiques* within Arts and Humanities, *case studies* and *problem questions* within Social Sciences, *explanations* and *methodology recounts* within Life Sciences, and *design specifications* and *exercises* within Physical Sciences. Students annotate following tutor-guided questions for key metadiscoursal language forms and their associated textual/engagement functions, with annotations conducted in small groups under tutors' supervision and individually online.

This talk covers data from three sources taken over three semesters' instruction, namely a) students' annotations of target genre features through the CIRRUS platform, b) students' online written reflections of the usefulness of annotating genre features for understanding interdisciplinary academic writing practices, and c) questionnaire and survey data regarding users' perceptions. Students' overall reaction to the annotation process was positive and students saw the value of recognising and understanding interdisciplinary genre features, although modifications to exemplar length and text complexity as well as the need to provide sample "correct answer" annotations were deemed crucial in ensuring students evaluated the exercise positively over time. We conclude with recommendations for improving blended genre awareness-raising activities, e.g. annotating for multimodal elements in disciplines including the physical sciences and mathematics.

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Educational Policies towards Endangered Languages in Turkey: A Document Analysis

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Abstract

UNESCO (2003) declared that there are 18 endangered languages in Turkey. The degree of endangerment changes for each language. For example, Ubyhk language is extinct as it has lost its last fluent speaker in 1992 while Laz language is definitely endangered with its existing 130,000-150,000 speakers at the moment. A variety of studies has been conducted on individual endangered languages from different perspectives in Turkey. However, no comprehensive study focusing on the place of endangered languages in educational policies has been conducted in Turkey. Thus, this study examined the period between 2000-2021 to reveal how and whether endangered languages in Turkey have appeared in the educational policies. A document analysis was conducted on the policy documents belonging to regulations of ministry of national education from the period of 2000 to 2021. The results indicated that the policies are temporary and language-specific. These findings are meaningful in terms of mapping the territory of educational policies in terms of revitalisation of endangered languages in Turkey. The presentation will, thus, first present the literature on educational policies on endangered languages, which will be followed by the description of data collection and analysis. Following the findings, the presentation will evaluate what the findings mean for Turkish educational policies in terms of language endangerment.

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Climbing down from the Ivory Tower: Identifying priorities for EAL research that stakeholders actually need

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Abstract

New research in applied linguistics should be informed by what users of that research consider to be relevant. By involving research users in setting research agendas, researchers can help to ensure that their research is meaningful to the people whose practice it is intended to inform. In this research Priority Setting Partnership (PSP), funded by the BAAL Applying Linguistics research grant, we adopted a tried and tested method to identify which 'unanswered questions' about research in English as an Additional Language (EAL) are considered most important to educators, parents and learners. A steering committee consisting of representatives of teachers, parents, Ethnic Minority Achievement Services, and other educators was established to guide the conduct of the project. The committee informed the design of an online questionnaire inviting users to submit their most pressing questions relating to EAL teaching and learning that could be addressed through research. These 'unanswered questions' were analysed by the research team, which combined responses addressing similar topics and formulated these as specific research questions. These questions were checked against the International Database of Education Systematic Reviews (IDESR) to assess whether any had already been adequately addressed through research. The remaining questions were then ranked by end users in order of priority. Finally, representatives of educators, parents and learners discussed this long-list of ranked questions and decided together which of them should constitute the Top 10 research priorities for EAL. Data collection is ongoing at the time of writing. An account of this process and its results will be submitted for publication on completion of the PSP. The Top 10 research priorities will be notified to researchers and research funders and publicised widely. We hope to help ensure that future applied linguistics research in EAL reflects priority questions as judged by the people to whom it matters most.

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Teaching English for Academic Purposes: understanding texts in the field of Dentistry

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Abstract

University students and researchers worldwide need English to study relevant texts and to become acquainted with the latest developments in their fields. In the case of Dentistry, many academic journals in English exist and professionals read them to learn about the latest techniques, instrumental and material development, and to become aware of existing case studies. Due to this, the School of Dentistry of the Universidad de la República (Uruguay), provides a one-semester reading comprehension in English course during the careers it offers.

A mixed approach study, based on semi-structured interviews, a classroom survey, and tests, was conducted during one of the reading comprehension courses to analyse if students who could not understand academic articles at the beginning of the course could do so by the end of it due to the acquisition of terminology related to the field of Dentistry. The study evidenced that although all the research participants (n=23) - professor, graduate, and postgraduate students - stated that they believed that the understanding of texts depended on the acquisition of specialized vocabulary, the statistical analysis of the tests' results (Pearson-r) did not prove the existence of such correlation ($\rho=0.348$). Tests' results evidenced that reading comprehension depends on a complex combination of skills such as lexical and grammatical knowledge, discourse analysis, background knowledge of the texts' content, and the development of higher-order thinking skills associated with reading comprehension such as the ability to infer and recall, synthesize and evaluate content.

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Developing the National Corpus of Contemporary Welsh: from vision to reality

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Abstract

Corpus creation in a minoritised language context poses interesting challenges, but also presents opportunities that are not always available to developers of corpora for larger languages. In this presentation we will demonstrates how scrutiny of the unique context of a specific minoritised language, and meaningful collaboration with potential user groups, can determine corpus design and construction. We take a case study approach, focusing on the rationale for, and realisation of, CorCenCC, the National Corpus of Contemporary Welsh (Corpws Cenedlaethol Cymraeg Cyfoes).

CorCenCC is the first corpus of the Welsh language that covers all three aspects of contemporary Welsh: spoken, written and electronically mediated (e-language). It offers a snapshot of the Welsh language across a range of contexts of use, e.g. private conversations, group socialising, business and other work situations, in education, in the various published media, and in public spaces. Language data was sampled from a range of different speakers and users of Welsh, from all regions of Wales, of all ages and genders, with a wide range of occupations, and with a variety of linguistic backgrounds, to reflect the diversity of text types and of Welsh speakers found in contemporary Wales.

The CorCenCC project involved the development of important new tools and processes, including a unique user-driven corpus design in which language data was collected and validated through crowdsourcing, and an in-built pedagogic toolkit (Y Tiwtiadur) developed in consultation with representatives of all anticipated academic and community user groups. Our approach to the construction of the CorCenCC corpus and associated software and tools provides an invaluable template for those researching other minoritised or minority languages. This specifics of this template will be discussed in more depth during our presentation.

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Analyses and Comparisons of Linguistic Complexities in the Last Two Decades of University Entrance English Exams in China and Turkey: A Corpus-based Study

Xiaoli Yu

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Abstract

Based on corpus data, this study aimed to conduct multi-dimensional analyses and comparisons of linguistic complexities between the high-stakes university entrance English exams in China and Turkey over the past 20 years. For the subcorpus of China, forty-two sets of the target English exams were collected; meanwhile, twenty sets of the English exams were collected to form the subcorpus of Turkey. Employing the quantitative research method, the lexical and syntactic complexity of the target corpus were examined from a longitudinal perspective and compared between the two countries. The results showed that both the lexical and syntactic complexity of the exams in the two countries over the past 20 years have not transformed significantly, which may indicate the stagnation regarding the enhancement of the exam designing despite various reforms in the curricula and educational policies in both countries. Although the lexical complexity levels of both countries' exams have slightly increased over the years, the exams in Turkey showed more waving changes between the years compared to the gradual increase in the lexical complexity level of the exams in China. With respect to the comparison between the two countries' exams, the findings showed that the exams in China presented significantly higher levels of lexical density and diversity; whereas the exams in Turkey revealed a significantly higher level of lexical sophistication. The comparison regarding the syntactic complexity demonstrated a more mixed variation between the two countries. The findings were further discussed in line with the existing literature; additionally, suggestions were offered to shed light on the potential improvement regarding the exam designing and policymaking in both countries.

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Ideology and anxiety: Non-local teachers use of students' L1 in the EFL classroom

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Abstract

Language teacher identity (LTI) has emerged as a rich site for research in recent years, with many studies adopting a postmodern/poststructuralist approach that recognises the fluid and discursively constructed nature of identity, that changes and is changed according to macro, meso, and micro contextual interactions. LTI encompasses many fields of research; from gender, sexuality and race, to multilingualism and linguistic status in terms of 'native speaker' and 'non-native speaker' identities, as well as sociocognitive dimensions such as emotion and ideological beliefs. Issues surrounding native-speakerism that results in bias in favour of 'Western' pedagogical technologies, namely Communicative Language Teaching (CLT), have drawn particular attention over recent decades. One key aspect of CLT ideology is an insistence on English-only classrooms that is often imposed at a national policy and institutional level, but is also often self-imposed by the teachers themselves. Challenging and resisting these deeply ingrained native-speakerist beliefs is one of the key challenges facing many EFL teachers around the world. Using classroom observations alongside semi-structured interviews, this presentation investigates the role of personal ideology as well as feelings of emotion and anxiety in the teachers' decisions to make use of, or not make use of, the students' L1 in university classrooms in Japan. By focusing on 'native speaker' and non-Japanese English teachers in Japan, a community whose power and privilege is well-recognised, but whose multilingual identities are often hidden or suppressed, this paper aims to shed new light on aspects of ideology and anxiety as they relate to teacher identity.

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Educational vulnerability and English language teaching: The experiences of novice teachers in Chile

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Abstract

Drawing on Sen's (1999) notion of social justice in the Capability Approach, this paper examines the experiences of a group of newly graduated teachers from English teacher education programs in marginalized schools in Chile. Through open-ended-surveys and semi-structured interviews, this study investigated how new teachers navigate their first teaching years in contexts of educational vulnerability, how they perceive their teacher education programs and preparation to work in such school contexts, and how they balance the interplay between unfreedoms and the exercise of freedoms to teach students at social risk. Following a thematic analysis approach of the data, the findings reveal the impact of contextless English teacher education programs and how these trigger in new teachers their motivation to develop a deeper understanding of educational vulnerability and their freedom to move away from language teaching issues to accommodate their teaching based on their care and commitment to their students. This paper closes by making a call for the importance of a grassroots approach in the development of English teacher education programs designed *with* members of marginalized communities.

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The 'international student experience' in 2021: Understanding the impact of the Covid-19 pandemic on the academic, psychological and sociocultural adjustment experiences of international students in the United Kingdom

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Abstract

In the global response to the Covid-19 pandemic, the experiences of international students have largely been overlooked, yet efforts to curb the spread of the virus have hit this group disproportionally hard. Social distancing measures, campus shut-downs, and a move to online learning have marginalised international students and are aggravating an already complex life transition. This study explores the impact of the coronavirus pandemic on the academic, psychological and sociocultural adjustment and adaptation of international students in the United Kingdom, one of the countries worst affected by the virus (WHO, 2021). Whilst there is a well-established body of research on the 'international student experience' (Schartner and Young, 2020), we know very little about what 'being an international student' is like in the context of a public health emergency. The study sets out to answer the following research questions:

- What are the concerns and experiences of international students in the UK during the COVID-19 pandemic?
- How has the pandemic affected their academic, psychological and sociocultural adjustments?

The study employs a mixed-methods approach. Data is collected through semi-structured online interviews and an online self-report survey with two groups of international students:

1. Those who studied in the UK in 2019/20 when the pandemic first took hold
2. Those who are studying in the UK in 2020/21

The interview data will be analysed thematically, using a conceptual model of international student adjustment and adaptation (Schartner and Young, 2020) as a guiding framework. Statistical analysis will be conducted on the survey data, including descriptive statistics and inferential tests to compare differences across groups where appropriate.

Findings from this study will shed a light on what the 'international student experience' is like during a global health emergency, and will contribute to research on re-thinking higher education internationalisation in the context of Covid-19.

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Challenges and Opportunities in Multimodal Teaching: Utilising Multimodal Resources in Language Curriculums

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Abstract

Multimodal research suggests that for language curriculums to meet their communicative language goals in our increasingly digitally driven society, multimodal activities must be integrated into existing classroom practices. However, a challenge that must be addressed is how language teachers can integrate multimodal activities into language curriculums that were originally designed without a multimodal focus. This is an important area of research because many teachers are working in institutionally constrained teaching contexts in which the teaching of multimodality is not part of the language curriculum. Therefore, teachers face the challenge of creating opportunities for learners to engage in multimodal activities while at the same time ensuring that students meet the curriculum goals prescribed by the institution. This paper describes how two teachers attempted to address this challenge by introducing a multimodal video project into a university language classroom. The class was following a communicative curriculum prescribed by the university, which had not previously focused on using multimodal approaches. The paper determines how successful the introduction of the multimodal project was through teacher self-evaluation of the project and student-based questionnaires. The results show that the multimodal project created many opportunities for students to engage in multimodal communicative activities with a high degree of autonomy and motivation. Furthermore, the project generated a wide range of learning opportunities for improvement in English language proficiency and multimodal literacies. However, the project created challenges that must be addressed: First, how should language teachers approach the teaching of nonlinguistic resources (image, gesture, audio, spatial) that constitute a multimodal text in a curriculum designed primarily for teaching the linguistic mode? Second, how can teachers evaluate, grade and give feedback on students' performance when they engage in collaborative, multimodal projects?

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A Multimodal Textual Analysis of Negation in Princess Diana Panorama interview 1995:   A Critical Stylistic Approach

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Abstract

This paper proposes a version of the *Critical* Stylistics model that explores how multimodal meanings of negation are made and projected in Princess Diana Panorama interview 1995 . A framework integrating Critical Stylistics and Visual Grammar models introduces the multimodal textual conceptual function of negation developed from Jeffries (2010a). Applying Jeffries' (2014) concept of textual meaning, the analysis shows that the linguistic text and images are two independent texts contributing differently but collaboratively to the meanings of negation made and projected in the multimodal texts.

I argue that a critical stylistic approach is applicable to images, but it needs an equivalent visual model to propose a tool that can analyse the meaning-making of negation in multimodal texts. I adopt Jeffries (2010a) critical stylistic approach and adapt it for images, making use of Kress and van Leeuwen's (2006) model of visual grammar and drawing on their notion that images are texts to develop the multimodal conceptual function of negation. The proposed tool can show how the linguistic text and the accompanying images while using resources specific to their underlying structure construct meanings that result in a coherent portrayal of the world of events reported through negation. The multimodal textual conceptual function of negation uses the notion of co-text to reduce the number of possible interpretations an image might suggest, producing a more systematic replicable analysis.

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Corpus Analysis of Passives in Master's Theses Across Engineering Disciplines

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Abstract

Style guides for scientific English frequently suggest avoiding the passive voice (Day & Sakaduski, 2011), as it is considered to weaken writing clarity. Yet research has shown that the passive is highly common in academic prose (Biber et al., 1999), particularly in scientific writing (Swales, 2004). While a few studies have investigated the passive in published scientific writing, such as medicine and physics (e.g., Hiltunen, 2016), engineering is poorly represented and understood in research on disciplinary discourse but especially on student writing. Despite increasing awareness of the challenges engineering graduate students have in writing high-stakes research genres such as the master's thesis, little attention has been given to engineering student writing. Furthermore, specificity is a key principle in English for specific purposes (ESP) research (Hyland, 2002), yet how far we should go with this concept is still an open question. Using corpus-based methods, we present findings of a comparative analysis of the use of the passive voice in engineering master's theses. Specifically, we systematically compare the frequencies, forms (including tenses and clause types), and functions of the passive voice across five sub-disciplines. Data consist of specialized corpora of 150 methods chapters of master's theses in chemical, civil, electrical, industrial, and mechanical engineering. Our data show that 52% of the verbs were in the passive, and no variation was found in terms of overall frequency. Findings, however, indicate variation in the passive forms and functions across sub-disciplines. While variation also exists in verb activity types, research-oriented verbs were most frequently used by all sub-disciplines, most likely due to the part-genre of the corpora. Supporting previous research (Huddleston, 1971; Swales, 2004), certain verbs are nearly always in the passive while others rarely are. The presentation begins by reporting and discussing the results, followed by implications for research in ESP research and teaching.

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Accommodating COVID-19 Challenges and Restrictions: A corpus-assisted analysis of Greek 5* hotel websites

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Abstract

The current presentation focuses on the discourse around COVID-19 pandemic in hotel websites, bringing together Corpus Linguistics and Services Marketing. Websites constitute a favoured Marketing tool that provides abundant promotional information, offering itself for rich linguistic analysis. Corpus tools have been used to analyse websites emphasising corporate identity, destination marketing, etc. (see Cesiri, 2019; Fotiadou, 2020; Malenkina & Ivanov, 2018). Likewise, corpora have been exploited to investigate the specialised discourse that has emerged due to the COVID-19 global crisis and the subsequent policies.

This study aims to investigate from a linguistic perspective how hotel websites portray COVID-19 challenges and restrictions. *AntConc* and *Sketch Engine* are employed to process a specialised synchronic corpus consisting of COVID-related sections, collected from the official websites of fifty 5* Hotels located in Greece. Highly frequent COVID-related keywords are identified, while their grammatical category, collocational behaviour and examples are also discussed.

Findings help to uncover the set of items selected by the management of Greek hotels to attract customers against the context of unstable and health-threatening circumstances. The discourse employed functions as a medium not only for informing, but mainly for persuading candidate visitors. Based on the recurrent patterns unveiled, websites emphasise on conveying the 'images' of safety, hygiene, precautions and physical/social distance—notions inextricably intertwined with local and international COVID-19 regulations. The present analysis also brings to light some common themes disseminated to visitors by marketers and hoteliers, demonstrating the communication strategy adopted.

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Students' Self-Repair in Task-Based L2 Learning and Teaching

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Abstract

The predominance of self-repair over other-repair has been confirmed by studies of native speaker-native speaker (NS-NS), native-speaker-nonnative speaker (NS-NNS) and nonnative speaker-nonnative speaker (NNS-NNS) interaction, both in educational and in natural settings. Second language acquisition (SLA) researchers, in particular, have established that self-initiated self-completed repair as an internally-driven mechanism and in which attention arises through production processes is more effective for L2 learning than other-initiated other-completed repair, a mechanism in which attention is induced by external means (e.g., Izumi, 2002; Mackey, 2020; Markee, 2015; Sato & Ballinger, 2016; Shehadeh, 2001). Based on a task-based self-repair empirical study and a recent small-scale study (2020) conducted during the COVID-19 pandemic online teaching, it will be illustrated with real examples that self-initiated self-completed repair is both quantitatively and qualitatively more important for L2 learning than other types of repair. The presenter will discuss the pedagogical implications of these research findings for L2 teaching, and how the classroom teacher can utilize the various repair strategies, in particular students' self-initiated self-completed repair, in his/her teaching situation including online teaching.

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The Era of eNewspapers: A Corpus-based Register Analysis of Online News

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Abstract

This paper addresses the digital transformation of newspapers and the linguistic changes resulting for the register of news reportage. The two major research questions are: 1) Based on linguistic evidence, should online news be considered a register in its own right, or is it some kind of hybrid register between printed and spoken news? 2) Under the influence of digitalization, how has news reportage as a whole shifted/changed linguistically?

I conducted a corpus-based register analysis under Biber (1988)'s Multi-Dimensional (MD) framework. A total number of 7,254 news articles were collected to form 5 corpora (over 1.5 million words each): spoken and printed news from 1996-97 and 2018-19 and online news from 2018-2019. I examined 76 syntactic constructions included in Biber's original analysis to see if online news as a register is similar to/distinct from printed and spoken news linguistically, or if it is situated between the two on a written-spoken spectrum.

The results indicate that online news has its unique linguistic patterns that are quite different from those of written and spoken news. The language is more informationally dense and more narrative (in Biber's terminology), exemplified by lower type-token ratio, shorter clauses, and more frequent use of general nouns, nominalizations, private/public verbs, 3rd person pronouns and past tense.

The dimension scores also suggest that the digitalization of news has an impact on the linguistic features of news writing in general, which is not simply a "drift" of written registers toward more "oral" styles (Biber & Finegan, 1989; Biber et al., 2001) or "colloquialization" (Hundt & Mair, 1999). Rather, it is a shift towards a more informationally compact and context dependent writing style. The interactive/involved nature of online news is mainly reflected through the use of images, videos, and hyperlinks (Harmer & Southern, 2020).

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Incidental vs. Intentional Digital Game-Based Vocabulary Learning

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Abstract

Vocabulary learning has been traditionally considered central to second language learning. It may take place either intentionally, by means of 'deliberate attempts to commit factual information to memory' (Hulstijn, 2001, p. 1), or incidentally, as a 'by-product of other cognitive exercises involving comprehension' (Gaas, 1999, p. 319). Although intentional learning affords higher retention rates (Hulstijn, 2003), it came under criticism in the 1980s with the advent of communicative learning methodologies and the belief that vocabulary acquisition takes place upon exposure to and use of new words in meaningful contexts (Elgort, 2011). As a result, recent research has looked into the effectiveness of incidental vocabulary learning, mostly through reading L2 texts (Huang & Yang, 2012). Unlike reading, video games, which have also been extensively employed in educational contexts to understand lexical development in foreign languages (see Hung, Yang, Hwang, Chu, & Wang, 2018), foster production of and exposure to authentic and meaning-focused vocabulary.

This ongoing study aims to explore the effect of playing an online multiplayer social deduction game on incidental and intentional L2 vocabulary learning. University upper-intermediate EFL students (n= 104) took a vocabulary pre-test before playing the video game *Among Us*, and were then assigned sets of five unknown words, as determined by testing, which they had to meaningfully use in the game by means of written interaction. In doing so, students learnt some target words intentionally and provided contextualised incidental exposure to other players. They took a vocabulary test immediately after two hours of practice with the game and also four weeks later. ANOVA analyses have been conducted to explore intentional and incidental L2 vocabulary learning gains, both in the short and the long term. The study concludes by examining the limitations of the current study and discussing new directions for future research, such as how word exposure frequency affects the incidental and intentional learning of L2 vocabulary that goes on in digital game-based learning scenarios.

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Investigating language ideology in the Irish media: Commodification of the Chinese language

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Abstract

Despite the growing importance of Chinese in many contexts, the ideological orientations towards the Chinese language and its speakers embedded in the wider socio-political context remain under-researched. This study intends to bridge this gap by interpreting media representations of 'Chinese' in Irish print media. A combination of corpus linguistics and Critical Discourse Analysis was employed in the study. Informed by Ruíz's (1984) metaphorical representations of language, 85 valid news articles retrieved from the major Irish newspapers (2010-2018) were analysed. The results of analysis suggest that Irish media discourse focuses on highlighting the instrumental value of the Chinese language, promoting standard Chinese and marginalizing the Irish Chinese diaspora community. It can be argued that a community oriented approach to promoting the learning and teaching of Chinese may help create a positive synergy between heritage language maintenance and recognition of the Chinese language as a valuable resource. This study will have implications for the wider discussion of language ideology and language planning with regard to modern language learning and heritage language maintenance.

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How Art Historians Write: an ethnography-oriented case study of Russian scholars

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Abstract

The present study is a part of a larger ethnography-oriented project and explores writing practices of scholars in the domain of art history in Russia. It draws on academic literacy theory and work from two major premises: a) writing is a type of social practice, b) writing is closely linked with the knowledge-making practices in a discipline, 3) politics and ideologies significantly shape knowledge production. Semi-structured interviews were employed to explore how participants were taught to write in the discipline and how they write now. The results of study indicate that mentoring and discovery learning were the main teaching approaches and that writing was seen as purely instrumental, a skill that one acquired naturally from experience. The interview data indicates that the participants are reinventing their writing and that the major tensions in that process are closely linked to: 1) access to resources in the process of researching and producing a text, and 2) traditions of knowledge-making globally and in the particular geopolitical and socio-historic context of Russia. The study discusses the key challenges into researching writing for publication practices of art historians and how this knowledge domain is marked by varying interpretative epistemologies within national, cultural, and geopolitical contexts.

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Peer Coaching and Mentoring in Reflective Collaborative Community of Practice: A Corpus-based Analysis of Blended Teacher Education Programme.

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Abstract

There is a plethora of models in the spectrum of continuing professional development that aim to collaborative endeavor and support teachers' autonomy, namely the peer coaching and mentoring model. Many studies, therefore, have examined the peer-networking, collaborative reflection, social interaction, and peer-support-group as a powerful catalyst to raise teachers' professional growth within a community of practice. According to Wenger (1998a), communities of practice include a group of people with the same mutual interests and objectives wherein, they interact to promote learning and find solutions to the identified problem with an innate belief that the group development is more beneficial than individual's benefit However, little research has been done into the use of online technologies for social networking and online community of practice.

This study has a multifaceted focus. Firstly, it tends to explore student teachers' current knowledge and needs in reflection. Then, it aims to investigate their beliefs towards reflective practice, peer coaching, and blended modes of teacher education. In addition, the main purpose of this work is to examine the characteristics and the evidence of the dialogic discourse in blended modes of communication, also, to extrapolate the maintenance of a community through interaction and peer scaffolding between the peer tutor and novice and expert teachers. Finally, this research further attempts to find out participants' post-course perceptions towards the use of blended interactions and dialogic reflection.

The rationale of this study is to design and assess a CPD action research intervention for four cohorts of MA TESOL student teachers at the University of Limerick, Ireland. This research is methodologically innovative in the ways it seeks to examine physical and computer-mediated discussions through quantitative and qualitative corpus-based analysis after recorded face to face workshops, ''Microsoft Teams'' tutoring sessions, and chatroom discussions. Moreover, the MA TESOL student teachers' current knowledge, beliefs, and perceptions towards reflective practice, peer interaction, and blended mode course will be provided through a need's analysis questionnaire at the beginning, and a post-course questionnaire and an interview.

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The early careers of languages graduates: A longitudinal study

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Abstract

There is a motivational crisis in language learning among Anglophones (Lanvers, 2017; Thompson, 2017), accompanied by a steep decline in numbers of students following specialised languages degrees. Policymakers are alarmed, arguing that there are continuing workforce needs for languages specialists (British Academy, 2019). It is therefore important to understand both the motivations of those Anglophones who do choose to study languages, the evolution of their language identity over time, and their experiences of entry into the workforce.

This paper reports a longitudinal study of 28 graduates in French and/or Spanish from a UK university, which tracked them from their undergraduate Year 2 (in 2011) until six years postgraduation (in 2019). The participants were drawn from a larger study, focusing in particular on the impact of the year abroad on language development and on identity (Mitchell et al., 2017). They were interviewed six times as undergraduates, before, during and following the year abroad, and were again interviewed in 2016 and 2019. The interviews documented their language values and motivations for language study, their experiences as students at home and abroad, and the development of their careers and social networks postgraduation.

Like other Humanities graduates, the participants took a little time to find a clear career path; in 2016, as very recent graduates, almost all were employed but many were doing short term sub-professional jobs (frequently involving their language skills). By 2019, most had settled on a particular profession; while 11 participants were making professional use of their languages (e.g. as teachers or diplomats), the majority were (sometimes regretfully) in monolingual roles. We discuss the influences which supported or discouraged entry into language-related professions, with particular attention to teaching and to translation/interpreting, and also the more general contribution of language study to participants' life course, whether working in multilingual or monolingual professions.

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Metacognition in EFL Listening: Towards a model of a 'good' EFL listener

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Abstract

Metacognition is increasingly being credited as an influential factor in learning to listen in an L2. However, existing studies mostly looked at metacognition partially- either strategy use or metacognitive knowledge. This study aimed to fill this gap by exploring metacognition holistically, particularly looking at the differences between the less successful listeners (LSLs) and the more successful listeners (MSLs) in their holistic metacognition in EFL listening. An explanatory mixed methods design was used to elicit data from EFL undergraduate learners at public universities in Bangladesh. Data were collected in two phases: elicitation of quantitative data on perceived strategy use via an EFL Listening Strategy Questionnaire (EFLLSQ) from 395 students was followed by tapping of qualitative data on task-based, on-line strategy use via think aloud protocol, and metacognitive knowledge via semi-structured interview from a subsample of 15 LSLs and 15 MSLs. Quantitative data were analysed using descriptive and inferential statistics in SPSS and qualitative data were coded via Nvivo and analysed using both content and thematic analyses. A holistic metacognitive model of a 'good' EFL listener emerged from the synthesis and triangulation of the findings of: (a) MSLs' strategy use; (b) MSLs' metacognitive knowledge, and (c) both LSLs and MSLs' perceptions of what makes a 'Good' Listener. This metacognitive model of a 'good' listener can be used as a checklist for assessing listeners' metacognitive awareness, raising awareness of metacognition, and putting metacognition in action i.e., using potential strategies for better listening experience in an EFL context.

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A multimodal approach to exploring second language learning histories of university students in Japan

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Abstract

This paper explores the possibilities of using digitally produced multimodal language learning histories (MLLHs) to learn about the experiences of learning a second language of a group of university students in Japan (*N*=21). We observed that learners' MLLHs are texts in which the visual elements of "language," "place," "person," "learning resource" and "self-analysis of learning process" are represented visually. We also identified four patterns in the ways the MLLHs are constructed by placing a focus on a certain type of visual element. "Person-oriented" MLLHs focus on L2 learning as emotional experience. "Place-oriented" MLLHs emphasize being on site at the L2- spoken region as being the key. In "resource-oriented" MLLHs, learning is perceived to occur as a result of engaging with language via their favorite media. In "analysis-oriented" MLLHs, learning is regarded as going up and down the scale of linguistic and motivational measures. These patterns reflect learners' beliefs on L2 learning as viewed from a contextual perspective. We further argue that a multimodal approach can have a significant influence on making visible learners' subjective perspectives and beliefs as lenses through which they frame their learning experiences, as well as focusing on the dynamics and individualities of learning as lived experiences.

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A cross-cultural analysis of the speech act of congratulating in Kabyle and Jordanian Arabic

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Abstract

Congratulating others is an essential aspect of human social interaction and a speech act that is realised differently in languages. This study aims to investigate the pragmalinguistic realisations of the speech act of congratulating in Kabyle and Jordanian Arabic (JA) by comparing the strategies that Kabyle-speaking and JA-speaking students employ when offering congratulations. The data are analysed with reference to social status, gender and cultural background of the participants. A Discourse Completion Test (DCT) which included four situations of different social statuses is used to collect data from 30 JA-speaking students (15 males and 15 females) at the University of Jordan and 30 Kabyle-speaking students (15 males and 15 females) from three different universities in Algeria region of Kabylie. Elwood's (2004) framework is adopted in the classification of strategies. A mixed-method approach is applied in the analysis with the frequency of strategies being quantitatively analysed and the semantic formulas vis-à-vis status are qualitatively analysed. The results show that there are slight differences in the use of congratulating strategies between the two groups of participants, and these are discussed in terms of sociopragmatic and sociocultural dimensions of variational pragmatics.

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The role of WCF in the development of implicit and explicit L2 knowledge of selected target structures

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Abstract

The number of studies investigating the differential effects of a range of types of written corrective feedback (WCF) and the claimed beneficial effects of WCF on learners' written accuracy continues to grow. Yet there has been scant attention paid to the role of WCF in the development of explicit and implicit *knowledge* of the L2. Research also suggests that the effects of feedback is context specific and varies depending on the learners' first language. However, previous studies have been mainly in ESL contexts, with few studies examining role of WCF in EFL contexts. The presenters will report a study designed to add to our understanding of this underexplored area by investigating the effect of WCF on the development of explicit and implicit L2 knowledge among a group of university-level Arabic-speaking learners of English studying in an EFL environment. The following research questions were addressed.

1. What is the effect of direct written feedback on the development of EFL learners' explicit and implicit knowledge of L2 grammar?

2. Does the effect of feedback on each type of knowledge (if any) vary depending on the type of target structure (prepositions versus article)?

3. What is the effects of students' revisions on the development of EFL learners' explicit and implicit knowledge of L2 grammar?

4. Does the effect of revision (if any) vary depending on the type of target structure?

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Chinese Students in UK Higher Education: Exploratory Research into Chinese Postgraduate Students' Academic Experiences of Classroom Participation and Group Collaboration

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Abstract

Recent years have witnessed increased attention to the dynamics of group activities, and researchers have conceptualised the Community of Practice as a vehicle to promote learning and collaboration within groups. In this paper, the academic experiences of Chinese postgraduate students are explored, in particular their involvement in interactive activities within the context of UK higher education. It examines the ways in which they participate in classroom-based activities and to what extent they collaborate in group work.

Drawing on the social constructivist paradigm of learning, this thesis presents a qualitative study of three academic learning activities at a UK university: interactions within the classroom, participation in seminars, and collaboration in group coursework. The purpose of this study is to determine the extent to which higher education institutions in the UK have the capacity to ensure full participation of their Chinese students in collaborative learning.

The findings of this thesis suggest that designs of seminars and group coursework can create a friendly atmosphere for students to collaborate and work efficiently. In particular, this study offers an opportunity to revaluate students' participation patterns and further emphasise the significance of silent study. It also contributes to a comprehensive understanding of the dynamics of student learning in the UK higher education system. Lastly, this thesis investigates the perceptions of Chinese international students studying in the UK with an emphasis on their engagement and collaboration across various learning environments. For those who wish to study in the UK, this may serve as guidance on how to prepare successfully for higher education before coming to study.

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ESOL Teachers' Perceptions of Adult Learners' Motivation and Resilience During the Covid-19 Pandemic in England

Kathryn Sidaway

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Abstract

Adult ESOL in England is accessed by anyone for whom English is not their first language. These learners come from all over the world and have migrated for a range of reasons such as claiming asylum, seeking employment or re-joining family members. Once they reach the B1/B1+ level, they are no longer learning for survival and their reasons for learning can be wide ranging.

Inspired by the work of Glas (2016), in November 2020, during the second lockdown in England, 17 ESOL teachers were interviewed to investigate their perceptions of the learners' reasons for studying, the impact of the pandemic and the reasons some students succeed whilst others fail at this level. At the time of interviewing, seven were still teaching in classrooms, eight were teaching online and two were offering a blended approach. All had taught online during the first lockdown from March to July 2020.

Resilience of both the students and the teachers emerged as a major theme. The students were supporting each other and discovering new ways of practising English online. The teachers were adapting their teaching styles for both the online environment and socially distanced classrooms. Despite digital poverty and a lack of teacher training, these new ways of teaching and learning were not acting as barriers but were actually creating 'spaces to manoeuvre' (Glas, 2016).

My poster will give an overview of the themes emerging from the interviews, which included the Skills for life exams, access to English speakers, previous education, and future hopes and plans. Ushioda's Person-in-context approach (2009) was utilised to guide the analysis as a reminder that the learners in focus are not just students but are people with complex histories and lives outside the classroom. There will be a concluding section with pedagogical implications and suggestions for further research.

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The Production Effect on the Acquisition of Vocabulary in Child Learners of Arabic as an Additional Language

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Abstract

Saying or repeating words is an effective method when learning and recalling new vocabulary because repetition enhances memory, especially when reading items aloud versus reading items silently (what has been called "the production effect"). This effect arises over different types of production, including writing and typing, as well as in studies that used pictures and word stimuli (Fawcett et al., 2012; Icht and Mama, 2019). Although the production effect has been shown to be advantageous when acquiring less frequent or unfamiliar words in several studies using different methods, it is understudied in children, and in studies exploring children's acquisition of words in second or foreign language learning. To investigate this, a group of children (4-7 years old), learning Modern Standard Arabic as an additional language, took part in a word learning study. The study was delivered online, and asked children to learn unfamiliar Arabic words in different conditions: listen only and listen-then-repeat. Following the learning phase, children were then tested on their recall by selecting one of four pictures in response to the spoken word. Mouse tracking was used to assess accuracy, and also to gain insight into hesitancy and competition in the responses. In line with previous studies, preliminary results suggest that production facilitates word learning in children, and that word frequency contributes to word-learning difficulty in producing words.

Key words:

additional language acquisition, word learning, production, perception, mouse tracking

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293

Benefits, Inhibitors, Facilitators of Intercultural Interactions: Exploring International Volunteers from Mainland China

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Abstract

Despite international volunteers can be valuable participants for studies in the intercultural communication field, research has not kept pace with the phenomenon. Moreover, considerable studies exploring Chinese sojourners' intercultural experiences, have been conducted in English-speaking countries with a focus on interaction with L1 English speakers (e.g. Homes, 2004). I argue that more studies in non-English speaking countries are needed to explore the interaction between Chinese and other L2 English speakers.

This study focusses on exploring international volunteers from Mainland China's lived experiences of intercultural interaction resulting from overseas volunteering projects in 41 countries over 4 continents, most of which are non-English speaking countries. The focus of the study is not limited to intercultural contacts with hosts in the volunteering destinations but also includes contacts between participants and other international volunteers across the globe. This study employed individual semi-structured interviews with 12 interview participants and documentary analysis of 182 existing narrative reports written by international volunteers from Mainland China to collect qualitative data. While semi-structured interviews allowed me to interact directly with my study group to gain a complex, detailed understanding of their experiences, the reports were written following the guidelines set by the volunteers' organisation and offered me the chance to understand their experience without my intervention. Each method is complementary to the other and could yield a source of extra knowledge to gain a more comprehensive understanding of the phenomenon of interest.

This research provides deep insights into the benefits, inhibitors and facilitators of intercultural interaction and potential strategies for developing intercultural interaction competencies. This insight will be carried forward into future research.

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296

Argumentation quality in Synchronous online forums, essays and debates: A corpus analysis of EAP discourse.

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Abstract

Argumentation is a process that can enhance critical thinking, and problem solving skills (Jonassen & Kim, 2010) and is intertwined with complex learning and conceptual thinking (Baker, 2009). The influence of online communication on argumentative and cognitive skills has become a major concern for educational research (Bagheri& Zenouzagh, 2021, Duvall, Matranga& Silverman, 2020; Fu, Aalst& Chan, 2016). For a scrutinized examination of online discourse, oral and written modalities should be well observed. Written discourse is distinguished by structural integration, whereas oral discourse encompasses fragmented structures due to the influence of time on human cognition (Chafe, 1982). Moreover, functionality of discourse markers varies as well amongst oral and written discourse regarding interaction (Adel, 2010). Hence, recent research has compared online discourse to either oral (i.e Bagheri& Zenouzagh, 2021) or written modality tasks (Gibson, 2009). However, there is a need to compare the three modalities simultaneously including a well-structured analysis of academic discourse. Thus, influence of synchronous online forums on students' argumentation should be compared to academic essays and debates. Toulmin's model (1958) of rhetorical structure was applied to observe the quality of arguments in the three examined academic tasks. However, it is a structure that only considers the arguer's side neglecting the opponent's point of view (Leitao, 2001), a matter that is covered through the addition of supporting components featuring dialectical argumentation.

This webinar will present a corpus study comparing argumentative discourse of EFL learners across synchronous online forums, essays and debates. Students enrolled in a 12 week module of English for academic purposes. Qualitative and quantitative methods of analysis were employed. Significant findings were revealed regarding the influence of synchronous online forums on students' argumentation quality compared to academic essays and oral debates. Pedagogical implications then highlighted how synchronous online forums can be used in the rhetoric classroom.

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Colloquium title: Family Language Policy in the Midst of a Changing Era

Angie Baily, Luyao Li, Xiao Lan Curdt-Christiansen

University of Bath, Bath, United Kingdom

Abstract

The Covid-19 pandemic and the development of digital technology have significantly added to the complexity of the linguistic landscape of the world, and rekindled the concerns in applied linguistics regarding social inequality, language policy, language ideology and identity. Families as a microcosm of a macro society reflect the complex socio-linguistic, socio-cultural, socio-political, and socio-economic environments in which they are situated (Curdt- Christiansen and Huang, 2020). Because of the social nature of families, the definition of 'family' has become increasingly complex in this rapidly changing world, and so too have the structures, ideologies and experiences surrounding the family language.

The four papers offer insights into the ways in which households, as "repositories of knowledge" (Gonzalez 2005, p.26), endeavour to develop their children's heritage language via a variety of important pedagogical practices to implicitly and explicitly develop children's metalinguistic knowledge. It is, however, also evident that "rural remoteness" means that not everyone has "the inherent human right to learn, use and transmit a language of heritage and birth" (McCarty, Nicholas, and Wigglesworth 2019, p.4).

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Language achievement predicts anxiety and not the other way around: A cross-lagged panel analysis approach

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Abstract

While language anxiety is known to be a strong predictor of the second language (L2) achievement for decades, there has been a relative lack of empirical attention to establishing which one – anxiety or achievement – influences the other. The present study, based on a cross-lagged panel analysis, examined the causal relationships between language anxiety and L2 achievement, each of which was measured at three times points across 17 weeks. The results supported the directional relationship from L2 achievement at Time 2 to language anxiety at Time 3 while the opposite directional relationship from language anxiety at Time 2 to L2 achievement at Time 3 was not supported. The moderation analysis further sheds light on the importance of the earlier L2 achievement in the development of anxiety later on, by understanding learners' motivational profiles. That is, learners with high autonomous motivation and high achievement at Time 1 exhibited a further decrease in anxiety at Time 3. On the other hand, learners with high autonomous motivation but low achievement showed a high level of anxiety at Time 3. Overall, the present study makes a noteworthy contribution to one of the most debatable issues in the field and concludes with some practical implications for L2 educators.

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Parental involvement in online Chinese language education: A netnographic case study of transnational families in the UK (Colloquium title: Family Language Policy in the Midst of a Changing Era)

Luyao Li, Xiaoli Liu

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Abstract

The COVID-19 pandemic has accelerated the digital transformation of education. Parental involvement (PI), a significant factor in children's educational achievement, has not yet been discussed in connection with online education in this pandemic era. Facing the current situation, this study aims to investigate PI in children's heritage language learning (HLL) in the context of online Chinese sessions. The one-to-one sessions are delivered weekly by Chinese postgraduate students at UK universities to local bi/multilingual children through the digital communication platforms: Zoom and Tencent QQ.

To examine the types and impacts of PI in children's HLL in the digitised learning context, this study is designed within the scope of Family Language Policy and draws on Bourdieu's concepts of habitus and cultural capital. To address the research aims, this study adopts a netnographic approach along with multiple methods of inquiry, including online focus groups, parent-teacher online chat records, online classroom observations, and online semi-structured interviews. Parents and children from eight transnational families and ten teachers participated voluntarily in this six-month study.

The preliminary findings are: 1) PI in children's HLL appears to be a complex behaviour that may take different forms. Two intertwined and transformable types of PI emerged: the explicit PI and the implicit PI. The former refers to that parents observably involve themselves in and undertake direct teaching activities. The latter indicates that parents create opportunities for children to be exposed to and immersed in Chinese contexts. 2) Factors that influence PI are various and complex, including parents' past experiences (habitus), present life circumstances, and aspirations for their children's future. These time-oriented factors are broken up and recombined in the timeless digital space; in other words, different factors intersect, project onto, and co-affect PI with the aid of digital technology. 3) The impact of PI in children's HLL varies from child to child and strongly relates to the aforementioned types and factors. This study makes a new contribution to the field of HL maintenance and benefits transnational families and ethnolinguistic communities.

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Chinese heritage language maintenance and development in mixed marriages in rural Ireland (Colloquium title: Family Language Policy in the Midst of a Changing Era)

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Abstract

The world in which we live has been changed by globalisation, migration, and urbanization. Families from all over the world are bringing their languages and cultures to both existing and newly established immigrant communities in Ireland. Perceptions of family language policy (FLP) have changed, as have the actors within, and families are now more aware of the benefits of second and third language acquisition and are keener than ever to transmit their languages onto their children. Families hoping to bring their children up multi-lingually in a largely monolingual society have many challenges to face with problems such as "rural remoteness" (Mayer at al., 2020) often being a crucial factor in whether the language survives or not despite a variety of digital communication possibilities.

This study looks at FLP in four mixed marriages in southwest rural Ireland, where at least one parents is a native speaker of Chinese. It seeks to investigate the dominant discourses that shape the parents' views of their children's bilingual development and how these discourses are manifested in their everyday lives. Necessity, acceptance, and integration into a new land frequently dictate the choices made to ensure success and integration, but often at the sacrifice of the home language. This study examines the choices made by parents in the following questions:

1. 1) What are the linguistic practices adopted by bilingual/intermarried couples?

2. 2) To what extent do parents believe there are more obstacles to their integration in society (Henin and Bennet, 2002) by living in small and largely monolingual communities in

    rural Ireland?

3. 3) To what extent do parents believe that the survival of the family language is in danger

    because of a lack of "perceived value, power and utility" (Curdt-Christiansen, 2009, p.354)?

Using semi-structured interviews to collect data, this research will shed light on how parents apply their 'made-to-fit' ideologies, that is, ideologies constructed around the limited and often ineffective language resources available to them. The study has implications for FLP in rural Ireland and small communities everywhere.

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Investigating the role of polymedia in heritage language maintenance through the lens of family language policy (Colloquium title: Family Language Policy in the Midst of a Changing Era)

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Abstract

Studies in Family Language Policy (FLP) are disposed to capture family language beliefs and practices with consideration of micro and macro contexts to address emerging language-related issues (Schalley & Eisenchlas, 2020). The technological advances have significantly changed the way people live. Madianou and Miller (2012) introduced the term 'polymedia' (p.124) to highlight the impact of multimodal communication on the management of interpersonal relationships (Lanza & Lexander, 2019). Media-based sources have also been found beneficial for heritage language (HL) development. The digital ubiquity has added to the complexity of FLP and highlighted the importance of exploring how polymedia affects HL maintenance within the FLP domain. Nonetheless, despite the already relatively large body of FLP research and the increasing interest in investigating how polymedia can be used to support language learning, very limited research has so far examined how polymedia navigates FLP.

This study draws insights from existing FLP theories and language acquisition theories involving the use of multimedia to investigate how the pervasive use of polymedia shapes HL- oriented FLPs and ultimately contributes to HL maintenance. It focuses on 15 Chinese- Australian parents who had been committed to and had made agentive efforts in transmitting Chinese heritage language (CHL) to their children. Through individual interviews, polymedia- supported FLPs were explored. Particular attention was paid to the fundamental changes of FLPs due to COVID-19 pandemic and the consequent lockdown. The findings reveal the triple paradoxical roles of multimedia in CHL maintenance: as a facilitator of CHL acquisition, as a source of conflicts, and as a mediator to mitigate such conflicts. The findings have implications for researchers, immigrant families and communities concerning HL maintenance in Australia and globally.

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How and why do third-generation Chinese immigrants revitalise their heritage language and literacy practices?——The role of family language policy (Colloquium title: Family Language Policy in the Midst of a Changing Era)

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Abstract

Multilingual families have become increasingly commonplace worldwide, yet Fishman et al. (1966) point out that, by the third generation, most immigrants are largely monolingual. There is, however, a phenomenon being observed in some Chinese immigrant groups where non- Chinese speaking second-generation immigrants want to revitalise Chinese and help their third- generation children develop the language.

There are few attempts to understand how the expectations of second-generation immigrant parents' impact on family language practices and strategies (Curdt-Christiansen and La Morgia, 2018); and how the revitalisation of the language leads to an enhanced sense of self-identity and strengthened communication with Chinese speaking relatives. In order to understand parents' ideology, decisions and strategies and how languages are negotiated in the home (King and Fogle, 2008), this study aims to address the problems that commonly arise in a multilingual home. It aims to address problems that arise when parents attempt to manage a multilingual home and examines how parents mediate objective, dominant discourses in education and wider society while also looking at their subjective experiences and literacy resources.

The study included four families in which at least one parent is second generation ethnic Chinese but speaks little or no Chinese. Ethnographic research methods, including semi- structured interviews and self-recorded conversations were employed to capture how language practices were developed and maintained between the second and third generations.

The results of the study suggest that more attention needs to be paid to the diverse expectations and strategies of the different generations of Chinese immigrants as they try to cope with the challenges of revitalising their Chinese language. The study has implications for non-speaking Chinese families hoping to revitalise their heritage language and for research surrounding motivation and agency.

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Virtually Vegan: a transhistorical perspective on identity and ideology in Usenet and Twitter

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Abstract

Our paper examines identity construction in online discussions of veganism. It considers the investigative opportunities of the new 'history' of digital media, as online (computer-mediated) interaction approaches its half-century (Carr 2020), to enrich our understanding of the relationship between communicative practices, technology and society, alongside the challenges of comparing datasets from different digital periods. Using two online datasets - threads from a 1983-6 Usenet newsgroup "net.veg" and high-engagement #vegan Tweets from autumn 2020 - we evaluate how meat-free lifestyles are constructed: firstly as ideologies, and secondly as identities, and explore if there are changes over time.

We apply a transhistorical framework (Tagg and Evans 2020) to evaluate the semiotic resources used in each dataset. The qualitative analysis highlights features associated with stance-taking (Du Bois 2007) (e.g. pronouns), as speakers signal their alignment with 'meat-free' ideals, as well as markers of interactivity and orality (e.g. colloquial respellings; Wikstrom 2014). Our findings suggest that vegan ideologies are stable over time, but its conceptualisation as an "identity" and the communicative practices signalling membership in these communities, show change. Our study highlights the potential of longitudinal analyses for our understanding of online language practices, identity performances and communities.

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A Consideration on Teaching Methods of EFL Listening for Intermediate Learners Based on Theories and Evidence

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Abstract

Introduction

This presentation reports effective teaching methods for EFL listening for intermediate learners (IL) based on evidence and the theories of human information processing (Schneider and Shiffrin, 1977) and the cognitive psychological process of language learning (Anderson, 2010). Most previous studies have focused on skilled learners and reported that effective listeners utilise both top-down and bottom-up processing strategies, whereas ineffective listeners become embedded in bottom-up processing strategies. However, statistically, most learners are intermediate. Thus, this presentation focuses on IL.

Hypotheses

For lower intermediate learners (LIL) who score between 166 and 249 out of 495 on the listening part of TOEIC® (hereafter, the test), dictation training (DT) is most effective.

For upper intermediate learners (UIL) scoring between 250 and 330 on the test, listening strategy training (LST) is most effective.

Participants

202 Japanese university students

Methods

Following the test in Week 1, selected IL participants who scored between 166 and 330 were divided into three groups: a control group (CG), dictation training group (DTG), and a listening strategies training group (LSTG). From Week 2 both the DTG and LSTG received 30 minutes of training for 13 weeks.

The DTG listened once to an audio file and inserted missing words. Next, the answers were provided, and they listened again for the missing words. Finally, they listened to the complete text.

The LSTG learned one of various listening strategies per day (content words, note taking, inference, discourse markers, background knowledge, scanning, skimming) followed by listening tasks on one of these. Answers and feedback were then provided.

In Week 15, all attempted the test. These scores were compared with Week 1.

Results

The results are significant and show that DT and LST are effective strategies for LIL and UIL, respectively.

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Reflecting on the experiences of EFL teachers' professional development within a private university in Mexico

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Abstract

EFL teachers' experiences are important to analyze in order to understand their teacher development in Mexico. Richards (2015) defines teacher development as a long-term understanding of teachers' base knowledge on language teaching contexts, identities, and teaching practices.

This research project focuses on understanding professional experiences in relation to teacher development in the lives of five non-native EFL teachers (3 Mexicans, 1 Italian and 1 Japanese: 4 women and 1 man) in a large private university in Mexico.

This qualitative research explores the EFL teachers as "human actors in natural settings" (Richards, 2003, p. 10). The method used was narrative inquiry (Connelly & Cladinin, 1990; Chase, 2008; Castleberry & Nolen, 2018) using semi-structured interviews of five EFL teachers. The semi-structured interviews were based upon Kelchtermans' (1993) interpretative framework, chosen for the comparative nature of his project into teachers' narrative analysis of their professional development.

Through thematic analysis of narrative inquiry, I was able to detect five themes were detected in these narratives that were produced and were later analyzed: 1) career entry, 2) critical incidents, 3) role models as an influence for teachers, 4) teacher's job responsibilities, 5) rewarding experiences and 6) perspectives of professional future.

Some of the teachers did not plan to become EFL teachers, but eventually identified themselves as EFL teachers with the help of positive role models. They then took different teacher development courses which made them feel more secure. The teachers often felt overlooked as EFL teachers in their context. For the most part the teachers want to continue in the teaching field. This research is of interest for

teacher educators, coordinators, and administrators to understand the complexities of teacher development.

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"He Had Me Struggle Through This Whole Thing": Rapport Management In An Office Hour Meeting

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Abstract

Office hour consultations offer students opportunities to meet face-to-face with and receive academic support from their instructors. However, as office hour meetings feature power imbalance as well as knowledge asymmetry between the teacher and the students (Park, 2012), managing rapport is important in order to maximize the usefulness of these sessions. While a conversation analysis approach can reveal the interactional sequence of an event, "there might be an additional dimension of meaning processed which is not immediately discernable to the observer or which cannot be sufficiently explained with reference to the speaker's contributions alone" (Limberg, 2010: 64). In an attempt to go "beyond the overt lexical information" (Gumperz, 2015: 312), this research examines an office hour meeting from an interactional sociolinguistic lens. Drawing on Goffman's frame analysis (1974), Gumperz's (1982) contextualization cues and Spencer-Oatey's (2008) theory of rapport management, I explore an instructor's strategies to manage rapport with his student and the effect of these strategies on the student's perceptions and reactions. For the purpose of triangulation, I collected data from multiple sources (i.e., background surveys, video recording of the meeting, my observation notes, two interviews with the instructor and one follow-up interview with the student). The findings revealed that the instructor employed various strategies to manage rapport with the student. It was also observed that rapport management is impacted by multiple forces, including interlocutors' perception of each other's face, rights and interactional goals. These forces interact and surface in the unfolding conversation and sometimes cause miscommunication. The findings suggested that interactional goals play an important role in the success of the office hour consultation in focus. Finally, I discuss limitations of this current research as well as suggestions for ITAs training and future research.

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A contrastive interlanguage analysis of lexical bundles in English as a foreign language writing: L1 Chinese, Japanese, and Korean

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Abstract

Correct and register appropriate use of frequently recurrent multi-word sequences (e.g., lexical bundles) plays an important role in proficient linguistic output. However, the ways in which these multiword sequences are used by second language (L2) writers is still insufficiently understood, particularly in relation to the potential influence of first language (L1) background on target language production.

In the present study, a learner corpus of 420 argumentative essays was analyzed using a modified lexical bundle approach to determine how frequently recurrent word sequences were used by L2 English academic writers from three L1 backgrounds (Chinese, Korean, Japanese). The main goal in this study was to use these methods in order to identify intra-group production tendencies and intergroup production differences that help to distinguish each L1 group. Importantly, to provide a more reliable form of analysis, the corpus was controlled for target language proficient, writing conditions, and topic.

Using a contrastive interlanguage approach with quantitative and qualitative measures, unique tendencies related to broad functional categories as well as individual lexical bundles were identified in the writing of each L1 group. Findings include relative overuse of text-oriented bundles by L1 Chinese writers, relative overuse of participant-oriented bundles by L1 Japanese writers, and a general tendency to relative underuse of lexical bundles types and tokens by L1 Korean writers of L2 English. Methodological and pedagogical implications of these findings are discussed.

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Listening-AND-Speaking Communication: A National Survey of Second Language Listening and Speaking Motivation in Higher Education

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Abstract

Learner motivation is a pivotal psychological concept in second language (L2) education. While numerous studies have been conducted to explore L2 general motivation, learners' motivation in specific linguistic domains, especially listening and speaking skills, is relatively under-explored. Given that listening and speaking are two integral abilities for effective L2 communication, investigating learner motivation of both skills is vital. Drawing from the self-determination theory, in this study, one L2 listening motivation scale and one L2 speaking motivation scale were developed, validated, and administered nationally with 863 undergraduate students, who learn English as a foreign language, from different regions of China.

Statistical analyses of their questionnaire input showed that these two scales were reliable and valid, and revealed a strong association between L2 listening motivation and speaking motivation. Furthermore, gender, geographical and disciplinary differences were observed in terms of the two kinds of motivation. More specifically, female students obtained higher degrees of listening and speaking motivation than male peers, and those from the capital and coastal provinces were more motivated to listen to and speak English than those from inland provinces. Furthermore, learners from soft sciences outperformed hard sciences in all kinds of L2 speak and listening motivation rating, except the external regulation of L2 listening motivation. In addition, overseas experience enhanced learner motivation, but the tiers of universities only affected identified regulation, introjected regulation and partly influenced intrinsic motivation of L2 listening and speaking.

The results of this study provide insights into L2 learner motivation in specific linguistic domains and yield pedagogical implications for L2 teaching and learning. Given that listening and speaking skills are interrelated in the real-life communication context, teachers need to design classroom activities based on authentic scenarios and materials to develop both the listening and speaking skills of L2 learners.

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"Without verbally saying a word": Language and Gender in the Conversation Metaphor for West Coast Swing Partnership

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Abstract

Unlike in many partner dances, in West Coast Swing (WCS) both the leader and follower (traditionally, a man and woman, respectively) can influence movement choices for the couple. This dynamic is often described using a conversation metaphor, suggesting an open exchange of ideas between partners. This is broadly in line with the egalitarian motives that drive efforts to degender the aforementioned dance roles in WCS, allowing people of all genders to participate in either role. However, *in practice,* the WCS PARTNERSHIP IS CONVERSATION metaphor reveals criteria for appropriate "talk" that differ significantly by role, thus drawing on gendered social expectations for participants.

Using Koller's (2004) Critical Cognitive Framework, this project investigates the use of the wcs partnership is conversation metaphor in a 92-minute episode of a popular WCS podcast: *The Naked Truth*. In the hosts' frequent deployments of the metaphor, leaders were only found to be at fault if they "talked" constantly, never allowing the follower to contribute. In contrast, followers' behaviour was heavily policed. They were cautioned both against "interrupting" and being too much of a "straight follower" (i.e. not offering movement ideas to the partnership), while being encouraged to "pay[] attention and listen[]", and only "contribute" when the leader offers an opportunity. This dynamic recalls accounts of actual conversations between middle-class, white, North American men and women, in which men have been found to hold the floor longer and interrupt more, while women talk less, interrupt less, use more supportive strategies while, nonetheless, being perceived as more interruptive. The salience of these same patterns in the way the WCS PARTNERSHIP IS CONVERSATION metaphor is mobilized, even by individuals dedicated to degendering, reveals underlying heteronormative and essentialized gender ideologies, which may continue to implicitly tie following to femininity and leading to masculinity, despite concerted efforts to avoid explicitly gendered language.

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322

Changing the 'Frame': The Language of Public Discourse and Policy in Nazi Germany 1932-1935

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Abstract

This paper examines the language of public discourse and legal policy in Germany between 1932 and 1935 in the early years of the National Socialist regime. By applying the sociological term 'framing' (Bateson) to totalitarian ideology the aim is to show the regime programmatically used language for the purposes of socially and legally normalizing its racial ideology among the people of Germany. The study corpus comprises press publications, political speeches, and the first series of legislative acts issued by the NSDAP (Nationalsozialistische Deutsche Arbeiterpartei). By conducting discourse, grammatical and semantic analysis, with special focus on word construction and sentence-building, morphology and syntax respectively, the aim is to elucidate the specific ways in which language was used in written discourse to ideologically posit a negative representation of Jews and thereby normalize a hostile environment in which the same ethnic group would then 'legislatively' be made stateless. Furthermore, the research demonstrates how conditioning ideologically rooted norms of behaviour and speech went beyond the social sphere of language only and into film, where the ideology would achieve its maximum ideological effect. Understanding the relationship between language, film and the legal system in the context of Nazi Germany is significant for further research on language and ideology under totalitarian systems. This paper will be finally useful for assessing our understanding of political realities, from obvious totalitarian models to more implicit application of totalitarian principles in language and film today.

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The role of non-target gender representations in L2 German for grammatical gender processing in L3 Swedish

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Abstract

This study is concerned with cross-linguistic influence (CLI) from L2 German on grammatical gender assignment in L3 Swedish. Using a Gender Decision Task in two versions, offline and online, its purpose is to discover the form (cross-language activation vs transfer) and type (facilitative vs non-facilitative) of CLI.

26 advanced Polish learners of L2 German and L3 Swedish participated (mean age = 26). According to self-reported ratings on a scale from 1 to 10, their level of German was 6.5, and level of Swedish 6.1. Participants also had a command of English (7.2), which was not regarded as their L2 since no grammatical gender exists in this language.

5 conditions with 80 nouns were created in which gender-congruency was manipulated between L3 and L1 versus L2 (common gender in Swedish was treated as the counterpart of masculine and feminine; see Lemhöfer et al. 2008). Nouns were controlled for length, similarity to their translations (Levenshtein distance), and frequency (corpus data) in all three languages. Four measures were considered in the GDT: offline correctness, online correctness, reaction time, and certainty of offline decision. The knowledge of L2 German gender was assessed by an offline GDT.

The results demonstrate that the learners tend to overgeneralise common gender, irrespective of the gender of the noun equivalents in L1 and L2. By contrast, gender assignment to common nouns is largely affected by L2 German. If the learners do not know the correct gender of German equivalents, they experience non-facilitative influence from that language which is constrained to online processing and thus reflected in online correctness and reaction time. However, the non-facilitative effect disappears in offline performance, suggesting no transfer. L1 Polish has no influence on L3 gender assignment. It is therefore assumed that the non-target L2 gender representations are activated during L3 gender processing.

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Saudi Female Bilingual EFL Teachers Code-Switching in Relation to Identity and Motivational Factors

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Abstract

Although there are studies on classroom code-switching within a world-wide context, there are still gaps in the literature in the Saudi context concerning teachers' identity and positioning in relation to code-switching, discourse analysis-based studies, and teachers' beliefs, awareness and reasons of code-switching. The purpose of this study is to investigate how and why teachers use code-switching. It also investigates teachers' awareness of their code-switching and the multiple factors influencing their language alternation. It also uncovers how teachers discursively position themselves and construct their identity in relation to code-switching, and in a community of practice. Participants were Saudi bilingual EFL female teachers in a Saudi University. The study adopted social constructionism as a theoretical position whereas the methodological framework followed an exploratory qualitative design based on a combination of thematic analysis approach (Braun and Clarke; 2013) and discursive psychology approach (Wiggins and Potter; 2008). Data was collected through observation, interviews, focus groups and diaries. In the first level of analysis, thematic analysis was used to develop an overall descriptive overview of the phenomenon. However, it also revealed a contradiction between teachers' beliefs and institution's policy which prompted the researcher to further investigate how teachers manage to resolve this conflict pointing her to a deeper level of analysis of teachers' talk through the lens of discursive psychology. Preliminary findings from thematic analysis revealed that teachers hold positive beliefs regarding code-switching for different pedagogical, classroom management, and interpersonal reasons. The data also revealed various negative feelings that seem to accompany these beliefs in light of institutional culture against its use. Findings from discursive psychology revealed three dilemmas that teachers face: rejecting institutional culture, status of monolingual EL teachers, negotiating bilingual identities. It also revealed several interpretative repertoires teachers used to solve dilemmas and the position they take as independently-minded teachers.

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The Learning Experiences of Undergraduate English as a Foreign Language Teacher Educators in Spain: A Holistic and Ecological Perspective

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Abstract

While there is extensive research on the professional learning and development of pre-service and in-service English language teachers, studies investigating English language teacher educators are rather limited. In this talk, I will propose that to support teacher education practices, it is vital to explore teacher educators' professional learning experiences and the factors that facilitate or hinder these experiences. In an attempt to support this proposition, I will review some studies that examined teacher educators' professional learning. Building on their findings, I will further argue for the need to explore the professional learning and development of teacher educators, *linchpins* of teacher education. As Smith (2003, 213-214) argues, "professional development of teacher educators is too important not only to teacher education, but also to the educational system as a whole, to be left in a virginal state regarding research and documentation".

This research project on which this talk is based is in progress and has sought to explore the content, processes, and contexts of EFL (English as a Foreign Language) teacher educators' learning by exploring their cognitions and the social contexts in which their learning occurs. To this end, a qualitative approach has been adopted, and the data collection approach has drawn on organic and ecological approaches to gain a holistic, comprehensive, and contextualised understanding of participants' professional learning experiences. Data has been collected from a sample of 3 EFL teacher educators in Spain. Autobiographical and retrospective interviews were conducted, and weekly learning episodes were collected from the participants. The preliminary analysis indicates that the participant teacher educators have engaged in various forms of formal and informal activities which have challenged them in many ways and offered opportunities for personal and professional learning. Initial findings have also revealed contributing and challenging factors that have had an impact on participants' learning experiences. This study bears implications for English language teacher education practices and teacher educators' professional development, particularly in EFL contexts.

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Acquisition of Global Speech Phenomena in Spanish through Regional Literature

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Abstract

Regional texts are extraordinarily interesting because they capture graphically the phonetic phenomena characteristic of languages in contact and/or dialectal variations. While it cannot be denied that the non-normative orthography complicates the reading process, the cultural and linguistic richness of these texts should not be ignored. Nevertheless, these regional texts are underrepresented in the literary canon and, consequently, in the language classroom. Even native speakers of Spanish struggle with the odd spellings because they are not familiar with the underlying linguistic processes producing those variations, and they are unfamiliar with the regional vernacular. Dictionaries become useless tools because the word, as spelt, cannot be found. Students lack intuition for regional speech phenomena and its orthographic representation even though, in many ways, this "language" reads more like what they are accustomed to hearing as opposed to seeing. In Salvadoran regional literature one might see "pue," "pos" in Mexican literature, and, "po" in Chilean literature, all diverting from the normative "pues" even though they share the same contextual cues. When equipped with basic phonological tools before reading these texts, the students have the necessary tools and input to decode this "written speech." In a study carried out by the author, two groups of students were tasked with reading three separate regional texts to determine if successive exposure to regional texts would improve their ability to "read" and understand regional literature and speech patterns. The alpha group was given linguistic tools—knowledge and examples of clipping, lengthening, and elision, among others, while the control group only had successive exposure to the texts. The alpha group had the necessary input to decode the multi-dialectal representations and apply those skills to recognize global phonetic phenomena. Students acquired new skill sets, a new mind set, and new dialects through exposure to underrepresented literature.

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Future EFL Teachers in Cyprus and their Beliefs about Multilingualism, Inclusive Teaching, Learning, Assessment and Critical Digital Literacy in EFL Classrooms

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Abstract

Due to global migration, multilingualism and multiculturalism have become the norm (Cenoz and Gorter 2015). It is important to include critical language awareness component in teacher training programs so that there is a link between theory and practice (Young, 2014; Gorter and Arocena, 2020).

Students can be autonomous learners, but educational institutions can help them to construct knowledge via guidance and assistance of the teachers and experts (Benson and Brack, 2009; Andrade, 2015), by creating a welcoming learning environment that recognises diversity, equity, equality and inclusion based on its structures, practices and attitudes. The outbreak of corona virus disease (COVID-19) has affected the higher education sector. During the present crisis e-learning, teaching and assessment have been playing a significant role.

This study investigates the issues of inclusive teaching/learning and assessment based on the principles of equity, equality and diversity, and critical digital literacies in EFL classrooms; student engagement and collaboration in on-line environment, the development of critical digital literacy, cognitive, social and self-directed learning skills and beliefs about multilingualism of students, future EFL teachers in Cyprus, during a teaching methodology, teaching practicum course.

The students were asked to write on-line blog entries, based on the discussions/materials covered in class, on the topic of multilingualism, equity, equality and diversity, critical digital literacies in EFL classes, to express their views, perceptions of and attitudes towards multilingualism, teaching methods, approaches and techniques that can be implemented in linguistically and culturally heterogeneous classes, for inclusive teaching, learning and assessment. The analysis of the data (blog entries and comments, classroom discussions) showed that students, future EFL teachers, have a positive attitude towards multilingualism and inclusive teaching/learning/assessment and that they should be promoted. This is in line with the previous research by De Angelis (2011), Heyder and Schadlich (2014), Jakisch (2014), Otwinowska (2014) and Haukas (2016).

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Problematising Students' Agency in the Internationalisation of Higher Education

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Abstract

From a critical sociological perspective, this paper argues that neoliberal language policies are constraining students' agency. As universities of non-English-first-language contexts have pursued internationalisation since the millennium, neoliberal language policies have grown worldwide in the guise of EMI (English-Medium Instruction) courses. Faced with a declining birth rate, South Korea has been no exception to this trend; nevertheless, in South Korea, rapid implementation of EMI policy has disregarded the linguistic challenges of students. These challenges are exacerbated by recent changes that have been made to the English component of the university entrance examination. As a result of the changes, students are entering university with lower English proficiencies. Students are shaped in this way by their structured-cultural context. By using Gidden's structuration theory and Bourdieu's notion of habitus, I problematise students' agency within this 'structure'. For Giddens, agency and power exist in a 'duality of structure' whereby social rules and resources influence action. For Bourdieu, agents' actions are determined by the structures of their social habitat. My argument is that predetermined action possibilities constrain students as their acting potential is being shaped; in this sense, when acting on these possibilities they are 'passive agents'. To exemplify passive agency, I use constructivist grounded theory. I focus on eleven South Korean students' perceptions of the past experiences they bring to their EMI courses. Emerging from the analysis is a dynamic between trust and linguistic codes which has been shaped by the past and which affects the future. From this, I conceptualise the relationship between passive and active agency within the structures of students' social habitat and the roles of trust, linguistic capital, and affordances within this conceptualisation. I conclude the talk by arguing that future policies need to provide more opportunities for students to exercise their agency to shape their structured-cultural contexts.

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Rethinking neoliberal rationality: language, narrated trajectories, and the making of ELT professionals

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Abstract

In this paper, I focus on how neoliberal rationality of the self is enacted, negotiated, and contested in the trajectory of English Language Teaching (ELT) professionals in the contemporary ELT market in China. Interpellated by Rampton's (2006) call to "tie ethnography down" to a more linguistically-oriented analysis, I argue for an approach that considers the intersection of the anthropological critique on neoliberal agency (Gershon, 2011), sociolinguistic analysis of narrated trajectories (Garrido & Sabaté-Dalmau, 2020), and metapragmatic models of personhood (Pérez-Milans, 2018). Drawing on an eight-month ethnographic project conducted in 2018, I zoom in on the case of Shawna, a Chinese ELT professional who was struggling to build a life-long career after graduating from a TESOL master's program in the UK. I explore Shawna's trajectory via life-story interviews whereby I documented the emergence of a specific professional persona mediated by Shawna's enactment of 'traditional' education ethics represented by teachers' morality that shaped her choices of who, where, and what to teach. Through examining the discursively-salient stages of Shawna's trajectory, I analyze how such persona was entextualized in her narrative practices and challenged, while at the same time got reproduced by, neoliberal rationality anchored in Shawna's persistent negotiation with the market-driven underpinnings of the ELT market in China which subjectify professionals into the self-interested and profit-making modes of career. In so doing, I aim to provide a fine-grained account of the process in which neoliberal rationality was mobilized as a form of discursive resources that channeled the establishment of alternative logic of professional life in accordance with Shawna's own epistemological stances that diverged from as well as unsettled neoliberalism as a homogeneous social orientation. As such, I hope to contribute to the critical discussions in the language disciplines that problematize neoliberalism as a dominant perspective of theorizing and explaining real-life complexities.

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Fostering Social Relationships through Translanguaging among the Manobo Indigenous Cultural Community in Southern Philippines

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Abstract

Translanguaging is a complex process of combining two or more languages in a single utterance in reference to the complex linguistic and semiotic repertoires of languages employed. This study aims at probing how members of the Manobo indigenous cultural community advance their social relationships with other people through translanguaging. Using purposive sampling, I chose eight respondents based on specific criteria. I employed in-depth sociolinguistic interviews and ethnography, which were video-recorded to encapsulate the precision of the respondents' narratives and real-life language use. The transcripts were analyzed to uncover how translanguaging establishes their social relationships. The findings reveal that Manobo people in Lumintao, Quezon, Bukidnon have embraced a multilingual identity because they employ translanguaging, a combination of Cebuano and Binukid languages, in interacting with others at school, market, and workplace. They use translanguaging to build social relationships within and outside their community. This research concludes that translanguaging is an effective tool for sustaining Manobo peoples' social relationships amidst linguistic and cultural diversity.

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Which factor plays a bigger role in processing Multi-Word Sequences in native and non-native speakers: Frequency, Salience or Semantic transparency?

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Abstract

Recent studies show that native speakers process Multi-Word Sequences (MWSs), such as collocations and idioms, faster than novel phrases, due to MWSs' higher phrasal frequency and familiarity (Siyanova-Chanturia et al., 2011; Sonbul, 2015; Tremblay et al., 2011). These studies adopted frequency and corpus-based approaches to extracting MWSs, and usage-based approaches to language acquisition, however, little attention has been paid to the semantic qualities of MWSs.

The present study compared L1 and L2 speakers' processing of three types of MWSs: free combinations, fixed collocations and idioms. Following Howarth's Continuum Model (Howarth, 1998), MWSs were categorised based on semantic transparency. We also extracted their MI (Mutual Information) scores and frequency from the British National Corpus. 60 native English speakers and 73 Chinese speakers of L2 English performed a self-paced reading experiment with an online stops-making-sense judgement task, giving two measures of interest: the proportion of stops-making-sense judgements and RTs of critical items.

Linear mixed models revealed that native speakers read collocations and idioms faster than free combinations, whereas non-native speakers showed the opposite pattern. Contrary to predictions, there were no effects of phrasal frequency or MI scores. These results contradict previous findings that collocations are processed faster than free combinations. This indicates MWSs processing advantage is driven by salience in native speakers but there is an extra processing cost caused by semantic transparency for non-native speakers.

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A Discipline-based Comparison of the Interplay between Receptive ESP Skills and Success in EMI.

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Abstract

The interplay between students' proficiency in English and learning in English has long received considerable attention. Previous research often regarded ESP success as a significant predictor of EMI success (Terraschke & Wahid, 2011; Xie and Curle, 2019), sometimes even better compared to general English proficiency (Rose, Curle, Aizawa, & Thompson, 2019). More specific attention focused on the importance of language subskills and the challenges accordingly (Bolton & Kuteeva, 2012; Airey and Linder, 2006; Kamasak, Sahan, & Rose, 2020; Yuksel, Altay, Curle, & Aizawa, in press). The studies acknowledge the more frequent use of receptive skills despite causing less difficulty in the EMI context. However, whether a specific receptive skill predicts EMI success more significantly in different disciplines still requires further investigation.

In this current study, the researchers aimed to investigate any discipline-based difference between the two receptive skills in predicting success within a full-EMI setting. The data compromised students' average EMI grades and ESP courses at two full-EMI divisions within a university in Turkey: (Social Sciences n = 75 and Engineering n = 75). Regression analyses were used to determine whether any specific receptive language skill predicted academic success better in each division. Based on the statistical analyses, we observed that both reading and listening have a significant relationship with EMI success in social sciences, whereas only reading in engineering. A semi-structured interview with the students from both divisions revealed parallel implications in identifying the insights of the variation.

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'Buy it Now': challenges in analysis of digital multimodal genres

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Abstract

With increasing digitalization of business and marketing, the use of digital multimodal genres to reach out to customers and ensure business performance has dramatically risen. In this context, descriptions of these genres and identification of cross-cultural differences will be instructive to Marketing professionals, e-business owners, students of Business Management/Marketing. I use the genre analysis model of move analysis (Swales, 1990, 2004) to conduct a pedagogically motivated description of a digital multimodal genre – the online product description. This function-based genre analytical method is recognized for its instructive value, and has been used as a tool for teaching EAP and ESP. However, its application has mostly been reserved to monomodal print genres. Research adopting the move approach to describe digital multimodal texts is limited due to the inherent difficulties of incorporating the visual mode and the interactive affordances of the digital medium within a single rhetorical structure.

In this presentation, I explain how the semiotic resources of the visual and textual modes as well as interactive properties of the online medium were taken into account in analysing a corpus of 96 online product descriptions, to describe its generic features in a cross-cultural context (New Zealand and Sri Lanka). Interactivity was recognized as a function of the genre. The findings point to differences in the use of visual, verbal and interactive strategies used between Sri Lankan and New Zealand online product descriptions although a uniform macro structure of moves could be identified. The talk also problematizes the methodological practice adopted in move analysis, of assigning a single salient function to textual propositions (the textual mode) when identifying discourse structure, while it is recognized in literature, that the visual mode is polysemous (Kress & Van Leeuwen, 1996) and can therefore concurrently perform multiple functions.

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Using Augmented Reality in language teaching: attitudes and effects on the learning progress among EFL students.

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Abstract

New teaching techniques have been adopted as a result of the emergence of innovative technological tools in the field of Augmented Reality (AR), as investigated in several articles to date (Hsu 2017; Forsythe & Raine 2019). The availability of AR applications, both vision and location-based, allows students today to learn foreign languages in a more contextualized and immersive manner, thanks to the use of smartphones and other electronic devices. A total of 103 Secondary Education students in Spain participated in this experiment aimed at measuring the attitudes and effectiveness of learning English through an AR program. For this purpose, students were randomly assigned in a control (CG) and experimental group (EG), and were required to complete several in-class activities based on traditional materials (CG) and AR programs (EG). Quantitative data was gathered through a placement test, an on-line pre-test and a post-test while qualitative data was obtained through semi-structured interviews with students as well as in-service teachers. The main objective was to analyse the effects of using AR on the students' learning progress. Additionally, we examined the attitudes and motivation about integrating AR programs in the EFL classroom. Cross-correlation analysis based on the statistic results revealed that the learning progress and motivation was significantly higher among students in the EG as compared to the CG, despite some technical constraints such as lack of mobile devices and software problems. Generally, students showed a positive attitude towards adopting AR tools in the EFL classroom but some issues arose as regards in-service teachers' attitudes and lack of preparation.

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Exploring Individual Differences in the Development of Writing Proficiency, Strategy Use and Hope among Chinese EFL Writers

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Abstract

While the past decade has witnessed growing interest in incorporating elements of Positive Psychology (PP) into foreign language (FL) teaching and learning, the examination of both psycho-social and linguistic development as a result of PP or PP-infused intervention has been neglected. The current project aims to investigate the ways in which adult students develop both their FL writing skills and feelings of 'hope', an important PP construct, through a PP-infused intervention of strategy instruction (SI).

An 8-week intervention of English writing SI incorporating practices drawn from hope interventions in PP was conducted among one class (n=30) of first-year, non-English-major university students in mainland China, and another class (n=42) of the same year was recruited as a control group. Data were collected before, during and after the interventional period in both classes. While quantitative findings showed a significant progress in writing proficiency and hope among the interventional class, there was substantial variation in the range of individual scores.

This presentation will first introduce the theoretical underpinnings of looking at hope and language learning strategy together, and then it will draw on in-depth qualitative data from writing strategy task sheets, introspective journals and stimulated recall interviews to discuss the impact of individual differences. Four learner profiles were distinguished in terms of the extent and rate of progress they displayed. Their EFL writing and hope development was shown to be mediated by several factors, for instance: 1) strategic competence, especially one's conditional knowledge of language learning strategies, 2) peer-mediated recognition of strengths (i.e., 'what goes well'), 3) perceptual accuracy of attributional chains between (less) successful writing experience and use of strategies, and 4) learning mindsets. The presentation will also highlight pedagogical implications for integrating hope practices into SI.

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A randomized controlled trial study of the effects of a teaching intervention on orthographic effects in L2 pronunciation and awareness

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Abstract

There is consistent evidence that the orthographic forms (spellings) of L2 words and sounds can affect L2 speakers' pronunciation, but it is not known whether a teaching intervention can reduce orthographic effects on L2 phonology.

We used a randomised controlled trial approach to investigate whether a teaching intervention can reduce the effects of L2 orthographic forms on L2 pronunciation and awareness. Research shows that Italian learners of L2 English produce and categorise the same English consonant as two different sounds: as a short consonant if it is spelled with one letter, and as a geminate (long) consonant if it is spelled with double letters. This is due to the grapheme-phoneme correspondence (GPC) rules of Italian, where double consonant letters represent geminates.

Participants were 100 Italian high-school students of L2 English (final n = 88), who were randomly allocated to one of two groups: the Explicit GPC group discovered English GPC rules relating to sound length using reflection, explicit teaching and practice; the Passive Exposure group practiced the same words without mentions of orthography. We assessed students using a production (delayed word repetition) task and a phonological awareness (rhyme judgment) task before and after the intervention.

A mixed model revealed no positive effects of the intervention on either production or awareness. Results show that orthographic effects on L2 phonology are deeply ingrained and impervious to change. Implications will be drawn for phonological development models and teaching practice.

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Tiocfaidh ár mná: Stance, Gender and the Irish Language in the Linguistic Landscape of Ireland's 2018 Abortion Referendum

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Abstract

In a 2018 referendum, the Irish public voted to lift the country's near-total constitutional ban on abortion, bucking a recent global trend towards restrictions on reproductive rights. This growing opposition to abortion around the world has been accompanied by a concomitant surge in nationalism. While abortion rights have long been a major concern of the women's rights movement in Ireland, appeals to national identity have often been viewed with suspicion, if not outright hostility (Meaney, 1993). Given the close association between the Irish language and national identity (and political nationalism), what can language choice tell us about the relationship between national identity and gender?

While most signage during the referendum campaign used English exclusively – reflecting Ireland's broader relationship with both English and Irish – Irish (monolingual and bilingual) signage offers insights into the changing ideological associations of the Irish language. This paper will explore the way(s) in which discourses of national identity and gender were mediated by the use of Irish in the linguistic landscape during the referendum campaign. I analyse images of signage collected during the final weeks of the campaign, supplemented by interviews with campaigners, to uncover what role language choice plays in constructing a particular conception of national identity and gender. Using a modified version of Du Bois' (2007) stance triangle, I argue that signs use Irish as both a means of stancetaking and as an object of stance itself, thus effectively taking a stance on both the referendum and on Irish national identity, indexed by the language. Although Irish use in this context may serve to re-define the relationship between the Irish language and gender, it arguably fails to challenge the historically problematic relationship between national identity and women's treatment in/by Ireland.

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The politics of English as a commodity in China: From neoliberal globalization to neoliberal nationalism

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Abstract

English is not only a global language, but also a global commodity (Pennycook 2017 [1997]; Block and Cameron 2002; Cameron 2012). The past few decades has witnessed increasingly the roles played by global capitalism, especially by business entrepreneurs, transnational capitals, and technological innovations, in English Language Teaching (ELT), and private ELT enterprises have become key players, drivers, and beneficiaries in the market of English. While booming ELT industry is as an inevitable outcome of the valorisation and naturalization of English as the language of competitiveness under neoliberal globalization (Piller and Cho 2012), this paper approaches ELT enterprises at the nexus of language learning and teaching, and political economy. That is, it approaches ELT enterprises as socio-economic entities existing within the dynamics of globalization. Focusing on China's ELT industry, it examines its intricate relations with neoliberal globalization and nationalism. I document China's current political economy by highlighting its three salient aspects: increasing privatisation, social stratification, and rising nationalism, and on this basis, I discuss English as a commodity from three perspectives: (1) English as economic resource, which documents some emerging features and trends in the multibillion market of English in China; (2) English as linguistic capital, through which I highlight the uneven geography of the ELT market and discuss its implications for linguistic and social inequality; (3) English as patriotic entrepreneurship: here I examine what ELT enterprises mean for Chinese nationalism and discuss if (English in) China is heading towards neoliberal nationalism.

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NEGOTIATING EXPATRIATES' IDENTITIES WITHIN A SAUDI HEALTHCARE CONTEXT

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Abstract

This study explores identity negotiations of female expatriates who work as healthcare practitioners in Saudi Arabia. Participants are Christian Filipinos whom are non-native Arabic speakers. The study also explores the dynamic positioning while learning and using Arabic which coincides with wearing the Hijab in this workplace (before signing their contracts Hijab was introduced as a condition to work in such context). Working under a poststructuralist paradigm, which views identity as dynamic, fluid and subject to change, this study uses Butler's *Performativity* (1990) as a framework for gender. Performativity views gender as socially constructed instead of a biological fact, or in Butler's words, something we *do* instead of something we *are*. The study takes place in one of the most conservative regions of Saudi Arabia. As part of a more holistic, ethnographic approach, focus groups, written narratives, observations, field notes and interviews were all used to collect data. While *investing* (Norton 2000) in the target language some participants started to notice how loud their voices are in this context compared to local Saudi women who tend to lower their voices, some practitioners hence intentionally adjusted their voices by lowering them while other practitioners intentionally resisted and rejected doing so arguing that this does clash with their own gender ideologies. Since most practitioners were highly investing in the language while aiming at extending their contracts to stay more in this context, they noticed how experienced Muslim practitioners were using specific linguistic repertoire (i.e. religious) while treating patients. Results show that some expatriates did in fact learn and use such repertoire to help them perform a professional identity while treating conservative patients in this workplace. Another group of practitioners resisted using such repertoire since this will flag a Muslim identity which is an unacceptable positioning according to them. The use of a religious repertoire as well as accepting/resisting to adjust voices did affect how patients positioned their practitioners. Positioning theory was also used to understand the dynamics of this context.

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What English(es) are future teachers of English expected to use? Reflections from teacher educators in the Chilean context.

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Abstract

In non-English speaking contexts, English language teaching (ELT) programmes play a crucial role in providing future teachers of English with the necessary tools that they need to become effective English language users and professionals. In these courses, pre-service teachers are inevitably exposed to ideas of correctness and desirability in English language use, as well as constructs that are deeply embedded in the English language teaching profession, such as the notion of the native speaker and Standard English. As such ideas and concepts are directly connected with social structures, it is therefore expected that the beliefs about English - or *language ideologies* - that circulate in these programmes have profound implications for the practices of prospective English teachers, which may result in the preference of certain varieties and the stigmatisation of others.

For this reason, this paper explores the beliefs that teacher educators in Chilean ELT programmes hold regarding the English that they speak, teach and conceive as suitable for teachers of English. The purpose of such an exploration is to unveil the dominant language ideologies that are promoted, reproduced, and challenged in discourse and practice in the training of English language teachers. Findings from a multiple case study, which involved interviews, classroom observations, and document analysis, uncovered clear tensions between the dominant advocacy for prestigious native varieties and an understanding of English as a tool for intercultural communication. More importantly, this paper presents evidence of a growing discourse of resistance among some of these teacher educators that reveal awareness of and opposition to hegemonic language ideologies in the English language teaching profession.

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Linguistic competences as a prerequisite for academic success

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Abstract

The basic goal of education documents in the Republic of Croatia (Croatian language curriculum (2006/2010/2019) is developing literacy, i. e. language knowledge and skills. Croatian is, as mother tongue, the foundation for acquiring content of other subjects and as well as other languages so developing linguistic competences in mother tongue is a prerequisite for success in other school subjects. It is a well-known fact that Croatian is a Slavic, i. e. South Slavic language, morphologically very well developed so understanding and the quality of communication in Croatian depends on understanding and knowing its morphological system. However, it is important to emphasise that linguistic competence is very complex and, apart from grammatical knowledge, it includes lexical knowledge, understanding discourse and both sociolinguistic and strategic knowledge. This complexity indicates how important Croatian language is as a subject in the curriculum, since it is the most comprehensive subject in both primary and secondary school education. Even though, we are often witnesses to inadequate literacy skills not only among students but, as a consequence, among members of academic community as well. It is, therefore, the goal of this paper to examine not only linguistic knowledge of future teachers on both linguistic and communicative level, but also self-evaluation of their knowledge and their attitudes towards Croatian language and literacy in general. Results will be gathered using online tests of language knowledge and online questionnaires about attitudes and self-evaluation of their knowledge and will then be compared regarding the mother tongue idiom, place of residence, year of studies, success in other courses and attitude towards studies and future occupation. It is expected that students have average language abilities, somewhat better self-evaluation of their knowledge and positive attitude towards literacy as it is the foundation not only of their future occupation but also of academic success.

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Modelling plurilithic orientations to English with trainee teachers: Preliminary findings from a comparative international study

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Abstract

Adopting Murphy and Arao's (2001) concept of near-peer role modelling, and building on ideas developed in Hall and Wicaksono's (2020) *Changing Englishes* online course for teachers, this project investigated the potential impact of video presentations featuring teacher role models on trainee teachers' beliefs about Global Englishes. In one context, short videos showing successful young teachers of English from Germany were played to German-speaking postgraduate trainee teachers in Germany and Austria, as part of their online learning activities. In the second context, videos featuring successful teachers of English from China were played to trainee teachers in China and in the UK, with the latter group including bother Chinese and non-Chinese participants. In the videos, the role models talked about their beliefs about Global Englishes and how they address the global status of English in their teaching, stressing its 'plurilithic' nature and the significance this has for learners. We measured the extent to which exposure is followed by immediate and longer-lasting changes in belief, using pre- and post-exposure questionnaires, records of immediate reactions, and delayed in-depth interviews. Preliminary quantitative data from the questionnaires and analysis of qualitative records of immediate reactions confirm the potential of near-peer role modelling for raising teachers' awareness of Global Englishes.

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The roles of group cohesion and group engagement in EFL group work

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Abstract

Environment is an important factor in learners' motivation and learning outcomes. Environmental effects on learning have been evidenced in the small group work setting. Although AUTHOR (XXXX) has demonstrated that environments comprising group cohesion and group engagement in EFL group work tend to affect motivation, the separate effects of group cohesion and group engagement are yet to be investigated. Thus, this study examined the separate roles of group cohesion and group engagement in group work. The participants were Japanese university students who were engaged in group work in an EFL course for one semester (N = 200). Their self-reported data on motivation (i.e., intrinsic motivation and amotivation), group work environments (i.e., cohesion and engagement), and course grades were used in the analysis. The results of path analysis showed that while both group cohesion and group engagement had similar impacts on learning outcomes, they exhibited different effects on motivation. While group engagement had salient positive effects on motivation, group cohesion was not significant. However, when another model was built without the variable of group engagement, group cohesion turned out to have significant effects on motivation. Thus, while group cohesion was likely to have positive effects on motivation, group engagement appeared to have greater effects on motivation than group cohesion. Based on these findings, the researcher discusses the separate roles of group cohesion and group engagement in enhancing or undermining motivation in group work.

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Fostering Intercultural Communicative Competence in University Modern Language Programmes through the Pandemic, Brexit and Beyond: The Potential of Telecollaborative Translation Courses

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Abstract

Both the current pandemic and Brexit pose a challenge for face-to-face exchange and collaboration in the field of language teaching and learning at the higher education level. This in turn creates the need for the development of innovative digital alternatives which do not have to be seen as a secondary option but which can be equally integrated into institutional internationalisation strategies. The proposed talk will present such an endeavour combining translation and telecollaboration as a virtual exchange format.

Both telecollaboration and translation have, in language teaching and learning, often been victims of their inherent binary characteristics, rendering their implementation in the language classroom rare. The talk will demonstrate how both can, however, be combined to foster Intercultural Communicative Competence – whose acquisition is considered the main goal of face-to-face exchange.

Taking an interdisciplinary perspective, the talk will combine approaches from Translation Studies and Foreign Language Pedagogy to propose that virtual exchange opens up a plurilingual and pluricultural space within which participants from varying languacultural backgrounds may collaborate on a common product - a translation. The translation process itself requires intercultural exchange both on an affective and linguistic level, which participants engage in in an immediate manner through online interaction in order to carry out the translation.

Based on these theoretical foundations, we will then present preliminary results from a mixed-methods study focusing on a telecollaborative translation course carried out with Durham University German students and prospective English teachers from Karlsruhe University of Education, Germany, providing insights from student interviews, reflection portfolios, think-aloud-protocols as well as the translated products themselves with a view to their demonstration of the students' acquisition of Intercultural Communicative Competence.

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Frequency and functions of first language use in EMI courses in Turkey

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Abstract

The use of the first language (L1) in English Medium Instruction (EMI) settings is a topic that has received little attention among researchers (Macaro et al., 2018) and is a topic worth exploring considering the conflict in the field of language teaching and learning (see Hall & Cook, 2012; Lin, 2013, for recent reviews). In some relatively few studies on this topic, Haroon (2005), Macaro et al. and Wannagat (2007) examined the frequency and functions of L1 by the teachers in different settings. In Haroon's study, 58.2% of teacher talk in Mathematics lessons was in L1 in Malaysia. In Macaro et al., teachers' use of L1 was around 1.5% in Chinese universities. Wannagat found that teachers in Hong Kong used as much as 41% of L1 in the interaction compared to the German teachers' use of 0.3%. From an overall framework, the previous studies demonstrated that the frequency of the teachers in different studies varied sharply even though teachers mostly used L1 for similar functions. Considering the contradictory findings in different settings, a call for further research is stated in Macaro et al. (2018). This study focused on the frequency and functions of L1 use by Turkish university teachers (N=8) in five different universities. A total of 35 hours of classroom discourse data was analysed to examine the frequency and functions of L1 use. Preliminary analysis of the study revealed that Turkish teachers use of L1 was quite excessive compared to their counterparts, especially in China and Germany, and this might be explained by the teachers' deep concern in terms of the level of English in general and vocabulary knowledge in particular (Kirkgöz, 2009; Başıbek et al., 2014; Macaro et al., 2016).

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Religion on Social Media as Opportunity for Applied Linguistics

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Abstract

Applied Linguistic work into the study of religious practices remains a relatively little-explored area and presents an opportunity for the field to utilise sociolinguistic theory towards an analysis of data associated with religious groups. In this paper, I discuss the mediatization of religion through the case of a Catholic religious mendicant order's Instagram page. Following an analysis of approximately 4,000 Instagram posts collected from one account, I present a multi-modal, social semiotic analysis of three prevalent strategies employed in their social media use, 1) the use of vectors to suggest the relationship between man and the Divine, 2) the use of visual symbols in constructing religious identity, and 3) the styling of an emic perspective to convivial community life. I suggest that the affordances of social media have provided a "semiotic opportunity" (Blommaert, 2010) for religious orders to (visually) style themselves as they borrow from enregistered taxonomies of visual culture and employ them towards the evangelizing and branding goals of the religious order. This is achieved through a balancing act between portraying "ordinary" work and community life as being in the world, and a stylization of their "extraordinary" vocation as brothers and priests doing the work of God. The shift in perspective afforded by social media, as compared to pre-digital depictions of religious life allows Instagram users to enter into subject positions as religious themselves. As such, as much as the advent of social media has provided both opportunity and challenge to religious groups, I posit that research into (mediatized) forms of religious practices represents a key opportunity for the field of applied linguistics, towards a broader understanding of the ways organizations style themselves online.

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Linguistic identity of migrant students and the influence of native-speakerism ideology

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Abstract

Migration scholars have devoted substantial attention to the role of gender, nationality and class as important factors that shape migrant identity. Yet, language can be equally important. In cases where the host country language differs from that of the migrant, a complex process of negotiating one's linguistic repertoire will take place. In sociolinguistics, linguistic identity is often associated with the concepts of 'native-speaker (NS)' and 'non-native speaker (NNS)'. While most studies have applied the NS/NNS dichotomy to analyze how discrimination and inequality can result for individuals subject to native-speakerism, this dichotomy ignores that nativeness in terms of language can be dynamic in nature.

Against this backdrop, this study provides a case study of a Russian-speaking migrant studying English in Japan in order to understand how one negotiates his linguistic identity within a NS/NNS spectrum that involves several languages. Multiple rounds of interviews were conducted to understand how he negotiates his linguistic identity within a NS/NNS spectrum for Japanese, English and Russian. Drawing upon post-structuralism, this study also examines how the interaction between individual agency and social structure influences his self-evaluation of linguistic identity. The data shows that the subject's native-speakerism ideology is a function both of his social structure and active agency resulting from internalizing a native-speakerism ideology. In turn, these have shaped the amount of time and resources that he has invested in acquiring English and Japanese, which has had an impact on his linguistic identity formation. Thus, this study provides evidence of a tightly interwoven relationship among language ideology, linguistic identity and language investment in the process of linguistic identity formation.

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Looking through the keyhole: An exploratory multiple- case study of TESOL students in UK

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Abstract

For this poster presentation, I present the methodological design of my longitudinal multiple-case study research, where I looked at the learning experiences of teachers during their journey through a full-time Master of Education programme for Teaching English to Speakers of Other Languages, in a university in the UK. The current study was underpinned by the interpretivist paradigm and took an ethnographic stance in collecting and analysing the data. This research, which was conducted for 10 months, aimed to add to the body of literature that is concerned with understanding how TESOL teachers develop when undergoing a MEd TESOL programme. This was achieved by exploring the cognitive processes (Badger, 2018) of four international MEd TESOL students. This exploration was conducted while the students were enrolled in the programme, but also followed them after they had finished the programme, to note its impact on their cognition when they were engaged in TESOL teaching in their home countries. The ethnographic perspective adopted helped the researcher to explore the participants' cognitive state, in order to give the researcher a wide perspective on the participants' thinking, knowledge, beliefs, and identities. These together form the model of cognition that is used in the current study, as used previously by Borg (2003, 2009, 2015). This model is situated within the framework of Vygotsky's Sociocultural Theory, which is widely used in this type of context. The methodological choices made and the philosophical stances taken for the current study are discussed in detail in the poster presentation.

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Linguistic Constraints on Cross-linguistic Variations in L2 word recognition

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Abstract

Second language reading involves two languages. This study investigated how first (L1) and second language (L2) factors constrain L2 word recognition development in college-level Chinese students learning English as L2 in the U.S. Word recognition is conceptualized as a complex construct entailing three word form analysis subskills (based on phonological, orthographic, morphological information) and word meaning retrieval. L1 reading research shows that the relative reliance on the subskills varies across writing systems. L2 research has shown that such processing biases, formed in L1 reading, affect the development of L2 word form analysis subskills and that such L1 impact is mediated by emerging knowledge of the target language. To probe the complex interaction between L1 subskills and L2 linguistic knowledge, this study compared the relative reliance on L2 word form analysis subskills to L2 word meaning retrieval and reading comprehension. It also examined how the magnitude of L1 influence, if found, is altered by L2 linguistic knowledge.

52 Chinese learners of English participated in the study designed to measure the three distinct word form analysis and word meaning retrieval subskills by using diverse tasks including pseudoword naming, wordlikeness judgment, morphological segmentation, and category decision tasks. The results demonstrated that the participants relied more heavily upon orthographic over phonological processing. Besides, the relative contributions of these subskills were constrained by knowledge of the target language to a different degree: word meaning retrieval put a heavier linguistic demand over word form analysis, and morphological processing was more linguistic dependent than orthographic and phonological processing. Given this difference, the study also found that these subskills differentially contributed to word meaning retrieval and reading comprehension. We discuss the findings in relation to the lasting impacts of the morph-syllabic nature of Chinese writing system and the constraint of L2 linguistic knowledge on such cross-linguistic influences.

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Pupils' perceptions of foreign language use in early CLIL education

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Abstract

With the spread of early language teaching, early CLIL (Content and Language Integrated Learning) has also started to attract interest. Ideally, CLIL supports multilingualism and the natural coexistence and use of different languages, which have emerged as central phenomena in language learning research (Wei, 2018). But how do young children perceive the need for different languages and language skills? Previous CLIL research has largely focused on English, which has a dominant role as a foreign language in many educational contexts. In addition to English, this study includes French-medium CLIL, which is a far less studied language in Finland.

In this presentation, we share the findings of our research project in which we examined 2nd Grade CLIL pupils' (N=41) perceptions of languages and language use. The pupils were either in an English-medium or French-medium CLIL class. The data of the study are visual narratives substantiated by a few open-ended questions. The pupils were asked to draw a situation where a (foreign) language is used/needed and to elaborate on their drawings in writing. The drawings were analysed relying on visual analysis and the written answers using content analysis (Boeije, 2010).

The CLIL language of instruction was emphasised in the pupils' drawings from both groups and only seven pupils' drawings included more than one language. In this presentation, we describe in more detail what languages are present in the drawings, what kind of language using situations the pupils drew, and who/what artefacts appear in the drawings. We pay special attention to the coexistence of different languages, as well as to the differences and similarities in the drawings between pupils from French- and English-medium CLIL. The results of this study broaden the research on CLIL and contribute to the less researched area of CLIL, namely early CLIL and CLIL in other languages than English.

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Context, contact, and cognition in the development of oral proficiency: The case of Chinese learners of English studying for a degree at home and abroad

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Abstract

Developing fluency in spoken English is perhaps the most frequently cited reason for choosing to study for a degree in an English-speaking country. A significant body of research supports received wisdom that study abroad promotes second language oral fluency development. Most previous studies involved US undergraduate students with as little as two semesters of prior language instruction enrolled on a semester-long intensive language programme in French or Spanish. The question therefore remains what impact studying for a degree, where the focus is on gaining subject knowledge rather than improving language skills, has on oral fluency development among international students who have received significantly more language instruction prior to the start of their programmes.

This study explores the impact of studying for a degree abroad, where the focus is on gaining subject knowledge rather than improving language skills, on the development of oral proficiency among international students. Sixty-three Chinese learners of English participated in the study, 26 studying in China and 27 studying in the UK. Each completed seven tasks in English and a language contact questionnaire, once at the start of their master's program (time 1) and once six months later (time 2). The tasks were: 1) an IELTS-style speaking task, 2) the productive levels test, 3) the word associates test, 4) a picture naming task, 5) a grammar knowledge test, 6) a sentence inflection and agreement task designed to measure morpho-syntactic encoding task, and 7) a sentence transformation task designed to measure syntactic encoding. Eight native speakers of English rated the communicative adequacy of the learners' performances. In addition to a rating of communicative adequacy, a measure of oral fluency, i.e. pace and smoothness of delivery was generated based on the speaking task data.

Preliminary regression analyses find an influence of context and language contact, and an interaction between time, context and language contact for communicative adequacy and fluency.

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The impact of Filipina domestic workers on Hong Kong primary school children's English spoken CAF and reading accuracy/fluency.

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Abstract

This study investigates the impact of Filipina domestic workers (FilDWs), a marginalised group, on Hong Kong primary school children's FL English spoken complexity, accuracy, and fluency (CAF), and reading accuracy and fluency of eight- and nine-year old Hong Kong locals attending an English Medium of Instruction (EMI) school. Participants comprised 64 pupils and were divided as follows: 34 (17 boys and 17 girls, mean age 8;11) from homes with FilDWs and 30 (15 boys and 15 girls, mean age 8;11) from homes with no FilDW. In addition to completing reading and speaking tasks, participants took a working memory capacity (WMC) test. Those from households with FilDWs scored significantly higher on all English measures, while no significant differences between the two groups emerged on the WMC test. The results suggest that FilDWs exert a positive impact on the FL English spoken CAF and reading fluency and accuracy of Hong Kong primary school children from EMI schools. Unlike previous studies examining the impact of FilDWs on Hong Kong children's English proficiency, this study makes the critical distinction between types of schools in Hong Kong and drew the entire sample from an EMI population to eliminate confounding effects from the differences between types of schools. Prior to this study, CAF has not been employed in a study examining the role of FilDWs on Hong Kong children's FL English acquisition. This study makes a practical contribution to the local community by informing Hong Kong parents of children attending EMI schools that they can expect their children's English proficiency to benefit via the employment of a FilDW. Finally, the findings put FilDWs in a different position assigned to them by society. Instead of being low level migrant workers, they appear to be key role players in advancing the FL English proficiency of Hong Kong children.

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Third language learning, multiculturalism, and identity: ethnic minority students in IMAR of China.

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Abstract

This study aims to examine ethnic minority students' multiple languages learning experiences and their identity constructions in language learning, under the multilingual context of the Inner Mongolia Autonomous Region (IMAR) of China. China is a multi-ethnic, multi-lingual and multi-cultural country, thus the research on language education in China should also have a more specific focus. Compared to the ethnic majority of Han students who study English in the bilingual acquisition framework, ethnic minority students in China experience English language learning within a trilingual context. For example, Mongolian students in the IMAR learn their mother language (Mongolian) (L1), the official Chinese language (Mandarin) (L2), and a perceived global language (English) (L3) in their schooling. As language and identity have been considered inseparable, learners may consider the role of language and identity in this specific trilingual context, involving issues of nation and ethnicity, and those "imagined identities" might have an impact on their investment in language learning (Norton & Toohey, 2011). However, how 'marginalized' ethnic minority students negotiate their ethnic and national identities and struggle from the dilemma of inheriting their mother tongue and acquiring new 'linguistic capital' of more 'powerful' languages is largely unexplored, as well as how this influences their attitudes/motivations towards L1/L2/L3 learning. Thus, this study adopts semi-structured interviews for gaining an in-depth and contextualized understanding of the relationship between language learning and identity. Chinese-Mongolian as the target participants are interviewed online, sharing their experience of learning English through their L1 and L2, and how they (re)construct(ed) their identity(ies). The study finds that close examination of trilingualism in ethnic minority regions provides an important insight to fill a gap in the field of interaction of L3 acquisition, identity and cultures.

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Expressing stance in Transparent Peer Reviews: A corpus study on evaluative that constructions

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Abstract

Referring to the attitudes of writers towards the propositional content of a message, stance contributes to the development of interpersonal dimension in an academic text. With this in mind, the present study attempts to deepen our understanding as to how interpersonal communication in manuscript review as an occluded genre is established through evaluative that constructions as stance markers. The data of the study came from the reviewer reports, in the corpus of Transparent Peer Review, compiled by Author 3 and Author 4 (2020). We investigated a total of 1203 reviewer reports, with approximately 1.2 million words, published simultaneously with the research articles in the fields of Physical Sciences (n=280) and Biological Sciences (n=280). Following a preliminary corpus examination of the reports by adopting the evaluative *that* framework (Hyland & Tse, 2005), we found that the source of evaluation has been overwhelmingly attributed to the authors of the manuscripts (as in '*the authors* proposed *that* E2F control the replication…). The findings also showed that shifting attention from human source to a dummy 'it' subject known also as impersonal pronoun 'it' occurs to be a common pattern with which reviewers appeared to depersonalize their propositional content. In addition, the most common verbs collocating with *that* seemed to include mainly certainty verbs (i.e., demonstrate, show, indicate) rather than tentative verbs (i.e., suggest, seem, appear) to express doubt over the propositional meaning. We conclude that the evaluative-that construction is a noticeable realization of conveying stance in transparent peer reviews as well while authors are signaling their epistemic and attitudinal meaning in this particular communicative genre.

Keywords: evaluative that construction, stance, transparent peer review, corpus evidence

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CRITICAL THINKING INSTRUCTION THROUGH PROJECT-BASED LEARNING IN CHINESE EFL CLASSES-A CASE STUDY IN HIGHER EDUCATION

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Abstract

This paper reports findings from an on-going project. As one of the basic skills in 21st century learning, critical thinking (CT) has been playing a positive role in achieving undergraduates' academic performance and their future professinal development. Given a dearth of thinking skills and limitations of a didactic teaching approach in Chinese higher education, this research attempted to use a student-centred pedagogy of project-based learning (PBL) with explicit CT instructions to explore whether it improves students' CT skills in EFL classes.

Three objectives were 1) to identify if adapting PBL approach in EFL classes will improve students' CT skills, 2) to explore how CT instructions (thinking maps, group discussion and peer review) affect their development in thinking and 3) to investigate their attitudes towards the effectiveness of PBL.

An embedded case study design was employed to obtain rich and deep data from four sources of evidence: CCTST (California Critical Thinking Skills Test), questionnaire, interview and writing projects. A paired sample t-test (N=94) and the valid percentages of the positive responses were conducted individually in a CT test and questionnaire.

The results were generated from above four sources and the first two have been analyzed right now. The overall results of CCTST indicated that participants' thinking skills had a significant improvement after PBL ($t[94]=-6.41, p[2\text{-}tailed]=.000, CI\ or\ MD=-2.81, -1.48, d=.57$), and their Evaluation skill make the greatest development among all the CT sub-skills ($t[94]=-5.42, p[2\text{-}tailed]=.000, CI\ or\ MD=-1.45, -0.67, d=.57$). The valid percentages of the positive responses in the PBL questionnaire indicated that 67% students had positive attitudes to PBL teaching and thinking maps (82.9%) was the most effective way among these three CT instructions.

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Explicit and Implicit Word Knowledge Measures: A Construct Validation Study

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Abstract

Vocabulary researchers have started to use implicit word knowledge measures (e.g., a priming task) to gain insight into lexical development (e.g., Elgort, 2011; Nakata & Elgort, 2020; Vandenberghe et al., 2021). These measures are believed to reveal how lexical knowledge is established in the mental lexicon and are qualitatively different from traditional paper- or accuracy-based vocabulary tests (Elgort, 2018; Godfroid, 2020). While there have been calls to use both explicit and implicit word measures in a complementary manner (e.g., Nakata & Elgort, 2020; Vandenberghe et al., 2021), researchers have not developed a thorough understanding of how these different types of measures (explicit vs. implicit) relate to each other.

One hundred and four learners of English in the United States took part in five vocabulary tasks: (1) a form-meaning receptive task, (2) a form-meaning productive task, (3) a computerized Yes-No (reaction time) test, (4) a masked repetition priming task, and (5) a semantic priming task. Items were 40 English words across the 2K - 5K frequency bands based on the BNC COCA corpus. Results from confirmatory factor analyses produced equivalent solutions supporting both a one-factor model, suggesting psychometric unidimensionality of these measures, and a two-factor model, indicating a separate dimension of implicit word knowledge from explicit knowledge. These results highlight the need for researchers to further specify the nature of implicit word knowledge as well as the operational task features when it is assessed empirically. Importantly, I call for more measurement validation work as researchers expand their toolbox to address new research questions.

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Primary EFL curriculum change in Myanmar: challenges and constraints

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Abstract

This presentation reports on the design and implementation of an innovative primary EFL program in Myanmar. From 2014 the Myanmar Ministry of Education, in cooperation with the Japan International Cooperation Agency (JICA), began designing and implementing new curricula for all state primary school subjects, including English. As of early 2021, the new teaching materials for grades 1 to 4 have been distributed to all schools in Myanmar. Both presenters were employed as specialist advisors for developing the new English subject curricula, the related teaching materials, and the corresponding teacher education programme.
In keeping with the theme of the conference, this paper focuses on the critical challenges that must be overcome in the creation, reform, and implementation of policy. In the case of Myanmar, these issues are complicated by the ethnic diversity of the country, many teachers' lack of pedagogical training, regional disparities in gaining access to educational resources, and the current political situation.
We draw upon the results from an analysis of social media posts by teachers from across Myanmar. Using thematic analysis, we examine how the introduction of the new English curriculum impacted upon teaching, and learning. The new curriculum was predicated on a shift from rote learning to a more communicative based approach. Our analysis highlights how policy goes through several layers of interpretation with the result that what is taught isn't the same as what is supposed to be learned.
The challenges and solutions outlined in this presentation in the case of Myanmar have both policy and pedagogical implications for curriculum assessment at the primary EFL level, particularly with respect to the issues facing less economically developed countries.

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Chinese in Saudi Arabia: A case of Linguistic Imperialism?

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Abstract

Abstract

The Saudi Arabian government has recently introduced Chinese in the Saudi education system, beginning from secondary schools up through the university level. The decision was made at the national level after the Crown Prince Mohammed Bin Salman's official visit to China in early 2019. The decision paved the way for Saudi students to begin learning Chinese as a Foreign Language (CFL) from 2020 onward. Linguistic imperialism was put forward as a powerful theory for the global spread of English, attracting much controversy. Although there are occasional references to Chinese linguistic imperialism, there is limited discussion on theoretical and empirical prospects of the global spread of Chinese being linked to linguistic or cultural imperialism. As opposed to the spread of English, any suggestion towards Chinese linguistic imperialism must concede that this would be a case of imperialism without an empire. Also, unlike English that followed the path of linguistic and structural inequality, Chinese is spreading in the developed as well as the developing parts of the world. Nevertheless, the agency behind the global spread of Chinese can be associated with the Chinese Government as understood from the continuous establishment of Confucius Institutes (CIs) and Confucius Classrooms (CCs) in different parts of the world. Against this background, this presentation will examine the Saudi introduction of CFL using the linguistic imperialism lens. Different kinds of evidence will be presented and analyzed to shed light on the spread of Chinese in Saudi Arabia and its relevance to linguistic imperialism including policy documents and media reports, theoretical and empirical literature, analysis of the British Council and Hanban websites, and finally, Saudi citizens' perspectives on CFL in the education system in social media. The insights drawn from these various sources will be related to linguistic imperialism and the spread of Chinese in the world.

Keywords: Linguistic imperialism, Chinese as a foreign language (CFL), Confucius Institutes (CIs), global spread of Chinese; Chinese in Saudi Arabia.

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Nominalization in Arabic Translations of Medical Patient Information Leaflets

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Abstract

Patient information leaflets (PILs) inserted in medicine packages constitute a genre written by experts for an audience of laymen. Studies on PILs report low readability both in English and in other languages including Arabic. Among the causes of such low readability, there is one identified by the EU Health Program report as unique to translated PILs: they revert to a more formal style than their source texts (STs) (Van Dij et al, 2014). A syntactic feature that is associated with formality and identified as one of the linguistic factors that contribute to PILs low readability in the lay friendliness framework developed by Jensen (2013) for translated PILs is nominalization. This study investigates the role of translation in introducing nominalizations in translated PILs and their effect on the level of formality. To achieve this aim, a parallel corpus of English PILs and their Arabic translations are analyzed to examine the frequency and the forms of nominalization introduced into the Arabic target texts through translation. Considering Givon's (1993) definition of nominalization, all instances of ST finite verb phrases that are converted into noun phrases in the target texts were examined. Results show that 29% of finite verbs in the source texts have been transferred into various forms and degrees of nominalization. The statistical results and examples of all these forms are discussed considering the functions of nominalization in the target language and its impact on the level of formality and the fulfilment of the functions of this genre.

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Foreign language learning and cognitive health in older adults: a mixed-method pilot study

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Abstract

Literature-based discussions have suggested the potential significance of foreign language learning (FLL) for the improvement of cognitive abilities of older adults. So far, empirical studies that investigated the impact of FLL on older adults' cognitive performance were still scarce and their results varied. Also, the voices of older adults were hardly incorporated in this line of research. To that end, this study focused on two questions: 1) could short-term foreign language learning have any influence on older adults' cognitive abilities? 2) how do older adults perceive the influence of FLL? Ten English lessons, totaling 20 hours, were given to six native Chinese healthy seniors who had little or no prior knowledge of English. The Chinese adaptation of the Montreal Cognitive Assessment (MoCA) was administered with each individual participant to test their cognitive functioning before and after the English lessons. Results showed a slight enhancement of their cognitive skills after FLL with a small to medium effect size. Lesson observations were made during the course and participants' perceptions of FLL experiences and outcomes were invited in interviews at the end of the course. Qualitative analysis revealed that, in addition to its contribution to cognitive maintenance and/or enhancement, foreign language training also impacted on older adults' metacognition, as positive changes were reported to occur in their metacognitive knowledge (self knowledge and strategy knowledge) and metacognitive regulation, i.e., their planning, monitoring and evaluating behaviour. This study confirms the value of FLL for older adults' cognitive health and adds to existing knowledge an unique perspective from metacognition. Implications for future programs and future research in this area will be discussed in the presentation.

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International doctoral students' socialization into conference presentations in an engineering research team

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Abstract

Academic discourse socialization (ADS) is the process during which novices and newcomers learn the academic practices and values involved in their disciplines (Kobayashi, Zappa-Hollman & Duff, 2017). Scholars have investigated domestic and international students' socialization into oral academic discourse by examining small group team discussions (e.g., Ho 2011; Vickers 2007), academic presentations, (e.g., Duff, 1995, 2009; Duff & Kobayashi, 2010; Kobayashi, 2003, 2004, 2006, 2016; Morton, 2009; Tracy, 1997; Yang, 2010), one-to-one conferences (e.g., Gilliland 2014), and students' out-of-class collaborations and interactions (e.g., Fei, 2016; Morita, 2009; Seloni, 2012; Shi 2011; Zappa-Hollman, 2007). However, relatively few studies inspected oral academic discourse socialization into conference presentations through research team practices in STEM fields (e.g., Jacoby, 1998; Ochs & Jacoby, 1997).

This qualitative study addresses this underrepresented research area by focusing on oral academic discourse socialization processes of three international doctoral students in an engineering research team. More specifically, it examines how the students were socialized into the conference presentation genre through weekly research team meetings. Data were collected over 16 months to document two conference preparation cycles and included video recordings of research team meetings, audio recordings of students' actual conference presentations, and semi-structured interviews with students and the research team's professor. Data analysis was conducted with thematic coding (Braun & Clarke, 2006). Students' socialization trajectories were also compared via cross-case analysis (Merriam, 1998).

Findings indicated that the research team employed a top-down and structured socialization process through which they controlled students' genre choices and performance. Revising PowerPoint slides extensively, the team explicitly socialized the students into the rhetorical aspects as well as the multimodal elements of conference presentations. In addition, the team employed timed-rehearsals through which the students were informed about the appropriate ways of delivering the conference presentations (e.g., fluent speech, synchronizing speech and PowerPoint slides).

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Integrating concept-based learning into writing assessment in Chinese as a second language: An exploration in the Hong Kong international school context

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Abstract

Concept-based curriculum and pedagogy has gained currency in recent years in international school contexts. The use of concepts aims to foster learners' higher-order thinking and the ability to transfer their learning across disciplines and contexts. While there is substantial pedagogical research on concept-based learning, there is relatively little work within the context of L2 Chinese learning and assessment, specifically, explorations of how conceptual understanding may be integrated into assessments of language skills. This exploratory study investigated how learners of L2 Chinese understand the concepts of Audience, Context, and Purpose as applied to L2 writing, and how their conceptual understanding is demonstrated in a writing assessment task. For instance, applying the concept of Audience, students understand that language should be appropriate for the person with whom one is communicating.

Three intermediate students of L2 Chinese were recruited from a Hong Kong international school adopting the International Baccalaureate (IB) curriculum. To explore in detail the students' writing processes and application of concepts, think-aloud verbal protocols were elicited as they completed an IB Language B writing assessment task, together with an immediate post-task stimulated recall. The verbal reports were coded for concepts and writing stages on NVivo 12. The analysis found a general alignment of students' understanding of the concepts and the definitions in the IB curriculum document, and the students indeed applied the concepts of Audience, Context and Purpose at various stages of the writing process. However, as verbal reports of their thinking processes (in L1 English) and the writing product (in L2 Chinese) are mapped and compared, the analysis revealed that the students' demonstration of conceptual understanding was considerably compromised by their limited lexical repertoire in L2 Chinese. Implications for the IB Language B writing assessment, and suggestions for further research on how to align the assessment of conceptual understanding and language skills, are discussed.

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Alignment as a function of group dynamics

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Abstract

Some of the relevant issues for any interaction analysis are centred around the questions such as: how is collaboration in interaction achieved, or how is coordination achieved (Jordan & Henderson, 1995). Contributing to this goal, apart from a set of social strategies, there is a psycholinguistic phenomenon identified as alignment – a process "in which interlocutors develop similar mental states to each other" (Costa, Pickering, & Sorace, 2008, p. 528).This process helps conversation move forward. While aspects of alignment have been investigated from both psycholinguistic and socio-cognitive perspectives, less is known about the influence of group dynamics on the occurrence of alignment in more advanced L2 speakers. This study was conducted with 20 Croatian university students majoring in English, whose L2 proficiency was at an upper-intermediate level. The aim of the study was to examine whether, and to what extent, alignment occurs in spontaneous, fluent L2 speech. The students worked on two problem-solving collaborative tasks, one in pairs and the other one in groups of four. In the first task they had to decide on the choices to be made to solve local community problems, and the second task was a discussion on the roles to be taken in a magazine editorial team. The recordings of pair and group talk were transcribed and analysed using discourse analysis in a broad sense, focusing on instances of lexical and structural repetition, substitution, extension and expansion. Both qualitative and quantitative analyses of students' talk suggest that in a dialogue they extensively used alignment in both syntax and lexis. However, the analysis of their group talk shows that alignment is present to a lesser extent. This is explained as "conversational latency" (Gibson, 2010), a situation where there is no need for the next speaker to take turn.

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Students' Attitudes and Perceptions towards EMI Teachers in Saudi Context.

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Abstract

Research on the current global trend for English as a medium of instruction (EMI) at the higher education level (Dearden, 2014) has demonstrated that each EMI context is unique and that findings must be interpreted in relation to the sociolinguistic and educational contexts of each country (Björkman, 2018). Inbar-Lourie and Donitsa-Schmidt (2020) and Karakas (2017) have shown that EMI success in content learning is affected by students' attitudes towards content teachers in EMI settings. An integral part of these attitudes is students' preferences for and beliefs about native speaker (NS) teachers. In the Saudi EMI context, a newcomer to the EMI community, teachers are seldom NS, and more typically local (Saudi), from the wider Arab region, or from South Asia.

This study investigates university students' attitudes in the Saudi context towards EMI teachers using exploratory sequential mixed methods. I report on the qualitative phase, which used interviews and focus groups to identify factors relevant to attitudes towards the EMI teachers, which are in turn fed into measures of implicit bias, explicit bias, and ratings of comprehensibility (subjective and objective) and foreign accentedness (Munro and Derwing, 1995). I offer the early stages of the quantitative analysis results for 110 participants.

Although respondents acknowledged that teachers' evaluation should be in accordance with subject-level expertise, many were ready to offer opinions on accent, comprehensibility and intelligibility. Measures of explicit bias aligned with interview responses: three nationalities were considered to have "foreign accents", with Saudi the least accented and Indian/Pakistani teachers the most accented. Saudi and Egyptian speakers were valued for their ability to switch to Arabic, whereas Indian/Pakistani teachers were considered to have low comprehensibility/intelligibility. Measures of implicit bias revealed a preference towards Arab teachers and associated them with positive adjectives. However, more objective measures of comprehensibility showed that respondents had the same level of difficulty understanding Egyptian voices as South Asian voices. The findings have implications for language policy decisions and instructor recruitment and training in Saudi Arabia.

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"So he was feeding her and it was really good": Reconciling the decision to formula-feed in the context of 'breast is best' discourse

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Abstract

'Breast is best' discourse positions breastfeeding as the optimal infant-feeding method, due to the many physical and emotional benefits it is said to offer babies. Breastfeeding has, therefore, come to be understood as indicative of 'good' motherhood, meaning that the decision to formula-feed can lead women to experience feelings of guilt and failure. In this paper, I take a sociocultural linguistic approach to examine how a mother, who had initially been highly in favour of breastfeeding, negotiates her decision to introduce formula-feeding. Using ethnographic insights and principles from interactional sociolinguistics, I analyse a key extract from a collection of interviews investigating women's experiences of first-time motherhood. In doing so, I reveal the significant discursive work that the speaker undertakes to maintain a 'socially acceptable' mother identity position, despite the fact that she is no longer feeding her child in line with hegemonic understandings of 'good' motherhood. I argue that in order to achieve this, the participant primarily relies on three strategies. First, she constructs herself as physically unable to produce enough milk for her child, which allows her to present the decision to formula-feed as child-centric. Second, she highlights the extreme tiredness breastfeeding caused. Finally, by consistently taking stances of positive evaluation towards her partner being able to participate in formula-feeding, she recontextualises the practice as one which has benefited her whole family. In combination, these strategies allow the speaker to present herself as a child-centric mother whose decisions are primarily driven by her family's needs, which is in line with norms of 'good' motherhood. My analysis furthers our understanding of how the social identity 'mother' is constructed in interaction, whilst also adding support to a growing body of interdisciplinary research which highlights the negative effect 'breast is best' discourse can have on women's experience of motherhood.

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A fundamental rethink about corpus-based pedagogical grammar: A case study of irregular multi-verb sequences in English

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Abstract

This paper builds bridges between corpus linguistics and descriptions of English grammar proposed by linguists in ways that could enrich pedagogical relevance as a whole. It provides a case study of irregular multi-verb sequences involving a single verb phrase in English—*come/go-V*, *come/go/start/try-and-V*, *come/go-to-V*, and *come/go/sit/stand-Ving*, because no current grammar textbooks for advanced students and their teachers have treated these four types of multi-verb sequences. This paper argues that a pedagogical grammar adopted here should be supported by two things—corpus findings from the ICLE and the LINDSEI as learner corpora and the BNC and the CWO as native speaker corpora, and descriptions of English grammar proposed by linguists. We must offer explanations that are succinct, readily comprehensive, and intuitively plausible as to why the English language should be as it is. Also, the explanations must constitute a powerful promoter of insight. Promoting insight means reducing the perceived arbitrariness of the English language. In this paper, a pedagogical grammar offers a descriptively adequate and intuitively acceptable account of how the irregular multi-verb sequences convey meanings.

Comparing the corpus findings from learner and native speaker corpora enables researchers to identify both what learners have learned and what learners have not learned. A direct link between such corpus findings and pedagogical relevance is established. Also, the corpus findings from native speaker corpora, such as genres of language use, the second verb selection, and inflection of the first verb, enable researchers to bridge the gap between a linguistic grammar and a pedagogical grammar. Besides such a direct link, a significant link between the corpus findings and descriptions by linguists is established. This paper as a pilot scheme that can be extended to other grammatical areas shows a clear trend towards new types of pedagogical grammar.

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An Analysis of Formulaic Sequences in English Textbooks Used in Chinese Secondary Schools

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Abstract

The study of formulaic sequences (FS) has become a much debated topic in the field of applied linguistics, especially in the context of English as a second language (L2) teaching and learning. Much of the research to date has focused on the selection of appropriate FSs in a given discourse and context for L2 learners, or on the application of FS-related data in predicting and grading student learning outcomes. Recently, there has been an increased interest in FSs in existing English L2 classroom teaching and learning materials (for example, Hsu, 2014, Northbrook & Conklin, 2019). Analyzing frequencies and composition of FSs in textbooks can help to improve the teaching strategies and learning effectiveness of L2 learners, especially in non-native-English-speaking countries where learners have less exposure to naturally occurring discourse in English.

This study focuses on two of the most widely used sets of textbooks in Chinese secondary schools, analysing 388 and 296 FSs that occur respectively in the two sets and comparing them with the data from the Corpus of Contemporary American English (COCA). After extracting their features inductively with factor analysis, this study shows that the discourse contexts of the different kinds of FSs provided in both sets of textbooks differs significantly from their context of use in the COCA corpus. For example, phrasal verbs in both sets of textbooks have a tendency to be more colloquial than formal, while the opposite is true for lexical bundles. This imbalance according to context of use is likely to lead to difficulties for the learner when it comes to using FSs as components for constructing contextually appropriate discourse in their language output.

Hsu, W. (2014). The most frequent opaque formulaic sequences in English-medium college textbooks. *System*, *47*, 146–161.

Northbrook, J., & Conklin, K. (2019). Is What You Put in What You Get Out? —Textbook-derived Lexical Bundle Processing in Beginner English Learners. *Applied Linguistics*, *40*5), 816–833.

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To what extent do social judgements of accents affect voice judgements?

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Abstract

In certain crimes, the voice of a perpetrator is heard by a victim or witness, but no recording of the incriminating speech is available. A robber may have been masked, or have attacked from behind, for instance; or contact may only have been over the telephone. If the witness has received sufficient exposure to the perpetrator's voice, earwitness evidence may be collected through a voice parade. A voice parade is conducted using a similar format to a visual identity parade, but using voices rather than faces: the witness is asked whether he or she can pick out the voice of the speaker heard at the crime scene from a line-up of recorded speech samples which includes the suspect's voice along with a number of 'foil' voices.

 The ESRC-funded IVIP project (Improving Voice Identification Procedures) has four main strands, with the overall aim of improving understanding of earwitness behaviour and improving the interaction of the criminal justice system with the use of earwitness evidence. This paper will report on the initial findings of the third strand, which examines the degree to which social perceptions, judgements, attitudes and stereotypes related to voice(s) can motivate witness decision-making. Our initial experiment involved asking 100 participants to complete an accent judgement task, where regional voices are judged on a series of criminal and non-criminal behaviours to examine particular patterns of behaviour associated with regional accents.

Initial findings suggest that for some of the accents there seems to be a relationship between social and behavioural judgements. Some of these run counter to previous sociolinguistic studies which consistently found some accents reported more positively than others. Furthermore, participants are more likely to give higher ratings for positive traits than negative traits.

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'I become confused at the definition of a "good" language teacher': The identity transformation of language teachers in a learner-centred pedagogical reform

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Abstract

Despite increasing interest in language teacher identity, less attention has been paid to the transformation of this construct against the backdrop of massive educational reforms. To address this research lacuna, this study investigated how language teachers reconceptualised their roles in teaching and learning during a regional pedagogical reform in China, a country which had been endeavoured to change pedagogical approaches from teacher-centred to learner-centred in the past two decades. The study was situated in a rural area in China and specifically looked at the identity transformation of two English teachers who engaged in the reform which focused on developing learner-engaged classes. Two rounds of interviews and one round of class observation were conducted over one year to trace how participants' understanding their roles as language teachers transformed. Norton's (1995) conceptualisation of identity and investment was adopted to contextualise participants' identity changes during the reform and the challenges posed to their newly-developed desired identity. Findings revealed that these teachers' self-identification gradually changed from holders of knowledge to facilitators for student-centred learning. This transformation generated some positive changes in class, as students were found to be more willing to communicate, a phenomenon considered as valuable for language learning. However, the identity change also raised participants' worries regarding which kind of capitals they should invest in to be 'good' language teachers. While encouraging student-led learning were regarded as important, participants were confused about to what extent they should play the traditional role of transmitting knowledge, particularly when it comes to the teaching of vocabulary and grammar. Moreover, being responsive to students' needs was also found to be challenging, especially in a digital age when students greatly expanded their linguistic and cultural horizons through the Internet. Implications emphasised on the importance of helping language teachers with identity transformation during massive educational reforms.

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Exploring the role of student-initiated questions in classroom interactions and student learning in an advanced EAP class.

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Abstract

Grounded in a sociocultural theory of mind and a social-constructivist view of learning, this study analyzed in depth the characteristics and roles of student-initiated questions in the construction of opportunities for learning in an advanced pre-university academic writing class. Questions remain an "undertheorized" (Walker & Gleaves, 2016) aspect of class interactions because of the complex and fast-paced nature of classroom discourse. The few available studies on L2 learners' questions have typically catalogued students' questions in a selected sample of class interactions. This study aims to address this gap and to build a model of the characteristics and roles of L2 students' questions over a full term (12 weeks) to understand how and when L2 learners exert their agency and the factors that may affect students' responsiveness to mediational moves in instructional discourse.

Using an interactional ethnographic approach, I analyzed 70 hours of video footage of classroom interaction to identify and code L2 students' questions in terms of their distribution, format, cognitive domain, and the interaction patterns they triggered. I also examined how these features of students' questions changed over time.

Preliminary findings indicate that students tended to ask mostly yes/no and wh-questions that were almost exclusively addressed to the teacher. The teacher resolved these questions with direct answers mostly in one, and sometimes two turns. There were instances of complex answers that involved multiple turns between the student who initiated the question, the teacher and/or peers

These quantitative findings are complemented with a qualitative analysis of the local and broader contexts of the students' questions and the relationships between the different aspects of students' questions and the creation of opportunities for learning. I will present the findings and discuss their implications for L2 instruction, assessment and future research.

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Beyond employability: Exploring the affective dimensions of the desire for English in India

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Abstract

Discourses that frame English as a tool for social mobility in India have a complex history, and are deeply rooted in colonialism, class and the caste system. More recently, the neoliberalisation of education in India has further sharpened the widespread acknowledgement that English is the key to employability. While my research shows that investment in English is indeed often premised on a logic of profit (Duchêne & Heller 2012) which shapes English as a disembodied resource capable of bestowing benefits indiscriminately upon its speakers, it also raises questions about other, co-occurring factors that fuel students' desire for English *beyond* employability. Drawing on data from an ethnographic study of an educational NGO in Delhi that provides free English training for young, marginalised Indians, I adopt an affect lens in order to demonstrate how their investment in English is not only a quest for better jobs, but also, and perhaps more importantly given their social positioning, one that foresees affective returns in the shape of pride and a sense of justice. This latter dimension is only made visible when we shed light on how the students – through their caste, gender or religion – have been positioned as unworthy, as lesser than, and how English, through its indexicality, comes to be seen as that which can give them value – not only economic, but also social, affective value. Exploring the affective dimensions of English, I argue, presents researchers with an opportunity to gain a deeper understanding of how English is deeply rooted within social stratification. Without this understanding, we risk overlooking key threads within the English for social mobility discourse, and we prevent ourselves from imagining alternatives, because imagining otherwise requires first of all an interrogation of the intricacies, power and weakness of the discourse, and how it is embedded within a multiplicity of logics.

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The language ideologies in the Family Language Policy (FLP) in a non-immigrant context

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Abstract

Family Language Policy (FLP) is defined as "explicit and overt planning in relation to language use and literary practice within home domains and among family members" (Curdt-Christiansen, 2013). As a relatively new research area its focus has been mainly on the immigrant context where families negotiate the demands of the host language and the need to maintain the heritage language. The FLP which is an extension of Spolsky's language policy model consists of both micro and macro environments. In the FLP model language ideology is a key component which has a direct impact on language practices and language management. This research examines the FLP of a bilingual family in a non-immigrant urban setting by adopting a qualitative approach where semi-structured interviews and participatory observation are used as methods of data collection. Content analysis is used as the method of data analysis. This research unpacks language ideologies into parental ethnotheories and lay theories of language, emphasizing the nature and composition of language ideologies as applied in the FLP model. Such an attempt results in the realization that language ideologies are not mere beliefs about language but closely interwoven with the beliefs held by parents vis-à-vis parenting and child development. By unveiling the complexity of language ideologies endorsed by a family, a new dimension of family language policy is brought to the forefront in the wider research area of language policy.

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Effects of Modality on the Learning of L2 Collocations

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Abstract

Second language (L2) vocabulary can be learned incidentally through reading written input (Pellicer-Sánchez, 2016), listening to aural input (Vidal, 2011), or reading and listening simultaneously (Malone, 2018). Aural input, particularly, has been argued to play an important role in the learning of multiword items (Lin, 2012). Despite these predicted benefits of aural and bimodal input on the learning of multiword items, only one study, Webb and Chang (2020), investigated the learning of multiword items from aural and bimodal input. Moreover, very few studies employed online measures to assess the acquisition of implicit knowledge of L2 collocations, and to our knowledge, no studies investigated how aural and bimodal input affect the development of implicit knowledge of L2 collocations.

Thirty-six L2 speakers of English were randomly assigned to the treatment group (n = 30) or to the control group (n = 6). The materials used in the study were taken from Toomer and Elgort (2019). In a within -subject design, participants in the treatment group read nine texts containing a total of 15 L2 medical collocations in three learning conditions (i.e., reading only, listening only, and reading while listening) and encountered each collocation nine times. Participants then completed one form recall, one form recognition, and one meaning recall posttest measuring their explicit knowledge and one collocational priming task measuring their implicit knowledge of the target collocations. Results showed that participants developed explicit knowledge of the target collocations in all three conditions; however, they recalled the form and meaning of the collocations more when they read or read and listened to the texts than when they only listened to the texts. They had similar scores in all three conditions in recognizing the form of the target collocations. Participants did not acquire the implicit knowledge of the target collocations in any of the conditions.

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Multimodality and gender representations: The case of tennis players on Instagram

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Abstract

Gender and language research has long been interested in how ideological normativities are constructed through linguistic practices. In recent years, more attention has been paid to theoretical and methodological normativities – there are constant attempts to explore new methods as the field expands to examine new sites and new speakers (Calder, 2020). In this regard, social media presents the challenge of attending to various semiotic resources for meaning making in representing genders. This study demonstrates how multimodality can offer new insights into linguistic studies by discussing the gender representations of tennis players on Instagram.

The dataset for the current study was assembled during the Wimbledon Championships 2018. It consists of 99 posts from female and male tennis players. The analytical framework is based on a social semiotic perspective to multimodality, and Kress & van Leeuwen's (2006) visual grammar is drawn on. Image and text are analysed as an 'integrated, multimodal whole' (Jewitt, Bezemer, & O'Halloran, 2016) such that neither mode takes precedence over the other; they are seen as interdependent, and each has its unique meaning making potentials.

Two gendered themes are discussed: body in motion and parenthood. First, some female players represent themselves in a 'hyperreal' manner (Baudrillard, 1983). Their images are less naturalistic, and the accompanying captions allude to non-athletic contexts. Second, in representing themselves as parents, the female player is primarily a mother while the male player is capable of being both an athlete and a father. Such representations of the female athletic body (and the athletic space it occupies) as less authentic and less athletic reinforce the dominance of men in sports.

Towards the end of the talk, the significance of adopting a multimodal lens in gender and language research, especially in the social media context, is emphasized.

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Language Learning Motivation in Multilingual Algeria: Exploring the Role of the Ideal Multilingual Self and Multilingual Posture

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Abstract

Recently, L2 motivation research has witnessed a resurgence of interest in examining language learners' motivation during the simultaneous learning of multiple target languages which has, in turn, paved the way for the postulation of multilingual motivational constructs, namely the ideal multilingual self and multilingual posture (Henry, 2017; Zheng, Lun and Ren, 2019). Theorized as an emergent product of the interaction between ideal language selves, the multilingual ideal self embodies learners' vision of themselves as multilingual users and fuels their motivation to learn many languages. Relatedly, some research findings documented that motivation to learn global English can negatively impact motivation to learn other foreign languages (Ushioda, 2017), thereby curbing the development of an ideal multilingual self vision (Henry, 2017). This PhD research project examined Algerian high school language learners' motivation to learn the ex-colonial and second language, French, and their motivation to learn English as an L3. The present paper looks at the role of multilingual motivational constructs in generating language learning motivation through a qualitative lens. To explore the interaction between the ideal French self and the ideal English self, 15 Algerian high school language learners (15-18 years old) were interviewed. The qualitative analysis of the obtained data suggests that the impact of global English on motivation to learn other languages is mitigated in multilingual contexts where language learners acknowledge the instrumental value of other languages. The results revealed that interviewees who were learning other languages in conjunction with French and English have developed an ideal multilingual self vision. Furthermore, they exhibited signs of a multilingual posture: " willingness to identify with an international community mediated by multilingualism and to diversify their multilingual repertoire"(Zheng, Lun and Ren, 2019, p.11). The paper provides valuable insights into the importance of nascent multilingual motivational constructs for motivation to learn multiple target languages.

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Comparing the production of a formula (FL) with the development of L2 competence: Results from a pilot study

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Abstract

The role of formulaic language (FL) in second language acquisition (SLA) is dominated by the debate of whether FL acts as a 'catalyst' for the development of L2 syntax (eg. Ellis 2012), or whether L2 syntax develops independently of FL production (eg. Bardovi-Harlig and Stringer 2017). This paper offers a generative contribution to this debate, presenting a pilot study that compares the production of FL with the development of linguistic competence in SLA. Using the Japanese Learner English Corpus, FL is operationalised in beginner learner production data as multiword items pronounced fluently in advance of interlanguage competence. This process was measured by analysing the syntactic structure and relevant computational properties of any multiword string produced fluently, and seeing if these properties were realised in other surface structure manifestations of the same learners' interlanguages. Where these properties were lacking (in frequency or accuracy), the multiword strings were taken to be 'formulaic' and hence not representative of online generation.

Using this process, *I don't know* (*IDK*) was identified as formulaic in beginner-level production data. The production of *IDK* was then randomly sampled in five intermediate and five advanced-level learner transcripts, and similarly, the internal computational properties assumed in generating its syntactic structure were analysed in these same learners' interlanguages. The results show that as proficiency levels increase, *IDK* becomes sensitive to modification at the functional categories which show conformity at each proficiency level. For beginner learners, the production of *IDK* is interpreted as a 'memorised string of sound' that does not invoke the language faculty and its relevant abstract properties. As proficiency level increases, the transparency between its internal modification and learners' corresponding interlanguage surface structure realisations suggest that it is the independent development of linguistic competence which integrates this formula into compositional language, and ultimately drives the acquisition process forward.

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When Language Ideologies Are Against You: Refugee Children's Experiences in a UK School

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Abstract

Refugees and asylum seekers in the UK continue to suffer from increasingly hostile Government migration policies and media portrayals (Krzyżanowski, Triandafyllidou, & Wodak, 2018; Refugee Council, 2021). Given this sociopolitical climate, my doctoral research seeks to explore the extent to which macro policies and the language ideologies they embody are present within education systems. More specifically, I ask how language ideologies relate to and impact the educational experiences of refugee children who have been resettled in UK schools, yet who may still be encounter negative language ideologies.

In this presentation, I report on ethnographic fieldwork carried out with seven refugee children in a suburban primary school between September 2020 and May 2021. After describing my research questions and choice of ethnographic methodology, I present critical vignettes of classroom interactions. These short data extracts exemplify the language ideologies and policies practiced by the teachers, which I analyse using a Language Policy framework (Spolsky, 2003; Johnson, 2013). With this analysis in hand, I then discuss my observations of the refugee children's experiences in order to consider how the children were positioned and positioned themselves within teacher-student dialogic interaction.

Initial findings suggest that language ideologies which are widespread at the macro (media/government) level have little to no presence in the classrooms in this study. Instead, individual teacher ideologies play a much stronger formative role alongside the children's own desires to assimilate into school. However, behind this veneer, I identify and problematise more subtle Standard Language Ideologies (Cushing, 2021) present in the curriculum and language practices of the teachers, ideologies which appear to coax the children out of their cultural and linguistic capital. I finish by considering some tentative recommendations for how schools and teachers can instead draw on this capital in order to better support refugee children.

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Exploring Chinese international students' experiences and challenges of using smartphone applications for language exchange

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Abstract

Much research in the field of Mobile Assisted Language Learning (MALL) has been done in examining the impact of using different mobile devices in recent years. However, little attention has been paid to the experience that learners from a particular cultural background may have when using language learning applications on smartphones in different contexts. Statistics show that the number of Chinese students studying in the UK has continued to increase over the last two to three years. Due to the Coronavirus pandemic and everything moving online, these students became more isolated than ever (UKCISA, 2021).

Under these circumstances, the present study aims to explore the learning experiences of Chinese students who are studying in the UK through a language exchange-based smartphone application: HelloTalk. The study adopted a qualitative approach using dairy-like log sheets and semi-structured interviews as data collection methods. 34 Chinese students (18 male, 17 female, aged 18-22) who enrolled in the International Foundation Year Programme in different UK universities were asked to use the proposed app for five weeks. They were required to use the app for a minimum of one hour per day and communicate with at least one language partner in the medium (text or oral) they prefer.

The preliminary findings of the study reveal that the participants overall had positive experiences, though challenges also occurred when using the app. In this presentation, I will discuss how most of the participants in the study were seeking to establish a more stabilised partnership within the app in order to ensure high-quality communication, yet they faced a range of consistent difficulties in doing so. I describe these difficulties under three major categories: initiatives, expectations, and cultural differences. These may have interest implications for future applications of MALL and also face-to-face language teaching.

Keywords: MALL, smartphone application, international students, cultural differences

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''Here, we investigate if there is..'': A cross-sectional and functional investigation of self-mentions in research articles

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Abstract

Recent studies show that written academic genres, especially research articles (RAs), represent an authorial presence of writers through the employment of explicit pronouns. Yet, some disciplines portray quite different authorial self with various prominent functions. The present study aimed at exploring authorial presence across three purpose-built discipline-specific corpora of RAs in major but relatively less represented disciplines in corpus studies, i.e., Political Sciences (PS), Civil Engineering (CE) and Veterinary Sciences (VS). In particular, due to less attention paid to these fields, we examined rhetorical functions attached to the explicit references with a cross-sectional perspective in the corpora totaling approximately 17.5 million words. To this end, we first conducted a preliminary search of explicit third person plural author references in the corpora and manually analyzed a total of over 115,000 instances to check if they are all markers signaling the authorial presence in the text. Following this procedure, the second manual analyses concentrated on categorizing the rhetorical functions of self-mentions based on by Xia's (2018) framework. The preliminary findings revealed that the frequency of we-based authorial references in Civil Engineering outweighed the other disciplines (CE: 928,98> PS: 758,90> VS: 403,42 per 100,000 words). Regarding the density of authorial references, we found that each discipline favored to be more visible in different sections of their articles. For example, CE and PS authors were more rhetorically present in their Conclusion and Methods section whereas VS authors used explicit references to mark their presence frequently in their Conclusion and Abstract sections. With respect to the functional analyses of the self-mentions of we, authors in PS displayed more of low stake functions such as 'recount experimental procedure and methodology'. We shall zoom in on the significance of cross-disciplinary and cross-sectional findings in our study to contribute to designing activities in EAP for each discipline.

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Rhetorical Strategies in False News Discourse on COVID-19

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Abstract

With the spread of the novel coronavirus disease (COVID-19), many people all over the world have fallen prey to misinfodemics, a phenomenon in which false information, unproven claims, and misleading statements easily go viral in the discourse on pandemics and lead to the spread of diseases. This paper investigates the distinctive rhetorical strategies of false news discourse on COVID-19 with the aim to understand how these texts seek to craft credible alternative narratives of the origin, spread, and treatment of the disease. The study adopts a corpus-driven discourse analysis approach to identifying the rhetorical strategies used by false news writers. A total of 51 online false news articles about Covid-19 that were verifiably labelled as false by fact-checking websites were examined using a combination of keyword analysis and qualitative concordance analysis. The keywords were extracted by comparing the corpus of false news with multiple reference corpora representing broadsheets, tabloids, and news websites and blogs. In this way, only keywords that distinctively represent *false* news discourse were identified and studied, while controlling for register variation. Results showed that false news distinctively used words related to nine semantic categories: medical organisations, medical testing and research, people, places, science and technology, diseases, treatment, quantities, and war. By examining the context of the keywords under each category, it is shown that false news discourse employs several rhetorical strategies, such as de-legitimating, using indirect evidentiality, scapegoating, using prestigious jargon, and appealing to the readers' emotions as well as religious beliefs. The limitations of keyword analysis and recommendations for future research are also discussed.

Keywords: false news discourse, COVID-19, linguistic features, rhetorical strategies, keyword analysis

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Signs of the time: Linguistic diversity and inclusion in Abu Dhabi's Coronavirus-period linguistic landscape

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Abstract

Abu Dhabi, United Arab Emirates (UAE), is characterized by diversity and multilingualism with transnational workers constituting approximately 89 per cent of the population and speaking over 100 languages. However, with Arabic as the official language and English as the lingua franca, the population's periphery languages are seldom seen on public signage. Language on public signage can reveal the power certain languages have over others (Blommaert, 2018), and especially locally produced impromptu messages are authentic "signs of the time" (Kalman 2020). While effective communication is important in ordinary times, it is especially vital during a crisis such as the Coronavirus pandemic. In a crisis, often the default languages used for communicating health warnings are countries' official language and English. The exclusion of peripheral languages from crisis communication has been named 'disaster linguicism' (Uekusa, 2019) due to those not proficient in dominant languages being at risk. This presentation presents a linguistic landscaping study which explored Coronavirus signage in two Abu Dhabi live-work contexts: A beachside community and an industrial site. An ethnographic approach to linguistic landscaping was taken in which a corpus of 326 top-down and bottom-up signs were investigated in terms of languages used, spacing, prominence, and location, as well as intended audience and sociolinguistic implications. Key findings revealed that bottom-up handmade Coronavirus signage was mainly monolingual (English only) and municipality-produced warnings were predominately bilingual (Arabic and English). Despite the multilingual composition of both contexts, only one third language (Korean) appeared on Coronavirus signage. The findings shed light on existing inequalities in linguistically diverse contexts, and the need to ensure access to information for all at a street level. The presentation concludes with practical suggestions for greater linguistic inclusion in the Coronavirus period and beyond.

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Building a Corpus of Fake News: Challenges and Opportunities

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Abstract

It is common knowledge that there exists a great deal of fake news circulating online, especially given the ubiquity of social media platforms. Nevertheless, as Asr & Taboada (2019) noted, the key challenge in the linguistic (or discourse) analysis of fake news is data collection. This paper addresses three main challenges in building a corpus of fake news for discourse analysis: (a) distinguishing between fake news and real news, (b) determining how and from where data should be collected, and (c) building an equivalent corpus of truthful news for comparison purposes. The paper presents and evaluates various available solutions for these challenges. The paper concludes that because the phenomenon of fake news is dynamic, the discourse analysis of such news usually encounters multiple limitations; however, such limitations can be opportunities for further research in this field.

Keywords: fake news, corpus building, challenges, source reputation, content veracity.

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Evaluating Corpus-based Word Lists for English Language Teaching (ELT) Uses: A Proposed Tool

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Abstract

Corpus linguistics allowed for identifying lists of words that merit instructional focus based on the frequency of their use (Folse & Youngblood, 2017). As large corpora and more sophisticated corpus-analysis tools have become available, the number of corpus-based word lists targeting different types of vocabulary published during the last 20 years has rapidly increased. This wide variety of lists has caused problems for practitioners, for whom it is not always easy to decide which list is most useful for their purpose and context (Schmitt, 2016). In light of the lack of accessible guidance on how to evaluate word lists, this study aimed to construct an evaluation tool for use by ELT practitioners based on Nation's (2016) critique framework and consultations with ELT practitioners.

The target users of the tool are, broadly speaking, ELT practitioners, such as teachers, curriculum and assessment coordinators, or materials developers involved in directing vocabulary acquisition. The tool aims to cater to practitioners with different levels of expertise and knowledge, and especially those who are unfamiliar with the intricacies of developing corpus-based word lists. It summarises the debates in the field to help an evaluator consider the most important elements associated with word list usage.

The tool in different iterations was revised by 2 panels of experts in corpus-based word list development and use (14 in total), and was tested in real-life ELT scenarios by 11 practitioners who have been using word lists. The quantitative and qualitative data collected from the participants suggest that the tool should allow ELT practitioners assess the suitability of a word list for their purpose in a structured and thorough manner. On the other hand, some participants raised issues regarding the tool's practicality and level of difficulty for some users.

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A local learner corpus approach to JLF interaction in "virtual" intercultural contact situations

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Abstract

For researchers in spoken discourse and interaction studies, collecting naturally occurring data is an indispensable first step. For language practitioners, analyzing learner corpora is an insightful resource for pedagogy research. Large-scale learner corpora have become available for those purposes in the last decades. International Corpus of Japanese as a Second Language (I-JAS) and BTSJ-Japanese Natural Conversation Corpus, both constructed at the National Institute for Japanese Language and Linguistics (NINJAL), are two major speech corpora available for Japanese discourse studies. While such large reference corpora can inform language studies and teaching, a local learner corpora approach can address specific issues in a given setting for a particular student population, as Seidlhofer (2002) put forward and Mukherjee and Rohrbach (2006) later endorsed.

With the same premise in mind, we conducted the Online Conversation Project between universities in Japan and the US in the Fall of 2020, when heavily affected by the Covid-19 pandemic. This project is primarily driven by the pressing need to provide students with intercultural contact situations in line with Online Intercultural Exchange (hereafter OIE, Lewis and O'Dowd, 2016). It aims for a virtual realization of Internationalization at Home (Beelen & Jones, 2015) efforts at the testing time for higher education with the severely restricted mobility and in-person contact. Simultaneously, the project enables teacher-researchers to collect "local" Japanese as a Lingua Franca (JLF) data video-recorded in a task-based discussion setting that can be later analyzed linguistically and socioculturally, along with the follow-up survey and interview results.

We will present some preliminary findings drawn from the results analyzed within the frameworks of Language Management Theory developed by Neustupný and Jernudd, the Intercultural Communicative Competence Model by Byram (1997), and Interactional Competence originally introduced by Kramsch (1986). We will also explore the potentials of OIE-type technology-enhanced "virtual" exchange for language education.

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Early years oracy assessment: Understanding how teachers assess the oracy skills of their pupils through negotiation of interactional norms in the classroom

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Abstract

This study develops the interactional sociolinguistics (IS) approach by introducing it into the field of research on oracy (speaking and listening skills) to improve our understanding of oracy assessment in the classroom. Teachers conduct assessment by observation of the language and communication of their pupils aged 4-5 under the requirements of the Early Years Foundation Stage (EYFS) statutory framework (Department for Education, 2017). I examine how this assessment is enacted via the negotiation of interactional norms in the classroom. I utilise embodiment analysis to explore how teachers and peers encourage, sanction and discourage children's oracy behaviours.

In this presentation I discuss three excerpts, focusing on the role of praise in negotiating interactional norms. I frame my analysis within the Oracy Skills Framework's (OSF) pre-eminent conceptualisation of oracy (Mercer, Warwick & Ahmed, 2017) and the EYFS language and communication goals, which form the basis of the teachers' assessment and thus the context of my IS approach.

My initial findings indicate a hierarchy of 'oracy norms' which children are praised for performing and disciplined for breaking. Within this hierarchy, the most important norm is contributing to a shared interactional goal. In the data, this goal is improving the children's understanding of mathematics. This norm is encouraged through various strategies, notably praise, even where its performance breaches other norms, namely; enacting spatial zones associated with the different interactional roles, building on the shared knowledge and experiences of the group, and listening to whomsoever holds the conversational floor. Within these subordinate norms, the norm of enacting zones is prioritised over that of listening.

The children support these norms through peer socialisation strategies, not including praise, which I will outline. I close by discussing the need to approach oracy assessment with a greater focus on child agency in the negotiation of oracy norms.

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British English and American English: which do Mandarin and Cantonese foreign language learners prefer?

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Abstract

Received Pronunciation (RP) and General American (GA) are nowadays the dominant varieties in teaching English as a foreign language (Trudgill and Hannah 2017). Traditionally, RP has predominated in Europe. Within Europe as well as elsewhere, learners' attitudes, when surveyed, tend to mention both varieties; see Starks and Paltridge (1996), McKenzie (2004), Zhang and Hu (2008), and Xu, Wang and Case (2010), and Zhang (2010). In recent decades, due in part to entertainment and to social media, GA has come to dominate (McArthur 2001).

Less research has been conducted to explore which English variety foreign language learners actually speak and even less has considered learners' native language variety and whether certain linguistic characteristics make it easier for a speaker of a given variety to produce on one of the two varieties. The study reported on looked at L1 speakers of Mandarin and Cantonese to answer these questions.

Data were collected from 34 Harbin Mandarin speakers and 31 Guangzhou Cantonese speakers aged between 14 and 22 in China who read a list of 12 words which distinguished consonants and vowels in British vs. American English. Oral data indicate that, as Griner (2014) mentions, Chinese speakers mixed the RP and GA in their production, though Mandarin participants tended to produce more GA and Cantonese participants more RP features. Where rhotacization distinguishes RP and GA and Mandarin but not Cantonese has an /ɻ/-suffixation phenomenon there were no differences. Participants also responded to a questionnaire answers to which indicated that although they could not distinguish RP and GA, they tended to speak an English variety similar to their variety of Chinese.

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Struggles and Resilience: L2 Socialization of Culturally and Linguistically Diverse Children in Japanese Elementary and Junior High Schools

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Abstract

In Japan, the number of culturally and linguistically diverse (CLD) children (Cummins, 1997) seeking Japanese as second language (JSL) instruction is increasing (MEXT, 2021; Tsuneyoshi et al., 2011). Studies report these children struggle in schools (e.g. Shimizu & Shimizu, 2006), even leading to truancy (Tsuneyoshi, 2011). Local governments increase the number of 'international classrooms' (equivalent to JSL pull-out), recognizing the language to be an inhibitory factor. However, even these children seemingly attain basic interpersonal communicative skills (BICS; Cummins, 2015), they often remain isolated in classrooms. To explain this, this study sheds light on the social aspects, the micro-interactions of both JSL and Japanese children, drawing on second language (L2) socialization (Duff, 2008) and resilience (Masten et al., 1990). To illuminate from an emic perspective, interviews were conducted with nine university students with various CLD backgrounds (Brazilian, Chinese, Pakistani, Philippines, Thai, Vietnamese) who were able to articulate retrospectively on their entry to Japanese schools with no Japanese proficiency. The findings revealed that their initial lack of Japanese put them in a vulnerable, dependent position. Moreover, in the conformist classrooms that fail to accommodate diversity, their 'non-legitimate' accent was not valued as an indicator of bi/multilingualism, but threatened by peer children's non-accommodating, even hostile, attitude, which consequently inhibited them from participating in the community of practice (Lave & Wenger, 1991) and put them under severe stress. On the other hand, their narratives of resilience mentioned their close friends who provided emotional and practical support and JSL teachers who could communicate with them (and their mothers) and acted on their behalf. To promote CLD children's well-being during their L2 socialization, we argue it is essential to critically look at the social aspects in schools and foster an inclusive atmosphere in the classrooms by cultivating a positive attitude towards diversity and bi/multilingualism.

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"It boils down to respect": Identity, positioning, and investment in learning Spanish

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Abstract

Foreign language study in U.S. universities has observed an overall decline in enrollment, leading to underfunding or elimination of many programs (MLA, 2007, 2016). While these large-scale reports reveal important overall trends, further investigation of individual experiences with FL learning is warranted. Informed by the frameworks of *investment* (Darvin & Norton, 2015) and *narrative inquiry* (Barkhuizen et al., 2014), this study offers a qualitative case study of one student's investment in FL learning.

Data were collected through semi-structured narrative interviews with Morgan, a student at a northeast U.S. university. Content analysis explored investment components at play (e.g., ideology, capital) in Morgan's experience, and findings indicated an awareness of ideologies surrounding L2 learning leading to investment in cross-cultural awareness. Additionally, three-level positioning analysis explored identity construction in relation to story characters, audience, and ideologies present within Morgan's narrative. These findings revealed identity positions of 'privileged student', 'intercultural learner/ambassador', and 'advocate for multilingualism' that were constructed through discourse via contrasting characters, offering advice, providing metacommentary, and expressing opinion.

Morgan's narrative aligns with Ortega's (2019) call for centering 'equitable multilingualism' in applied linguistics and is evidence that such a perspective is attainable for university students in anglophone contexts. Similar to Barkhuizen's (2010) research on teacher narrated identity, Morgan's identity construction is shaped by awareness of sociopolitical consequences that learning (or not learning) Spanish might have for her and for others. Finally, Morgan's investment in learning Spanish is a rich example of how through investing in L2 learning, individuals 'negotiate symbolic capital, reframe relations of power, and challenge normative ways of thinking' (Darvin & Norton, 2015, p. 47). Morgan's investment in learning Spanish is a stance both shaped by different ideologies and resisting these ideologies. Implications are considered for language learning, teaching, and curriculum development.

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Linguistic justice and English as a lingua franca: A normative and empirical critique

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Abstract

In both applied and theoretically oriented discussions about "global" English and its political and philosophical implications, one of the most influential and widely debated proposals has been Philippe Van Parijs' notion of linguistic justice. Indeed, the role he envisions for English as a world lingua franca as a means to enhance a global demos where language inequalities can be best addressed has proved to be controversial. In this paper, we argue that the dilemma between Van Parijs and those criticizing his justice-based defence of English as a lingua franca has not been well resolved. We challenge Van Parijs' vision that promoting English as a global lingua franca is a good idea in order to enhance everyone's equality of opportunities (e.g. in the labour market). For him, providing the world's population with equal access to English would improve equality of opportunities worldwide and, therefore, would create the conditions for a more just world. We question such an assumption from both a normative and empirical point of view, and argue that having equal access to English is not a sufficient reason to equalize everyone's opportunities.

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How to reduce the unfortunate injustice of English

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Abstract

This contribution normatively assesses the emergence of English as the global lingua franca. It first presents the facts surrounding this emergence. It then argues that the virtue of English is the possibility of global communication. There are however 4 injustices connected with this emergence, which consist in undeserved advantages that accrue to native speakers in terms of communication, resource investment, Anglo-American life-world dominance and dignity. Rejecting English is today however an unrealistic endeavour. Therefore, I propose three measures to significantly reduce the injustices that accompany its spread: 1) financial compensation; 2) containment, and 3) appropriation of English by working out non-native standards for English. The first measure tackles only the communication-oriented and resource investment dimension of language. The second implies the shielding of some native contexts from Anglo-American influence. In doing so, it takes inspiration from the multiculturalism literature in political theory that argues in favor of life-world protection through minority rights that provide 'external protection' (Kymlicka 1995) against undesirable forms of cultural and linguistic assimilation. The third measure argues for legitimizing non-native standards as a way of regaining symbolic power for non-English life-worlds by focusing on the equal dignity of non-native ways of speaking English. In doing so, it takes inspiration from the sociolinguistic literature on English as a Lingua Franca (as spearheaded by, among others, Seidlhofer (2011), while formulating a normative evaluation from and extension to it.

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Assessing linguistic unease to understand (socio)linguistic justice

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Abstract

Traditionally, the debate on linguistic justice is based on a Westphalian concept of language, where the discussion is on how to provide equal access to language X or Y, as if language were always uniform and standardized. The survey by Alcalde (2018) shows that the various disciplines involved in defining the concept of linguistic justice influence the agenda and the policies eventually proposed. Withing sociolinguistics, Iannàccaro et al. (2018) proposed the notion of linguistic (un)ease in order to take into account the functional inadequacies in the speaker's linguistic repertoire in a given social context. Drawing from a recent proposal by Gobbo and Alcalde (in press), this contribution shows how to operationalise the notion of linguistic unease in relation not only with language proficiency but also with the sense of belonging the speaker has with each and all languages in the repertoire. We argue that framing linguistic justice without taking into account sociolinguistic empirical data is too simplistic, while an operationalised notion of linguistic unease can contribute to design more effective language policies aiming to reduce (socio)linguistic injustice in real contexts.

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The changing roles of language during migrant parents' integration process into Finnish society

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Abstract

This ethnographically oriented longitudinal study focuses on how five parents of migrant origin have experienced the changing role of language in their integration process into Finnish society. Originally, they came to Finland to get married, to study or accompanied their husbands, who came here to work. At the time of our first interviews in 2015-2016, they were all staying at home with young children. When moving to Finland, these parents did not speak Finnish (or Swedish) but used English instead. As my earlier work (Iikkanen 2017) showed, they felt that the use of English as a lingua franca (Seidlhofer 2011) had worked quite well for them, especially in more official encounters. However, they had often felt excluded in more unofficial social contexts because they did not speak Finnish. Consequently, they expressed a very high motivation for mastering the Finnish language. In fact, most of them had also achieved this goal by our second interview, as they chose to speak Finnish instead of English. In a nutshell, they felt that they did not need English in everyday encounters anymore. This leads to the conclusion that English seemed to be very important in the initial period of integration, but, in the long run, Finnish became more and more essential for managing everyday life and enabling these migrants to become true members of the society. Moreover, it seemed that, gradually, these people were finding their place in the Finnish society, as, with increasing skills in the national language, they had found new directions to develop their skills towards entering the work force or even establish a business of their own in their new home country. For some, also the opposite had become apparent: out of the original eight participants, only 5 had remained in Finland or were available for a second interview.

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Both necessary and irrelevant: The political economy of English in higher rducation in Kazakhstan

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Abstract

Since Kazakhstan became independent from the USSR in 1991, the government has been promoting a series of reforms designed to facilitate Kazakhstan's entry into the global economy, (re)establish Kazakh as the state language and language of ethnic identity, and maintain Russian as a language of interethnic communication (Nazarbayev, 2007). In higher education, these goals are being pursued through English-medium instruction (EMI), trilingual education (education in Kazakh, Russian, and English), and requirements of students and faculty to publish in impact factor journals (Kuzhabekova, 2017; Kuzhabekova & Ruby, 2018). Within this context, the purpose of this presentation is to critically analyze and reflect on language policy and the language of science in higher education in Kazakhstan two ways. First, we use the lenses of political economy (Ricento 2015; Sah 2020) and linguistic justice (Soler, 2020) to outline how medium-of-instruction and publishing requirements in higher education are discursively linked to goals of development of the national economy and overall human capital. After that, we highlight voices of students, faculty, and administrators regarding the language(s) of science and publishing as taken from interviews conducted as part of a larger study of multilingual language development through EMI at 6 universities in Kazakhstan. These data show that some stakeholders believe, on the one hand, that the English language is the language of science, and it is therefore necessary to read, study, and publish in English. On the other hand, competing voices argue that promoting English as the main language of science in the country will lead to a loss of knowledge from local scholars who are not proficient in English. The paper concludes that research and publication in English should be encouraged, but not required. Government and institutions need to continue to advocate for development and dissemination of knowledge in Kazakh and Russian.

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Understanding English as a medium of instruction in higher education: The promise of bringing together political theory and applied linguistics

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Abstract

The spread of Global English has given rise to a social justice agenda to which many Applied Linguists subscribe. While Applied Linguistics has been indispensable in highlighting injustice and inequity, and the role of language in this, this paper echoes other scholars' calls for bringing together Applied Linguistics and Political Theory to gain additional perspectives on inequality and injustice in the face of Global English (Léger and Lewis 2016; Ricento et al. 2014; Kymlicka and Patten 2003). With more and more areas of social life being permeated by 'neoliberal governmentality' (Rojo and Del Percio 2019), it has been argued that attention to the political economy and the incorporation of Political Theory is crucial for Applied Linguists to gain a thorough understanding of the political, economic and social conditions that produce (linguistic) inequality and injustice (Block 2018; Chun and Lo 2016; Block, Gray and Holborow 2013). Underpinning my argument with data on the rise of English as a Medium of Instruction in higher education, I show how, bar some exceptions, Applied Linguists have not typically engaged with academic governance and suggest that this has hampered understandings of the causes and consequences of English as a Medium of Instruction. I argue for the potential of Political Theory, which has established literatures, theories and methodologies on governance, to shed light on the linguistic consequences of academic decision makers. Conversely, I argue that Political Theory may gain from an analytic focus on language as a way of rendering visible the – sometimes unintended – outcomes of policy making and academic governance. I conclude by arguing for greater interdisciplinarity between Applied Linguistics and Political Theory to advance knowledge in both.

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Validity Evidence of a Web-based L2 Pragmatic Speaking Test

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Abstract

Due to cultural differences, it is difficult for second or foreign language learners to orally produce proper pragmatic skills in an academic context in an English-speaking country. Pragmatic competence research in assessment has shown that pragmatic competence can be measured using different tasks, and performance can be differentiated across distinct levels (Roever & Kasper, 2018; Youn, 2015). The practicality of administering L2 pragmatic competence assessment remains problematic since such tests involve high labor cost. Therefore, the researcher developed an online pragmatic speaking test using Conversation Analysis (CA) findings based on the discursive approach to L2 pragmatics. The turns delivered by the interlocutors in this pragmatic speaking test were pre-designed and pre-recorded. The discursive approach to L2 pragmatics serves as the predominant theoretical framework of the study, and some pragmatic theories (e.g., politeness theory, speech act theory) are employed. Moreover, target language use (TLU) domain guides the study to ensure the test is representative of real-life EAP situations. The test includes 25 items (e.g., Asking about the due date, Missed class, Discuss the topic for the final presentation) and was developed based on on-campus scenarios. 110 test takers participated in the study, which took approximately 60 minutes for each test taker to finish. Multi-face Rasch Measurement (MFRM) was employed to examine whether the items and rating scale function as intended. Quantitative results of MFRM will be presented to provide validity evidence in terms of the test, rating criteria, and the raters. In addition, qualitative analysis will also be included to provide validity evidence of the test from the raters' perspectives. I will conclude the presentation by discussing the implications of this test in language classroom settings.

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From research to teaching: how to teach the Spanish copular verbs 'ser' and 'estar' with adjectives

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Abstract

This talk presents a novel pedagogical approach for teaching the Spanish copular verbs *ser* and *estar* with adjectival predicates. The syntactic distribution is complex, as some adjectives appear with one copula (see (1) and (2)) while others are compatible with both (compare (3) and (4)). As *ser* and *estar* are not synonyms, the copular selection yields a semantic difference, which in turn corresponds to contrasting discursive contexts. To illustrate, when *ser* is chosen, the property is attributed to the individual as such (e.g. a bilingual/calm person), instead with *estar* the property applies to the individual in a circumstance (Arche, 2006) (e.g. they are alone or calm at home). Intuitively, for native speakers, *ser* ascribes properties that relate to the nature of the subject, whereas *estar* assigns transitory characteristics. This traditional account at present remains the most common explanation in an L2 classroom. However, it seems to mistakenly delegate the decision to the speaker of whether a property is conceived as permanent or transitory (Falk, 1979). It also fails to provide a convincing explanation for those adjectives that are vulnerable to the passage of time (e.g. *joven* 'young') or subject to change (e.g. *guapa* 'pretty').

A recent cross-sectional elicitation study (71 English-speaking undergraduates and 25 Spanish-speaking controls) shows that L2ers only attained a native-like mental representation of both copulas with those adjectives that having a wider syntactic distribution (e.g. *sola* 'alone' and *tranquilo* 'calm') are able to give rise to a reading equivalent to *estar* in other syntactic structures (i.e. as predicative complements and absolute clauses). Based on these results, an innovative teaching approach is proposed whereby the copular verbs are taught using contrasting discursive contexts and those syntactic structures, which bring about a reading that aligns either with *ser* or *estar* but most importantly, they do not include a copular verb.

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Is (bad) English enough? Language teachers' views on the plight of other additional languages

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Abstract

Despite globalisation and the technical ease of international interaction, the interest in studying foreign languages at school seems to have decreased rather dramatically in the UK (Broady, 2020). In many other European countries, such as Finland, English is studied by virtually every student, but studying other languages has reduced significantly. For instance, in the 1980s every Finnish upper secondary student graduate had studied three languages in addition to their mother tongue but nowadays their language studies are limited mainly to English (Mäntylä et al 2021). To a small nation and its citizens, diminishing linguistic resources in an increasingly multilingual world may be a crucial question.

This paper discusses modern foreign language (MFL) teachers' experiences, views and reflections on the diminishing foreign language skills of Finnish students. The data were gathered with a Webropol questionnaire in January, 2021. A total of 347 MFL teachers from primary to tertiary levels answered the questionnaire. The questions focused on what teachers considered as the biggest obstacles for pupils and students not choosing more language studies, what teachers or schools had done to remedy the situation, and moreover, what still could, and should, be done.

The results show that at a local level, various measures have been taken to promote choosing and studying other languages than English. However, the teachers pointed out several factors in the education policies and educational structures that in fact hinder or make studying other languages less attractive. We discuss how these factors affect studying additional languages and what kind of consequences all educational decisions may have on what is being studied and by whom.

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Multilingual official signs in the linguistic landscapes of Japanese Brazilian communities

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Abstract

Linguistic landscape research aims to understand the motives and ideologies underlying uses of various forms of languages displayed and presented in public spaces. However, studies of Japanese linguistic landscapes have largely focused on counting frequencies of languages, categorising public signs, and describing features of globalised English in metropolitan Tokyo (Backhaus, 2006; 2007; Rowland, 2015; Baudinette, 2018), with little attention to the hidden diversities in the linguistic landscapes of migrant communities. To advance our understanding of the language policy and social order structuring the community space, this paper investigates the linguistic landscapes of Japanese Brazilian communities, with a focus on language use on multilingual official signage. Photographs of official signs containing Japanese and Portuguese were collected during fieldwork in four Japanese sites where Japanese Brazilian communities reside, including Oizumi town, Homigaoka town, Hamamatsu city and Suzuki city. Our analysis reveals the implied language policy regulating the order in which languages appear, and the differences in speech acts and politeness between Japanese and Portuguese expressions on official signs. These findings are further discussed in relation to the sociolinguistic profile of the surveyed communities and the political and sociocultural context of Japan. This study demonstrates the heterogeneity of Japanese society from a linguistic landscape perspective. It sheds important light on the relationship between languages, migration and public spaces in the Japanese context.

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440

The rise and fall of coronavirus registers: changes in key participants and processes

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Abstract

An unexpected benefit of the coronavirus pandemic has been the opportunity to observe the emergence of new linguistic registers within the social-linguistic landscape. There has been an explosion of media-based communication as government institutions have had to inform the public rapidly of social and medical developments. Much of this official communication has been enacted through the genre of televised political briefings.

Given the unique set of social circumstances that have constituted the pandemic, it can be posited that these will have been realised linguistically as a unique, emerging register: one defined by language choices made in the areas of *field*, *tenor* and *mode* (Eggins, 2004). Furthermore, we hypothesise that the new register of official covid communication could be categorised into two sub-registers depending upon whether the social context at the time of production is one of increasing deaths (*period of crisis*), or declining deaths (*period of relief*).

A Systemic Functional Linguistics approach will be applied to a corpus of political briefings texts taken from Westminster and Holyrood between March 2020 and March 2021 (Beauchamp, Gardner & Vincent, 2021). Specifically, the area of field will be investigated by examination of keywords to identify predominant participants and processes. Through comparative analyses of the linguistic output during the rise and fall of cases (as seen during the first and second peaks), we hope to identify linguistic features which are determined by–and which also might be said to "realise"–periods of crisis and relief (Hasan, 2009).

This presentation will report the findings of this study and will discuss any implications for future studies of emerging registers.

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'The silence kills me!': Triggers of speaking-related anxiety in the L2 classroom

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Abstract

Using King's (2014) cognitive-behavioural model of silent L2 learners' social anxiety, this presentation examines factors that can trigger speaking-related anxiety in Japanese university foreign language classrooms. The study used a cognitive-behavioural theory (CBT)-based approach to gain insights into students' perceptions of their in-class behaviours and what influences them. Forty-five semi-structured interviews were conducted with 17 participants over 14 weeks using an interview schedule based on a CBT formulation to explore students' silent behaviour, associated thoughts and feelings, and behavioural triggers. Recurrent forms of classroom silence reported by the participants included using Japanese when English was expected, finishing speaking turns quickly, and taking on the listener role rather than initiating talk during speaking tasks. Through using the CBT formulation, patterns of behaviour and thoughts emerged. These patterns revealed a common trigger among these participants: student silent behaviours when doing speaking activities in a group – their own silent behaviour and that of a group member. The discomfort they felt during a silent display seemed to trigger negative emotions and thoughts related to doubts about their language proficiency, receiving unwanted attention from not speaking when expected to and the tension they felt it created with their group members. For some participants, a silent moment - theirs or their classmates' - made them over-aware of what was happening around them. This low tolerance for silence set off their anxiety because they felt uncomfortable about not knowing what to do. These findings present an opportunity for gaining further insights into the causes of speaking-related anxiety in the language classroom. Also, the possibilities for using a CBT-based approach to support anxious speakers. By making them aware of in-class situations that make them feel nervous, they can begin to manage their negative emotions.

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Combining Corpus Linguistics and Conversation Analysis: a study of bot interactions in an online multiparticipant chatroom

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Abstract

Combining Conversation Analysis (CA) and Corpus Linguistics (CL) provides promising avenues of research that start from an in-depth analysis of conversation and have the power to generalise over large texts and conversational events. The focus of both CA and CL on naturally occurring data and the existence of big machine-readable corpora of online interaction are ideal conditions for the implementation of a Corpus-assisted Conversation Analytic methodology.
This research considers the Ubuntu Chat Corpus (UCC) available at http://daviduthus.org/ (Uthus and Aha, 2013), a very large collection of technical discussions from Ubuntu IRC support channels. In these chatrooms, users ask for help and information regarding Ubuntu, a Linux based operating system. The UCC chats are quasi-synchronous online conversations that involve many participants. The analysis focuses on bots, automated agents that output in the chat, or in a private message, facts in response to specific commands. The spotlight on bots is driven by an interest in how users employ the affordances of the medium through which they communicate to advance their conversational projects. Corpus Linguistics enables the researcher to find and create a collection of bot summons and outputs. Bot functions within the chat are found to be mostly information giving and moderating. Through Conversation Analysis interactional features are identified, such as legitimacy and intersubjectivity work done by the participants in interactions involving bots. This research contributes to the fields of computer mediated communication and human to robot interaction in an innovative way through the use of corpus methods and CA, a combination only minimally explored.

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Languages, mahjong and semiotic assemblages: 'Chinese' restaurants in the urban and rural landscapes

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Abstract

Neoliberalism and commodification have been key underlying ideologies behind most semiotic landscape studies. Few have questioned the unwarranted preoccupation with semiotic activities in urban areas. This paper distinguishes between 'assemblage of global' and 'assemblage of local' in urban and rural spaces by focusing on the semiotic assemblages (Pennycook, 2017) that bring together languages, foods, objects, smells and people in two Chinese restaurants in Sydney and Euroa, a rural town in Victoria, Australia.

Drawing on a dataset consisting of photographs of signs, interviews with restaurant owners and Instagram resemiotizations (Iedema, 2003) of semiotic artefacts, we find unequally distributed linguistic, semiotic and artefactual possibilities between the urban and rural. While urban Chinese restaurants represent a place where material artefacts from different times and places meet and interact, rural Chinese restaurants offer a localised, essentialist and assimilated version of Chinese ambience.

This paper challenges the use of 'Chinese' as an all-encompassing label for these restaurants and sheds light on the complexity and heterogeneity of semiotic practices in such places. Taking up an expanded version of language and understanding the restaurant assemblages as multilingual, multimodal and multisensory, this paper contributes to current scholarship in the fields of semiotic landscapes and the semiotics of space which seek to characterise semiotic practices distributed and emergent from material environments.

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Live Online Lectures (LOL) corpus: challenges in the compilation and annotation of multimodal interaction of a corpus of synchronous online lectures

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Abstract

This study presents an overview of the challenges found during the process of creating the corpus Live Online Lectures (LOL) at Universidad Internacional de La Rioja (Spain), by the research group PRODIGI (Personal and Professional Development through Digital Genres). This is a specialised parallel corpus of Spanish and English lectures in the field of business administration. The corpus is formed by the classes given in four parallel courses in a master's degree; that is, the same course is offered in Spanish and in English. Each course is developed in 15 lectures, thus, 60 lectures in Spanish and 60 in English comprise the corpus. The corpus is originally designed to analyse interaction in synchronous online lectures. With this aim, 4 variables are considered in the design –course, language, lecturer, and learners. The combination of these variables describes 6 scenarios for the analysis of their influence on teacher-learner-learner interaction in synchronous online lectures. Adobe[â] Connect[ä] is the web conferencing system employed to give the lectures, where teachers communicate through an audio and video system and learners' communication is mediated through a live writing chat. The study describes the difficulties of compiling the corpus originated by the virtual context and suggests some solutions to overcome them. An annotation system based on an adaptation of the tenants of the (inter)action multimodal analysis framework (Norris, 2004) is proposed, and the different levels of annotation are explained and illustrated with examples (episodes of interaction, moves, agency, higher-level mediated actions, pragmatic strategies, and communicative modes). Finally, the challenges of annotating multimodal interaction in these online lectures are outlined. These are originated mainly by the simultaneous nature of interaction (learners' contributions on the chat generally overlap teacher's talk) and teachers' strategies to repair learners' stillness, which involve a constant reconfiguring of the interaction pattern (Querol-Julián, 2021).

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Phrasal Verbs in ELT Materials: An Examination of Frequency of Occurrence across an EFL series

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Abstract

Frequency is one of the key factors in incidental vocabulary acquisition (Schmitt, 2010). Studies suggest that learners need at least five encounters with a target item for incidental learning to occur (Webb et al., 2013). Therefore, it is crucial to know whether learning materials, being important sources of L2 input, provide enough exposure. Regarding phrasal verbs (PVs), only a few studies have analysed the representation of these multi-word units in ELT materials (e.g. Alejo González, Píriz & Sierra, 2010; Demetriou, 2020).   However, no study has examined the occurrence and recurrence of PVs represented in textbooks across an EFL series.

To address this lack of research, this study focuses on the examination of PVs, one the most challenging lexical categories for L2 learners (Garnier & Schmitt, 2015). The study aims to investigate whether learners following an EFL series would have enough exposure to the 150 most frequent PVs in English through the reading and listening input, and whether the series offer opportunities for recycling PVs. A corpus composed of four coursebooks was created, and all morphological PV instances were manually extracted. Then, PVs tokens were compared against Garnier and Schmitt's (2015) PHaVE list. The results show that only 57 out of the 150 most common English PVs are represented throughout the series, which represent 51.4% of the total number of occurrences (n=280). Furthermore, the repetition patterns of these frequent PVs were not consistent enough to promote incidental acquisition, as the results reveal that 60% of the PVs only occur in one coursebook in the series, whereas only 3.5% occur in the four coursebooks.

The presentation will conclude with implications for teaching and materials writing as well as with suggestions for future research.

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Changes in Beliefs about Language Learning and Self-perceived L2 Gains after Study Abroad

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Abstract

Learners' beliefs about language learning are one of the key individual differences that may influence the process and outcomes of second language learning. Traditionally, learners' beliefs about language learning have been considered as static and stable. Recent research in learners' beliefs, however, has suggested that beliefs are dynamic, variable, and emergent. Hence, they may change due to studying abroad, particularly when the source and target cultures and the language learning/teaching contexts are very different. Adopting a contextual approach to learners' belief, this study explores the impact of study abroad (SA) in China on L2 Chinese learners' beliefs about language learning as well as the possible relationship between changes in learners' beliefs and their self-perceived L2 gains. Participants (N=40) were asked to respond to an online questionnaire which investigated their beliefs about language learning before SA and after SA as well as their self-perceived L2 gains. Semi-structured interviews were also conducted to examine sources of changes in learners' beliefs and how they influenced learners' experiences in China. The results show that 1) learners to some degree changed their beliefs about language learning, especially in learner autonomy and self-efficacy; 2) these changes are related to the affordance in the study abroad context, especially to the teaching methods and teachers' feedback in the target country; 3) changes in learners' beliefs about language learning have no direct relationship with their self-perceived L2 gains. The findings confirm that beliefs about language learning are not stable and suggest that they evolve with learners' study abroad experiences. But at the same time, learners' beliefs about language learning also determine the way in which they behave in the study abroad context.

Keywords: Learners' beliefs about language learning; study abroad; belief changes: Chinese as a foreign language; self-perceived L2 gains

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Exploring University Teachers' and Students' Beliefs and Practices about Translanguaging in Kazakh Language Learning Classes

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Abstract

Since the multilingual turn, a growing amount of research has been conducted on translanguaging, and teachers' use of it as a pedagogical tool that enhances students' performance. However, there is little research on voicing students' perceptions and practices of the notion in postcolonial multilingual contexts. Therefore, this qualitative interview-based study explores university teachers' and Russian-speaking students' beliefs and practices of translanguaging in classes, where Kazakh is taught as a subject. Under the Soviet colonization, the linguistic situation in Kazakhstan underwent drastic changes: from the support of the Kazakh language to forced language shift and following tendencies towards loss (Smagulova, 2016). Therefore, the language policy of independent Kazakhstan aims at both maintaining multilingualism and enhancing the status of Kazakh, by making high proficiency level an important job requirement and making Kazakh taught as a core subject at all levels of education. This study is built on Macaro's (2014) framework, in which he defined three positions (virtual, maximal, optimal) of teachers' beliefs towards language mixing in language classrooms. Due to the epidemiological situation, the data was collected online by semi-structured interviews. The target population of the study was English medium university undergraduate students who attended core Intermediate and Upper-Intermediate Kazakh classes and their teachers. The data was analysed by adopting the 6 steps suggested by Clarke and Braun's (2013) for conducting a thematic analysis. The preliminary findings reported the presence of monolingual practices in the classroom and participants' beliefs that a monolingual environment in a language classroom is more efficient for successful language acquisition. On the other hand, they demonstrated students' challenges with using the target language only and their need for more fluid and flexible language practices to facilitate Kazakh language proficiency development. This study suggests directions for further research and implications.

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Incidental vocabulary learning through academic videos and the role of various learner-related factors

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Abstract

Recent studies suggest incidental vocabulary learning (IVL) through audio-visual input as an effective strategy for English second language (ESL) vocabulary learning (see Bisson, 2013; Montero Perez et al., 2020). Consequently, over the last 20-30 years, academic videos have been used more in the classroom as they are an accessible, cost and time-efficient tool. However, no research has been conducted on the benefits of academic videos to enhance IVL for ESL learners. Furthermore, little is known about how learner-related factors such as prior vocabulary knowledge, working memory, comprehension, attitude towards subtitled academic videos, and motivation affect the extent to which IVL occurs through academic videos. Therefore, this research intends to address the gap of potential incidental vocabulary gains for ESL learners from academic videos. Two experiments were conducted with 50 English as a second language foundation students from a private international university in Malaysia to measure IVL gains from two 10-minute subtitled and non-subtitled videos. IVL was measured through a modified Vocabulary Size Test (Nation & Beglar, 2007) including target words before and after watching the academic video. To investigate the effects of learner related factors, participants took a series of tests including the learners' attitude questionnaire (Lialikhova, 2014), video motivation questionnaire (Wang & Guthrie, 2004), reading-span working memory task (Klaus & Schriefers, 2016) and a comprehension test. The preliminary results indicate a significant gain of 44 words after watching the academic video with subtitles and 12 words without subtitles. There was a significant positive correlation between vocabulary gained and working memory, however, no significant correlation was found between factors such as prior vocabulary knowledge, comprehension, motivation, and students' attitudes towards learning vocabulary through videos. Findings indicate that IVL occurs through watching academic videos in higher education, but further research is needed to investigate the role of the various learner-related factors on IVL.

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Machine Translation in the language classroom: an exploration of teachers' attitudes

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Abstract

Machine Translation (MT) has enormous pedagogical potential. However, students' and teachers' attitudes to this technology are relatively unexplored. While existing studies use quantitatively-scored questionnaires (e.g. Stapleton & Kin, 2019), qualitative approaches may more reliably gauge attitudes, being less researcher-constrained, and providing participants with an extended opportunity for expression and interrogation of their beliefs and practices. The current project organised focus groups to explore teachers' perceptions of MT as a pedagogical tool. Participants were four language teachers, one at a state secondary school (French and German), two at a state middle school (French and Spanish) and a teacher of Greek at a community school, with students ranging from children to adults. Discussion focused on the pedagogical uses of MT, followed by an appraisal of a new MT web app, Transpose (https://github.com/nickriches/transpose). This uses Google Translate to translate between multiple sets of languages, and colour-codes word classes to demonstrate how sentence structure varies across languages. Demonstration of the new app was designed to trigger to further reflection. The teachers had positive views on the use of technology within the classroom, and the benefits of translation as a pedagogical method. The latter may partly reflect the incorporation of translation activities into national GCSE exams. Views of MT itself were more mixed. In general discussion of MT there was concern over cheating, acquiring incorrect language from poor translations, and unavailability of information regarding register and variety. However, participants responded positively to the app itself, recognising that it provided an immediacy lacking from more traditional materials. There was also surprise at the quality of machine translations. One teacher suggested that translation between multiple languages might benefit children from English as Additional Language backgrounds. Nonetheless, despite positive feelings towards the app, numerous practical and attitudinal factors towards widespread adoption of MT remain.

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A Corpus Analysis of Medical Case Reports with Pedagogical Implications

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Abstract

In this poster, the findings from an analysis of a corpus of 108 medical case reports are presented, along with the implications for the development and teaching of materials for learners of EMP (English for Medical Purposes) at a Japanese national university. First, selected articles from the corpus are analysed from a discourse perspective. This is followed by a textual analysis of the entire corpus, using the *AntConc* program.

The discourse analysis is used to identify the broad overall structure of case reports: The introduction describes the area of medicine and introduces the new case; the case presentation narrates the salient features of the case; and the discussion involves an explanation of why the case deserves attention, usually citing other literature, and concluding with some suggestions.

The detailed corpus analysis reveals the importance of certain text-structuring phrases, and the very specific ways in which modal verbs are used. For example, the phrase *"We report a case…"* frequently introduces the atypical case described in the case report, and the modals *'may'* and *'can'* often collocate with *'be'* in the suggestions made by the authors in the discussion section.

Using the analysis, online self-study materials on a learning management system have been developed, focusing on reading skills, grammar, and vocabulary; tasks can be set up that draw students' attention to the structure of a case report, the use of tenses, modal verbs, key terms, and text-structuring phrases.

Classroom-based materials on writing skills have also been developed. For undergraduates, there is a focus on the use of simulated data to write up a normal case, so that students develop skills for the presentation section of a case report; at the graduate level, the focus is on basic corpus analysis, in which researchers collect and analyse articles from a particular journal that interests them.

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Defining 'Welshness' through Virtual Ethnography: Conceptualizations of Language(s) and Identity amongst Young Adults in Wales

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Abstract

The aims of this paper are twofold: the first presents the findings of research exploring how speakers and 'new speakers' of a minoritized language, Welsh, negotiate their identities through their linguistic choices. Welsh language revitalization efforts, particularly through government policy and compulsory education, have had various degrees of impact on young individuals today, reflected in my findings. The participants interviewed for this study come from diverse ethnolinguistic backgrounds – two Welsh-born individuals, two who permanently immigrated to Wales, and two who lived in Wales briefly but ultimately left – providing insights into the role that language plays as individuals conceptualize identity and belongingness. The concept of 'new speakers' (O'Rourke et al., 2015), or those who learn a language through methods other than familial transmission, provides the methodological framework. Analysis of my findings details how individuals become – or do not become – legitimate 'new speakers' through their reflections on education, language attitudes, and access to discursive spaces to use Welsh. The data builds upon previous findings of reconceptualized notions of what it means to be and/or speak Welsh, suggesting that traditional discourses of the authenticity and authority of older, rural speakers are being renegotiated to include young, urban individuals, as well as immigrants and ethnic minorities.

The second focus of this paper meta-analyzes the process of conducting virtual ethnographic research during the early months of the COVID-19 pandemic. Through retrospective analysis of my data collection and methods, I discuss how virtual methods may have benefitted my study, particularly through the positioning of myself as a researcher with no personal affiliation to Welsh heritage or identity. As the pandemic continues and research remains confined to virtual spaces, I discuss how we as researchers can respond to the challenges of unconventional situations and establish meaningful relationships with our participants and generate quality data.

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Author visibility in Open Science communication: An analysis of data articles

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Abstract

Sharing data online has become an increasingly common practice in science. Borgman (2012) identifies four rationales for this data-sharing culture: replication and verification, provision of access to research funded by public money, reusability of data, and progress and innovation. In support of this, the open science movement called for communication of research data as a scientific output (Callaghan et al., 2012). Data articles, an online genre that has emerged in response to this new culture in science, poses new writing challenges to authors, who have to address the communicative demand of describing and highlighting their data to make it relevant to peer scientists interested in using it (Shaklee, 2014). In this presentation I will use corpus tools (#LancsBox v. 5.1.2, Brezina, Weill-Tessier, & McEnery, 2020) to analyse the language deployed for describing and highlighting data in an interdisciplinary corpus of 100 data articles from the open access journal Data in Brief. I will specifically focus on authors' visibility by examining the frequency, recurring collocations, and discourse functions of the pronoun 'we'. Findings show that when describing data, explicit author references (e.g. here we report, we describe, we also provide, we expected to observe, we present, in this article we evaluated, we experimentally observed) are less frequent than tacit references (for example, those realized by passive constructions), suggesting that authors may be reproducing the conventional language of reporting in experimental research papers. Regarding discourse functions, 'we' pronouns are used for self-reference/self-ascription for data description purposes, hypothesis-making about the unknown and poorly understood or for arguing persuasively and thus highlighting the value of their data. These findings have implications for providing advice and training scientists in the use of rhetorical and linguistic choices for describing and highlighting data so as to make data open, reusable, transparent and credible.

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The Limits of Items: Uncovering the Tacit Dimension of Multiword Expressions

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Abstract

We address a basic limitation of multiword expression (MWE) lists noted by Siyanova-Chanturia and Martinez (2015): "maybe… MWEs, such as those found on the AFL (Academic Formula List) and the PHRASE List, are only the tips of a broad, deep, and highly complex phraseological iceberg, and 'formulaicity' is not and, arguably, should not be reduced to 'items'" (pp. 562–563). We attribute the source of this limitation of lists specifically to their lack of a paradigmatic dimension, a dimension inaccessible to traditional corpus search. We show items from these MWE lists to be flattened, semantically inert or ambiguous portions of larger partially productive lexico-grammatical constructions. For example, the sequence *come to* from the PHRASE List (meaning 'evolve to') yields a concordance of examples from COCA of which only a small portion betoken this intended meaning (*they came to realize that*..). The majority of the tokens are cases of other expressions (purposive: *We came to see the house*; relevance: *When it comes to nutrition*,…; arrival: *They came to town*; etc.) Stepwise increase in the syntagmatic context of such items does two things. First, ambiguity disappears; e.g., *We came to see if…*(purposive) *vs We came to see that…*(evolve to). Second, the extended context countenances paradigmatic slots that can be aligned to reveal semantic preference:

We came to [see   ] that…

        realize

      understand

      recognize

Thus, the list items (*come to*) flatten and hide multiple lexico-grammatical constructions that are readily distinguishable with more context and that exert semantic selection preferences on the lexical variation they allow. This turns them into informative contexts of unknown words offering bootstraps into vocabulary expansion. We show how this is the case for a variety of items from AFL and PHRASE List and suggest that the more illuminating unit to be sought is the construction and that these are undetectable from lists of items.

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Teaching and learning Science through English: A case study of teachers and students overcoming their language challenges in Hong Kong EMI classrooms

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Abstract

Teaching science through English is a growing phenomenon around the world. In this presentation, I will discuss the latest research into English medium of instruction (EMI) around the globe and the challenges that teachers and students face when learning science through English in many cultural contexts. In particular, i will report a study in Hong Kong which explores the teaching and learning process in EMI science classrooms (Physics, Chemistry, Biology) from 8 secondary schools. Drawing the multiple sources of data from semi-structured interviews, questionnaires and 34 hours video-recorded classroom observations of 19 teachers and 545 students, we explore the patterns of classroom interactions (turn-taking, ratio of talk, language choices, question types) in both traditional (or early-full) EMI vs MOI-switching (or late-partial) schools (switching from L1 Cantonese to L2 English), between Grades 10 and 11 in both schools. The teachers' and students' perceptions of EMI teaching and learning process including their views on EMI, choices of classroom language, language challenges, coping strategies will also be investigated. By providing evidence-based, detailed analysis of authentic classroom interactions, this research hopefully sheds light on ways for improving the quality of instructional practices in different EMI classrooms worldwide.

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"It is impossible for a women to be an incel" - Collective identity construction and ideology in computer-mediated discourse and what do sex and gender have to do with it?

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Abstract

The Incels, short for *involuntary celibates*, are a radical fraction of the Manosphere. In the last couple of years, several acts of gender-based terrorism have been linked to the group and recent research into their language shows a misogynist and violent ideology (e.g. Koller & Heritage 2019). They mainly communicate online and therefore, provide a good ooportunity to studying collective identity construction through discourse in the context of radicalisation and gender-based terrorism.

The data for this project has been collected from a self-identified incel forum with the objective to observe how they discursively construct their (collective) identity, how gender roles are reproduced and how they utilise language to convey their ideologies.

While identity was long seen as static and pre-existing, recent approaches have highlighted its dynamic nature and the importance of social interaction for constructing and reproducing identity(/ies) (Tracy 2011). Following the post-structuralist position in seeing language as one of the main tools in identity performance, a linguistic analysis can give insights into collective identity by analysing underlying discourse processes.

My research project combines constructionist frameworks for analysing identity (Bucholtz & Hall 2005; Grant& MacLeod 2018) with Queer Theory (Leap 2005) and Connell's model of hegemonic masculinities (Connell 2005) to form the theoretical basis for this study. A corpus-based approach combined with CDA analysis framework aim to unearth underlying patterns of collective identity construction and better understand the radicalisation process.

In this presentation I want to focus in particular on the construction of sex and gender identity(ies) within the incel community, how their own terminologies contribute to their ideology and aids radicalisation within and into their movement.

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Trespassers: The Incongruity of Racialised Teachers in the English Language Teaching Industry

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Abstract

What does it mean to be racially marked? The significant rise in anti-Asian violence in the United States and the long history of global anti-Black racism incontrovertibly illuminate that to be racially marked is to have one's corporeal existence abnormalised. Over the last twenty years, there have been increasing interrogation into issues of white supremacy, coloniality and racism laced within the field of applied linguistics. Despite these important scholarly enquiries and global movements, our fraternity continues to be plagued by inertia, seemingly comfortable in its position as curators of white supremacy and racism. Imbued in Black radical thought and having its genesis in the works of critical legal scholar, Derrick Bell, Critical Race Theory (CRT) is a theoretical frame that foregrounds the centrality of racism in American society. The transnational reaches of the *Black Lives Matter Movement* last year, triggered by the murder of George Floyd, lifted the veil that racism is not situated within specific geographic terrains, but in fact ubiquitous, and very much sedimented in the English language teaching industry. Using the main pillars of CRT, and employing a critical phenomenological approach based on the narratives of eight Anglophone Caribbean teachers of English, this presentation, part of an ongoing PhD project, examines how when marked against the reification of an idealised somatic and linguistic norm, the racialisation of these teachers' bodies and Englishes becomes violent acts of dehumanisation, siloing them as trespassers.

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The challenge of building a grammar for linguistic evaluative expressions

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Abstract

Modelling evaluative expressions and capturing or extracting the sentiment (or appraisal) behind those linguistic expressions is definitely a challenge for linguistics. I have found that even though machine learning applications can extract sentiment, they hardly extract both semantic intension and sentiment in gradient terms in their layout. Therefore, these evaluative expressions' interpretability is usually subject to a sentiment number captured by an algorithm with these techniques. Moreover, as a general view, they always need more training data to improve, and they cannot fix a particular case out of the whole system created. Modelling evaluative expression has a lot of exceptional/borderline cases both in their semantics and sentiment. Therefore, the alternative approach of characterizing evaluative expression is manually annotating in a lexicon their prototypical and borderline properties. To do so, we needed first:

-using a corpus of evaluative expressions already classified by machine learning and deep learning techniques by its sentiment polarities.

-Recharacterize the corpus manually concerning fuzzy-logic formal-grammar framework to better capture these expressions' gradient semantic intension, orientation, and sentiment.

 Therefore, this talk presents our work for a new approach that combines various interdisciplinary methods to introduce fuzziness in a natural language grammar. Moreover, it combines a formal characterization of gradient phenomena in language through a Fuzzy Property Grammar, together with Fuzzy Natural logic. These linguistic expressions have the following main traits:

- They are gradient.
- They can be associated with a semantic prime.

- They have a sentiment value.

- Their structure depends on a natural language grammar.

In some languages, such as in Spanish, those expressions have prototype structures and borderline structures, displaying different degrees of grammaticality. In some cases, less grammatical (non-prototypical) structures trigger equivalent meanings and without compromising the final process of their meaning.

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Integrating lingua franca communication and translanguaging within pedagogy and teacher education.

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Abstract

It has been two decades since calls were first made for a reconceptualisation of language and pedagogy, as a natural consequence of the sociolinguistic realities of globalised communications (e.g. Seidlhofer, 2001). This has been particularly true of English (through extensive ELF and Global Englishes studies), and more recent research gives stronger recognition to the ways multilingualism and translanguaging are also reflected in interactions through language (e.g. Canagarajah, 2013; Jenkins, 2015). However, it remains the case that conceptual and pedagogic gaps between theorising and practice still require bridging, and are subject to continued debate within Applied Linguistics and ELT (e.g. Bayyurt & Dewey, 2020; Rose & Galloway, 2019; Sifakis et al, 2018; Walker, 2019).

The challenge for the field is to build on the substantial body of research in these areas, with a more integrated application aimed towards changing attitudes, awareness, and practice. The opportunities created by more informed and flexible approaches to language teaching, materials and teacher education have significant implications, prioritising goals of successful communication over structural accuracy and norms.

This paper presents a brief review of selected relevant studies, including examples of successful integration of innovative ideas within practice, followed by an overview of a pilot project in two different European contexts, focused on teacher education and beliefs, methods, and materials.

The main research questions addressed are:

- How aware are (English) language teachers of ideas generated by ELF and Global Englishes research and their potential impact?
- How can the sociolinguistic realities of translanguaging and intercultural communication be integrated more effectively with (ELT) practice?
- How can teachers be best supported to adapt their pedagogic approaches to reflect learners' contemporary communicative needs and motivations?
- How can teacher educators enhance critical and reflective questioning skills in language teachers?

Initial findings, discussion and responses will be used as a platform for further investigation of these themes.

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Learning multiple L2 syntactic structures via chat-based alignment: What is the role of learners' prior knowledge and conscious decisions?

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Abstract

Alignment, i.e. re-using the syntactic structures of recently experienced sentences, may support second language (L2) learners' acquisition of syntactic knowledge[1] but alignment research has overlooked key issues that are directly relevant to L2 pedagogy. 1) Written chat interactions are a promising L2 learning tool[2] but chat-based alignment studies remain rare[3]; 2) whether alignment and learning via such tasks occur for multiple syntactic structures simultaneously is unknown; 3) how learners' prior knowledge of the target structures and learners' decisions to avoid or copy them relate to the magnitude of alignment and resultant learning effects is unclear[4]. Exploring these issues will show whether chat-based interactions foster L2 learning and which linguistic and individual factors affect learning via alignment.

In a chat-based collaborative activity with an English first language (L1) speaker, we examined production alignment of three target structures in 48 Spanish L1 speakers learning English. We assessed learning, i.e. whether learners produced the target structures more following the alignment task and whether they improved in grammatical accuracy, with pre- and post-test picture description tasks and grammaticality judgement tasks (GJT). A post-test questionnaire measured participants' decisions to align or not.

This study provides promising results regarding the use of chat-based interactions as an innovative tool in L2 pedagogy. Learners increased their production of target structures in chatting environments, even when presented with multiple structures. However, this was modulated by their decisions and seemed more likely to occur for structures the learners were more familiar with. Teachers may wish to take into account these factors when designing L2 alignment activities by, for instance, explicitly asking learners to use the target structures or increasing the number of primes for structures learners know the least. Further analyses will explore learning in this environment.

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Thank you NHS: positive messaging on Twitter during the COVID-19 pandemic

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Abstract

This proposed presentation will discuss findings regarding positive messaging in National Health Service and World Health Organization official Twitter accounts during the COVID-19 pandemic. Both the NHS and WHO have maintained active Twitter accounts and communication, despite their responsibility for a variety of activities in mitigating and responding to the pandemic (Whitelaw 2011; Park et al. 2016; NHS 2021; WHO 2021). These corpora include over 3 million tokens and were created and compiled using python and R, along with R packages polmineR, tm, and CQP (Blätte & Leonhardt 2019; Evert & Hardie 2011; Feinerer & Hornik 2019). Corpus methods are utilized including frequency and collocational analysis. Key findings include greater variation and more prevalent use of positive affirmation in NHS tweets throughout 2020, exemplified in frequent tokens like *thanks* and *thank you.* This work highlights the impact and necessity of continued examination of public health communication, especially in critical situations like the COVID-19 pandemic (Larson 2020; Collins & Nerlich 2017).

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Enhancing the communicative competence of Arabic as a second language learners through expanding their linguistic repertoire and building their codeswitching/codemixing skills.

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Abstract

The polyglossic nature of Arabic presents a challenging dilemma for Arabic as a second language learners and instructors. Yet this pedagogical conundrum affords an opportunity to upend conventional foreign language teaching methods to increase the communicative competence of learners thorough expanding their linguistic repertoire of Arabic variants and developing codeswitching/codemixing skills between variants.

Native Arabic speakers acquire a spoken regional dialect of Arabic as their first language at home and in the community. They then might learn Modern Standard Arabic in school as a second language, written form, and lingua franca. They also acquire sociolects (i.e., language forms associated with social groups: gender, urban/rural, socioeconomic class, registers) and codeswitching/codemixing skills between these variants. Arabic speakers masterfully exploit this linguistic repertoire to convey pragmatic meaning. By contrast, second language learners are primarily first taught Modern Standard Arabic, and then, may learn regional dialects, but only through exposure in Arabic speaking communities may acquire sociolects and codeswitching/codemixing skills. Such learners thereby generally lack the communicative competence needed to pragmatically manipulate Arabic variants to fully participate in Arabic-speaking communities.

In response, we advocate a "pragmatics-focused task-based approach". Learners complete pedagogical and real-world tasks requiring meaningful negotiation, i.e., cognitive processes underlying language acquisition. Tasks are situational, requiring learners to use appropriate Arabic variant(s) and notice the pragmatic cues and patterns of codeswitching, codemixing, and styleshifting between variants. Tasks are supported by enhancing 1) metalinguistic awareness through explicit instruction and dialogue comparisons, 2) exposure through extensive reading (e.g., blogs) and extensive listening, and 3) oracy skills through increased recorded assignments (free speaking responses to prompts/tasks). Blended learning with a flipped classroom is promoted to devote greater classtime toward tasks and move supporting interactive activities online outside classtime.

This presentation overviews 1) the potential linguistic repertoire of Arabic speakers, 2) survey results from Arabic native speakers, instructors, and learners concerning active/receptive usage of Arabic

variants and codeswitching/codemixing, and 3) teaching template with sample activities informed by pedagogical linguistics.

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'This is a mouse': Collaboration in a young Sri Lankan child's digital and print literacy activities

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Abstract

The use of digital devices for education at all levels is a growing phenomenon across the world. It impacts early literacy practices in settings and communities around the world at different levels and in different ways. Literacy (whether print, digital or multimodal) in low- and middle-income countries is itself a lesser-researched topic (Nag et al, 2018). Digital literacy and its intersections with other forms of literacy are even more inconsistently studied, especially in relation to the home setting (Plowman, Stephen & McPake 2010). This paper presents preliminary findings from a 6 month study of a Sinhala-English bilingual family from a suburban setting in the capital city of Sri Lanka. The focus of the study was the family's child, around 2 years of age, who had not yet begun pre-school. The data are periodic interviews with the mother and a collection of the mother's recordings of the child's literacy activities using print material and digital devices. We investigated the different types of literacy activities taking place and the linguistic and socializing functions of these activities. In this paper, we focus on collaborative activities between the child and adult caretakers as they engage in diverse literacy activities. These collaborations result in the child's socialization into literacy practices, boundary-setting and story-building. Through an analysis of both the interviews and the child language data, we discuss the challenges and opportunities present at home for families in this digital age. The study contributes to the fields of child literacy and child language socialization.

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"I'm not an English speaker"- Disclaiming the Ownership of English as a Challenge for Speaking English: A Study of Language Ideologies and Identities from Sri Lanka

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Abstract

In a sociocultural milieu where English speaking is commonly linked to tensions of power, privilege, and supremacy, the notion of ownership of English becomes a key aspect for study when exploring the language speaker identities of Sri Lankans, especially of state university undergraduates who are often observed as being reticent and ambivalent towards using English irrespective of their proficiency of the language. In exploring these inhibitions of speaking English through a sociological approach, this study unveils the narratives of seven undergraduates of a state university in Sri Lanka and highlights how claiming the ownership of English, despite its constitutional status as a link language and the educational status as a medium of instruction, deems a site of struggle for the learners where they question and are at the same time deprived of legitimate identity reconstruction to claim the 'right to speak' (Norton, 1995). This study discusses how macro and micro language ideologies of English as a marker of class in Sri Lanka and long-standing notions of aspiring native-like competence, as manifested in the learners' lived realities as well as their current communities of practice, have led to the formation of identity positions that not only exclude English but also impede their claiming of ownership of English, ultimately impacting their English use. This study further highlights the pedagogic need to allow learners to be aware of and accept their multilingual status in postcolonial multilingual Sri Lanka.

Keywords: Identity, Ideology, Ownership of English, Speaking English, Sri Lanka

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Decolonising the teaching of English in education: Unpacking challenges and promising practices

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Abstract

English language has long been entangled with forces of invasion and occupation that oppress local languages, cultures, knowledges, and relations. In the wake of intensified global interest in dismantling hegemonic structures and systemic racism, the proposed colloquium brings together leading scholars' work to highlight the promising practices, but also the persistent challenges in decolonizing the teaching of English across a broad range of contexts and levels.

The colloquium addresses three areas of empirical and theoretical lines of inquiry: 1) accounting for context, place, and space in English as colonial contact zones, 2) identifying challenges in efforts to decolonize the English curriculum, 3) recognising promising practices, frameworks, policies and stances in countering the colonial forces within the context of using English in educational environments. By attending to place and space in English contact zones, the colloquium explores specific mechanisms of power and influence that contribute to the spread of/resistance to English in a given context. By highlighting challenges to decolonising English in education, we aim to identify factors and practices that reproduce and perpetuate oppressive power relations. Similarly, with promising practices, specifically research, community-based, and instructional practices, we seek to bring political and practical clarity to efforts that counter the colonial constructions within the teaching of English of the 'Superior' (Teaching English) and the 'Inferior' (Speakers of Other Languages).

We have solicited theoretical, empirical, and ethno-autobiographical submissions from a select group of scholars, practitioners, and apprentice researchers representing a variety of educational contexts across the globe. The colloquium represents a sampling of a collection of papers that are to be published in a special issue on decolonising the teaching of English in education and unpacking challenges and promising practices.

This 120-minute colloquium includes a 5-minute introduction, four 20-minute paper presentations, and a 15-minute discussion session, with 20 minutes for audience questions.

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The Language of Schooling – An exclusionary zone?

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Abstract

England has an ethnolinguistically diverse school population with up to 20% of the pupils from minoritized community backgrounds, yet English remains the medium of instruction.   There is no statutory teaching provision for English as an Additional Language nor is there any policy guidance on multilingual and trans-cultural pedagogy. Using discourse analysis of primary data comprising interviews with four teachers and secondary data (five published teacher accounts), this paper examines the ways in which English-centric classroom activities and curriculum content restrict minoritised pupils' participation in the teaching-learning processes, privileging English as the language of the curriculum, giving scant recognition to the role of home languages in learning or to the importance of honoring students' linguistic repertoires and identities and valuing students' funds of knowledge Drawing on published teacher accounts and interview data, some insights are offered into decolonizing work currently going on in schools which are seeking to review their curriculum and practices in terms of language and to 'challenge persistent errors in terms of English being the only language of merit, modernity and progress' (Arshad, 2018:50). The paper discusses some pedagogic and curricular initiatives, often described under the banner of 'effective teaching', advocated by our teacher informants in a range of classroom settings: Early Years, Primary and Secondary compulsory education. Furthermore, referencing concepts drawn from the relevant fields of critical pedagogy (Kubota, 2004; Norton & De Costa, 2018) and raciolinguistics (Flores & Rosa, 2015), the conclusion will foreground our findings that there is community support for pedagogical and curricular approaches to be rooted in dialogue with pupils' learning worlds.

Part of the colloquium: Decolonising the teaching of English in education: Unpacking challenges and promising practices

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"Why are you in this class?": Exploring complexities in decolonizing the teaching of English in applied linguistics

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Abstract

In 2008, Canada's government convened a Truth and Reconciliation Commission to inform Canadians of the events of the Indian Residential schools that long displaced Indigenous children from their traditional territories/families/cultures, and to repair settler-Indigenous relationships. Yet, research on how to build Indigenous-newcomer relationships regarding distinct local manifestations of Truth and Reconciliation and settler colonialism in Canada is scarce in applied linguistics.

Drawing from recent scholarship on conceptualisations about language from the global South/Indigenous/political economic perspectives (Heller & McElhinny, 2017; Pennycook & Makoni, 2020), this paper presents an auto-ethnographical analysis of contemporary intertwining of capitalism and colonialism as a key producing mechanism of language-related inequalities.

Specifically, I discuss challenges experienced in efforts to create meaningful learning space for both Indigenous and newcomer students in my TESOL graduate course. I acknowledge that my positionality is important in this reflection, as a non-white, allied applied linguistics scholar of immigrant origin and instructor of the course.

The critical incident I focus on is regarding an Indigenous student who felt troubled by the perception of being a "privileged English speaker born in Canada." This view is held by some well-meaning newcomer international student peers. These students do not have in-depth understandings of the colonial history of Canada, and genuinely admire the Indigenous student's excellent command of English without realizing the complexity of this reality. The binary of "native" and "nonnative" speakers of English prevalent in applied linguistics misses the context for some newcomer international students to see Indigenous speakers of English within the colonial history in Canada. My challenge as the course leader and non-white ally is creating meaningful learning space to unveil the "silenced dialogue" (Delpit, 1988) for both groups. I explore the importance of intersectionality (cf. Delgado and Stefancic 2001) through analysis of racialisation and racism in Canada in decolonizing the TESOL curriculum.

Part of the colloquium: Decolonising the teaching of English in education: Unpacking challenges and promising practices

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Politics of desire, policies of replacement: Race, empire, and worth(iness) in displaced community language education

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Abstract

Displaced ethnolinguistic communities are constructed through a litany of narratives, commonly *transnational*, *immigrant*, and *refugee*. Each suggests particular linguistic subjectivities, complicated by discursive imaginaries of community, familial, individual *choice*, *mobility*, *settlement*, and *belonging.* This paper examines how Hmong communities in the United States engage in a struggle for sustainable multilingualism in the context of refugee resettlement in a nation state constructed through longstanding and extant sociohistorical, political, and economic racial frames.

The author draws from a study of displaced Hmong communities' experiences with processes of linguistically-constructed racial formation (Alim, Rickford & Ball, 2016; Flores & Rosa, 2015; Lo, 2016) in settler colonial contexts (Calderon, 2014; Glenn, 2015; Saranillo, 2013). Data combine two sources: language education policy documents from fourteen Hmong community-formed schools and interviews with six Hmong administrators. Data were analyzed using content coding and critical discourse analysis. Findings identify explicit community desires for language reclamation and sustainability, as well as the sublimation of these desires through language education policies with linguistically subtractive and racializing impacts. The dialectic of language desires and language sublimation reflect both resistance against and concession to the flattening of complex ethnolinguistic communities (e.g. Hmoob Dawb+, Moob Leeg+, Moob Ntusab+ Familial Clan) into racialized communities (e.g. Asian American), attuned to minimized raciolinguistic complexity.

The significance of the study lies in its international transferability, demonstrating how processes of cultural-linguistic removal and replacement (Motha, 2014; Pennycook, 1998; Skutnabb-Kangas, 2000) conflict with desires for resistive cultural-linguistic reclamation (McCarty, 2008; McCarty & Lee, 2014; McCarty & Nicholas, 2014; Skutnabb-Kangas, et al., 2009). The study illuminates how community desires for language reclamation and sustainability may become subsumed by language education policies with subtractive goals. The author offers expanded theorization on language, empire, and race to reflect the contours of displaced ethnolinguistic communities.

Part of the colloquium: **Decolonising the teaching of English in education: Unpacking challenges and promising practices**

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English as a Language of Power and Privilege in Higher Education in South Africa

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Abstract

In post-apartheid South Africa, English is the language of power – it provides access to goods, services, and social status. In line with the theoretical framework of raciolinguistics, this study shows how race and language are interconnected and how English instils and maintains inequality in the South African society by privileging whiteness and its associated languages while disadvantaging blackness and all its corresponding languages. Even when 'standard' English is used by racialized individuals, they can be stigmatized as 'language deficient' and have fewer opportunities for inclusion and upward social mobility. Based on interviews with racialized academics from higher education institutions who work with White counterparts, we examine the dynamics of raciolinguistic ideologies resulting in linguistic inequalities in the academic space. Preliminary analyses suggest a few findings: (a) racialized academics modify their speech to de-emphasize their own raciolinguistic identities and their negative associations and rather assimilate to linguistic whiteness in order to come across as acceptable to their White counterparts and gatekeepers in hopes of gaining access to workplace advantages; (b) intelligence is tied to the use of English and sounding White may offer academic opportunities that are more complex in nature and therefore require one to make use of higher-order thinking; (c) the constant use of English deprives one of feeling authentic because their heritage languages do not feature in the academic space as they are perceived to be of lesser value, and as a result, proficiency in these languages is lost. Implications for this study include developing an understanding of institutional processes that lead to linguistic marginalization of racialized groups and increasing the number of racialized academics in leadership positions to affect policy change where raciolinguistic ideologies are concerned – a critical step for the decolonization of South African higher education. Recommendations for future directions in research are made.

Part of colloquium: **Decolonising the teaching of English in education: Unpacking challenges and promising practices**

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EXPLICIT LISTENING STRATEGY TRAINING IN L2 LISTENING COMPREHENSION: EVIDENCE FROM AN EFL CLASSROOM-BASED STUDY

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Abstract

This small-scale exploratory study investigated whether explicit strategy-based listening instruction made a difference in L2 academic listening skills and the metacognitive awareness of the participants in an instructed EFL setting at the tertiary level. The participants were 40 EFL students (21 experimental, 19 control) and their level of English was pre-intermediate. Both groups completed the L2 academic listening comprehension test ($\alpha=.77$) in English and Metacognitive Awareness Listening Questionnaire (Vandergrift et al., 2006) as pre-tests. The experimental group received explicit strategy instruction in addition to their regular L2 listening lessons while the control group only followed their weekly L2 listening course schedule. The intervention included Cognitive, Metacognitive, and Socio/Affective strategies (O'Malley & Chamot, 1990), which were theorized based on Anderson's Three-Phase Model of listening theory (1990). Cognitive Academic Language Learning (CALLA; Chamot & O'Malley, 1994) method, which is based on Anderson's Skill Acquisition Theory (1990), was adapted in the intervention and the steps of Preparation, Presentation, Practice, Evaluation, and Expansion in CALLA were followed, respectively during the instruction. The intervention took 12 hours in 4 weeks. After the intervention, both groups took the same L2 listening test and MALQ as post-tests, and focus group interviews were conducted with the experimental group to learn about the opinions of the participants related to the effectiveness of this intervention. The analysis of Mixed Two-Way ANOVA revealed that the experimental group significantly outperformed the control group with a medium effect size in the L2 academic listening test; on the other hand, there was no significant difference between the groups in MALQ scores. Focus group interviews also supported the idea that well-designed explicit strategy instruction could boost L2 academic listening comprehension in an EFL context where there is a lack of enough input outside of the classrooms.

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Language as... A framework for acknowledging the multiple roles and meanings of language in education.

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Abstract

Debates about language-in-education have been fraught, particularly in Sub-Saharan Africa. Official language of instruction policies overwhelmingly give prominence to dominant, European languages. Yet despite a compelling body of evidence that the use of an unfamiliar language as the medium of instruction limits learning, policy-makers have remained resistant to change, and debates have tended to become stuck in a conflict of seemingly irreconcilable beliefs and priorities. This paper argues that a key limiting factor in the language if instruction debate is that opposing sides are prioritising different roles and meanings of language. Researchers are absolutely right that use of an unfamiliar language has a detrimental impact on the quality of communication and understanding. However, in their arguments, they fail to adequately address the aspirational role of language, as both an instrument and symbol of national, community and individual development. This aspirational role is regularly cited by policy-makers as a reason for retaining the language-in-education status quo.

This paper proposes a framework that highlights the multiple meanings of language, based around five language roles: 'language as communication'; 'language as aspiration'; 'language as culture'; 'language as being'; and 'language as social (in)justice'. This typology is developed partly in response to existing literatures relating to language-in-education, and it takes a composite approach, drawing from multiple relevant sub-disciplines within a variety of fields, including postcolonial studies, applied linguistics and sociolinguistics. The framework is also shaped by empirical research and was developed to help understand the data generated in an ethnographic study that explored students' experiences and negotiations of their language environments in two Tanzanian secondary schools. By better acknowledging that language plays multiple simultaneous roles in students' educational experiences and aspirations, it is hoped that progress might be made towards breaking the stale-mate in the language of instruction policy debate.

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Looking into an occluded genre: A move analysis of Transparent Peer Reviews

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Abstract

Following Swales' (1996) seminal work on occluded genres, a great number of researchers hold a particular interest in investigating not-publicly available genres such as application letters, request letters and article reviews. Despite being an integral part of publication, as an occluded genre, peer reviews reports submitted to journals have been relatively less examined compared to other genres. Inspired by this, the present study aims to investigate the rhetorical structure of transparent peer reviews with a focus on the effect of transparent peer review practice on the reviewers' rhetorical organization of their reports. To this end, the data came from the reviewer reports written for the articles published at *Nature Communications*. We investigated a total of 100 reviewer reports with approximately 160,000 words. Taking sentence as the unit of analysis, the whole corpus was coded by employing the adapted version of Fortanet's (2008) model of move analysis with the aid of UAM Corpus tool. The preliminary results of the study revealed a more comprehensive coding scheme including obligatory and optional moves, steps and substeps. This newly created model is believed to contribute to our understanding of how the structure of transparent peer reviews is constituted and how the discourse of transparent peer review is different from other genres and from those which are not transparent. We conclude that bringing transparency to peer review system had an impact on rhetorical organization of reviews.

Keywords: Transparent Peer Review, English for Academic Purposes, Move Analysis, Genre Analysis, Corpus Linguistics

Fortanet, I. (2008). Evaluative language in peer review referee reports. Journal of English for Academic Purposes, 7, 27-37.

Swales, J. (1996). Occluded genres in the academy. In E. Ventola & A. Mauranen (Eds.), Academic writing (pp. 45e58). Amsterdam: John Benjamins.

Note: This study is based on an ongoing MA thesis of author 1 supervised by author 2

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The Role of Captioning and Focused Practice in Vocabulary Learning Through Video Viewing

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Abstract

This study examines the effects of watching captioned and non-captioned five successive episodes of a TV show and the pre-teaching of vocabulary on L2 (foreign language) vocabulary acquisition by young EFL (English as a Foreign Language) learners in Turkey. The participants were L1 Turkish and L2 English 6th graders studying in a state school. Four whole classes were randomly assigned to one control group and three different experimental groups: (1) captions with pre-teaching, (2) captions with no-pre-teaching, (3) no caption, and no pre- teaching. A pre-/post-/delayed-posttest design was used. Following the delayed- post-tests, a questionnaire investigating exposure to English outside the classroom was administered to the same group of participants. The results of the study showed that there was no significant difference between the groups in relative and raw vocabulary gains in the meaning recognition tests. The results of both post- and delayed-post-tests revealed that there was a significant difference between groups in terms of meaning and from recall tests. The group that was pre-taught the target items (TIs) and watched the videos with captions performed better than the other groups. Relative and raw vocabulary gains were retained as there was no decrease in overall vocabulary gains of the three experimental groups based on the delayed-post-test scores. Furthermore, the English exposure survey revealed English TV watching behaviors of the participants in relation to the use of L1 and L2 subtitles.

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Language standards and style in a trans-scientific genre

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Abstract

This paper focuses on the crowdfunding project, a trans-scientific genre that is attracting increasing attention among researchers in the fields of Medicine and Health Sciences. The extant literature conceptualizes this genre as 'trans-scientific' (or 'para-scientific') because it operates "outside the conventional models of gatekeeping and reporting found in internal science communication" (Kelly and Miller, 2016: 221) and adopts "linguistic resources and discourse strategies from external genres of science communication" (Mehlenbacher and Mehlenbacher, 2019: 47). Using a case study from Experiment.com, a crowdfunding platform for scientific research, I aim to examine aspects of genre and rhetorical effects in relation to features of register and discourse style. I illustrate how at times researchers use language features that are typical of formal academic writing (i.e. economy features such as nouns as premodifiers and prepositional phrases as noun postmodifiers, which create a phrasal rather than clausal discourse style), while at other times they employ colloquial features (i.e. lexical and grammatical features associated with conversation, for example, first-person pronouns, contractions and semi-modals). The study shows that register variation accounts for the rhetorical exigences of the genre –to communicate science clearly to non-specialist audiences and to persuade them to fund the project. By enabling researchers to move back and forth between register types and do so drawing on the modularity and interactivity affordances of the electronic platform, the genre achieves its primary communicative goals, namely, to inform the public about scientific research and to prompt donation. I conclude that the resulting hybrid discourse instantiates what Biber and Gray (2016: 314) define as "the competing demands of popularization vs economy of language" in web-mediated communication. Implications will be discussed regarding teaching/learning to write for public engagement in science.

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Effectiveness of using Digital Storytelling (DST) in the ESL classroom to promote inclusiveness and diversity.

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Abstract

Although DST (Digital Storytelling) has been used over the years to both improve students' level as well as to incorporate ICT in the learning process (Lisenbee and Ford 2018), it can also be used to promote inclusiveness and diversity (Angay-Crowder et al 2013). The following paper aims to investigate the use of DST in the ESL classroom with emphasis on inclusiveness and diversity with the training of teacher candidates. In order to assess the effectiveness of DST, an experiment was carried out which involved pre-service teachers. The participants were asked to do three activities in the different stages of the process. Firstly, they were required to look through already existing inclusive stories in English to examine them critically while paying attention to the inclusiveness and diversity in each one. For the following step, by means of various authoring tools, they needed to learn about creating their own digital stories. Finally, they had to analyse and discuss the DSTs in the classroom following a previously established rubric centred on project-based learning (PBL). Despite certain linguistic and technical challenges, the research findings showed significant differences regarding participants' attitudes towards inclusiveness and diversity, which demonstrated and highlighted the effectiveness of DST in the ESL classroom.

Keywords: Digital Storytelling, ESL, inclusiveness, diversity

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BAAL Language in Africa SIG Colloquium - Evolving repertoires: Youth culture and linguistic practices in Africa

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Abstract

As African youths embark deeper into an ever-complex 21st Century and have to contend with globalisation, the current dynamics of languages in Africa are also ever changing and adapting. The study of youth language in Africa offers substantial opportunity for innovation within applied linguistics. The majority of African youths are fluent multilinguals who daily, and effortlessly, navigate many complementary and intertwined sociolinguistic realms, passing from one language to another, and from one sociolinguistic tier of interaction to another. Crucially, as Hurst-Harosh (2020, 1) notes, there is something 'taking place in Africa that is notably different from youth language dynamics observed in contexts in the global north'.

The picture in an increasingly urbanising Africa is complex and rich, with the emergence of transnational urban sociolects, and African youths establishing their communication practices outside of the entrenched and rather simplistic colonial dichotomy of European languages vs African languages. This new multilingual picture is one of creativity and pro-active hope, empowerment and positive change. This colloquium brings together scholars conducting novel research in this area to discuss the dynamics of urban/youth languages in Africa today. The combination of perspectives to be presented in the colloquium will provide insight into youth language in Africa from a diverse range of contexts, disciplinary perspectives and methodological approaches.

Structure:

Paper 1

Morphosyntactic retention and change: insights from African urban youth languages
Hannah Gibson, Lutz Marten

Paper 2

Complex multilingualism and the construction of group identity: Youths, social media and the role of language
Judith Nakayiza

Paper 3

Diverse repertoires and urban fashion in Central Africa: How can the study of Swahili and Lingala in DR Congo change our perspective on African youth language(s)?
Nico Nassenstein

Paper 4

Camfranglais as a new creative space and resistance identity marker for Glocal Cameroonian Youths
Seraphin Kamdem

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Tapping on learner resourcefulness for overcoming current challenges in language teaching and learning: A case study of undergraduate students' e-portfolios

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Abstract

In the context of recent challenges related to the shift to online teaching and learning, we consider that it is essential to consolidate the learners' language learning autonomy, learner reflection and self-assessment for enhancing their communication competences in a foreign language. Building on the latest developments in language learning pedagogy with its focus on the learner as language user and social agent (Piccardo and North, 2019), we describe how such a perspective informs our work with students in a multimodal academic context. We capitalise on the EAQUALS-ALTE European Language Portfolio (EAQUALS-ALTE, 2000), especially the Language Biography component (in both English and Spanish), to introduce student e-portfolios as a pedagogical approach with a focus on learner empowerment. Here we present a qualitative thematic analysis of the self-reflection audio and written component of around 60 e-portfolios of first-year L1 Spanish students learning English. The data were collected over one semester in 2021. We used ATLAS.ti 8.2.0 and adopted a bottom-up approach to searching for themes in the data, or Themeing the Data (Saldaña, 2009). The emergent themes were triangulated between the authors of this study, so as to strengthen the trustworthiness of the findings. Findings reveal student resourcefulness in the development and deployment of coping strategies in support of learning processes and further goal-setting, leading to increased language learning autonomy. Our findings illustrate that e-portfolios can help address different student needs and learning preferences in heterogeneous classes to facilitate the development of their communicative competences in English and enhance their metacognitive awareness and language learning motivation beyond formal instruction. They thus have implications for refining syllabi, scaling and diversifying activities. In addition, they can help uncover best practices, personalized strategies and imaginative solutions for overcoming various types of challenges and inevitable constraints inherent in education systems nowadays.

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Morphosyntactic retention and change: insights from African urban youth languages

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Abstract

Since the early twentieth century, the existence of slang phenomena has been reported from urban centres across Africa (Hurst 2009). This has been followed by the appearance of urban youth languages, which deviate more from the base language than slang, but which nonetheless have their origins in another language (or languages) spoken in the city.

Innovation in youth languages is primarily found in the lexicon. As such, they are seen as sites of linguistic innovation, characterised by linguistic creativity, and ephemeral vocabulary (Beck 2010). In terms of morphosyntax however, urban youth languages may retain the complex structures of their source languages, although there are also innovations in this area (Namyalo 2015).

This paper explores morphosyntactic innovation and retention in urban youth languages, focusing on salient aspects of nominal and verbal morphology such as the noun class system (1), and tense-aspect marking (2).

(1)   **Ba**-ou   lady

         2-old   lady

         'An old lady' (Tsotsitaal, Ditsele 2015)

(2)   Kosa   la   ku-ni-omb-a   msamaha,   hakun-**aga**

         5. lack 5-of   inf-om1sg-ask-fv   3.forgivness   neg.loc_cop-hab

'You don't ask me for forgiveness, there is nothing' (Swahili, Suma Lee, *Hakunaga*)

We draw on examples from youth languages from Eastern and Southern Africa, such as Sheng, Tsotsitaal and Luyaaye, which exist in language ecologies with a strong presence of Bantu languages.

Examining structures found in youth languages provides insights into language contact and change, and into linguistic variation more broadly. Results from our study indicate that in addition to lexical and semantic innovation, youth languages show structural innovation. However, these aspects are typically closely related to variation encountered in other Bantu languages with which they have sustained contact. We also discuss the interplay between sociolinguistic factors and structural change, and show that both innovation and retention can be the result of identity-linked language use patterns.

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How can Teachers Sustain Learner Engagement in App-based L2 Vocabulary Self-studying?

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Abstract

Language learning apps have gained increasing popularity in recent years for their effectiveness in supporting second language (L2) development, but the issue of waning learner engagement persists in both formal classroom (e.g., Hanson & Brown, 2020) and informal self-studying (e.g., Loewen et al., 2020) contexts. Additionally, despite over two decades of progress in mobile-assisted language learning (MALL), the integration of MALL into L2 course curriculum is still lacking (Burston, 2014; Chwo et al., 2016, 2018). This study aims to provide an example of integrating app-based L2 learning into the curriculum, and to explore how goal setting and checking as a recommended motivational strategy (Dörnyei, 2001; Oxford & Shearin, 1994) affects learner engagement with app-based vocabulary self-studying. Sixty-three Japanese learners in college-level English as a Foreign Language (EFL) classes were randomly assigned to treatment (n = 32) or control (n = 31) groups, and studied TOEIC words with the Memrise app as an after-class assignment for 8 weeks. Whereas the control group had their weekly goals of studying 35 words set by the teacher, the treatment group set and checked their weekly goals of studying at least 30 words and provided reasons if not meeting their goals. The number of words studied weekly was recorded for each participant, and EFL listening and reading proficiency before and after using Memrise was also assessed with TOEIC tests. Results showed the treatment group studied significantly more words than the control group, although TOEIC performance of both groups did not change significantly. Apart from goal setting and checking, we explored leaderboards and lists of students who did not finish the Memrise assignment (Unfinished Lists) by collecting learner ratings and comments. Learner perception data supported the value of adopting these three pedagogical interventions in class. Practical pedagogical guidance on adapting the three activities in L2 classrooms was provided.

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Complex multilingualism and the construction of group identity: Youths, social media and the role of language

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Abstract

This paper investigates the sociolinguistics of language use among the youths on social media and the construction of group (social) and individual identities. It investigates the linguistic strategies that youths employ to manage both linguistic and cultural diversity and to maintain social status, inclusion, but also manage their group and individual identities. Identity may be constructed through a variety of linguistic means e.g use of language varieties may contribute to the identification of a speaker, the same way particular communicative practices, such as the use of silence, greeting formulas, or gaze do (Wardhaugh and Fuller 2015). This paper looks at the current language practices among the youths in central Uganda, especially the Kampala area, language attitudes and ideologies, in order to understand the prejudices, strategies of language inclusion / exclusion, and issues of language politics (e.g. Bamgbose, 2000; Batibo 2005; Nakayiza 2013). It particularly focuses on youths in the urban settings, the age group of anyone above 18 years of age and below 30. The study adopts a domain-based analysis as defined by Fishman (1972), in order to give a structural analysis of the different patterns of language use; which is usually a fuzzy and un-structured topic. Two social media platforms are investigated; facebook and whatsapp, and two main contexts / subjects are explored i.e. politics and Love. According to the language management theory, all of these different domains/ settings have their own language policies thus presenting interesting attributes. The study is guided by the theories of language policy and language management (Spolsky: 2004 & 2009). These are used to account for the language choices made by individuals or groups based on rule-governed patterns, recognised by the community or groups of people (or an individual in question) of which they are members (Spolsky 2009).

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Diverse repertoires and urban fashion in Central Africa: How can the study of Swahili and Lingala in DR Congo change our perspective on African youth language(s)?

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Abstract

In my talk I intend to give an overview of the diverse realizations and broad repertoires of Congolese speakers of the Bantu languages Lingala and Swahili, both in terms of their regional diffusion, manipulation and concerning the processes of change that are characteristic of these practices. While youth in the Lingala-speaking cities Kinshasa and Kisangani make use of the youth languages Lingala ya Bayankee (or short: Yanké) and Kindoubil (both having emerged from Hindubill/Indoubil in the 1950s/1960s), respectively, the Swahili-speaking cities Goma, Bukavu and Lubumbashi have witnessed the emergence of practices that are labelled Yabacrâne, Indoubil, and Kindubile, respectively (with a considerable impact from Lingala). These very similar labels of and designations for linguistic practices and their speakers alike already reveal that the context of their emergence as a cross-regional and urban linguistic fashion is largely motivated by the same factors. I will therefore demonstrate that all youth language practices in DR Congo, despite their different base languages, reveal very similar processes of language change and (conscious) modification by their speakers. As a test case for other African contexts, I hypothetically claim that the diversification and change found in urban Lingala and Swahili realizations in the Congo therefore a) no longer adequately allow the restrictive label "youth language" for these "processes", b) reflect urban dialectological trends across large distances in Central Africa, and c) show the diversification of African languages in multilingual contexts, blurring the strict boundaries between separate individual languages (Swahili vs. Lingala) on a lexical, phonological and morphosyntactic level.

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Camfranglais as a new creative space and resistance identity marker for Glocal Cameroonian Youths

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Abstract

Camfranglais, combining **Fran**çais (French), *Anglais* (English) and some **Cam**eroonian local languages, is a sociolect that emerged among the educated adolescents and urban teenagers, but has been fast evolving over the recent years into a growing youth language (Kouega, 2003, 2013). But Camfranglais has permeated deeper into youth cultures and circles, and interestingly in youth urban music - rap and hip-hop, and some forms of youth and artistic spoken and written poetry.

From a structural perspective, the language has developed a number of linguistic strategies in its lexical and syntactic dynamics, such as 'lexical manipulation, i.e. phonological truncation, morphological hybridization, hyperbolic and dysphemistic extensions' (Kiessling, 2005).

From a sociolinguistic perspective, Camfranglais can be posited as an 'anti-language' (Halliday, 1978), but has evolved to expand in two complementary areas: identity marking of a new generation of urban youths, and re-appropriation of the colonial languages, French and English - which have long functioned as main tools of formal education and high-status markers in post-colonial Cameroon.

This paper about Camfranglais will look at the language as a tool for youth sociocultural empowerment, and as a new voice and marker for their new 'resistance identities' (Halliday, 1978; Kiessling, 2005). These new sociolinguistic voices and identities of 21st Century young Cameroonians sit in a growing trend of Afropolitanism and globalisation where the youths are attempting to define themselves new and creative spaces of expression but also of sociocultural rebirth in their own terms and built on their challenges, visions and aspirations (Mbembe, 2001, 2007; Balakrishnan, 2017, 2018; Kasanda, 2018).

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Transparent Peer Review and politeness strategies: A pragmatic analysis

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Abstract

Peer review is a crucial part of the research publication process. Reviewer reports are the samples of *occluded* genres in the academic genre, which makes them difficult to access. However, there is a recent practice, described as transparent peer review system, and certain journals publish the whole process along with the published version of the article. In line with this, compiling transparent peer reviews, we aim to examine the interaction between the reviewers and authors, means of expressing politeness in particular. Considering the nature of peer reviews, it is possible to say that they include a considerable amount of criticism, suggestions, and disagreement. It becomes essential for reviewers to find a balance between clarity (of the directions or requests) and politeness while making critical comments to improve the quality of the manuscript and creating an egalitarian manner rather than authoritative. Drawing mainly on Brown and Levinson's (1987) Politeness Theory and taking a broader view than previous studies, we analysed 219 reviewer reports via UAM corpus tool to see how reviewers performed politeness strategies to soften their criticism and to reduce the imposition on the authors. Relying on the framework created, a pilot study and inter-coder reliability test was initially performed. It was followed by the manual tagging of each sentence in the whole data. Preliminary findings indicate that most of the criticisms were mitigated by at least one strategy (such as on-record positive) or a combination of strategies. The use of negative politeness strategies (as in *It would be helpful*...) appeared to dominate the reviewer reports in which we observed a smattering of blunt criticism. We hope that the analysis of politeness in the transparent reviewer reports will underline the importance of thorough, fair and constructive criticism.

Key words: politeness strategies, transparent peer review, pragmatics

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*This study is based on an ongoing MA thesis of Author 1 supervised by Author 2.

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Indexicality and multifunctionality of the discourse marker okay: Sociolinguistic variation in contemporary spoken English

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Abstract

The present research aims to examine the linguistic features and functions of the discourse marker (hereafter DM) *okay* making use of the Spoken British National Corpus 2014 (Spoken BNC2014). The objective is to build up a linguistic profile of *okay* accounting for its indexicality and multifunctionality and to investigate sociolinguistic variation taking the age of speakers as the main variable.

The linguistic complexity of *okay* deriving from its multifunctional nature has rendered it as "the most versatile utterance in English" (Levin & Gray 1983:195). The DM *okay* may be considered as an "utterance launcher" (Biber et al. 1999: 1073), or it may be used in question tags with the function of "response elicitor" and "seek of assurance" (Othman 2010: 672). Semantically, *okay* is an indexical DM and can have a "virtually unlimited number of contents, in different contexts" (Braun 2017).

Multifunctionality and indexicality are the aspects that mostly have attracted the attention of the scientific community (Filipi & Wales 2003; Schleef 2005; Baker 2017). However, on no occasions have these two features been examined comparatively in terms of frequency neither have they been linked to sociolinguistic variation. An exception to this is Torgersen et al.'s work (2011) which examines sociolinguistic variation but only limits the analysis to speakers aged 12-18.

The present study is a corpus-based investigation undertaken on the Spoken BNC2014 (Love et al. 2017) which has been queried via the CQPweb server (Hardie 2018). The analysis reveals that, as expected, the indexicality and multifunctionality of *okay* vary according to the age of speakers. There are some common tendencies among the Age sections, but also some divergences that contribute to featuring the use of *okay* with diverse linguistic norms that are heavily dependent on sociolinguistic variation.

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Making visualisation for language motivation sustainable: insights from habit-formation research and a novel experiment

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Abstract

Over the past decade, several classroom interventions (e.g. Chan, 2014; Mackay, 2014; Magid, 2011; Safdari, 2019; Sato, 2020) have attempted to purposefully develop language learners' ideal L2 selves through the use of vision-building techniques (Dörnyei & Kubanyiova, 2014). A cornerstone of such programmes has been purposeful visualisation – or 'mental imagery' – with learners typically trained to visualise future L2 mastery. This line of research is helping to reveal that learners can enjoy mental imagery (Machin, 2020) and that developing vivid future L2 selves through (among other means) visualisation can lead to greater motivation as measured in outcomes from intended and actual effort (Mackay, 2014; Magid & Chan, 2012; Safdari, 2019) to use of the target language (Sato, 2020). However, with data collection often limited to the period of in-class instruction, we know less about the extent to which learners continue to practise their newly developed skill of visualising in the context of language acquisition.

Since continued visualisation is arguably a very efficient way of keeping learners' vision of their ideal L2 selves active and supporting motivation in the long run – as well as being a way of safeguarding the investment of time and effort on the part of both learners and instructors engaged in vision building – this presentation argues that it is high time we explore longitudinally learners' independent engagement with visualisation following classroom-based training. It further proposes that insights from habit-formation research (Wood & Rünger, 2016) – including the use of stable situational cues to trigger specific behaviours repeatedly – may be valuable in promoting sustained visualisation. Finally, the presentation reports initial findings from a novel experiment – a randomised control trial testing the impact of such cues on the likelihood of independent visualisation over a period of several weeks following instructor-led visualisation training delivered to Spanish L1 speakers learning English in a university setting.

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First Exposure to Russian Word Forms by Adult English Speakers: Disentangling Language-Specific and Language-Universal Factors

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Abstract

How language learners *segment* (i.e. recognise and store words) in the speech stream has typically been explored with respect to children (Jusczyk 1997). Researchers have only recently begun to examine how adult second language learners segment an unfamiliar natural language after 'first exposure' without instruction (Gullberg *et al.* 2010, 2012; Carroll 2012, 2013, 2014; Shoemaker &

Rast 2013).

We report on a study of how 28 English-speaking adults begin to segment words after hearing them in fluent Russian during four sessions. The study explored the following questions: (1) Does participants' ability to identify words increase over sessions? (2) Do participants rely on segmentation cues such as phonotactics and word-initial stress? (3) Can learners generalise to the novel examples?

Each day for four successive days, 28 participants were exposed to audio input in Russian for seven minutes. After each exposure phase, participants were tested using three tasks: a word recognition task, a forced-choice task, and a cognate identification task. The word recognition and the forced-choice tasks investigated if participants could detect words they heard in the input as opposed to words they had not heard. The purpose of the cognate identification task was to test if participants paid sufficient attention to the input (which was uncontrolled in the previous studies on first exposure).

The results showed that that participants' ability to recognize isolated target words increased over time. Segmentation patterns reflected the influence of participants' first language phonotactics, but surprisingly not their metrical stress, as well as generalisation of Russian phonotactics to novel words. We argue that our results are due to an ability present at birth to acquire the phonology of natural languages, which does not diminish across the lifespan. As for pedagogical implications, our results suggest that listening-based approaches without explicit teaching maybe beneficial at the beginning of language learning.

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An activity theoretic investigation into the effects of the pandemic on EAP online pedagogy and implications

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Abstract

The Covid-19 era has created the need for language teaching professionals from various contexts to move all teaching related activities online, often without prior training. The 'new normal' which resulted from Emergency remote teaching (ERT) was experienced as "a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances" (Hodges et al., 2020) and it placed EAP professionals in a position to manage online relationships and deliver instruction in strategies while handling dynamic complexities through a trial and error approach. Engeström's (2007) cultural-historic activity theory, allows for a reflection on these challenges and on the extent to which the changes amount to a transformative pedagogy recognizing online "communities" as a significant source of and place for learning. This talk will report on a study in progress that is part of a wider research project intended for English language educators who experienced the transition to online teaching from March 2020 till March 2021. The study included EAP colleagues and aimed at enabling educators from various institutions to reflect on their move to online teaching, as a response to the COVID-19 pandemic but also on its impact in their current teaching practices. Following a mixed methods approach, a survey was used to collect data on the experiences of EAP educators in their effort to deliver online classes and their reflections on this experience, the required training along with lessons learnt and future steps. More specifically, the 80 participants reported on the strategies implemented to deliver online teaching and regulate emotions, the available resources, online support, their teacher training education needs and their students' responses to the changes that were introduced in relation to the previous. The follow up interviews with 12 of the participants offered concrete suggestions for engaging students while teaching online and for strategies that have proven to be effective. The findings about the affective strategies employed by online teachers stress the need to investigate digital wellbeing in line with the DQ Global Standards Report (2019).

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Negotiation of multilingual repertoires through language portraits: Turkish-speaking children of the UK

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Abstract

Research in the field of multilingualism in recent decades has illustrated that language policies of multilingual families are not negotiated in the unidirectional interactions which only occur from parents to children, they are also shaped by children's behaviors and practices. Children's impact on language use is particularly evident in immigrant families, where tensions between ethnic values and norms and those with which the children grow up in their broader environment may lead to intrafamilial differences, negotiations, and diversity. In this presentation, I draw on interview data to explore the linguistic repertoires of multilingual Turkish-speaking children as part of broader ethnographic research with multilingual Turkish-speaking families in the UK. I employ the language portrait technique to investigate the language practices, choices, motivations for language choices, and language ideologies of the children (aged 6-12). With the use of language portraits, I investigate what multilingual children think about the languages they use now, used in the past or willing to use in the future, how their agency appears in their use of these languages, how they associated their language(s) use and the way(s) of speaking with specific persons or places and how they feel about them; which color they would attribute to the different languages or modalities and which part of the body they associated with them. My preliminary research findings demonstrate that children find multifarious and creative ways to exercise their agency over their learning and language use patterns which further impact home language practices and identity negotiations. Although parental ideologies, practices, and management have influenced children's linguistic repertoires up to a certain age, it is observed that children open new spaces when they start to socialize outside of the family.

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Challenges and potentials of language learning to envision a positive future in rural contexts: case studies of Japanese EFL learners

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Abstract

In both developing and developed countries, regional inequalities in not only access to quality language learning opportunities but also future visions language learning offer people are likely to be magnified ever more markedly by the current pandemic situation. Scholars in the sociology of education suggest that factors such as socioeconomic status, gender, and region largely influence not only an individual's academic performance but also their learning goals and career aspirations regardless of the individual's efforts and abilities (Oakes, 2005). This is also relevant to language learning. Lamb (2013), for example, reports that although learners in rural Indonesia do develop Ideal L2 selves, they tend toward fantasy and that their parents are aware of the limited support they can offer. On the other hand, few previous studies have given sufficient attention to those who have overcome these constraints by making use of region-specific resources available in their unique learning environment.

This study critically reflects on the challenges and potentials of language learning in rural contexts by investigating emic views of individuals experiencing positive perspective transformations. Narrative-oriented interviews were conducted with adults who had learnt English as a Foreign Language (EFL) in different rural parts of Japan. To visualise the processes of perspective shifts in the individuals and their interactions with surrounding sociocultural factors, I analysed the data using Trajectory Equifinality Approach (TEA, Sato et al., 2009), which originates in the field of cultural psychology. Findings revealed that, in their views, the rurality of their hometown, once perceived as rather negative constraints, was eventually transformed into a more positive source of creativity and uniqueness in different ways. In the presentation, I will discuss pedagogical implications for linking foreign language learning to real life and career choices in the ways learners can envision, proactively harnessing resources in seemingly challenging learning contexts.