



BAAL

BAAL 2017

British Association for Applied Linguistics

31st August to 2nd September
The University of Leeds



CONFERENCE ABSTRACTS

DIVERSITY IN APPLIED LINGUISTICS: OPPORTUNITIES, CHALLENGES, QUESTIONS



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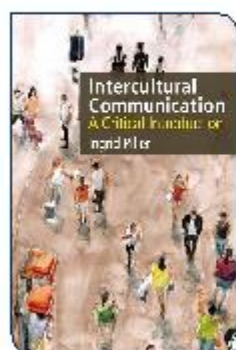
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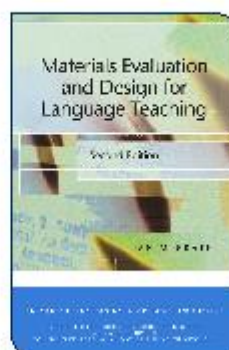
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Contents

Welcome message.....	4
Local Organising Committee and PG student volunteers.....	5
General information.....	6
Events and entertainment	7
Health and first aid	8
Travel and transport	9
Banks and shops.....	10
Pre-booked campus accommodation	11
The British Council	13
Plenaries	14
Papers and posters	18
Colloquia and roundtable	182
Index of presenters	198

A welcome message from the Local Organising Committee

Welcome to BAAL2017!

The School of Education and the Centre for Language Education Research are delighted to welcome you to the University of Leeds for the 2017 Annual Meeting of the British Association for Applied Linguistics. We would like to extend a special welcome to our plenary speakers, Bencie Woll, Henry Widdowson and Mohamad Daoud. This volume contains the abstracts for the papers which will be presented over the course of the three days, as well as other important information about our conference, the Leeds campus, and the city of Leeds.

We had an unprecedented volume of submissions for BAAL 2017, and have assembled a programme of very high quality papers, some individual, and some organised into thematic tracks associated with the Special Interest Groups of BAAL. There will also be poster presentations, and exhibitions of material from arts-based Applied Linguistics projects. In addition we are pleased to be hosting four colloquia, including a Local Organising Committee invited colloquium on creative inquiry and Applied Linguistics. This, as with many of the presentations, engages with the theme of the conference – Diversity and Applied Linguistics – enabling a conversation about the notion of diversity both of and in Applied Linguistics, in a diversifying world. Also speaking to the theme is the BAAL Executive Committee invited roundtable. The speakers, all former Chairs of our Association, have been asked to focus on Applied Linguistics' engagement with policy and practice. The roundtable and the plenary presentations will be filmed, thanks to the generosity of the British Council, who will also be filming interviews with plenary and roundtable speakers.

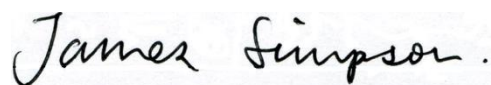
The conference also includes the familiar range of activities, including the Postgraduate Forum and the announcement of the results of the BAAL Book Prize. 2017 marks the 50th anniversary of the inaugural meeting of the British Association for Applied Linguistics, and we are celebrating with a social programme which includes a 50th Anniversary party on Friday night.

We will be welcoming BAAL PGR/Early Career Scholarship winners to the event, as well as the winner of the Chris Brumfit International Scholarship, Rosmawati. We will also be awarding the prize for the best poster, and the Richard Pemberton prize for the best PGR student presentation.

We will be using social media to communicate about the conference as it goes on, on our Facebook page /Baal2017 and our Twitter feed @BAAL2017 – using the hashtag #BAAL2017. Please feel free to join us online.

Finally, we would like to take this opportunity to thank the many sponsors and supporters of our conference.

We wish you a successful and enjoyable BAAL2017!

A handwritten signature in black ink that reads "James Simpson." The signature is written in a cursive, flowing style.

James Simpson, Chair of the Local Organising Committee
University of Leeds
August 2017

Local Organising Committee and Postgraduate Volunteers

Local Organising Committee

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Rumana Hossain	
Syakima Ibrahim	
Uma Maniam	

The Local Organising Committee would like to thank Natasha Rahanu and Anthony Lowe of Meet in Leeds most sincerely for their ongoing and dedicated support of the conference.

General Information

Conference Registration

The Conference is being held at Parkinson Building and The Baines Wing. The full address is: Parkinson Court, Woodhouse Lane, University of Leeds, LS2 9JT

Registration will be from 09:00 on Thursday 31st August 2017 in Parkinson Court South.

Refreshment Breaks and Lunches

Refreshment breaks and lunches during the conference will be served in Parkinson Court South.

Lunch will include a finger buffet with sandwiches, savoury items, and a mixture of cake and fruit served with mineral water and juice.

WiFi Access

Delegates will be provided with a username and password to access the WiFi access upon registration. This can be used throughout the University Campus, including accommodation, and will enable you to access the Meet In Leeds network. Instructions are issued with the Usernames and Passwords.

If your institution is a member of Eduroam you will also be able to use that service on the University Campus.

Please read the Terms of Service carefully to ensure that your browsing and internet usage complies with University regulations.

Photocopying and Printing

A media services shop is open between 9.00am and 16.30pm, Monday to Friday, on the ground floor of the Roger Stevens building where there are photocopying facilities and other audio visual services available.

Poster Sessions

The posters will be displayed in Parkinson Court.

Publishers' Stands

Publishers' stands will be available to view in Parkinson Court South, alongside the Catering provision.

Telephone Numbers

Conference and Events: +44 (0) 113 343 6106

In the event of any serious problems, or for emergencies, please contact University of Leeds Security on 0113 343 5494 (24-hours). The emergency number in the UK for fire, ambulance or police is 999.

Events and Entertainment

50th Anniversary Conference Party

The 50th Anniversary Conference party will be held at the University Refectory from 18:00 on Friday 1st September. There will be music to dance to: A Bit of the Other with *The Klatsh*.

The Refectory is located on the Main University Precinct, next door to the Student Union, less than a 5 minute walk from Parkinson Court.

Prosecco, Pie & Peas! – Book Prize

The book prize will be held on Thursday 31st August in Parkinson Court North from 18:00. A drinks reception, pie & pea dinner will be available.

Howarth Trip

The post conference trip to Howarth will depart from Parkinson Steps at 13:30 on Saturday 2nd September. It will return from the Bronte Parsonage Museum at 17:30 and arrive back at the University at approximately 18:30.

Sports Facilities

Delegates staying on campus accommodation can benefit from free access to The Edge, the University's new pool, gym and fitness suite, for the duration of the conference. Built for use by visiting athletes prior to the London 2012 Summer Olympics, there is a 25m, 8-lane swimming pool, the largest fitness suite of any UK university, 3-designated class studios, squash courts and over 100 classes per week.

Please visit sport.leeds.ac.uk for more information

Health and First Aid

If first aid is required on campus please contact a member of staff in the building or for emergencies call Security via an internal telephone on x32222 or externally on +44(0)113 343 2222 - available 24-hours.

Hospital

The nearest emergency department is at the Leeds General Infirmary, telephone 0113 2432799, which is situated adjacent to the University.

Chemists

Lloyds Chemist is situated on Woodhouse Lane across from the Parkinson Building. Boots late night pharmacy (open until midnight) is located at Leeds City Train Station.

Smoking

On 1 July 2007 England brought in a ban on smoking in all public places. All meeting rooms, lecture theatres, foyers, public areas, bars, doorways, entrances and bedrooms within the University operate a no smoking policy.

Travel and Transport

Getting to the University

The campus is approximately half a mile from the City Centre on Woodhouse Lane, the A660. Leeds is linked to the M1 and M62 and is very easily accessible.

Satellite Navigation Main Entrance Address

University of Leeds, Woodhouse Lane, Leeds, LS2 9JT

(street listing can appear as Cavendish Road in some navigation systems)

Bus

There are number of excellent bus services in Leeds.

The number 1 bus leaves from Infirmary Street, near the City railway station in City Square, to the campus every ten minutes during the day and every half hour in the evening. There are frequent buses from the central bus station including numbers 28, 56, 96, 97. You should get off the bus at the main entrance adjacent to the Parkinson Building.

There is a 50p flat fare City bus service running every few minutes Monday to Saturday, linking the railway station, City Centre and the south end of the University campus (06.30 to 19.30 only).

Visit www.wymetro.com for timetables and general information.

The National Express Coach Station is adjacent to the Central Bus Station. www.nationalexpress.com

Rail

For rail travel details visit: www.nationalrail.co.uk

Taxi

Streamline- Telecabs - 0113 244 3322

Amber Cars - 0113 231 1366

Arrow - 0113 258 5888 (Arrow taxis are the official Leeds/Bradford Airport taxi company)

Parking

Where possible we suggest the use of public transport to travel to the University. Parking at the University of Leeds is extremely limited, and must be booked in advance, chargeable at £7.00 per day (card payment only).

If parking is required please email BAAL2017@leeds.ac.uk - quoting 'Parking' in the subject line - with required dates, your name, company name and registration number by no later than Friday 25th August. Parking will be allocated on a first come first served basis.

Access to the car park is available via the main University entrance on Woodhouse Lane (Postcode LS2 9JT). All other University vehicle entrances are limited to permit holders only.

For more information and prices on alternative car parks in Leeds please visit www.parkopedia.co.uk

Further details about the University and travel can be found on the University web site at www.leeds.ac.uk/visitors/getting_here.htm or www.meetinleeds.co.uk/getting_to_the_University.php

Banks and Shops

Cash points - are located within the Student Union building situated adjacent to the Refectory on the University campus.

Banks - There is a Santander located on the ground floor of the Students Union

There are also several major banks and further cash points opposite Parkinson Court at the University's main entrance on Woodhouse Lane.

Post Office - is located in the St John's Centre in the City Centre.

Coffee Bars and Food - There are several Coffee Bars located around the university campus, which serve hot and cold drinks, snacks, sandwiches and panini. The main University Refectory serves all of the above plus freshly cooked hot food.

Shops - Essentials which is a mini-supermarket selling newspapers, magazines, stationery, drinks, sandwiches, snack and confectionery items.

City Centre shops generally open between 9.00am and 5.30pm Monday to Saturday (8pm in the Trinity Centre) and 11.00am to 5.00pm on Sundays.

Please note, the Coffee Bars, Refectory, and Student Union shops are open weekdays only, and have shorter opening times out of term.

Pre-Booked Campus Accommodation

If you have Pre-booked accommodation on campus this is available in Storm Jameson Court - just a short walk away from all the conference venues.

Check in: 14:00

Check out: 10:00

Any guests arriving earlier than 10:00 can leave their luggage until the room becomes available.

Please check out of your room and return your key to the Hall office on your day of departure. A charge of £20 is payable for any keys not returned.

The Full Address is:

Storm Jameson Court
Charles Morris Hall
Mount Preston Street
University of Leeds
LS2 9JP

Please ask taxis to drop you off at Storm Jameson Court, Mount Preston Street, LS2 9JP.

Telephone

Reception 0113 343 2750

Opening Hours: Storm Jameson Court has a 24 hour reception

Luggage

A luggage store will be available in Parkinson Court during the Conference.

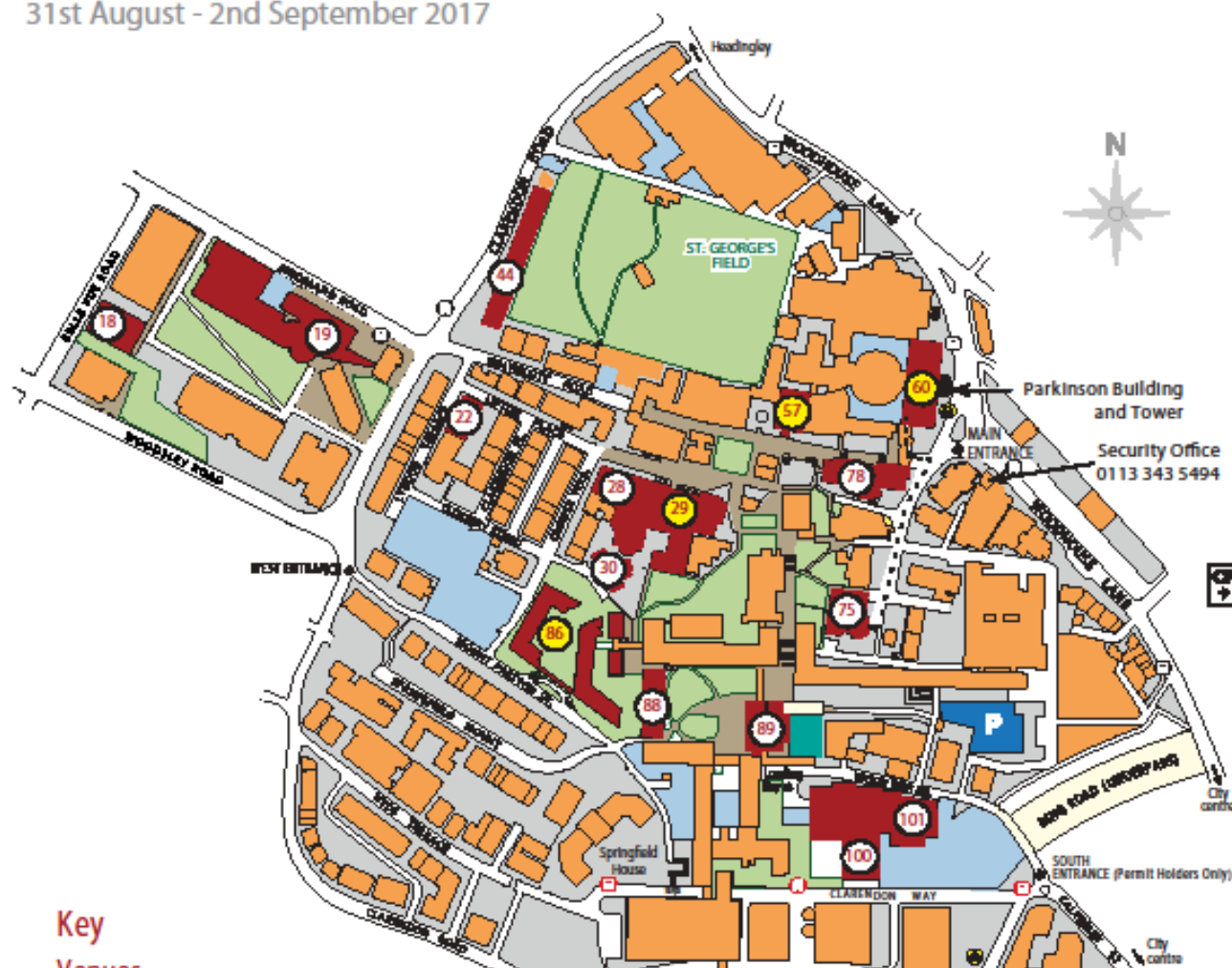
Breakfast

Breakfast will be available in the University Refectory between 08.00 to 09.00.

There are also tea and coffee making facilities provided in the shared kitchen facilities or in the bedrooms in your accommodation.

BAAL 2017

31st August - 2nd September 2017



Key

Venues

Plenary Addresses: Great Hall

Parallel Sessions : Parkinson Basement & Baines Wing

Registration Publishers, Posterboards & Catering Service :
Parkinson Court South




BAAL 50th Anniversary Party (1st Sept) : University Refectory

Pre - Booked Campus Accommodation

Accommodation : Charles Morris Hall, Storm Jameson Court

Breakfast : University Refectory

Car parks

University Multi Storey Car Park (limited access) 
Other university car parks 
Public multi-storey car park 

Other useful information

CityBus Stop  Bus Stop 
Taxi Rank 
Pedestrian Only Area 
Lawns 

All venues on campus

- | | |
|---|--|
| 18. Western Lecture Theatre | 60. Parkinson Building |
| 19. Leeds University Business School (LUBS) | 75. School of Music |
| 22. Ellerslie Hall | 78. Michael Sadler Building |
| 28. University House | 86. Charles Morris Hall (Dobree House, Storm Jameson Court, Whetton House) |
| 29. Refectory | 88. Staff Centre |
| 30. Lyddon Hall | 89. Roger Stevens Building |
| 44. Henry Price Residence | 100. Conference Auditorium |
| 57. Great Hall | 101. Sports & Exhibition Centre/The Edge |



The British Council

The British Council congratulates BAAL on its 50th anniversary and annual conference “Diversity in Applied Linguistics: Opportunities, Challenges, Questions”. We are proud to be a partner and supporter of BAAL and its Special Interest Groups.

We invite all BAAL members, their colleagues and students the world over to engage with our programmes and resources, which you can find online and include:

British Council English Language Teaching Research Awards

British Council Assessment Research Awards and Grants

TIRF British Council Doctoral Dissertation Grants

British Council Masters Dissertation Award

Teachingenglish.org.uk - our website for English teachers

British Council English publications and research papers

Teaching for Success – the British Council approach to CPD

Learn English, Learn English Kids, Learn English Teens

British Council jobs portal

British Council international consultants database

British Council Services for International Marketing SIEM



Plenary Presentations

Applied Linguistics from the perspective of sign language and Deaf studies

Bencie Woll

Chair of Sign Language and Deaf Studies, University College London

In this presentation, Applied Linguistics is explored in relation to sign language – the class of natural human languages which have arisen spontaneously within Deaf communities. These languages are produced and perceived in the visual modality, and are historically unrelated to the spoken languages which surround them. Despite surface differences from spoken language, they share at a deeper level the linguistic structure of all human language, and are found in parallel social and communicative contexts, as unwritten languages that occupy minority positions within societies where other languages are dominant.

The presentation begins with a brief but comprehensive introduction to the linguistic study of sign languages and the status of different sign languages within their surrounding majority spoken language communities. This will be followed by a discussion of current research priorities in the Applied Linguistics of sign language, including lexicography and sign language corpus linguistics. The remainder of the presentation discusses a range of issues pertinent to sign language and deaf studies in relation to Applied Linguistics, grouped around four themes: sign language teaching and learning; language and politics; sign language within the bilingual context; and technological and social change, concluding with a discussion of the role of Applied Linguistics in identifying and solving problems (both linguistic and policy-orientated) – independent of the modality of the language or languages considered.

Disciplinarity and disparity in Applied Linguistics

Henry Widdowson

Honorary Professor, Department of English, University of Vienna

The identification and institutional status of Applied Linguistics as a distinct academic activity has always rested on a claim to disciplinarity. Its engagement with issues of language use and learning is said to be informed by the theoretical insights and empirical research of one discipline or another: indeed it now seems to be taken as self evident that Applied Linguistics is of its very nature an interdisciplinary area of enquiry. So what does this disciplinarity involve? Whatever other informing disciplines might be invoked as relevant, linguistics must presumably figure as primary. How then has Applied Linguistics realized the relationship with the discipline of linguistics that is claimed to inform and lend authority to its practices? This discipline has itself been defined in two radically disparate ways: one focusing on the abstract properties of the linguistic code and the other on how language is realized in contexts of use, and Applied Linguistics, especially as related to language pedagogy, has tended to take its bearings from one or other of these. Both disciplinary variants have their validity as methodological constructs but as such both are necessarily partial and reductive representations of language as it is actually experienced by its users, which is what Applied Linguistics is essentially concerned with. The critical question then arises as to the relative relevance of these two disciplinary perspectives, how far they have been, and can be, drawn upon, and their disparity resolved, in dealing with problematic issues in the practical domains of language use and learning.

Pit Corder Lecture**Language teaching in turbulent times: Curriculum-savvy teachers for curriculum success and sustainability**

Mohamed Daoud

Professor of Applied Linguistics, Institut Supérieur des Langues de Tunis

English has never been in such high demand in Tunisia and all of Arabic/French-speaking North Africa, especially in this post-revolution era. A suitable level of competence in English is valued in all areas (business, academia, civil society action and even politics) in a turbulent national and regional environment marked by socioeconomic problems, high youth unemployment, migration, terrorism and armed conflict. Yet, overall competence in English has remained low to very low in spite of decades of language instruction. This situation requires us as Applied Linguists, yet again, to revisit our assumptions about language, language learning and teaching, curriculum design and language policy and planning. Given the current global status of English, further enhanced by information and communication technologies (ICTs), English teachers, more than any other language or content teachers, find themselves charged with the responsibility of adapting their views and practices to meet the challenges of this brave new world. This presentation calls for attending to the central role of the English language teacher in curriculum implementation in order to promote learner autonomy while striving to humanize the teaching learning process and to ensure curriculum success and sustainability.

Papers and Posters

Pragmatic markers as ‘devices’ in talk-in-interaction: Evidence from Persian

Ali Abasi

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There is almost unanimous consensus in the field of second language education on the curricular importance of authentic language input both spoken and written right from the start. One feature of this type of input, especially speech, is the ubiquitous occurrence of a particular class of words known alternatively as discourse markers, pragmatic markers, or pragmatic particles. These elements have been the subject of sustained research over the past 30 years. While some of these markers do appear in written language, some seem to occur exclusively in ‘conversation’, understood as talk-in-interaction, characterized by unconstrained turn-taking by interactants. Various answers have been proposed regarding the meanings and functions of these markers in this type of speech, most of which having been articulated primarily from a cognitive rather social perspective (see Aijmer, 2013; 2015). Increasingly, however, these markers are being analyzed from a conversation analytic perspective as resources deployed by interlocutors to achieve specific interactional ends (e.g., Bolden, 2009). Contributing to this line of analysis, in this presentation I share data from an ongoing study on the use of these markers in Persian talk-in-interaction, demonstrating their functions as ‘devices’ in the machinery of conversation.

References

- Aijmer, K. (2013). *Understanding pragmatic markers*. Edinburgh: Edinburgh University Press.
- Aijmer, K. (2015). Pragmatic markers. In K. Aijmer and C. Rühlemann (eds.), *Corpus pragmatics: A handbook* (pp. 195-218). Cambridge: CUP.
- Bolden, G. B. (2009). Implementing delayed actions. In Jack Sidnell (ed.), *Conversation analysis: Comparative perspectives* (pp. 326-435). Cambridge: CUP.

The multimodality of superdiversity: Evidence from sign-making practices in Leeds Kirkgate Market

Elisabetta Adami

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How do people communicate when they share little cultural and linguistic background? Works on language and superdiversity (Arnaut et al., 2016), translanguaging (Canagarajah, 2011; Creese & Blackledge, 2010; Garcia & Wei, 2014), polylinguaging (Jørgensen, 2008) and metrolingualism (Pennycook & Otsuji, 2015) have increasingly acknowledged the multimodality of communication; yet the potential of a social semiotic multimodal approach (Kress, 2010) for understanding superdiverse communication has not been adequately explored and developed yet – and neither has the concept of superdiversity (Vertovec, 2007) been addressed in multimodal research.

The paper aims to fill this two-faceted gap. It presents findings of a one-year ethnographic social semiotic study on sign-making practices in Leeds Kirkgate Market (UK), where traders use all available meaning-making resources to address an increasingly socio-culturally and linguistically diverse demographics of customers. Discussion of findings highlight the potential of a social semiotic multimodal approach for understanding communication in superdiversity, and the implications of current theorizing on superdiversity for research in multimodality, tracing directions for future work in multimodality and superdiversity.

References:

- Arnaut, K., Blommaert, J., Rampton, B., & Spotti, M. (2016). *Language and Superdiversity*. London/New York: Routledge.
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2, 1–28.
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Is it Time to Reassess the Place of Pedagogical Translation in Foreign Language Teaching?

Halah Agsebat

University of Liverpool John Moores

Amanda Mason

University of Liverpool John Moores

Cook (2010) argues that recently teaching English as a foreign language encounters a substantial movement of new methods and modes of communication that was neglected in the past. The traditional methods of teaching English to foreign language students focused on monolingual environments. Teachers rarely encouraged students to use their original language for clarifications or cultural mismatch explanations. This led to the neglect of students' identity and to the underestimation of students' needs. The current movement advocates the return to bilingual teaching and learning. Cook stressed the effectiveness of pedagogical translation in foreign language classes. He believes that it is a very important to preserve students' cultural and linguistic identity in a globalized world. This study explores the attitudes of university lecturers and undergraduate students regarding translation as a university subject and its role in enhancing students' English as a foreign language at Benghazi University. The study examines the skills and linguistic aspects that lecturers and students believe were developed through pedagogical translation. A student survey was implemented and semi-structured interviews were conducted with lectures. The findings of the study revealed that students and their lectures believe that translation has enhanced their English language in general. It has developed students' reading and writing more than their speaking and listening skills. It improved their grammar and language use of vocabulary and collocations. Moreover, implementing contrastive analysis in pedagogical translation classes raised students' awareness of mother tongue interference. Several linguistic aspects were enhanced, such as cohesion, coherence, genres, registers, form and meaning. Students' cultural awareness was developed. The study expands the literature and raises awareness of translation to enhance foreign language learning.

References:

Cook, G. (2010) Translation in language teaching: An argument for a reassessment. Oxford University Press.

An ESL speaker's desire for meaningful language learning and discovery of effective writing

Sung Kyung Ahn

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This narrative inquiry explores the experiences of a young adult ESL speaker in everyday life and activities. Drawing on chaos and complexity theory (Larsen-Freeman, 1997), multiple literacies theory (Masny, 2006), and Deleuzian theory (Deleuze & Guattari, 1987), the study illuminates the ESL learner's productive desire and positive resistance to suppressed reality in language learning. The study uses pre-interview activities (Ellis, 1998) and open-ended interview questions to have a holistic understanding of the participant's thoughts, beliefs, and processes of his language learning. The findings of the study suggest that the goal of the learner is not mimicking or apprenticing, but becoming an engaged and productive English learner by finding his voice. Focusing mainly on complex English makes language learning, especially writing, regressive whereas encouraging simple English makes writing progressive.

Learning to Listen: EFL listeners' metacognitive awareness can be an opportunity

Tasnima Aktar

University of York, UK

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Language learners have their definite beliefs and knowledge of how language is learned (Wenden, 1991), and their awareness of this beliefs and knowledge termed as metacognitive knowledge can explain approximately 13 percent of variance in listening achievement (Vandergrift et al., 2006). The aim of the present study is to explore tertiary EFL (English as a Foreign Language) learners' metacognitive awareness of EFL listening in a novel context of Bangladesh and the differences, if any, in metacognitive awareness of Less Successful Listeners (LSLs) and More Successful Listeners (MSLs). For this study, a sample of 30 students was selected via stratified random sampling from a larger pool of participants who had completed a listening test and a questionnaire for my PhD study. Thematic analysis of data and frequency count revealed students' extensive metacognitive awareness of person knowledge, task knowledge, and strategy knowledge. The study further revealed differences between two listening ability groups on their metacognitive awareness. It showed that MSLs were more articulated and more specific in identifying aspects of listening, and they were more motivated, persistent and more strategic in listening. Conversely, LSLs reported more on linguistic factors, bottom up processing and their problems and difficulties, and they were also more frustrated and did blame themselves and their linguistic insufficiency only for their listening inability. The results suggest that teaching of metacognitive knowledge would benefit the students, particularly the LSLs through helping them be aware of what facilitate or inhibit their learning to listen, and take control of their own listening processes, thus foster learner autonomy in learning to listen better.

References:

Vandergrift, L., Goh, C. C. M., Mareschal, C., and Tafaghodtari, M. H. (2006). The metacognitive awareness listening questionnaire (MALQ): Development and Validation. *Language Learning*, 56(3), 431-462.

Wenden, A. L. (1991). *Learner strategies for learner autonomy*. UK: Prentice Hall

The Use of English as a Lingua Franca in Linguaging and Translanguaging Academic Content in a Multilingual University Context

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With the view that English is becoming more and more a dominant global academic lingua franca, the present study primarily investigates the role(s) English enacts across diverse content units at the tertiary level. Recruiting a number of academics from different academic disciplines, the researcher attempts to address their beliefs about internationalising higher education knowledge and in what sense English is important, or not, in this process, which English accent or variety is really required in languaging and (trans)languaging their scholarly discourse, the value of being a native of English, non-native or a multilingual speaker in a diverse academic site. This has been taken further to shed light on the kind of knowledge, data and evidence that the study participants see important for their students to construct an academic, non-descriptive, discourse across their different departments. The study data is composed of two sets (interview and classroom observation). Both qualitative content analysis and discourse analysis have been chosen to approach the collected data via the use of NVivo 10 software package. The findings add more to earlier studies on internationalising and Englishising higher education knowledge, academic Englishes and his reflects academics' and students' different 'who' and 'dos'.

Achieving Active Learning in EFL Reading

Jonathan Aliponga

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Among the many objectives of employing reading circles in my reading class are to develop my students' reading, listening, speaking, writing and vocabulary skills, and enable them to become independent learners, while enjoying reading. Reading circles, also referred as literature circles, underpin Piaget's constructivist theory and Vygotsky's zone of proximal development. Our university's teaching philosophy of active learning is anchored in these two education theories. Piaget believes that a child is an active learner and thinker, or a sense maker who can construct his or her own knowledge by interacting with objects and ideas. Vygotsky's scaffolding instruction strategy encourages teachers to provide students with scaffolds to help them function at a higher level without help, and everyone gradually adopts a new language for talking about their work together in all different roles (Daniels, 1994). After Daniels conducted his research on reading using inner city schools in Chicago, reading circles started to become popular. Reading circles have been used in almost all levels of education, from primary to secondary to tertiary and finally to adult social education. However, it has been most often found, at least in Western countries, at the primary and secondary levels of formal education. Despite its widespread use, reading circles have been surprisingly under examined in the research literature, especially in EFL settings like Japan. In this research, my goal was to determine if those previously mentioned objectives have been achieved by examining EFL college students' perceptions using a 12-item classroom designed survey with the Cronbach's Alpha between .863 ~ .900. Results revealed students' high favorable perceptions toward the reading circles except for one item. In this poster I will also explain the process of the reading circle and how active learning was achieved.

Emerging Self-Identities and Emotions: A qualitative Case Study of Ten Saudi Students in the UK

Oun Almesaar

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This talk aims to uncover the processes of L2 identity construction and development among Saudi students in the UK. Guided by possible selves' theory (Markus & Nurius, 1986), situated learning theories (Lave & Wenger, 1991) and imagined communities (Norton, 2000), this presentation will examine the participants' past and present learning experiences and emotions, and their effects on participants' orientation and self-perception to English writing. This exploratory case study employed various instruments to collect data including a survey, two semi-structured interviews, journals, think aloud protocols, and writing samples. Thematic and narrative analyses were utilised to analyse the data.

Findings show that participants had a negative learning experience in Saudi Arabia; they were unmotivated and lacked chances to practice English particularly in written form. The learning experience had a little effect on some participants and no effect on others in the construction of possible selves. In the UK, participants had a positive learning experience and their language skills improved significantly. Their L2 learning experience played a huge role in the construction of possible selves and in reactivating and creating desires in becoming better and more successful writers for most participants. It also helped in sustaining and reinforcing participants' L2 possible selves through creating chances for the participants to be active and autonomous learners. Their views of themselves kept on shifting and changing due to their academic circumstances and emotions which affected the way participants viewed themselves as language users and English writers. Writing apparently was an emotional experience, which involved both low and high arousal emotions, as well as both positive and negative emotions. It was found that that positive emotions and/or positive emotion-triggering events were always described as motivating, whereas negative emotions and associated events were described as both motivating and demotivating.

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Mediated development through the prism of concept map activity

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Following Vygotsky's argument about the leading role of instruction within the zone of proximal development (ZPD), Gal'perin developed Systemic Theoretical Instruction (STI), which encourages the active construction of materialized concepts and their monitored transformation into mental processes to foster development. The present paper proposes a framework for fostering dialogic interaction with learners intended to render concept map instructional materials as cognitive tools to regulate learner L2 use and understanding of academic concepts (Lantolf & Poehner, 2011). The paper in particular examines self-generated concept map representations of abstract linguistic concepts derived from academic articles during a trainee teacher EAP support unit in a UK based university. It starts with an overview of the adopted STI approach. Then, the pre and post treatment concept maps along with the recorded pre and post treatment oral presentations of 13 university postgraduate trainee teachers on Moodle are closely analysed to reveal how materialization activities were critical to the trainee teachers' ability to construct and consider new meanings in English. Conceptual development was observed in the creation of learner concept maps that actually elaborated on the given academic article concepts.

The findings revealed that the concept maps were successful in fostering the students' conceptual development and that specific types of support that were available to the L2 trainee teachers along with their creative and flexible use should be given strong consideration for the dialogic support they offer.

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I wish I could speak the same language

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When arriving in a new country, people from different ethnic and cultural backgrounds who experience emotional trauma as a result of distressing events in their lives, will suffer an additional barrier. They will have to adjust to a new culture and learn to speak another language with all its complexities and variations which can be an added stressor.

The inability to speak the language, particularly in therapeutic sessions, can impact on a person's capacity to communicate the feelings as fully as one can do in his own language. In addition, language can become an additional burden to accessing and benefitting from the wide range of services available. For example, people who are elderly or those who have a learning disability or have a literacy problem can face this additional barrier and may suffer serious health issues with their limited English proficiency that hinders them from communicating and accessing help. Moreover, traumatic life incidents and the varieties of meanings embedded in words and cultural references that people use when reporting their emotional experiences or feelings of being unaccepted in a new society can all impact on the linguistic ability.

This presentation will report on an ongoing research project which is taking a multi-perspective approach on the experiences of Pakistani, Somali and Yemeni patients when accessing psychological therapies. For many of these patients, English is a second language and they have experienced first-hand the added stress of adjusting to new environment. Initial findings will be presented as to how language affects the communication of emotions in therapy and how English as a second language impacts on accessing these services. These findings can be utilised to improve communication between GPs and therapists with patients, in improving the provision of English classes and in practical training for interpreters to better understand and respond to these groups.

Making monolingual classrooms more linguistically diverse: Sources of resistance towards the use of home languages in highly monolingual primary classrooms

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To date, using home languages in UK classrooms has primarily been considered from the position of fostering children's bilingualism in highly multilingual contexts. However, the feasibility of implementing home language-driven pedagogies in order to heighten linguistic and cultural awareness in majority monolingual classrooms remains largely unexplored. With this rationale, as well as the recognition of children's linguistic backgrounds in mind, this study sought to locate and explore the potential challenges of implementing multilingual and home language-driven pedagogies.

Conducted in a large UK county with predominantly low numbers of pupils who use English as an Additional Language, societal divisions and poor representation of diversity in schools in the area have previously received national media attention. Data were collected from electronic questionnaires (n=200) and focus groups (n=5) with practising teachers as well as pre- and post-tests following a quasi-experimental intervention given to trainee teachers about how linguistic diversity can be utilised in their classrooms (n=100).

Potential sources of resistance emerging from the data included the presence of conflicting perceptions about when home language use is 'appropriate' (e.g. according to English proficiency). We found a strong positive association between teachers' own linguistic experience and their willingness and confidence to implement multilingual activities, yet we also observed generally low levels of linguistic experience and qualifications among participating teachers. Conflicting ideologies about language learning were also evident as well as dialogue regarding the centrality of the English language to schools' curricula and the pressure to achieve according to centrally determined standards.

In sum, the data suggest that without a top-down change, conflicting ideologies and subsequently, monolingual perspectives and practice may endure creating a cycle in which monolingual classrooms produce 'monolingual-minded' future teachers and members of society.

Membership categories and identity construction in a learning community.

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Construction and transformation of identity is central to participation in learning communities, as learning changes who we are and leads us to develop personal histories of becoming in communities (Wenger, 1998). Such identities are represented through often common-sense membership category devices like teacher, student or friend. Membership categorisation analysis or MCA (Sacks, 1992; Stokoe, 2012) investigates how use of such categories in talk and interaction represents interactants' identity in their social worlds.

This study draws on data from a one-year ethnographic study of seven Japanese learners of English. Participants were enrolled on an academic English programme at a university in Japan, but also took Economics classes and participated in extracurricular activities in Japanese. Data included English and Japanese interviews, audio-recorded interactions, online chats, notes, course documents, and drafts of written assignments including written feedback from teachers (in English) and peers (in both languages).

MCA showed how participants' identity was closely related to a priori institutional categories like "Advanced English Class", but that the meaning of these categories was constructed through interaction among teachers and students and changed over time. Interactants' identities were situated in comparisons to high-achieving peers and reified through key English phrases from their English class such as "unity and coherence", "writing in enough detail" and "time management". Analysis of participants' meanings for these terms signalled their changing identities and engagement (or lack thereof) in the community.

At the same time, however, membership devices sometimes situated participation in the English class outside the wider Japanese university community and in direct conflict with identity in extracurricular clubs or first-language classes. The role of hierarchy in Japanese society also contributed to these identity conflicts. The presentation will thus illustrate how identity is strongly situated in the social context.

Diversity in L2-speech perception: Tracing differences in comprehension between L1-backgrounds in the Common European Framework of Reference for Languages (CEFR)

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The CEFR was developed to make L2-assessment in Europe comparable. However, little research so far has focused on two key elements of language learning, intelligibility and comprehension, within this framework. This is particularly relevant in the highly diverse context of L2 speech acquisition; however, speech-related CEFR sections and relevant level descriptions are vague and none of the assumptions made therein (such as the supposed linear progression between levels) have been sufficiently tested yet.

I will present a study which examines intelligibility (i.e. how well the intended message is understood) and comprehension (i.e. the perceived intelligibility) as key CEFR elements to investigate the following:

1. What are the differences in intelligibility and comprehension between learners at different levels of proficiency?
2. What are the differences in intelligibility and comprehension between learners with different L1s?

In this study, participants are Spanish and German learners of English from each of the six CEFR proficiency levels: A1 beginner to C2 mastery level. We tested their 1) perceived intelligibility and 2) actual intelligibility of Spanish and German L2-accented English speech. The participants evaluated the comprehension on Likert scales; intelligibility was tested through transcriptions of the speech stimuli.

The results reveal that proficiency levels significantly influence evaluation of L2-speech, though not as anticipated. The transcriptions indicate very specific structures in L2-accented speech that inhibit intelligibility; some of these structures affect intelligibility for learners from both L1-backgrounds while others (e.g. variation in vowel length) seem to affect Spanish learners more than German learners of English. Overall the results seem to confirm a linear progression as proposed in the CEFR; some structures inhibit intelligibility for learners at lower levels of proficiency only, while some structures are relevant across all levels of proficiency.

Seeing the managed woodland for the trees: developing grammar knowledge amongst primary teacher trainees

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The National Curriculum 2014 for England and Wales introduced substantial requirements that pupils be taught grammatical terminology. However, evidence suggests many teacher trainees have insufficient education or training in this area, and this affects both their confidence and their ability to teach. Given that teaching grammar is now a statutory requirement, and is considered essential to raising literacy standards, there is an urgent need to ensure teachers have sufficient knowledge to deliver this aspect of the curriculum effectively. This paper reports our efforts to develop an effective assessment tool and grammar training programme for primary teacher trainees.

An action research paradigm was used to identify the challenges faced by trainees as they prepare to teach grammar in primary classrooms. Trainee teachers (n=100) on a 3-year B.Ed. programme were asked to document their experiences of learning and teaching grammar during an optional grammar training course. Quantitative data (confidence ratings, attitudes, beliefs and test scores) and qualitative data (free comments about their learning, progress, beliefs and understanding) were collected throughout the sessions. A series of focus groups was conducted, allowing students to discuss in more depth their experiences of learning and teaching grammar.

Our research is useful for teacher training because it establishes how far grammar training can improve trainee confidence and knowledge, and outlines an acceptable 'bare minimum' grammar knowledge for teachers delivering the National Curriculum. More widely, we also suggest that the success of such training (and of grammar instruction in general) may be dependent on finding the right balance between structured input and 'discursive space' for the spontaneous discussions that take place on the edges of instruction, a finding which has clear implications for grammar pedagogy in the primary classroom. We also report on the difficulties of designing valid and reliable instruments for testing grammatical knowledge, and suggest solutions.

Feedback on doctoral students' theoretical argumentation

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Bitchener, Basturkmen and East (2010) reported that supervisors provide feedback on a wide range of areas that they believe will be helpful for their doctoral students including, for example, (1) gaps in their students' subject knowledge, (2) weaknesses in their conceptualization and argumentation, (3) incomplete understanding of genre expectations and (4) issues to do with academic writing. With regard to argumentation, attention has yet to be given to the nature of the feedback that is typically provided on the creation of theoretically-informed arguments. The aim of this paper, then, is to report on the findings of a study that investigated this issue. The study was conducted with 30 Applied Linguistics supervisors in the USA, the UK, Australia and New Zealand who said that they often provided feedback on how to refer to the theoretical literature relevant to the focus of their students' research in order to create arguments that (1) explain why the 'problem' being investigated is a problem (and is one that needs to be investigated) and (2) predict what might be found as a result of the investigation and why. From a qualitatively-design questionnaire and follow-up interview questions, the study found that supervisors provide feedback on theoretical argumentation in all chapters of a traditional dissertation except for the findings or results chapter and that the feedback differs from chapter to chapter, aligning with the different purposes and functions of the chapters. The presentation identifies differences in the types of feedback that supervisors say they provide as well as differences between written and oral feedback (in face-to-face meetings following the distribution of the written feedback comments). Limitations of the study, together with recommendations for further research, are discussed at the end of the presentation.

Annotator agreement: Strategic decisions and rhetorical choices

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Both manual and automated annotation of corpora require subjective judgement calls. The calls for manual annotation are made by the annotator in each instance while the calls for automated annotation are made by the software or program developers prior to annotation. The degree to which annotations show agreement or disagreement is evaluated through various inter-annotator agreement (IAA) measures. Automated annotation results in identical or almost identical annotations in each iteration while manual annotation can vary dramatically at both intra- and inter-annotator levels.

Strategic decisions and their impacts on IAA are tracked in an extended corpus study of rhetorical functions in scientific research abstracts. This study involved multiple annotators annotating 1000 research abstracts from ten scientific domains over a four-year period. Annotators were all holders of master degrees or above in either or both the specialist domain and linguistics.

Harnessing tools from quality management, a root cause analysis was conducted to identify and explain the discrepancies between annotator decisions. The results show numerous causes, which can be grouped into three main categories, namely methodological, operational and idiosyncratic. Ideally, IAA can be increased by addressing these causes. However, a less rigorous but time-efficient choice is to use rhetorical smoke and statistical mirrors.

With no standardized convention for reporting IAA in Applied Linguistics, researchers can select statistics that portray IAA more or less positively. This bias is reflected in the rhetorical choices regarding factors such as granularity (e.g. categorization and ontological units) and statistical analysis (e.g. sampling fraction, outliers and tests). The metaphorical skeletons hidden in statistical cupboards of selective reporting will be revealed, casting a new light on IAA measures of agreement and disagreement.

Scientific research abstracts: Commonalities and differences in similarity

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Research abstracts vary greatly by publication type (e.g. proceedings, journals), length (e.g. extended), content (e.g. indicative) and subject area (e.g. medicine). Although previous studies have investigated rhetorical organisation of research abstracts, there is no in-depth published study comparing and contrasting the combinations and permutations of rhetorical moves over a broad range of scientific disciplines. This study assesses the similarity in rhetorical organization among and between research abstracts extracted from scientific journals. A corpus of 1000 research abstracts published in top-tier journals in ten disciplines was compiled. The rhetorical moves in each abstract were manually identified and annotated using the UAM Corpus Tool. Specialist informants and double annotators were used to verify annotation accuracy. Scripts were written to extract the sequence of moves in each abstract. Each abstract was assessed in terms of linearity and recursivity of move sequence. The number of combinations and permutations of moves in each discipline was tallied to evaluate variety. Principle components analysis and cluster analysis were conducted in R to investigate the commonalities and differences in rhetorical organisation on the three dimensions of linearity, recursivity and variety. The results of the analyses show the commonalities and differences in similarity across the ten disciplines. Abstracts in medical and materials science disciplines showed high degrees of linearity, while abstracts in botany, industrial electronics and wireless communication showed high degrees of recursivity. A wide range of disciplinary variation in rhetorical organisation in research abstracts was found across this corpus. Teachers of research writing are, therefore, advised to analyze a corpus of the target genre to provide writers with advice based on empirical evidence rather than inductive speculation.

Legitimizing linguistic diversity in the classroom: the role of the ‘practiced language policy’

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This paper revisits the notion of ‘legitimate language’ (e.g. Bourdieu 1977) as it relates to multilingualism in educational contexts. Since Heller (1996) developed the notion of ‘legitimate language’ to encompass issues of language choice, there has been a consensus that a legitimate language is a language that is appropriate in a given situation. However, a crucial issue remains to be addressed, namely that of knowing what benchmark do classroom participants use to know when a language is legitimate or not. This paper aims to address this issue and takes as an example the case of an induction classroom for newly-arrived immigrant children in France where multiple languages have been observed despite a declared monolingual language-in-education policy. This paper argues that legitimacy can be understood from two perspectives: a critical perspective and a practical perspective. A Conversation Analysis of a set of interactions audio-recorded in the above mentioned classroom indicates that what legitimizes multilingual practices in the classroom under study – and possibly in other multilingual classrooms – is not only wider discourses and ideologies but also (and sometimes, primarily) a “practiced language policy” (Bonacina-Pugh 2012).

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The Use of Rasch Model for Analyzing the Differential Item Functioning of High Stakes Test: in Terms of Gender

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In the field of language testing and educational measurement, discussions about test use and consequences of tests have increased. The present study aims at investigating the presence of Differential Item Functioning (DIF) in terms of gender in a high stakes language proficiency test, the National University Entrance Exam for Foreign Languages (NUEEFL). The participants (N = 5000) of this study have been selected randomly from a pool of examinees who had taken the NUEEFL in 2015 as a university entrance requirement for English language studies (English literature, Teaching, and Translation). The results revealed that among 95 items, 40 items exhibit DIF between male and female. Among all subtests, Sentence Structure, Language Functions, Cloze Test, and Reading Comprehension are more female-favoring subgroups. Whereas, Vocabulary and Grammar are more favored by male. Besides, four items among all DIF-flagged items are controversial regarding the variance of direction in ordering and these four items are source of bias. Our investigation has shown that the test is not unidimensional and a correct answer requires other knowledge, ability, and skill than the ones that the items aim to measure. It is concluded that the NUEEFL test scores are not free of construct-irrelevant variance and the overall fairness of the test is under question. In addition, the current research provides several important implications for test designers, stake-holders, administrators, as well as teachers and students.

How much is enough? The effect of study abroad on pragmatic output

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One of the main differences between learning language in a classroom and through real-life interactions is the impact of pragmatic factors. The challenge and appeal of interaction that strengthens pragmatic competence can be a major motivating factor for second language learners to study overseas and is often cited as a benefit by sending and receiving institutions that plan such programs. Opportunities for pragmatic interaction on study abroad are a clear advantage to develop proficiency in a variety of situations.

This presentation examines the pragmatic ability of Japanese university students who studied abroad in the US for one year. Students responded orally to a set of 10 prompts before and after their year overseas. These tasks involved several different speech acts (Searle, 1975), including apologising, requesting, and thanking, to a range of interlocutors. Responses were videotaped and subsequently viewed by language teachers, who rated each speech sample using a six-point assessment scheme (based on Taguchi, 2014). Raters also added comments to explain their ratings and provide insights on specific aspects that contributed to or limited student success.

The presentation will outline the data collection and analysis procedures. Findings, including sample transcripts of student output, corresponding quantitative ratings, and qualitative comments made by the raters, will be shared. These three types of data will be combined to illustrate how students, in different scenarios, were found to be too verbose, too blunt or “just right” in their responses. The research discussed in this presentation will highlight the challenge of preparing students for study abroad, whilst considering the opportunities a focus on the crucial but often overlooked aspect of pragmatic development provides.

Exploring discourses of endometriosis and disempowerment

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This work explores discourses surrounding the debilitating gynecological disease of endometriosis in sufferers. The condition affects 1 in 10 women and it accounts for 50% of infertility cases. The worldwide average diagnosis time is 7.5 years and it is mainly diagnosed when exploring infertility rather than complaints about incapacitating pain and other associated manifestations. The social and medical impact of endometriosis on quality of life causes women to feel “that endometriosis controls and restricts their lives, leaving them powerless” (Culley et al, 2013, p. 635). The aim of this paper is to identify the ways in which discourses and practices surrounding the condition lead to disempowerment and other associated emotions and how this affects the ways in which sufferers construct themselves. Semino et al (2015, p. 3) define dis/empowerment as “an increase or decrease in the degree of agency that the patient has, or perceives him/herself to have” that is manifested in a variety of language choices. The data for this study consists of a corpus of online forums data of sufferers’ contributions and data from interviews held with six women. The analytical method consists of a combined quantitative and qualitative corpus assisted and manual discourse analysis respectively.

The findings of the study will provide the basis for broader enquiries on the discursive construction of women suffering endometriosis and on the effects on this representation on their everyday life. They will also have implications for health communication practices about the condition.

Using an online collocation dictionary to support student writing

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The importance of lexical collocations in the field of ELT is well established (Bahns, 1991). They have been found to be troublesome to L2 learners of different language backgrounds as well as at different language levels (Nesselhauf, 2003); the Vietnamese advanced learners who the first presenter teaches are no exception. Equipping these advanced learners with a strategy to improve collocational competence by themselves is probably more useful than teaching collocations, as students are preparing to study at University level independently. With the widespread availability of the internet, accessing resources such as the Online Oxford Collocation Dictionary (OCD) is straightforward, but its usefulness has not been investigated systematically. In our presentation, we will describe our analysis of student texts, written both with and without the use of the OCD, focussing on the acceptability of collocations. We show how we used the British National Corpus to investigate student-produced collocations for conventionality, and the use of native English speakers (UK and US) co-raters to provide further judgements of acceptability. We then outline findings; for example, we found that the use of the OCD appears not to reduce the amount of collocational errors produced by learners. Counter to our expectations, we found that it increases the amount of errors, both in combinations that the students did not use the OCD to support and sometimes where students did use the OCD. Some combinations that the students produced were apparently conventional, but the students had used them with different intended meanings, and/ or in a different context from the conventional uses. We discuss possible reasons for this, and implications for supporting students to use internet resources for independent vocabulary study.

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Constructing aboriginality: A study of Taiwanese museum discourse

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Since the 1980s, due to the political liberalization and the rise of the Taiwanization Movement, multiculturalism has been reassured and the importance of aboriginal language and culture rehabilitation emphasized. After the 1990s, several museums have been established as one of the political devices used to help celebrate indigenous history and culture. At the same time, indigenous (cultural) tourism has been on the rise and become an important part of the cultural/ tourism industry.

This project investigates the exhibition texts in four Taiwanese museums in which aboriginal artefacts are displayed. These include Shung Ye Museum of Formosan Aborigines, the National Prehistory Museum, the Shihsanhang Museum of Archaeology and National Museum of Natural Science. The data are hybridised with different written texts and include a corpus of exhibition texts (labels) displayed in public spaces, including flyers, brochures, posters and signposts. This study adopts multimodal discourse analysis as its methodological analysis tool because it involves both the analysis of language use and different types of semiotic resource in such communications. By closely examining museum texts, this study aims to understand the implicit dimension of how the properties of the indexicality of language scripts and related semiotics are presented to construct ideologies and sociocultural identity that shape and are shaped by the wider context of social structures. It is assumed that interaction between linguistic and the semiotic elements effectively enable the scripts to serve as instruments of inclusion and exclusion, thereby contributing to the production and reproduction of sociopolitical and cultural equality and inequality. Ultimately, the analysis of the texts will shed light on the processes of language use formation for indigenous tourism and make the power relations between the dominant and the dominated transparent.

What makes a good argument?: Analysing texts in an online learning network

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There is much public discussion of online social networks for young people and a mix of optimistic and pessimistic rhetoric around their use. There is however much less known about social networks with educational aims. For the past five years we have been researching the use of IGGY, an asynchronous social network based at the University of Warwick, designed to support young learners through access to enrichment academic materials and to open debates on everyday and academic topics. Our research has thrown light on online practice and this particular paper reports on the challenges faced when analysing online debates.

When asked to describe IGGY members see a resemblance to their use of Facebook (for example in its informal register and use of 'expressives') but are also aware of its focus on learning. For example in debates they feel an expectation to reflect on other views, defend their own positions and seek rational agreement. There appears to be a potential for constructing an online learning community albeit one constrained by time.

Our recent work has been on analysing what makes an online debate educational. We have in the process worked through diverse content analysis schemas including ones associated with online knowledge management, the conversation analysis tradition of CSCL, and the guided construction work of Barnes and Mercer. We have found difficulties throughout.

In this presentation we draw on some older ideas about argument, principally Toulmin's and Kuhn's, who focused, respectively, on the structure of arguments and how structure supports individual thinking. We conclude that arguments are indicative of thinking and content analysis of discussions should aim at identifying not only claims to knowledge but also supporting evidence. Our work has a wider significance at a time when concerns over post truth politics, online radicalisation and self-promotion are prevalent.

The voices of self in transnational narratives of Indonesian Chinese women in Hong Kong

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This paper examines the self-narratives of Indonesian-born Chinese women in Hong Kong. They are the generation of Indonesian Chinese who “returned” to China in the 1950s and 1960s due to anti-Chinese riots and economic hardships, and as they faced othering by the Chinese government because of their overseas connections, many subsequently left China for Hong Kong in the 1970s as refugees. These Indonesian Chinese retain distinctive multilingual and multi-cultural practices, maintain close kinship ties with Indonesia, and have an ambivalent attitude towards their identity.

The study of these women provides a significant dimension to the understanding of transnational subjectivity as they manoeuvre across ideological spaces where conditions of gender, ethnicity, nationhood, and generational and cultural changes intertwined. The Chinese communities in Indonesia developed their culture and values based on Confucius’ ideologies with the concomitant gender ideologies about women’s roles in the family and society. The Indonesian Chinese women grew up in this background, and their sense of womanhood changed as they migrated to China in the 1960s, when China was under the sway of Marxist/communist ideologies, and then again in the 1970s, when they fled to Hong Kong, a British colony with a mix of Chinese and western ideologies and conventions.

This paper focuses on the women subjectivity, and is a part of an ethnographic research on the transnational practices of Indonesian Chinese in Hong Kong. This research incorporates current cultural anthropological theories on transnationalism (Ong 1999, Ong 2005), and theories of language ideologies and identities (Woolard 2016, Bucholtz and Hall 2004) to examine the transnational practices of these individuals and the condition that enable their mobilities (or the lack of) both in physical and symbolic/social levels. Data includes participant observation, in-person interviews, and social media discourse in Indonesian Chinese social platforms in Hong Kong.

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Pairwork in communicative tasks: its effect on the stronger student

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A volume of research has been done to look into learners' role relationship in pairwork from a sociocultural perspective. According to Vygotsky, by scaffolding each other, learners can achieve what they cannot achieve individually. Researchers interested in peer interaction thus began to explore pair dynamics in learner pairs/groups to establish the link between pairwork and L2 learning. Overall, there is a proliferation of research into peer interaction and the benefit of it has been confirmed from a variety of perspectives. However, little attention has been paid to the more capable student in a pair. It seems obvious that novice or weaker students can benefit from the conversation with a more capable student. One may wonder what the stronger student actually acquires.

In the present study, we look for evidence to see whether stronger students can benefit from the dialogue with weaker students. A case study of 3 dyads was conducted in a 15-week semester. Each dyad included an advanced and a low-intermediate EFL learner. The dyads carried out a communicative task every week and their interactions were audio-recorded and transcribed verbatim. The transcripts were analysed for LREs and learners' role relationships were identified. The findings show that once the dyad formed a collaborative relationship, the stronger student can learn from the interaction by constructing a sociolinguistically appropriate conversation with the weaker partner, as it forces the more competent learner to take the weaker student's perspective into account rather than ignore it. Also, such interaction allows the stronger student to consolidate existing knowledge when he/she tailors his/her contributions to fit the weaker learner's knowledge instead of displaying his/her own knowledge. Therefore, we argue that a collaborative relationship could create a win-win situation in peer interaction irrespective of learners' proficiency levels.

HIV/AIDS antenatal consultations as regulative discourse: a case of Malawi.

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The paper analyses HIV/AIDS counselling sessions in a rural hospital in Malawi in order to understand the interplay between different types of knowledge about HIV/AIDS and relations of participants in this health care context. It is observed that in Malawi HIV/AIDS prevention and management campaigns, as carriers of official HIV/AIDS knowledge, are disseminated on various media but there are also sociocultural and local knowledge that sometimes challenge this mainstream discourse.

This paper examines the discourse of health care to understand how participants' subject positions are negotiated in the reproduction of knowledge of HIV/AIDS at health care level. In order to assess how participating subjects are positioned in this reproduction of HIV/AIDS knowledge this study analyses audio-recordings of antenatal group talks involving health practitioners and clients in a local community hospital in Malawi. This ethnographically informed study employs a discourse analytical approach and Basil Bernstein's model of pedagogic discourse to explore the HIV/AIDS discursive practices that exist in this context.

Findings demonstrate that the health professionals employ strategies that regulate the knowledge of HIV/AIDS among the clients and at the same time negotiate fluctuating power relations that constitute this discourse. It is further observed that the participants' positions and power relations in this context are not static but change in a dynamic way depending on the different health professionals holding the counselling sessions. Understanding how participants' relations and differing HIV/AIDS knowledge are negotiated in this context is crucial for improved client services as well as potential adherence to treatment.

Korean students' difficulties in using English intonation to express emotion: Perception and production

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The present study investigated whether Korean English as a Foreign Language learners experience difficulties in using English intonation particularly to perceive and express emotion. The difficulties are examined in both perception and production of emotional intonations by comparing the differences in the emotional responses of Korean English as Foreign Language learners and native speakers to the presented emotional declarative sentences. Based on Core Affect theory, the construct of emotion was operationalised on a two-dimensional matrix: valence (positive vs. negative) and intensity (strong vs. weak). A combination of the Autosegmental Matrix Model and Halliday's tone models were adapted to analyse intonation patterns. The study conducted a three-phase data collection process: (a) Phase 1: conducting an emotion word rating survey, (b) Phase 2: conducting a production task, a brief stimulated interview, and a perception task for American undergraduate participants (c) Phase 3: conducting the same production task, stimulated recall task, and perception task for Korean students. The results of the current study provided empirical evidence that Korean English as Foreign language learners experience difficulties in using English intonation to express emotions. The results of the production task indicate that Korean students' English positive and negative intonation resembled American students' neutral intonation. In addition, the results of the perception task indicate that the mean score of the perception task difference between American and Korean students was not statistically significant. American students, however, had a significantly lower correct answer rate than Korean students when the presented intonation pattern of a perception task item was incongruent with the semantic meaning of the sentence item. This result suggested that American students were more interfered by the incongruent intonation than their Korean counter parts when performing the perception task. The stimulated interview results provided the possible causes of Korean students' difficulties in using emotional intonation.

Multiple sources in the L2 acquisition of psych verbs: A learner corpus research

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Psychological verbs (psych verbs) refer to a group of verbs that describe states of a person's mind (Levin, 1993). In English, there are two sub-classes of psych verbs: SE (Subject-Experiencer) verbs and OE (Object-Experiencer) verbs. A number of researchers reported that L2 English learners from various L1 backgrounds have difficulties in the acquisition of OE verbs, probably because OE verbs do not follow the canonical mapping principle.

There have been various accounts about the major sources of OE verb errors: Universal Grammar, L1 transfer, and animacy effect. However, each one might not be able to show the whole picture. To date, little research has been conducted for Korean learners of English. It is also worth noting that almost all studies have administered grammaticality judgement tests, which deals with receptive skill rather than the productive skill. Therefore, the present study conducts corpus-based research on the naturally produced data of Korean university students.

The findings support that there are multiple sources in the L2 acquisition of psych verbs. The corpus analysis shows that Korean learners make more errors with OE verbs than SE verbs, but the error per cents of OE verbs drop as their proficiency level improves. It also shows the L1 morphological effect in that learners have more difficulties with the specific OE verbs which do not have Korean equivalents, than those which have Korean equivalent psych verbs attached with causative morphemes. Korean learners tend to be confused when they use OE verbs with animate subjects, which reveals the animacy effect.

In conclusion, the evidence of the present study clearly shows that multiple factors interplay in the L2 acquisition of psych verbs, and the results give meaningful implications to teachers and researchers of SLA.

English and development: the voices of Qawmi madrasa in Bangladesh

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Given the integral role of English language in the process of globalization, the language is considered a capital both at individual and national levels for the developing countries in the present neoliberal global economy. It is in this regard when a development interventionist promotion of English can be seen taking place in developing countries including Bangladesh, this paper presents the values, beliefs and aspirations of a rural Qawmi madrasa in Bangladesh to English as a language of development. The research was conducted as part of a doctoral project, employing an ethnographically based methodology at a Qawmi madrasa in rural Bangladesh. The study shows that the madrasa community resists the notion of individual economic development; questions the validity of western development programmes, and disengages from the discourses of English and development. The resistance of the madrasa community to the hegemonic discourses of English language and development seems to be substantially intervened by their commitment to Islam and the (developmental) roles other languages in their lives, particularly Arabic. The research shows that Arabic provides the madrasa community a distinct and socially respectable Quranic identity, religious employment in the country and works as a useful linguistic resource to work in the Middle East. The paper raising the question whether the madrasa community has a different 'Centre' shows the geopolitical tension of globalization in the backdrop of Islam, English language and development. The paper, by pointing to the strong presence of an alternative linguistic market for the madrasa community, concludes by arguing that pluralisation of our approach to language mediated development can be more benefitting than one size fits all current promotion of English for development in Bangladesh.

The Role of Language in Dialogic Learning and Teaching in Massive Open Online Courses (MOOCs)

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Dialogic learning and teaching has been promoted in recent years as an effective instruction method in both classrooms and online environments (Mercer, 2013; Coffin, 2013). It has also been hailed as a major element in MOOCs where learners from across the world exchange ideas and construct knowledge through discussion set up on the online learning platforms. However, most educational research on MOOC discussions has used content analysis or topic modelling to analyze discussion postings (Wise et al., 2016; Kellogg et al., 2014). This research has provided a categorical view on individual discussion postings, despite the fact that dialogues (or discussions) transverse multiple discussion postings. Additionally, these categorizations do not illuminate the quintessential element, i.e., language, which sits at the interface of dialogic learning and teaching (Lander, 2015; Coffin 2013). Thus, to better understand how learners and educators engage in various linguistic strategies (e.g., exophoric references, rhetoric questions) and adopt elements of an argumentative genre to achieve knowledge construction via dialogic learning and teaching in the discussion forum of MOOCs, the present study uses systemic functional linguistics and corpus analysis to analyse discussion threads that contain both educators and learners' postings. The discussions threads were analysed along with the discussion prompts and learning objects that elicited them. The general findings are that learners responded best to prompts with elaborated sequences of WH-questions that guide them through an argumentation structure compared to prompts that only ask "Do you agree..." without scaffolding. In terms of discussion postings, postings showing heteroglossic patterns invited more replies and further discussion. Nonetheless, some discussion threads could be fragmented and disputational rather than being cumulative as expected in a knowledge construction situation. Implications for discussion prompts design and educators' language usage in MOOC discussion are discussed.

Managing diversity in the United Arab Emirates: Language policy for the 10%

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This paper traces connections between ethnolinguistic diversity, language policy, and neoliberal economic frameworks in the United Arab Emirates. It first provides an overview of the language policy components of three recent sets of policy documents from the UAE: the Arabic Language Charter, Vision 2021 and the Abu Dhabi Education Council's public school reform goals. The paper proposes that since official language policy is only designed and implemented for the Emirati population – just 10% of the country's residents – it is also important to address the ways in which the country's demographic and economic policies generate de facto language policy (Shohamy, 2006) for other segments of the population. Using a Foucauldian approach, deploying the concepts of governmentality, security and biopower (Foucault, 2007), the paper examines how race and class-based categories of belonging are produced for the foreign population. This includes neoliberal belonging for wealthier foreign residents (Vora, 2013), security apparatuses for poorer residents (Lori, 2011), and a tenuous semi-permanence for stateless residents. The specific de facto language policy implications for each of these unofficial categories are discussed and the paper concludes by suggesting that official language policy goals – for Arabic in particular – are likely to be undercut by a lack of attention to foreign residents as important language policy actors in the country.

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“You feel more confident to speak”: Adult ESOL learners’ perceptions of learning English and integration in Britain

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In British political discourse on integration, migrants are regularly urged to learn and speak English, associating this with willingness to adopt British values and identity and integrate into British society. These debates bolster perceptions that immigration, multiculturalism and multilingualism constitute a threat, resulting in reinforcement of negative subject positions of migrants, especially those who speak ‘other’ languages, or whose English is perceived as inferior (Cooke and Simpson 2009).

However, the processes of both integration and English language learning are multiple and complex, with many barriers and facilitators. Power relations and respective identity positions in the broader social context can impact on adult migrants’ and refugees’ opportunities for social interaction and language learning (Block 2007; Norton 2013).

My ongoing postgraduate work seeks to explore the experiences and views of adult migrant and refugee language learners in order to better understand the relationship between language learning and integration. An exploratory qualitative study employing participatory tools was carried out with adult ESOL (English for Speakers of other Languages) learners. The findings indicate that concerns about being positioned negatively in interactions in English can lead to anxiety to speak, impacting on successful communication or causing participants to avoid particular situations. Conversely, possession of a strong identity position can enable migrants to resist this negative positioning. Confidence to interact in English can be associated with feelings of being integrated and this has implications for language learning. This highlights the exclusionary potential of the current political discourses, and suggests that a more positive tone in debates about migrants and multilingualism would better facilitate a sense of belonging and integration.

I also discuss experiences of researching across a researcher-participant ‘language barrier’; reflecting on the use of visual and participatory tools as well as questionnaires and interviews.

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Drawing on Laban's notation system to gain insights into young people's digital literacy practices

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Young people draw upon a range of media and multimodal forms of communication and their everyday literacy practices involve both 'meaning making and creativity' (Ivanič et al., 2009). This can involve 'design of meaning'; 'multimodal meanings' and 'remarkably dynamic relationships' (Cazden et al., 1996). This paper draws on Laban's idea that dance is a language (Preston, 1963) and presents ways to capture, transcribe and analyse the fluid nature of digital literacy practices.

Key findings from recent research indicated that young people's literacy practices are predominantly digital and bringing a range of digital media into the classroom motivated and aided Further Education students. I argue, finding ways to converge everyday and college-assessed literacy practices demands an understanding of emerging and fast developing 'digital literacy practices' particularly the adaptations students make to suit the various types of communication and creation of texts.

gain particular insight into the fluid nature of digital texts through transcription, symbols adapted from Laban's orientation in space are drawn on to depict the spatial dimensions in the digital texts participants produced as instances of their literacy practices. I argue Laban's notation system enables a sense of movement to be documented and allows the interactive, fluid nature of the text to be captured. In this paper, the transcription and analysis of a range of texts are presented to explore digital literacy practices within an educational setting.

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English Language Teaching textbooks: A proposal for a joint analysis of content and use

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Given the importance of materials in Foreign Language (FL) classrooms, textbook use is a surprisingly under-researched area, as opposed to textbook content (Harwood, 2014, *inter alia*). The objective of this descriptive and cross-sectional study is to compare the weight of form focus (grammar, lexis, pronunciation) and meaning focus (understood as processing and using language communicatively) of textbooks' activities and that of the corresponding teacher-implemented activities in three video-recorded English Language Teaching lessons from Spanish state-run upper-secondary and adult centres (totalling 193.5 minutes).

The lessons were watched and transcribed following Analysis of Discourse (Long, 2015). 32 classroom-lesson activities and 34 textbook activities were analysed. The formal and meaning weights of the textbooks' activities (textbook-content analysis) and of all the teachers' activities (textbook-use analysis) were measured with a scale that had shown very satisfactory concurrent criterion validity (r ranged between .991 and .876).

No statistically significant differences were found in the weights of form and meaning of the textbooks' and the teachers' activities. However, the weights of the teachers' activities were crucially conditioned by the patterns of interaction and the duration of the students' interventions in the speaking activities.

These results reinforce the need for rigorous joint analyses of textbook content and use. Pedagogical and teacher-training implications together with future lines of research are indicated.

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Liverpool lexicography: compiling the Liverpool English Dictionary

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The Liverpool English Dictionary will be published by Liverpool University Press in autumn 2017. Founded on more than thirty years research, it was compiled using traditional and contemporary lexicographical methods. The basis of the work was derived by reading the 'literature' of Liverpool (in the broadest sense of that term) – including sociological studies, history texts, local newspapers, historical lexicons, popular cultural representations, and, most importantly, the extensive 'lost' literature (in the narrow sense of the term – novels, poetry, drama) of the city. The findings were then checked and augmented by the use of corpora and other digital resources. The result is a text that, along with *Scouse: A Cultural History* (LUP 2012), challenges the traditional account of the history of language in Liverpool (Scouse = Lancashire dialect + Irish English), and instead shows the local vernacular to be the product of complex mix of multicultural and multilingual sources.

In this paper I will address a number of questions that arise from the historical documentation of this local urban vernacular. These may include issues concerning: the difficulty of explaining the creation of Liverpool English and its dating (where did it come from and when did it originate?); linguistic boundaries (when is a Liverpool word not a Liverpool word?); spatial variation within the city (are there South-End and North-End varieties?); major influences on the form (the significance of American English as opposed to Irish English); historical attitudes towards it (ambivalence, pride, stigma); and its role in the formation of cultural identity (the very recent use of the term 'Scouse' to refer to both the language and people of Liverpool).

Multilingual parents' dilemmas in multilingual childrearing: exploring the gap between discourse and social reality

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Recent developments in multilingualism research have challenged the traditional view which sees language as a countable monolithic unit, and proposed to conceptualise languages as socially constructed linguistic resources that language users can deploy to make sense of their multilingual world within situated practices.

By highlighting ethnographic data from a 16-month fieldwork with multilingual families which employ a One-Parent One-Language policy, this paper specifically examines the dilemmas of minority-language speakers – Japanese mothers in this study – in what regards multilingual childrearing. Unlike traditional studies which focused merely on the 'parental role,' this paper captures 'parents' from a more holistic viewpoint that considers their various social roles adopted in real-life contexts. On one hand, this paper reveals parents' flexible use of linguistic resources in their daily lives; on the other hand, however, they do not acknowledge such flexible multilingual practices at the level of their perception, due to their strong belief in the popular discourse around OPOL policy, which promotes a monolithic language ideology.

Although OPOL is traditionally believed to be one of the 'best' ways of raising multilingual children, this paper argues that OPOL may instead reinforce negative perceptions towards their flexibility of deploying language resources. In addition, more flexible approaches also help parents to bridge the unavoidable gap between OPOL discourses and the social reality.

Metaphors and narratives in young people's discussions of climate change

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Climate change is likely to have a great impact on the future lives of young people, yet research into science education suggests that the topic is not well understood by school students. This paper describes an investigation into the language used by secondary school students to describe their understandings of climate change, and how they expressed these using metaphor and narratives. Focus group interviews were conducted with around 200 young people in secondary schools in Northern England, to probe their understandings of climate change. The discussions were transcribed to build a corpus of around 90,000 words.

We analysed the most frequent figurative language used and the narrative scenarios. We found that the students tended to relate metaphors to their everyday lives; for instance, a number discussed the greenhouse effect in relation to a literal greenhouse that they knew of. While this suggested engagement with scientific language and ideas, it also appeared to lead to some misconceptions, for instance, that greenhouse gases form a thin, hard shell around the earth analogous to glass. Other metaphors used similarly draw from and exploit the students' physical experience of the world (e.g. 'bounce', 'trap', 'release' and 'band').

The narrative scenarios that the students produced described the future effects of climate change, and tended to be extreme and apocalyptic. They consisted of strings of cause-effect sentences, leading to events such as seas boiling and animals melting. The linear cause-effect clauses oversimplify the complex science of climate change.

We reflect on the potential implications of these metaphors and narratives for people's views and actions in relation to climate change. We also suggest that there is a need for better understandings of the nature of models and metaphors in scientific reasoning in the school science classroom, and make some recommendations for the future design of teaching materials.

Addressing Diversity in EFL Writing Classrooms with Universal Design For Learning.

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Writing is an essential literacy skill that is crucial to academic achievement and other social aims. It is also extremely difficult to master, especially in a second or additional language. As writing is both context-specific and highly stylistic, to become an expert writer involves not only learning how to use various genres, but also being able to do so in a unique voice (Vue & Hall, 2012). Universal Design for Learning (UDL) is one approach promoted as being well-equipped to provide flexible and effective writing instruction for all learners. UDL is an instructional framework organised around three principles developed from research in the learning sciences. The theoretical basis of UDL is that the diverse learning needs of learners are best addressed through curricula and lessons that provide: (1) multiple means of representation, (2) multiple means of expression and action, and (3) multiple means of engagement. The UDL principles and guidelines were created to enable instructional designers and teachers to systematically anticipate and reduce or remove barriers to learning by implementing flexible goals, methods, materials, and assessments (Rappolt-Schlichtmann, Daley, & Rose, 2012). This presentation reports on the ongoing application of the UDL principles to English as a foreign language (EFL) writing instruction at a Japanese university. It will introduce UDL and describe with specific examples how it can be used to address learner diversity and reduce learning barriers in EFL writing instruction.

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Identity negotiation of heritage and non-heritage learners of Chinese studying abroad in mainland China: diverse backgrounds and diverse trajectories

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It is noticeable in study abroad (SA) research that the SA population is becoming increasingly diverse: besides the traditional L2 learners, heritage language (HL) learners (with familial or ancestral ties to the language of their SA destination) form a growing force of SA sojourners. Both the groups of L2 learners (i.e. non-HL learners) and HL learners in the SA contexts are becoming increasingly diverse: L2 learners differ in their race, ethnicity, nationality and previous experience of learning the target language, while HL learners differ greatly in their ethnicity (e.g. full-heritage or mixed heritage), familial linguistic background, immigration background, previous exposure to the HL at home, etc.

When HL and non-HL learners with diverse backgrounds study side-by-side at the SA context, where they often experience identity negotiation and (re)construction, new questions are posed on identity research: how do HL and non-HL learners experience identity negotiation at the SA site? How do the diverse backgrounds shape the identity negotiation trajectories of these learners? And how can we generalize the identity negotiation experience of such a heterogeneous group of learners?

This paper presents findings of an empirical study on the identity negotiation experience of 14 HL and 10 non-HL learners of the Chinese language when studying abroad in Beijing China. All native English speaking college students from American universities, the participants have diverse backgrounds in race, gender, ethnicity, nationality, linguistic background and previous Chinese language exposure. The post-structuralist approach to identity and positioning theory are adopted as the theoretical framework. Questionnaires, open-ended interviews and learners' journals were used to elicit data. The influence of diverse background features on the negotiation of gendered/ethnic/national/linguistic identities of these participants will be presented. The question of how to generalize the identity negotiation experience of a group of learners with such diverse backgrounds will also be discussed.

Canada's postsecondary American Sign Language teachers: Understanding professional wants and needs

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The increased popularity of American Sign Language (ASL) as a foreign language has contributed positively to the preservation of ASL as a minority language (Quinto-Pozos, 2011) and to better-informed relationships between Deaf and hearing people (Peterson, 1999; Sutherland, 2008). However, the rapidity of ASL's growth has caused a shortage of qualified teachers where the concern is that teachers are hired based on signing ability, but with limited systematic linguistic or pedagogical knowledge (Cooper et al., 2008). Efforts have been made to "professionalize" ASL teaching through the establishment of professional associations that coordinate professional development opportunities (e.g., workshops, conferences) and certification programs. This paper reports on an exploratory study conducted in collaboration with a Canadian professional sign language teachers' association that aimed to understand how professional associations are meeting (or not) Canadian ASL teachers' training needs. The association's directors expressed doubt that their professional development program, which includes proficiency evaluation and occasional workshops, is sufficient for their membership. A total of 51 postsecondary ASL teachers completed an online survey and eight participated in follow-up interviews. Findings supported Cooper et al.'s conclusion: despite teachers having a wealth of experience –nearly half have been teaching ASL for 20 or more years- formal training and qualifications were inconsistent, ranging from a single workshop in ASL pedagogy to graduate degrees in ASL, education, and linguistics. There was also overwhelming demand for more frequent, more accessible, and more diverse professional development and collaborative learning opportunities, underpinned by the desire to stay up-to-date with current teaching methods, connect with other teachers, and build self-confidence in teaching. Notably, over one third of teachers were unaware of the existence of the teachers' association collaborating in the study, and fewer still knew of its current activities. The study offers novel insight that will inform the association's upcoming initiatives.

English as a lingua franca in the courtroom: The issue of mutual understanding in interpreter-defendant communication

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Alongside with its economic development and social changes in the past decade, China has attracted a considerable number of tourists, investors, and diverse communities of migrants. When foreign-language-speaking migrants come into contact with the Chinese legal system, they rely on interpreters to participate in the legal proceedings. English is the most commonly spoken language by foreign litigants in Chinese courtroom.

Drawing upon four-month fieldwork in three courts of a Chinese city that handles a large number of foreigner-related cases every year, this paper explores the communication complexities in trial proceedings when foreign defendants, mostly from African countries, interact with Chinese interpreters in English. Their interaction falls into English as a lingua franca domain for “none of whom English is the mother tongue” (House, 1999, p. 74). On the basis of discourse analysis of recordings of seven criminal hearings, this paper shows that communication becomes a challenge to both parties owing to their different ‘varieties of English’. Differences in pronunciation become obstacles to mutual intelligibility, which has an impact on interpreters’ performance in terms of accuracy and completeness, potentially placing African litigants to a situation where they can neither fully understand courtroom interaction nor make their defence understood by others. This study has implications for training of interpreters to work with second-language-speakers of English.

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Identity struggle in the classroom: WTC as a reflection of investments in self-development, group membership, and task completion.

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WTC is considered to be a key individual difference in language learning success. Of interest to both teaching professionals and researchers alike, WTC ratings are considered to have a predictive and deductive value in explaining students' decisions to communicate or not in the target language. Statistical models propose factors that are internalised and somewhat under the locus of control of the student, e.g., self-confidence, affiliation for other speakers, and ideal-self projections. While, qualitative studies also acknowledge the role of external factors such as topic knowledge, interlocutors' behaviours, and interlocutors' comparative linguistic competence.

However, little is known about the interplay between internal and external factors and the limited observational data available reveals that there is little correlation between a student's WTC ratings and actual linguistic output. Furthermore, research shows that nearly identical situations may lead to contrasting decisions to speak or remain silent. Thus, for educational practitioners creating classroom situations that can increase all learners' WTC remains an elusive goal.

In response to this problem, conceptualising L2 interaction as a site of an identity struggle, in which a student has to earn the right to speak and to learn the linguistic norms of the situation, helps reveal the interplay of the external and internal factors that regulate a student's WTC. This approach helps to account for the inconsistent, contradictory, and variable nature of a student's immediate WTC.

The presenter will show data from a 4 semester-long series of stimulated recall sessions carried out after in-class conversations between Japanese students and international students. The empirical evidence indicates that students make multiple investments in face saving, group affiliation, and task completion which exert a controlling influence over a student's situational WTC. The results of this study will further our understanding of students' WTC and decision making in class room speaking activities.

Investigating Second Language English Teachers' Reading Instruction and their Attitudes Towards Teaching English Reading in a Fifth and Seventh Grade Libyan Setting

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This study examines the attitudes and practices in the teaching of reading English within the specific context of Libya. Research on the teaching of English reading in Libya is limited. This study therefore fills a gap in the literature and enhances our understanding of the role of teachers' attitudes in promoting literacy in English. The aims are two-fold: (1) to identify the frequency of techniques of teaching reading and teachers' encouragement of a range of reading strategies in fifth and seventh grade Libyan settings, and (2) to explore teachers' attitudes towards their teaching of reading.

A mixed methods non-experimental research design is used combining a questionnaire, systematic observations and stimulated recall interviews. This poster presents data from the systematic observation of teaching practice collected from 34 teachers in grades 5 and 7. The observations are compared across grades in order to identify similarities and differences in the teaching of reading in English at different ages. Also it will highlight the responses of Libyan teachers' in the teaching reading questionnaire.

The systematic observation checklist showed that teachers spent less time teaching reading techniques and encouraging the use of reading strategies than they did teaching things other than reading. Interestingly, there was no statistically significant difference across grades. The findings further suggested that the development of foreign language sound/spelling links through systematic phonics instruction was absent. The questionnaire results revealed that Libyan teachers of both fifth and seventh grades displayed positive attitudes towards teaching reading in a Libyan setting. Such findings have practical applications in that they can inform the teachers' practice in Libyan classrooms.

Student-Teachers' evolving identities within an internationalised English-medium primary education Bachelor's Degree: A case study

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The study aims to track longitudinally how the imagined identities (the person one wants to become in future) of two student-teachers as English users evolve over three years of their studies in the English-Medium Primary Education Bachelor's Degree (EMI-PEBD) offered by one Catalan public university, where English is an L3, and the role of the "internationalisation at home" (IaH,) dimension of the EMI-PEBD in this identity process.

The study is framed within poststructuralist theories of identity, language, learning and positioning, and it particularly draws on the identity approach to SLA and the constructs of imagined identities, imagined communities and investment (Norton, 2001), and on the community of practice (CoP) approach to learning (Lave & Wenger, 1991).

The data were obtained through individual interviews and linguistic autobiographies at three times during the PEBD. The qualitative and interpretive methodology followed Miles & Huberman (1994) as well as Punch's (2005) three-phase method: "coding", "memoing" and "developing propositions". Content analysis (Denscombe, 2007) and thematic analysis (Guest, 2012) were used for the coding procedures whereas "discourse positioning" perspective (Davies & Harré, 1990) added a narrative lens to the data exploration

The analysis revealed that the identities of two student-teachers as English users evolve during their university studies in dissimilar ways, depending on their previous experiences with English-speaking CoPs. The participants' imagined identities expand and evolve as they reposition themselves and gain more legitimacy within a global community of English users due to their participation in the EMI-PEBD. The findings indicate that the IaH dimension of the degree affords the participants multiple opportunities to progressively evolve towards fuller participation in real CoPs through English, this rendering particularly important to one of the students who had no such prior experience.

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Valid accommodations: developing a model of inclusion and accessibility for British Council Tests

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Language test developers have a responsibility to ensure that their tests are accessible and that all test takers have the chance to perform to the best of their ability on the test. This principle is widely recognised by language testing associations in the publication of guidelines for the production and delivery of ethical tests (e.g. EALTA, 2007). This paper reports on the process of formulating good policy and practice within the context of the British Council, an organisation with a clear agenda for promoting equality, diversity and inclusion. In accordance with this ethos, the Assessment Research Group has developed a framework to help integrate the many facets of this work: increasing levels of knowledge and expertise through consultation and investigation of case studies, developing coherent ethical guidelines in line with organisational aims, and communicating policy to a variety of internal and external stakeholders. In developing the framework, there has been a transition from a responsive model of providing reasonable accommodations, to a more proactive one, in which accessibility issues are addressed at all stages of the test development cycle, from design, production and delivery through to scoring and validation. This is demonstrated through the Aptis test, where 'anticipated accommodations' are incorporated through features such as technological capability and flexible delivery modes, so that all test takers have access to the social mobility arising from a reliable CEFR band score. Progress made thus far in achieving these goals is evaluated, while theoretical implications and practical challenges for test producers are discussed.

Competing terminology in Applied Linguistics: Codeswitching or translanguaging

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Translanguaging is a relatively new term, among several others, which are used to encapsulate the ways multilingual speaker deploy their linguistic resources in communicative practice (Blommaert 2010). García (2009) and García and Wei (2014) incorporate code-switching as one of these translanguaging practices, but with epistemological differences between them. This would seem to indicate that the terms are not incompatible per se, but there has been a tendency for some authors to treat translanguaging as a new alternative to codeswitching. A further issue with translanguaging is distinguishing between ideologically constructed language in transcribing and analysing data, at the same time as asserting multilinguals have one linguistic system. Translanguaging has predominantly been applied to English and another language, but this paper examines the multilingual practices of speakers of Mandarin Chinese and Wu Chinese, while addressing the status of Wu as a language and the issues in transcribing and translating an unwritten language.

This ethnographic study was conducted in a Chinese bank focusing particularly on gender roles and how the female managers negotiate their understanding of modernity in a masculine work environment. The interviews were mostly conducted in Wu, but the participants also used Mandarin in certain situations. The participants used their language resources for several reasons such as position their professional identity, reflect their formal educational background, highlight important events or their perception of social norms, assert their modernity and affirm their Chinese identity. This paper will consider the suitability of translanguaging and code-switching for these language practices and the extent to which both could be applied and how this may influence the interpretation of the data.

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JUEGOS – GAMES: an exploratory analysis of lexical availability in Spanish as L1 and English as L2

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Lexical availability tasks are time-controlled word list generation tasks in which subjects retrieve as many words as possible in response to a stimulus. First answers given are said to be the most available words in speakers' lexicons. Lexical availability has been extensively studied in French and Spanish as first languages. Few studies have explored this phenomenon in Spanish and English as foreign languages. The aim of this study is to examine the quantitative and qualitative differences and similarities in the lexicon available of a group of 35 Baccalaureate EFL Spanish learners in an English - Spanish word pair (GAMES AND ENTERTAINMENT - JUEGOS Y ENTRETENIMIENTO). This is one of the less cohesive prompts of the traditional lexical availability task in the Hispanic tradition (cohesion index is understood here as the words' average divided by the total number of types retrieved by the participants) and, accordingly, it allows for more variation in the words retrieved. A high agreement on word availability in both languages is identified. Connections with prior research can be established in this regard. Statistically significant results are found in the effect that language and proficiency level have on the number of types, i.e. more types are produced in L1 than in L2, and higher proficiency levels lead to higher word retrieval. We found a correlation between the most available words and the most frequent words for both prompts, and only in the case of GAMES these words are also the most concrete words. Multidimensional scaling and clustering analyses based on a latent semantic analysis are provided to substantiate qualitative analysis. With minor differences that stress the L1 sociocultural context, we mainly identify the retrieval of semantic clusters around sports, holiday and leisure activities in both languages.

Navigating the Rules of Academia: Issues of Power, Identity, and Culture in International Students' Academic Writing

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With the rise of student mobility, and consequently the increase of student cultural, ethnic, and linguistic diversity, issues surrounding English for Academic Purposes in regards to non-native English speakers at tertiary schools have become increasingly important. While academic literacies research has identified that power, identity, and culture play a role in academic writing, the presence of and attitudes towards these aspects in academic writing has not been studied thoroughly. Therefore, this study analyzed the attitudes towards and presence of power, identity, and culture in academic writing of international students at a tertiary institution in Ireland. The research methods were a questionnaire analysis followed by in-depth case studies, analyzed through discourse analysis. The findings suggest that, while participants generally have positive attitudes towards these aspects, there is a high level of negotiation and conflict between dominant norms and the expression of power, identity, and culture of the individual. Significantly, the analysis of writing samples did find a presence of power and identity within their academic writing to some extent. Possible implications of these findings for the English language teaching field could be to increase the focus on academic literacies in tertiary institutions, specifically in English for Academic Purposes courses, to aid in the negotiation of these aspects and increase the academic success of non-native English speakers.

“The White Squad sound like they’re from Essex and the Black Squad are just loud”: Constructing ethnicity in a multicultural context

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There is an increasing body of literature that explores linguistic variation in diverse, multicultural contexts that often focuses on speakers of ethnic minorities. However, there seems to be a tendency to foreground other social factors over ethnicity (e.g. Cheshire et al. 2011), with some concluding that ethnicity is unimportant (e.g. Drummond 2016). It is undeniable that, when examining diverse contexts, ethnicity and related concepts race and culture are difficult to define and pin down. This paper will show that, despite these challenges, ethnic identity is still highly important, even in multi-ethnic settings.

In order to do this, the present study combines qualitative analyses of individual speakers’ language use with quantitative analyses of linguistic variables at the community level. Participants were part of a Year Ten (14-15 years old) cohort at Riverton, a multi-ethnic secondary school in Newham, East London. Through a 12-month ethnography, a broad range of data were collected including (but not limited to) participant observations, sociolinguistic interviews, and a map drawing task. Initial observations about ethnic stratification were reinforced by qualitative data, such as self-ascribed peer group labels, frequent metalinguistic commentary, and artefacts like student council posters. These data are then used to tease apart the complexities of ethnicity at Riverton, supplemented by a quantitative analysis of a set of linguistic features from Multicultural London English that have previously demonstrated a degree of ethnic stratification (Cheshire et al. 2008).

Combining these two analyses enables a multi-dimensional understanding of ethnicity in a multi-ethnic community. Riverton adolescents’ constructions of Whiteness, Blackness, and Asianness are inextricably linked to friendship networks, as well as notions of localness and Britishness. This is then complicated by the racialized context of the educational institution in which they operate, and the post-racial narratives of “tolerance” and “acceptance” that are pervasive throughout multicultural societies (Valluvan 2013).

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Standard Language Ideology and the Non-Standard Adolescent Speaker

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The language of adolescents is often considered problematic by adult speakers, with young people finding themselves marginalised or reprimanded for not speaking 'standard English'. Standard language ideology is pervasive: 'youth speak' is mocked in popular culture, demonised in the media, and banned in schools (e.g. Johns 2011). At a time in which urban centres are described as multicultural (Cheshire et al., 2011), superdiverse (Vertovec, 2007) and even "melting pots" (Tamasi & Antieau, 2015:188), understanding and celebrating linguistic variation remains a pertinent issue.

Whilst there has been a considerable body of work examining dialect diversity and the effects of standard language ideology in the US (e.g. Lippi-Green, 1997), there has been comparably less research in the UK. Indeed, the work that does exist tends to focus on multilingual contexts (e.g. Creese & Blackledge, 2010). Consequently, we focus on dialect diversity and its interaction with standard language ideology in London English by drawing on case studies from two separate 12-month ethnographies in East London (a secondary school in Newham and a youth group in Hackney). Using evidence from participant observations, we examine the ways standard language ideology constrains and affects speakers of non-standard varieties. For example, adolescents' metalinguistic evaluations of their own speech as 'slang', 'bad', or 'incorrect' – which occur extensively in our data – expose how such ideologies can be internalised by the speakers themselves.

We argue that whilst these ideologies are integral to the education process and are institutionalized in curricula, they transcend educational contexts and impact the lives of adolescents beyond the classroom. Our research shows the on-the-ground effect of language ideologies on adolescents, and how they are indirectly reinforced and internalised. Additionally, our evidence supports a correlation of standard language ideology with a neoliberal agenda which marks non-standard speech as a hindrance to professional and academic achievement.

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“An insufferable burden on business?”: An approach to changing attitudes to maternity leave in the British press

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This paper reflects a historical approach by looking at how maternity leave is represented in certain right-of-centre UK newspapers and whether this representation has changed under the pressure of reviews in maternity leave statutory policies. UK maternity leave (introduced in the Social Security Act 1973) emerges as potentially contributing to an increase in wealth inequality: while it provides some job-security for working mothers and guarantees a modest level of pay, it has also provoked objection and resistance from employers, who have complained it imposes on them an unreasonable cost and adjustment. As part of the conflict, the number of working women who were fired for becoming pregnant has doubled in the last decade (Maternity Action, 2013).

Here, a combination of corpus linguistics and CDA is used to examine the way maternity leave is reported in the Daily Mail and the Times over two separate time periods (1971-1977 and 1997-2001). The corpus consists of 774 articles (647,359 words) containing the query phrase maternity leave. These time frames are selected because maternity leave was implemented in the UK in 1973, 1975 and 1999 respectively; so accordingly I analyse news items published at and around these times. Using firstly a quantitative approach, I extract wordlists, collocations and concordance lines in Antconc (Anthony, 2014) to identify the global picture of how maternity leave is portrayed and potential topics of interest in the corpus. Secondly, a qualitative approach involves selecting the 40 stories (20 for each period) which contain the most references to maternity leave. Through a detailed analysis of these, it will be possible to formulate new hypotheses and identify additional discourses surrounding maternity leave. This is, currently, work in progress.

Challenging the multidimensional nature of vocabulary knowledge: Evidence from Chinese and Spanish speakers.

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Vocabulary knowledge is a complex concept that involves the acquisition of various word knowledge components, such as spelling, form-meaning link, derivatives, collocations and polysemy (Nation, 2013). Therefore, there is now a general consensus regarding the multidimensional nature of vocabulary (Milton & Fitzpatrick, 2014). Despite this, research has rarely investigated the issue of multidimensionality empirically: only a few studies have examined the knowledge of multiple word knowledge components concurrently (e.g., Chui, 2006; Schmitt, 1998; Webb, 2007), and none has replicated and compared the results between different language populations. As a consequence, there is limited empirical evidence to whether these components of vocabulary knowledge are indeed distinguishable dimensions or part of a unique construct.

The present study follows Nation's (2013) framework of word knowledge components to empirically test the dimensionality of the vocabulary knowledge construct.

144 Spanish and 170 Chinese EFL learners completed a battery of eight tests, measuring receptive and productive knowledge of four lexical components: the form-meaning link, derivatives, polysemy, and collocations.

The data was analysed using Mokken Scaling and Structural Equation Modelling (SEM). A comparison of the results displays the differences and similarities between the two language populations regarding the knowledge of word knowledge components, as well as the role that cognateness plays in these differences. SEM analyses show that the multidimensional model of vocabulary knowledge is not supported for any of the two language populations. Rather, Mokken and SEM analyses reveal that the unidimensional model of vocabulary, in which the overall vocabulary construct is represented by the individual word knowledge components, seems to be superior and holds for both populations. Overall, these findings present an empirically-tested conceptualization of vocabulary knowledge which suggests that vocabulary could be better understood as a unique dimension expressed by highly interrelated elements with different levels of difficulty.

Describing the order of acquisition of word knowledge components by EFL learners

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The field of second language acquisition has always been interested in describing acquisition patterns of linguistic features. While the areas of phonology and morphology have been proactive in this respect (e.g., Andersen, 1978; Ellis, 2008; Larsen-Freeman, 1975; Newman 2010; Pienemann, 2005), vocabulary research has rarely addressed this issue. Only a handful of studies have examined patterns of acquisition of vocabulary aspects (e.g., Gitsaki, 1996; Mizrahi, 2016; Schmitt, 1997). However, none of them have investigated how the multiple components comprised in knowing vocabulary are acquired receptively and productively by second language learners. As a consequence, it is still unclear how the word knowledge components relate to each other and whether they follow a specific order of acquisition.

Following Nation's (2013) framework of what is involved in knowing vocabulary, the present study examines the knowledge and the order of acquisition of multiple word knowledge components by two language groups. 170 Chinese and 144 Spanish EFL learners completed a battery of eight tests, measuring receptive and productive knowledge of four key lexical components: the form-meaning link, derivatives, polysemy, and collocations.

The data was analysed employing Implicational Scaling and Mokken Scaling. Complemented, these techniques evaluate the relationships between components and can describe patterns in their order of acquisition. The results show that receptive knowledge is easier than productive knowledge in all aspects and for both language groups, suggesting that receptive mastery of all components is acquired before any productive mastery is achieved. It also shows that complete mastery of form (i.e., derivatives) and complete mastery of meaning (i.e., polysemy) are more difficult to acquire than previously thought. Overall, these findings reveal an implicational scale of word knowledge components that holds for both language populations, suggesting a general order of acquisition of vocabulary components.

Form-Focused and Meaning-Focused Activities in Primary School EFL Teaching: An Exploratory Study

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Activities used in the EFL classroom are focused on L2 forms and/or meaning. Whereas Form-Focused (FF) activities are closely linked to the learning of declarative knowledge, Meaning-Focused (MF) activities are related to the attainment of procedural knowledge. Since younger learners seem to be constrained by type and amount of attention that they can pay to rule-knowledge (Leow, 2015), textbook activities for young EFL learners should be adapted according to their learning conditions.

The objective of this exploratory study is to examine the presence of FF activities and MF activities in Spanish Primary School EFL textbooks –to our knowledge a non-researched topic. To achieve such a goal, 10 widely used Primary School EFL textbooks were selected to compile a corpus of 2000 activities, from which 100 activities were randomly extracted. Two axes were drawn upon to categorise the activities regarding their emphasis on form, meaning or both: a) their learning objective (e.g. learning modal verbs); and b) the pedagogical strategy –or in other words, the type of activity-followed (e.g. matching words with pictures, highlighting verbs in a text, filling in the gaps, etc.) (Sánchez, 2009). Data analysis is ongoing. Yet, preliminary results indicate that the presence of MF activities is notably higher than that of FF activities in Spanish Primary School EFL textbooks, which suggests a positive and theoretically sound tendency.

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Monolingual bias meets plurilingual ethos: Challenging assumptions about language during a PhD project

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As disciplinary perspectives on language in Applied Linguistics and related fields move further towards the de-emphasizing and deconstructing of the boundaries between named linguistic varieties, what happens when we try to operationalize the growing awareness of blurred linguistic boundaries in our research? This presentation addresses the ways that the breaking down of “monolingual” biases become important, yet challenging, in a PhD research project on “multilingual” practices in India.

The research project under discussion ethnographically investigates spoken language and multilingual styles, stance taking and identities in interaction, in the homes of four families in Gujarat state in Western India. The context is one of rapid and far-reaching social change. While most members of the parents’ generation have studied in Gujarati medium-of-instruction schools up until university, the young adults have been in English-medium school since a young age. In an environment where there is a “plurilingual ethos” (Khubchandani 1997) and named-language varieties are not highly compartmentalized, reflection on these categories leads to a growing understanding that languages are constructs.

The presentation addresses the influence of our ideologies of language as researchers, those of the participants in our research, and the challenges created with regard to research design, transcription, coding, and analysis when these ways of conceiving of language meet. It does so with examples which address the framing of research questions, transcribing, coding and analytical frameworks. Through the lens of a PhD research project in the plurilingual Indian context in which named-language distinctions are sometimes, but not always, socially meaningful, this talk thereby explores the tensions between evolving theoretical perspectives and on-the-ground research practice.

“I am scared. I am so scared.”: Cross-curricula Language Learning Experiences of Russian-speaking Pupils in London Primary Schools

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The proposal presents the initial findings from a PhD enquiry into the language learning experiences of English as additional language migrant children with Russian as a first language in London state primary schools in middle childhood (7-11 years old). The following research questions provide the foci for this enquiry – 1. What experiences/issues do Russian-speaking migrant children have in a L2 (second language) English school environment in middle childhood? 2. Why do Russian-speaking pupils have certain experiences? 3. How do the Russian-speaking migrant children's issues/experiences co-affect their personality development and language learning motivation in the L2 school environment of English schools?

Research into the area of Russian-speaking migrant children with English as an additional language (EAL) is pertinent to the schools given that the percentage of newly-arrived EAL students with Russian as first language in the UK state-funded primary schools has nearly tripled in just 8 years (from 3,511 pupils to 9,722 pupils) (Department for Education, 2016; Makarova and Morgunova, 2009). Vygotsky's Sociocultural theory (SCT), purports that children's personality development, i.e. change of socio-cultural environment, and consequently language, influences overall psychological and personality development process (Lantolf and Poehner, 2014; Vygotsky, 2005). This is particularly significant, given that Russian-speaking children in England with respect to issues associated with their linguistic and pedagogical needs are exacerbated by their reported 'invisibility' (Kopnina, 2005).

The methodology comprises an interpretive paradigm employing a qualitative multiple case study research approach with embedded ethnography and interviews with creative techniques. The potential outcome of this paper is to contribute to the discussion related to the language learning experiences of migrant pupils, their language learning motivations and personality development related issues. More broadly, the study could contribute to comparative studies with other migrant groups or studies of Russian-speaking pupils in other age groups and school settings.

Student views on using real-time audience participation software to enhance the EFL classroom

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CALL can make lessons more enjoyable and engaging, but teachers should strive to use technology to empower learners. Audience participation software can enhance EFL teaching practice by gauging student opinions, understanding and responses in real-time in a quick and anonymous manner. Such software is particularly valuable for large and diverse classes, when discussing sensitive subjects, or for students who lack the competence or confidence to clearly answer questions or give opinions. Audience participation software anonymizes each poll and converts the data into clear visuals that are easily understood by foreign language learners. The poster will explain how audience participation software can be integrated into the classroom. The use and benefits of the audience participation software in common classroom situations is evaluated using survey data collected from a sample of 180 EFL students who used the software regularly in class over one 15-week university semester. This study reveals that language learners believe audience participation software enriches the classroom experience and also enhances learning in various ways. Short and simple demonstrations of the software will be available for passing conference delegates. The study reveals that CALL can be more than just fun and games: the thoughtful and sensitive use of audience participation software can enrich the classroom experience for students and enhance language learning.

What is oral fluency? Exploring the relationship second language proficiency and oral fluency

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This paper presents a study designed to help better understand the relationship between second language proficiency and oral fluency, where fluency refers to fluidity of oral production.

34 Chinese learners of English studying for a master's in language education in the UK participated in the study. Each learner completed three tasks: 1) a watch-then-tell task, 2) a picture naming task, and 3) a sentence construction task. A range of measures of oral fluency, including measures of speed and breakdown fluency were calculated based on their performance in the watch-then-tell task. Accuracy and completion times were recorded for the picture naming and sentence construction tasks.

The results suggest that lexical processing is associated with between-clause pausing – the slower learners performed the picture naming task, the longer they paused between-clauses – and grammar processing is associated with mid-clause pausing – the slower learners performed in the sentences construction task, the more often they paused mid-clause.

These results highlight the importance of carrying out fine-grained analyses of pause patterns which distinguish pauses according to location, mid-clause or between-clause, when assessing second language oral fluency.

Language Teacher Networks – values and work

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Language teacher networks play a role in giving teachers a space to share how they translate the curriculum into language learning. This paper explores two teacher networks for one language using data available on their online sites. One network – the National Council for the Development of Urdu operates in the UK where Urdu is seen to be a community language and used within communities new to the UK. The second network - Pata Bata (show the way) – operates in Pakistan where Urdu is the national language and the language of wider communication. The paper draws on the online presence (website and Facebook) of these two networks to explore to what extent and how members engage, discover, experiment, reflect and share (Krutka, Carpenter, Trust 2016). These five practices could be suggested as stages in teachers' journeys in their development. The online sites are then re-examined using the framework of the seven valleys crossed by the birds who came to Farid ud-Din Attar's Conference of the Birds (Attar 1117). I suggest that this framework could reflect the stages of Urdu teachers' developmental journeys since teachers of Urdu tend to come from a culture embedded with Sufi values. Findings attempt to make visible continuity and change in teacher values.

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L2 Priming in an integrated writing task in a high-stakes English test

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Integrated tasks have been enjoying increasing popularity in academic English tests by virtue of their authenticity, interactiveness, and positive washback effects. Despite these merits and growing presence in major language tests, the language abilities that integrated tasks tap into still remain elusive and thus much contentious. Research investigating the construct of integrated tasks generally takes two paths: looking into the process and the product. Investigation into source text use, for example, analyses both online strategies and textual features. Such investigation, however, mainly concentrates on the text content and lexical choice and seldom explores priming influence from source text on syntactic structures. Furthermore, since integrated tasks entail co-construction and adaptation, approaching the construct from the perspective of priming enables more in-depth and comprehensive understanding of the language abilities elicited in the tasks.

This study attempts to report on the L2 priming effects in a listening-to-write task in a university-based high-stakes English test. Sixty written products were selected from candidates' real test performance through stratified sampling across three proficiency levels. The texts were processed by Coh-Metrix 3.0 and lexical and syntactic indices will be reported. Preliminary analysis finds that semantic priming differs significantly across three proficiency levels, while syntactic priming is less pronounced in the listening-to-write task. This study reveals that priming, which has been traditionally adopted in L2 dialogue analysis, offers a fresh insight into the construct validation of integrated tasks. With the opportunity comes a new challenge that the construct of integrated tasks may vary depending on the property of the prompting material. For instance, the transient nature of the listening prompt and delayed writing production in this study facilitates more semantic priming than structural one. Thus the key question lies in the imminent call for more validation studies on integrated tasks from more perspectives.

The Formal Demands of L2 Tasks

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Loscky and Bley-Vroman (1992) first coined the term "task-essentialness"; that is, the inherent property of L2 tasks concerning the extent to which they necessitate the use of specific linguistic forms. Following this insight, Ellis (2003) proposed that those tasks that require the use of specific forms--"focused tasks"--can be used by language teachers to direct L2 learners towards the production of certain linguistic targets. However, for unfocused tasks, it is more difficult for teachers to plan for and predict which aspects of form might cause trouble or may be candidates for a pre-planned focus-on-form.

This paper addresses the issue of task-essentialness within the context of pre-planned focus-on-form. Specifically, it will show the linguistic difficulties shared by a group of L2 English learners during task interaction and outline a systematic approach to the selection of target forms for particular tasks. The 36 volunteer participants of the study were drawn from intact groups of beginning-level compulsory English communication classes at a Japanese university. By analyzing the speech production of these learners over a series of collaborative speaking tasks, the presenter will highlight the pervasive errors and avoidance behaviors that occurred.

The data reveal that for each task, certain linguistic forms consistently proved problematic for a majority of the learners, and it is these items that might be prime candidates for explicit teaching. The findings also suggest that even seemingly unfocused tasks possess a tendency to promote the use of certain forms, and that perhaps task-essentialness should be seen as a continuum rather than the dichotomy which it is usually describe as. This approach enables course planners to determine useful target forms for tasks in a given context while preserving the pedagogic integrity of tasks.

Argumentation and Citizenship in superdiverse classrooms

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Adult ESOL classrooms are diverse communities of practice (Lave and Wenger, 1991) where adult migrants to the UK learn English and are socialized as citizens. This paper focusses on the ways in which participation in classroom argumentation connects to democratic citizenship.

Argumentation is conceptualised as a situated, dialogic practice, in which learners and teachers position themselves and each other and where they are also positioned within wider networks of power. Citizenship is conceptualised in terms of participation in classroom argumentation and as something that can be enacted and modelled by both learners and teachers.

The opportunities enabled by exploring citizenship through the lens of argumentation are considerable. After all, argumentation itself is predicated upon notions of difference and diversity. The linguistic and sociocultural resources learners and teachers bring to argumentation are fascinating and diverse. Such diversity, of course, also presents challenges in terms of integration and social cohesion, as learners and teachers struggle for audibility in the face of top-down policy control and an increasingly hostile post-BREXIT political climate.

This raises many pedagogical challenges and questions: How do we create classrooms where everyone can participate fully in argumentation in a climate of tolerance and mutual respect? How do we make our pedagogies around argumentation inclusive and participatory enough to help learners to transform their own lives and the lives of the communities in which they live?

To address this, I draw upon data collected from classroom debates in a Further Education college in Leeds, working outwards from a discourse analysis of classroom argumentation to explore the implications for wider democratic citizenship. In doing so, I suggest that meaningful participation in classroom argumentation is essential for full democratic citizenship, and for meaningful social cohesion. The classroom is a public square or agora for the enactment and modelling of full democratic citizenship, with argumentation as its key process.

Exploring young learners' anxiety about foreign language learning in primary school in China

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Foreign language (FL) anxiety has long been regarded as a major obstacle to foreign language acquisition; however, most research has been carried out with adolescent and adult learners (Gardner, 1987; Aida, 1994; Zheng, 2010). Whether the same levels and patterns of FL anxiety are present among children and whether the same relationship with FL achievement is found is unknown. In addition, research studying the relationship between FL anxiety and FL achievement does not differentiate between achievements tested under exam conditions vs more regular assessments (MacIntyre, Noels, & Clement, 1997; Kao & Craigie, 2010). Finally, there is little research exploring the interaction between FL anxiety, achievement and student characteristics (grade and gender).

In this study, 631 children aged 9 to 12 from schools in China participated. Children's FL anxiety was assessed using a developmentally appropriate version of the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986) and their FL proficiency was assessed through standardized formal tests and regular unit paper exams. The relationship between FL anxiety, and components of FL anxiety, were examined in relation to children's FL achievement, with gender and grade differences also explored.

Results revealed (a) four statistically distinct components of FL anxiety among school aged children: communication apprehension, fear of negative evaluation, test anxiety and attitude towards classroom; (b) that general FL anxiety increases as grade increases, but no overall gender differences are found; (c) that of the four components of general FL anxiety, only communication apprehension and test anxiety differ across gender and grade (d) a stronger negative relationship between FL anxiety and performance in formal assessments compared to regular unit assessments; (e) the influence of FL anxiety becomes stronger with increasing grade; (f) that of the four components of FL anxiety, communication apprehension was the strongest predictor of FL achievement. Results are discussed in relation to understanding and supporting children in their foreign language classrooms.

Mother Tongue Loss and Language Shift Surrounding Hakka Speakers in an Urban Setting

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This research aimed to provide a sociolinguistic perspective on contemporary issues of mother tongue loss and language shift faced by urban Hakka speakers in Taiwan. Seventeen Hakka speakers at four different age levels were selected as the participants. They responded to a structured interview which addressed five themes pertaining to (1) the acquisition/use of Hakka, (2) perceived saliency of Hakka and other languages, (3) self-evaluated skills in Hakka, (4) language attitude toward Hakka, (5) suggested solutions for mother tongue loss and language shift.

The research data were analyzed by observing three subordinate processes of (1) data reduction, (2) data display, and (3) conclusion drawing and verification (Brown, 2001; Huberman & Miles, 1994). The adolescent and youth participants reported limited experiences in the acquisition and use of Hakka at a young age, while the middle-ager and elder participants were exempted from this barrier. The participants consensually recognized the lower saliency of Hakka as compared to that of Mandarin Chinese, the Southern Min dialect, or English. Noticeably, except the elders, all the participants indicated low self-ratings of their Hakka proficiency and an imperative need to shift to other languages for the aims of interpersonal communication and knowledge pursuit. Interestingly, they displayed a positive attitude toward Hakka because of its unique value in being iconic symbolization of cultural heritage and ethnic identity, though they deeply realized its lack of practical utility. Finally, the adolescent and youth participants emphasized the need to prepare Hakka programs that were tailored to individual needs while the middle-ager and the elder participants envisioned various resources which facilitated the development and retention of Hakka skills. It is summarized that multi-party endeavors from the concerned institutions and individuals have to be pooled together to solve the major problems highlighted in this research.

Short-Term Study Abroad: Developing Attitudes to Intercultural Communication among Japanese Students

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English is used extensively in intercultural communication as a global lingua franca (ELF). However, ELF use in these diverse contexts challenges understandings of the relationship between languages and cultures. In preparing learners for intercultural communication in global contexts, it becomes necessary to go beyond nationally-derived conceptions of language and culture and to acknowledge the multilingual and multicultural contexts of ELF communication. In Japan, the setting for this research, demands of intercultural communication are reflected in policy efforts to develop attitudes and skills for communication with people from diverse cultural backgrounds while deepening understanding of foreign countries and cultures. Study abroad (SA) is one such policy focus, now made a priority in Japan with most universities offering short-term SA programmes.

This study examines two main areas: firstly, attitudes and beliefs towards language and culture in communication and how any changes are reported following short-term SA; and secondly, the extent that SA has contributed to the development of intercultural awareness. The study utilises a longitudinal qualitative interview approach to explore reports of the learning experiences, beliefs and attitudes of the fifteen participants, and how these may be perceived to have changed because of SA. Data was collected via pre-SA interviews, two post-SA interviews and a post-SA focus group. The data shows a positivity towards learning for communication and a criticism towards high school experiences of English study as a subject of knowledge rather than as a tool for communication. In addition, there was a limited awareness of ELF use in communication among the participants. While the participants acknowledged the influence of wider Japanese attitudes to language and culture in communication, they perceived themselves as different to others in the context. Within the context of efforts to promote intercultural communication skills in Japan, this may provide interesting insight.

Between the Micro and the Macro: Integrating Interactional and Computational Approaches in CMC

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Considering the ubiquity of social media, data from Computer Mediated Communication (CMC) present an exciting opportunity for sociolinguists. However, whilst an established area of research, scholars analysing CMC phenomena tend to assume one of two distinct theoretical approaches: either an interactional perspective (e.g., Androutsopoulos, 2014) or one grounded in computational linguistics (e.g., Nguyen et al., 2016). Indeed, whilst insights and methodologies from both traditions are complementary, there remains a disjuncture between the computational analyses and the more fine-grained observations of interactional sociolinguistics. Although there has been a call for a synthesis between the two approaches for some time (e.g., Georgakopoulou, 2006), little work has actively combined them.

In this talk, I aim to fill this empirical gap by combining methodologies and insights from both computational and interactional methods by using WhatsApp messages to analyse the orthographic representation of a prosodic feature of spoken language – High Rising Terminals (HRTs). A total of 96,463 messages were gathered from 17 Standard Southern British English (SSBE) speakers. From which, 8633 messages containing a question mark, <?>, were extracted, and 499 messages were identified as declarative, rather than interrogative in function, e.g., He lives like opposite us?. Comparing the orthographic representation of HRT in the corpus with spoken language across a similar population of speakers (cf. Levon, 2016) permits both a distributional and interactional analysis. Specifically, I show that the use of <?> in declarative phrases conveys epistemic uncertainty and/or clarifies the information status of discourse.

To conclude, I demonstrate that the two distinct traditions of research complement each other in explaining and accounting for language use in digital contexts. As such, I suggest that a greater synthesis between the two approaches is needed in explaining the full scope of language use in CMC.

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Polite impoliteness? Relational work in email exchanges in English as a Professional Lingua Franca in the context of a multinational corporation

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Multinational corporations are increasingly adopting English as the main corporate language for internal and external communications partly because of the growing linguistic and cultural diversity of their workforce. Despite the increased importance of English as a Professional Lingual Franca (ELPA), we know relatively little about the ways in which ELPA is used to perform transactional and interactional goals in linguistically and culturally diverse workplace settings. Particularly internal communications remain under-researched because they are notoriously difficult to access. Drawing on previous research on business emails and current theorising about (im)politeness, our study investigates strategies of relational work in internal email exchanges in the context of a multinational cooperation. It is based on a unique corpus of 528 authentic internal emails produced by ELPA users (with 9 diverse L1s) and native speakers of English who are employees of that corporation. Using a combination of quantitative corpus linguistic methods and qualitative discourse-analytical techniques, we focus particularly on opening, closings and request types produced by both ELPA users and native speakers. Our study shows that both ELPA users and native speakers use more politeness than impoliteness devices, but ELPA users rely more on conventional chunks and often mix conventional polite and impolite forms. The choice of strategy depends not so much on the participants' L1 but on his or her professional status within the corporate hierarchy. Moreover, what we conventionally see as impolite (direct) forms are devices that are strategically employed in 'discursive struggles' to accomplish professional and interactional goals. Our study contributes to a better understanding of (im)politeness showing that in diverse workplace contexts impoliteness could be an equally appropriate and important tool of relational work.

What now for TESOL in an Age of Diversity and Change?

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The need for curriculum reform and program re-development in the areas of both Undergraduate and Master's level TESOL, is most clearly recognized when set against the background of current social, communicational, and technological change. Understanding and responding in the most appropriate way to these emergent needs, is the focus of an ongoing research project in the TESOL Program at the University of Sunderland. Important work over the past two decades in the areas of communications theory, critical language pedagogies, and New Literacy Studies, provides a number of conceptual lenses through which to view and understand what it means to train, study, communicate, and ultimately teach English language in the world of today and tomorrow. Perhaps most important among these is the notion of globalization, an influential factor in educational policy and practice at many different levels. The questions those of us involved in second language teacher education must now try to contend with include these: What is English? What are the appropriate models for instruction? What are the interests and affinities of our students? Does the training we offer currently match their needs and aspirations as academics and educators? Is a theory/practice divide having serious consequences for teaching and/or research? In this session, we will share initial findings from our research project that seeks to address these issues and ultimately provide some answers to these important questions. Recent graduates from several TESOL programs were asked to respond to an online questionnaire, with follow-up interviews, that were designed to gauge their experiences on these courses, taught either online or on campus, now that the participants have graduated and are working as professional language educators and administrators in a variety of contexts and roles.

“We know that any exercise helps you”: doing lifestyle decision-making in non-native speaker diabetes consultations

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This paper applies the conversation analytic method to explore the challenges non-native users of English face during diabetes consultations with a particular focus on lifestyle decision-making. Previous conversation analytic studies have oriented to shared decision making (Stivers, 2005; 2007; Toerien et al., 2013) and medical authority (Maynard, 1991; Heritage, 2005; Pilnick & Dingwall, 2011; Bergen & Stivers, 2013), recurrently using native speaker to native speaker interactions as data. This paper examines non-native users turn design (Heritage & Raymond, 2012) in the accomplishment of decision-making and, the other features of talk produced by clinicians, patients and interpreters which serve to both demonstrate medical authority and manage linguistic ‘incompetencies’ in interactions and the applicability of Goffman’s (1961: 47) notion of “the tactful and standard rule of ‘not noticing’ the defects”. This is achieved through the analysis of a corpus of audio and video clinical interactions collected by Seale, Rivas & Kelly between 2010 and 2011. These interactions have been subject to previous investigation into communication with interpreters (Seale, Rivas and Kelly, 2013; Rivas, Kelly and Seale, 2014). The analysis of these interactions aids to support healthcare professionals by identifying recurrent challenges and to develop the existing literature on clinical interactions by investigating how decision-making is initiated either by ‘recommending’, ‘option-listing’ (Toerien et al., 2013) or ‘advising’ (Sorjonen et al., 2006) and the following uptake by the patient and whether this next action is declination, acceptance or repair of perceived inadequacies (Jefferson, 2015). The paper will offer further insight into the talk-in-interaction between non-native users of English and native speakers in institutionalised settings, particularly focusing on how these lifestyle decisions are ‘sold’.

The effectiveness of online and paper-based quizzes in the learning of English as a second language

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Educators are constantly aspiring to maximize student achievement. One means of seeking improved learner outcomes is through formative assessment. Traditionally, formative assessment has been conducted through paper-based tests. However, in recent years, there has been tremendous growth in the use of online assessment tools. This presentation pertains to the relative effectiveness of online versus paper-based formative assessment in the learning of English as a L2. In this study, 74 Japanese university L2 students took online quizzes and 71 were given paper-based quizzes to complete. The quiz content was drawn from learning material found in the class textbook and was assigned as homework. At the end of the 15-week study period, both groups were administered a summative assessment that also covered learning points from the class textbook. Since learner proficiency has been found to have an effect upon test scores (Angus & Watson, 2009), this variable was controlled by using TOEIC scores as a proxy. The performance of the two groups was compared through correlation and regression analysis. There was found to be a statistically significant relationship between the formative and summative scores for the online group. However, this was not the case for the paper-based group. Furthermore, there was found to be a significant interaction between group and homework on summative scores; the online group's summative performance was found to be significantly more related to their formative quiz scores. In addressing this finding, the presentation will discuss how inherent differences in the online and paper-based mediums resulted in differences in how the participants interacted with the study materials. This study has implications for teachers, learners and curriculum designers.

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Telling a story: Narrative voices from second-generation South Asian Britons

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This paper forms part of my doctoral thesis, in which I present a qualitative study using the narratives, elicited through interviews, of seven second-generation South Asian Britons. My participants are higher professionals who have married out of their ethnic and linguistic communities, and who are parents of dual-heritage. I analyse the data using an emic perspective of the functional use of discourse, aspects of conversational analysis and a Bakhtinian perspective of the interviews as being dialogic. I also draw on the concept of Bakhtin's chronotopes to 'find' the story the participants want to tell. But as well, I investigate how the participants exploit the interview platform I give them. I show that the narratives I elicited which are — except for the occasional word or phrase — conducted in English, can still offer insights into Heritage Language use and identity formation: both areas often associated with multilingual data. Firstly, I focus on the rhetorical use of reported direct speech, showing how my participants employ polyphonic strategies (Bakhtin, 1981) in telling their life stories, to explain aspects of their life which deviate from what they know is a Discourse surrounding South Asian Britons (Gee, 1999); they also use strategies to connect the micro-discourse of the interview with a 'bigger' story, the macro-discourse. I thus argue that the participants perform the habitus (Bourdieu and Thompson, 1991) of a member of the South Asian diaspora, with acute awareness of how their lives share similarities with and differ from the Discourses surrounding South Asians in Britain. Secondly, I investigate their use of accents and stylised voices. This aspect very much also includes me, my 'hearing' of voices, and my interpretations: significant factors in receiving a spoken narrative from a participant, thereby contributing to discussions on the methodology of using interviews to extract a spoken narrative.

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Producing Summaries of a Narrative Story under Different Conditions

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Little attention has been paid to the development of summary writing skills in EFL classrooms. In the Japanese EFL context in particular, instruction has long followed the Grammar Translation Method, which requires students to translate predetermined Japanese sentences into English. Recently, summary writing exercises have begun to appear in recent English textbooks used in this context; however, in most of these exercises, students are given a prefixed summary with several blanks which they are expected to fill in with words they have learned. We do not yet have a clear picture of how EFL students summarize texts and where they have difficulty. The present study, therefore, attempted to explore the writing behaviors exhibited by Japanese EFL students when producing summaries of narrative stories.

Twenty-two Japanese university EFL students produced summaries under two conditions. In Condition A, the students read a 300-word English story and summarized it in 20 minutes while being allowed to refer to the original story. In Condition B conducted three months later, they engaged in the same summary writing task, but were not allowed to refer to the original story. The summaries produced in the two conditions were analyzed in terms of two factors identified as important summarizing strategies: selecting main ideas and paraphrasing strategies. It was found that the summaries produced in Condition A included more idea units and exhibited more syntactically complex paraphrases, while the summaries in Condition B were more concise with main idea units and less syntactically complex, but contained more original expressions. These results suggest that summaries produced under different conditions vary significantly, and that therefore, EFL instructors need to choose appropriate conditions depending on what strategy they would like to focus on.

The pragmatics of linguistic hybridity online: Examining Romanagari on WhatsApp by Indian university students

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Romanagari, an informal term for Romanized Devanagari in India, refers to a text in the native Hindi which is typed in the non-native Roman script. Romanagari is a popular practice of Indians to communicate online via social websites, microblogs, and smartphone messenger apps. Among these, WhatsApp is one of the most preferred mediums by the Indian Hindi-English bilinguals wherein they use Romanagari profusely along with the Roman script for internal, informal communications. Despite the ubiquity of this phenomenon, online linguistic hybridity through a pragmatic lens is quite under-explored in the Indian context.

In this paper I propose that these discourses are not merely cases of Hindi-English code-switching but are also 'occasions of alternating between native and non-native thought process expressed solely in a non-native script thereby generating a hybrid script'. The study examines WhatsApp message data of a group of university students in India to understand the linguistic form and communicative functions of Romanagari. The data is a corpus of 635 actual messages obtained from the WhatsApp social networks of 16 university students who have studied/experienced English language for several years as a second language and are ever growingly exposed to it through popular culture, media, and new technologies. The study uses the CMC act taxonomy by Herring et al. (2005) to find out what motivates these individuals to use Romanagari in their online communication and continually switch back and forth between Roman and Romanagari and create hybrid discourses.

Findings suggest that these discourses, influenced by social factors, are sites of systematic, purposeful and artful languaging by users to meet their pragmatic ends.

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Language, Identity, and Acculturation: A Study of Iranian Immigrants in Australia

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This study reports on the experiences and attitudes of six Iranian immigrant families with regard to their language, identity, and acculturation in Australia. The participants include first generation parents and 1.5-generation adolescents (who immigrated during 6-12 years of age). For this investigation, Mendoza's (1984, 2016) acculturation theory as well as 'positioning theory' (e.g., Davies & Harré, 1990; Harré, 2012), based on poststructuralist views of identity, were employed. The preliminary results of this study suggest that Iranian parents and adolescents face low degrees of intergenerational conflicts in most domains of their acculturation process. However, the structural and lawful patterns in Australia have caused some internal conflicts for the parents, especially fathers (e.g., their power status within the family or their children's freedom). Furthermore, while most participants reported a satisfactory adjustment in various domains of their everyday life, not only the parents but the adolescents proudly identified themselves as Persians. Also, female participants seem to be more multicultural-oriented than their male counterparts who show more inclination towards keeping more of their home culture. This finding, however, highlights a meaningful understanding between Iranian immigrant wives and husbands, that in order to make their married lives continue well in the new host society they need to re-consider their previous lifestyle as well as traditional male-dominated customs they used to have in Iran. With respect to their linguistic behaviour, almost all children showed enthusiasm to retain their Persian language at home to be able to keep in touch with their grandparents, relatives, and friends in Iran, apart from benefits they may enjoy in future as bilinguals.

Layers of mediation: Tracing communication on healthcare access for migrants in Sweden

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In the autumn of 2015 a large number of migrants came to Sweden. This unprecedented situation required amongst others increased information about access and rights to healthcare provision for refugees and asylum seekers. Some municipalities reacted by producing information material and spreading it to charities and volunteers involved in welcoming the migrants. The paper presents results from a collaboration between a municipality and a university which evaluated such an information campaign. It traces the information on healthcare access from its production to related actions in the healthcare centres across spatial, linguistic and cultural boundaries. Specifically, the paper considers the role of mediators, that is, people officially or unofficially involved in recontextualizing the information in relation to the different interactional situations. The data include the information prospectuses and other related texts, such as online information and newsletters to the healthcare providers, and an initial survey on their use. The main data source consists of retrospective group interviews with five different actor groups involved in the trajectory of meaning-making. These narrative interviews are based on talk around the information texts. The 'trans-contextual analysis' (Kell 2015) focuses on the retrospective construction of the multi-layered meaning of the information material across time and space. Initial results indicate that various actors could be assigned a mediator role by the authorities and/or the migrants based on how their cultural capital was valued by the different actors; they could accept or reject this role. Since the project is a research collaboration between a municipality and a university, the paper concludes with a discussion on the role of Applied Linguistics research in reporting on and influencing democratic discourses in diversifying societies.

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YouTube as a Complex Multimodal Text: The multimodal challenge for Applied Linguistics in the age of New Media

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The presence of the BAAL New Media SIG recognizes that digital media is both a dominant medium for communication and an area of language change that is of interest in its own right (see also Bednarek and Martin, 2010; Gardner and Alsop, 2016). However, an increasingly salient dimension of this development is the evolution of complex multimodal or multisemiotic environments. As such, New Media texts create a number of challenges for Applied Linguistics which has traditionally prioritized the analysis of verbal language in written form (whether printed or transcribed). This presentation considers the challenges, potential threat, and possible insights offered by Multimodal Analysis as an Applied Linguistic approach with reference to examples drawn from an ongoing analysis of a small corpus of YouTube texts which include the video, comments and other features.

The presentation briefly summarizes some historical, practical and theoretical reasons why Applied Linguistics has prioritized verbal communication. Specifically, it cites the way that Systemic Functional Linguistics (SFL) has emphasized verbal communication (Halliday, 2014), while actually developing a model potentially compatible with the description of other modalities (Kress and Van Leeuwen, 2006).

This discussion is focused with reference to the presenter's study of a YouTube channel which explored the relationship between the video content and viewer comments. The viewer comments were analyzed with a focus on the verbal resources of grammar and verbal discourse interaction. The video analysis, however, illustrates an application of some of the (practical and theoretical) tools of Multimodal Analysis in order to consider how an account of multimodal resources might compliment or develop an understanding or reading of the YouTube clip as a text.

Finally, the presentation concludes with a summary of some key practical and theoretical considerations and concerns involved with embracing or integrating multimodal analysis within mainstream Linguistics or Applied Linguistics.

Evaluating the validity of classroom assessments in the secondary EFL curriculum

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Many assessment researchers (e.g., Green & Hamp-Lyons, 2015; Turner & Purpura, 2016) have recently argued for Learning-Oriented Assessment (LOA) or Learning-Oriented Language Assessment (LOLA) to bridge instruction with assessment and promote assessment for learning, contrary to assessment of learning. Thus, learning-focused classroom assessments have recently begun to gain attention in the L2 testing field (Turner, 2012). However, little attention has been devoted to the design and validation of instructionally relevant classroom assessments (Pellegrino, DiBello, & Goldman, 2016). Therefore, the current study used Pellegrino et al.'s (2016) validity analysis framework to investigate the validity of different forms of assessments embedded within a high school English curriculum.

The study was conducted at a high school in Seoul, Korea, including 120 10th graders learning English as a Foreign Language (EFL). For the validity analysis, the diagnostic test administered at the beginning of the 10th grade and two sets of achievement tests were chosen. The analysis used two data sources: expert analyses of the test items for each test and analyses of student test performance on these tests. Specifically, the assessment goals and target grade-level learning goals were compared (instructional validity); the depth of knowledge required in each item was coded and analyzed (cognitive validity); and student test performance was analyzed statistically using many-facet Rasch measurement (inferential validity).

Results revealed that the tests covered the target instructional contents, while the coverage was inconsistent across the three tests. With respect to cognitive validity, the tests were found to include a relatively low level of cognitive challenge. In terms of inferential validity, the tests differentiated among the students in their L2 ability, but failed to provide evidence of a range of item difficulty. The findings suggest the types and forms of evidence required for a validity argument within an EFL curriculum.

Prosody transfer of speech rhythm: Fundamental frequency difference for L2 vowel duration difference by Korean speakers' English

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This study examines developmental change in the prosodic transfer by Korean learners of English in acquiring English stress-timed rhythm. Korean is a syllable-timed language and learners often insert an extra vowel or substitute a full vowel for a reduced vowel of English. Yet, little is known whether and how the learners try to compensate the lost prosodic property of the target language rhythm by their existing L1 prosodic property.

Forty-three Korean learners of English were divided into low, mid, and high-levels, based on their production of their read English speech data. Fifteen native speakers of English as a control group recorded their own speech. A total of 503 sentences were acquired from both of the native and non-native speakers. Seven native speakers of English evaluated the speech proficiency of the randomized recordings on a scale of 1 to 7 (1=very poor, 7=definitely native). The stimulus presentation was done by the software "Paradigm Stimulus Presentation." Then, the duration and fundamental frequency of vowels were measured. The measurement was done by using the software, "Wave Surfer" and "Praat." We then computed the duration difference and F0 difference of adjacent vowels within each foot. We excluded the final vowels due to the phrase final lengthening phenomenon.

The results showed that learners substituted the fundamental frequency difference for the duration difference of adjacent vowels in a foot. The substitution decreased as their L2 proficiency increased. The results were statistically significant by t-test and ANOVA. The results can be applied to teaching the speech rhythm in class and to developing CALL software. Our results suggest that incorrect L2 speech rhythm can be detected by a full vowel in the place of a reduced vowel, and that the correct rhythm can be taught by making the duration difference instead of pitch difference.

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Teaching phrasal verbs through cognitive linguistic approaches: A case of Korean EFL secondary school students

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Many studies have shown the effectiveness of teaching and learning phrasal verbs (PVs) using cognitive linguistic (CL) approaches with the most representative CL approaches being Lakoff and Johnson's (1980) theory and Rudzka-Ostyn's model (2003). The principle underlying Lakoffian theory is that the orientational metaphors in particles are related to the spatial orientations derived from physical human experiences, while Rudzka's model classifies each particle into separate but related meanings using diagrams to engage the multiple extended senses of the particle alongside its central meaning. Although many studies have found the CL approaches to be effective compared to control groups with PV lists and dictionary definitions, very little research has compared the learning and teaching effectiveness of the different CL approaches. This study compared Lakoffian and Rudzka-Ostyn's CL approaches to examine the effectiveness of each approach in teaching PVs to Korean learners of English as a foreign language (EFL). Twenty target PVs selected from pretest pilot study results were administered to 114 intermediated Korean EFL learners, divided into two groups: Group 1 (Lakoffian) and Group 2 (Rudzka's). Group 1 was taught the PVs by grouping them under their respective metaphors and the relationship between the particle in the sentence and its associated metaphor, whereas Group 2 was provided with the literal and extended meanings of particles accompanied by diagrams. The data was measured through pre-, post-, and delayed tests. Findings indicated that Group 2 outperformed Group 1; however, neither group showed any significant knowledge transfer to unknown PVs. These results suggested that CL-based instruction may be beneficial in understanding familiar PV constructions but posed difficulties for unfamiliar PVs.

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The function of rhythm and interactive alignment in creating confluence in conversation

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Fluency has traditionally been measured with temporal variables of speech, such as articulation rate, speech rate, duration of pauses and hesitations, and length of uninterrupted utterances. However, more recent studies support the view that conversation is more than the sum of alternating monologues from each speaker. For example, it has been shown that speakers converge on speech rate, vocabulary use, syntactic choice, and rhythm, as well as with gestures and posture. Also, it has been shown that perceptions of fluency are affected by dialogic features such as the use of discourse markers.

The present study began with the interesting case of a lower-intermediate Japanese learner of English, who was able to create a strong impression of fluency on the person she was speaking to, while showing weaknesses in the traditional temporal measures of fluency. This learner, and another more typically fluent learner, were examined through a parallel case study, where each subject was recorded retelling the same story in two conditions (with and without an interlocutor), and in unstructured conversation. The recordings included multi-modal data from video to incorporate head nods, gestures, facial expressions, and eye contact into the analysis. In addition to Conversation Analysis-informed methods, quantitative measures of speech fluency were also used.

Results of this study found that the story retellings had higher temporal measures of fluency than the monologues. This was achieved through especially rhythmic alignment between the speakers, but also with head nods and eye contact, between the two participants. For example, the listener's backchannels were aligned with and helped to maintain the rhythm established by the storyteller in the conversations. The co-construction of rhythm also appeared to be important in the unstructured conversation, implying that rhythm in speech may function primarily as a method of achieving interactive alignment between speakers.

L2 Acquisition of ‘Agreement’ in Speech Act Projections

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This paper discusses how advanced L2 learners of Japanese acquire ‘agreement’ in the Speech Act Phrase (SAP) (Ross 1969, Speas and Tenny 2003, Haegeman and Hill 2011). Up to recent research in generative grammar, Chinese, Korean and Japanese have been analyzed as non-agreement languages whereas English has been analyzed as an agreement-based language. Contrary to this prevalent analysis, Miyagawa (2017) argues that the Chinese agreement system is typologically similar to that in English in that its phi-feature agreement takes place within TP although it is licensed in CP in Korean and Japanese. This typology predicts a dichotomy between Chinese/English and Korean/Japanese in terms of agreement related to phi-features as well as discourse features.

In order to explore the implications for L2 acquisition, we conducted experiments for subject-predicate ‘agreement’ sentences in Japanese, where its predicate must select a first person subject (Speaker), a second person subject (Addressee) or a third person subject (Non-participant). The experiments consisted of two tasks: one was to identify the referent of the subject, and the other was to judge the acceptability of overt versus null subjects in context. The results for Chinese, English, and Korean learners of L2 Japanese (n=90) were compared to those of Japanese native speakers (n=30).

Interestingly, there is a significant difference for the identification task between those in Chinese/English groups and in the control group. However, the results for the acceptability judgment task do not display the expected dichotomy but require more language specific accounts depending on the sentence types.

These findings show that their L1 knowledge impinges on the Chinese and English learners’ performance for the identification task, which supports Miyagawa’s typology on feature agreement. The acceptability task results will be explained from the viewpoint of the effect of micro-parameters (Baker 2008) and other discursal differences between the four languages concerned.

CorCenCC (Corpws Cenedlaethol Cymraeg Cyfoes - The National Corpus of Contemporary Welsh): An Overview

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CorCenCC is an inter-disciplinary and multi-institutional project that is creating a large-scale, open-source corpus of contemporary Welsh. CorCenCC will be the first ever large-scale corpus to represent spoken, written and electronically-mediated Welsh (compiling an initial data set of 10 million Welsh words), with a functional design informed, from the outset, by representatives of all anticipated academic and community user groups. The corpus will enable, for example, community users to investigate dialect variation or idiosyncrasies of their own language use; professional users to profile texts for readability or develop digital language tools; to learn from real life models of Welsh; and researchers to investigate patterns of language use and change. Corpus design and construction in a minority language context such as that of Welsh poses interesting challenges, but also presents opportunities perhaps not open to developers of corpora for larger languages. In this presentation, we will provide an overview of the project highlighting:

1. Data collection, transcription and anonymisation: so far, we have extended our initial plans and developed a sampling frame for the corpus
2. Development of the part-of-speech tagset/tagger: including ongoing work to create a gold-standard data for training and evaluating the Welsh natural language processing tools
3. Development of a semantic annotation tool: the project has adapted the UCREL Semantic Analysis System (USAS) taxonomy for Welsh and a prototype semantic tagger has been created
4. Scoping and construction of an online pedagogic toolkit: to date we have undertaken surveys with stakeholders, national and international advisors to collect requirements for this tool
5. Infrastructure to collect and host the resulting corpus: this involves designing and building a crowdsourcing app (currently available for iOS with Android under development) for the population to donate conversational data, alongside the design of storage and retrieval software

Further details are available from: <http://www.corcenc.org/>

To write or not to write? Deaf and deafblind Mumbaikars' writing in gesture-based interactions

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This presentation focuses on deaf and deafblind people's use of writing, and ideologies connected to writing, in interactions in Mumbai that involve deaf customers, baristas, and shopkeepers communicating with hearing customers, drivers, and shopkeepers. In the observed interactions, the use of gestures is a constant and often takes primacy, and other modalities such as speech and writing can be deployed. When people write, they use different mediums and writing surfaces, including finger writing in the air, on a counter, on a palm or under-arm; writing with a pen on paper or the hand; and typing on a calculator, mobile phone, or computer. People mostly wrote in economical ways: writing words/names and numbers rather than lengthy sentences. Because of writing being a visually and tactilely accessible modality, deaf people connected writing with independence, enablement, access, and liberation from the need to speak: writing was experienced as more accessible and unambiguous than mouthing or speaking. At the same time, there were a range of differences and asymmetries in literacies in play. Literacy rates of deaf people in Mumbai are often low, and many deaf people consider English their better language while the languages used in many contexts of interactions in Mumbai's public and semi-public space are Marathi and Hindi. Writing was regarded as most comfortable and successful when it was used economically, with/by people having sufficient competence in the written language used, and combined with gestures. Participants thus experienced a tension between the facilitative nature of literacy and limits posed by differences in competencies and people put emphasis on the need to combine different modalities (i.e., writing and gesturing). This presentation will give insight into practices and ideologies regarding the complementarity of different modalities, how they exist in hierarchies, and how different literacies come into play.

Criticality in an EAP companion course: Negotiating challenges in the Hong Kong EMI tertiary education context

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Asian English as an Additional Language (EAL) learners encounter a variety of problems in adopting a critical stance in the acculturation into Western academic writing norms (Durkin, 2008, 2010). Little empirical research has been undertaken to document how Southeast Asian EAL learners negotiate challenges in an English for Academic Purposes (EAP) companion course in the English Medium Instruction (EMI) postgraduate education in Hong Kong. This study intends to identify challenges for Southeast Asian EAL Master of Education (MEd) students in adopting a critical stance in the acculturation into the Anglophone academic writing norms from an insider's perspective. Critical Pragmatic approach to EAP (e.g., Harwood & Hadley, 2004) integrates Pragmatic approach of accessing to Anglophone dominant academic conventions with Critical approach of raising learners' critical awareness of questioning and revealing the ideologies, identities, and power relations embedded and reproduced by generic patterns and linguistic features (Benesch, 1995, 2001; Pennycook, 1997), and transforming pedagogical activities for their own benefits, to rectify the criticism of the "writing template" culture of standard EAP which restricts writers' innovation or creativity in writing (Lin, 2016). Performing multiple roles of companion EAP course materials designer, teacher, and researcher, and adopting a case study design, this study selected three case study students to investigate their adoption of critical stance in drafting a research proposal genre in light of English academic norms to meet both academic literacy and academic content demands in EMI postgraduate education in Hong Kong. The data collected comprise students' writing samples and learning journals, interviews, and classroom observations. This study offers an insider's look at how Southeast Asian EAL students negotiate the challenges of adopting a critical stance in the acculturation into Anglophone academic writing norms. Insights gained from this empirical study can be applied to other EAL contexts with similar circumstances and constraints.

A Constructive Type of Cognitive Linguistics-based Processing Instruction on Mass-count Noun and Aspectual Use in Taiwanese EFL Classrooms

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Prior research (e.g., Lai, 2011, 2016) has suggested that cognitive linguistics-based Processing Instruction (CLPI) could yield better effects than the traditional PI (TOPI: VanPatten, 1996) on EFL learners; moreover, it is also hypothesized that if the above CLPI could be implemented with a constructivism-based course design that links dispersed linguistic phenomena with the same CL principle(s) in an instruction sequence that goes “from concreteness to abstraction”, L2 learners then can be provided with enough “building blocks” for scaffolding their interlanguage structures in later stages. To empirically test the above hypothesis, the present study compares the treatment effects of the constructivism-based CLPI and TOPI on Taiwanese EFL learners (N = 75) at intermediate level (CEFR B1) in learning the two topics in the following order: (a) mass-count noun use and interpretations and (b) the aspectual use (i.e., perfective –ed and imperfective –ing) for verbs of different lexical aspects and interpretations. The teaching procedures of both treatments are identical except that the grammatical explanation of CLPI is couched in how the above topics can be motivated by the same CL notions of (un)boundedness and perspectivization in a unified account whereas that of TOPI is based on traditional grammar reference books. A Countability Judgment Test of nouns and an Acceptability Judgment Test of verbal aspectual use are conducted based on a pre-test and post-test procedure. The results suggest that although both TOPI and CLPI could render immediate instruction effects on the learners in both tests, earlier introduction of the CL notions in the topic of mass-count noun use could still lead the CLPI learners to perform significantly better than the TOPI counterparts in the Acceptability Judgment Test in the later topic of the verb-aspect combinations, hence lending supports for the effectiveness of the constructivism-based CLPI.

If-insubordination in English: From syntactic similarity to pragmatic polyfunctionality

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Conditional clauses formed by protasis (or subordinate clause) and apodosis (or main clause) have been widely studied over the years (Dancygier, 1998; Declerck & Reed, 2001; Dancygier & Sweetser, 2005; to name but a few). However, structures in which the protasis, introduced by the conjunction *if*, appears in isolation from a main clause have only recently received the attention of linguists, being much neglected in reference grammars. Such constructions, as in (1), are usually labelled “insubordinate clauses” (Evans, 2007: 366) and have been reported to perform a wide range of functions in discourse, different from their full counterparts with which they share syntactic features.

(1) If I may just add one other thought (BNC, KB0 3508)

The aim of this presentation is to throw light on the diversity of functions insubordinate conditionals may express in spoken English. The data examined is extracted from the spoken components of the International Corpus of English – Great Britain (ICE-GB) and the British National Corpus (BNC). Preliminary findings show that the constructions under analysis are more prominent in face-to-face conversation as opposed to other spoken genres. The results also reinforce the idea of their multifunctionality in discourse, with up to eight different functions having been attested in the samples analysed, suggesting that, pragmatically, these constructions most frequently express politeness or wishes.

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"Butcher's Steak & Fun": Diversity in the representation of animals in online media about veganism and meat consumption

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This poster presentation addresses the results of research on the representation of discourse subjects in online media about veganism and meat consumption. It analyzes the relationship between the discourse of several Guardian articles and their attendant comment sections, focusing on the social construction of animals as discourse subjects and how readers co-produce or deny those representations. The research is based in Foucauldian theories of discourse and diversifies the work being done by Professors Guy Cook and Alison Sealey on the discursive representation of animals. Preliminary results show that animals and animal advocates are disempowered through institutionalized ways of speaking and thinking about animals, and that animals are frequently referenced euphemistically as food products, as synecdoche metaphor, or as noun modifiers to discuss process and production. Supporting those results, the research also indicates that animals are rarely the subjects of significant action and generally lack legitimacy, all this despite recent work in biology, neuroscience, and animal behavior regarding animal sentience and social structures. What this means for the broader discourse community is that, according to Meyer and Jepperson (2000), an understanding of animal sentience, including their ecological roles at a time of growing concern about the environment, requires "the cultural construction of the capacity and authority [for animals] to act for [themselves]" (105). Overall, the implications for this kind of research and the proposed change in global consciousness reach beyond the ethics of animal consumption and have the potential to illuminate a diverse range of issues in the power structures of individual humans and larger social communities.

Reference:

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A cross-linguistic study of perception of short and reduced vowels in L2 English

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Although many studies have investigated the production of reduced vowels and consonant cluster simplification and epenthesis/vowel insertion to break up clusters, few have taken up the opportunity to examine these in perception. We report on a study of vowel perception by English learners from three diverse L1s. 40 Arabic-, 60 Mandarin- and 60 Spanish-speaking adolescents with eight years of classroom English were tested on perception of schwa and the short L1 vowels which break up disallowed consonant clusters in various environments. Following Matthews and Brown (2004), listeners took an AX task where they had to decide whether words matched or not in pairs of English-like nonsense words with and without vowels between consonant clusters in onsets and codas and in medial sequences in bisyllabic words. A carrier phrase 'I said' ensured listeners were less likely to perceive differences when the vowel added was at the beginning of a word and avoided acoustic processing rather than recruitment of phonological representations as in the non-matching 'I said [e] stop' 'I said stop.' Listeners in the three L1 groups heard five tokens each for all epenthesis sites, with schwa and with vowels used in Arabic (both Kuwaiti and Saudi) and in Spanish. No additional conditions were used for Mandarin speakers since all epenthesis sites represented disallowed consonant sequences. Corroborating Matthews and Brown, results indicated that L1 epenthesis influenced participants' ability to detect differences: they better detected schwa and those vowels not used in their L1 epenthesis. Mandarin learners were better at detecting epenthesis vowels than schwa. Further studies are needed to address the challenge of identifying the mechanisms driving L2 learners' perception and in turn production of reduced as well as short vowels.

Writing in contemporary social work: texts, technologies and trajectories

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The production of written texts is a high-stakes activity in professional social work, playing a central role in all decisions about services and simultaneously used to evaluate social workers' professional competence. Social work writing (often referred to as 'recording' or 'paperwork') is frequently the target of criticism in reviews and public media reporting. Despite the many criticisms made and its significance in social work practice, little empirical research has been carried out on the nature of writing in professional practice. This paper will draw on findings from a 2-year, ESRC-funded ethnographically framed study 'Writing in professional social work practice in a changing communicative landscape' (WiSP <http://www.writinginsocialwork.com>) to characterise writing in contemporary social work.

Drawing on a range of data including texts (3900) which constitute a 1 million word corpus, individual interviews (58) and observations of social work practice (10 weeks), we will offer a characterisation of contemporary social work writing in terms of texts (types of texts and entextualised discourses), technologies (the range of technologies used and for which purposes) and trajectories (empirical tracking of text production and uptake across time and institutional space). The paper will foreground the diversity of texts produced and the challenges in everyday practice of meeting prescribed timescales. The paper will also problematise the boundaries governing conventional frames for approaching writing (notably 'text' and 'genre') and consider implications for the ways in which researchers approach the study of written discourse.

Evaluating the effect of data-driven learning (DDL) on the acquisition of academic collocations by Chinese advanced learners of English

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Collocations are considered to be a crucial component of language competence and also a challenge to L2 learners at different proficiency levels. This study focuses on the evaluation of a specific pedagogical approach to teaching collocations, the corpus-based data-driven learning approach (DDL) which has been argued to offer an effective teaching method in language learning. However, so far a small number of studies evaluating the effectiveness and assessed the benefits of DDL in the acquisition of academic collocations were large-scale, quantitative studies when compared to a different method of teaching of collocations (see Bouton, 2010; Chambers, 2005).

This study, therefore, uses data from 120 Chinese students of English from a Chinese university and employs a quasi-experimental method, using a pre-test-and-post-test (including delayed test) control-group research design to compare the achievement of the use of DDL and online dictionary in teaching academic collocations to the Chinese EFL learners. The experimental group uses #Lancsbox (Brezina, McEnery & Wattam, 2015), a free and user-friendly corpus tool. By comparison, the control group uses the online version of the Oxford Collocations Dictionary. The results are analysed for the differences in collocation gains within and between the two groups. Those quantitative data are supported by findings from semi-structured interviews linking learners' results with their attitudes towards DDL. The findings contribute to our understanding of the effectiveness of DDL for teaching academic collocations and suggest that the incorporation of technology into language learning can enhance collocation knowledge.

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Constructing the classroom: classroom discourse use in non-formal, community ESOL practice

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This paper discusses the findings of a year-long ethnographic study of free, volunteer-led, non-formal, community centre-based, English language practice sessions in Sheffield (UK). Giddens (1984:87) offers the term routinization to describe the process by which the repeated experience of social structures, patterns of participation, and discourse feature use are recognisable and specific to a particular discourse environment. At the St Mark's community centre in Sheffield, recognisable, typified patterns of classroom and conversational discourse feature use is the result of the routinization of recontextualised classroom discourse features in a conversational setting. The mix of conversational and classroom discourse is specific to the English practice sessions and their community centre setting. I explore how the attendees construct a classroom environment through discourse, and how discourse of the community centre setting could be framed as an emerging discourse genre (Lefstein and Snell, 2011).

I also demonstrate how participants repeatedly use features from both classroom and conversational discourse to take stances in unfolding interaction. I take the view that stance-taking is a dialogic discourse activity in which interlocutors use discourse to align with and juxtapose others' stances using linguistic practices to express their attitudes and perspectives. I observe that the attendees' repeated employment of particular discourse genre features accumulates and indirectly indexes their stance toward the English practice sessions as a learning environment and as a social resource. Finally I argue that taking a stance is not accidental but a purposeful act through which the attendees of the English practice session knowingly become linked to particular sociocultural values.

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Assessment for a “Learning Culture”: EFL Teachers’ and Students’ Conceptions of Assessment

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Within a global educational culture promoting assessment for learning (AFL), little is known about stakeholders’ conceptions of assessment in language classrooms. This poster presentation aims at reporting on a study of higher education teachers’ and students’ conceptions of assessment in an English as a foreign language (EFL) context. Four university instructors participated in informal face-to-face and Skype interview sessions about their assessment beliefs and understanding of AFL. 265 students also responded to an online self-report inventory about the questions of assessment accountability, relevance, fairness, feedback and backwash. The results were mainly indicative of a mismatch between the study participants’ assumptions about assessment versus AFL. While the teachers were more concerned about accountability and relevance, the students’ conceptions reflected a diversity of standpoints and attitudes revealing a tension between an obsession with scores, on the one hand, and the need to improve their learning through teacher and peer feedback on the other. These findings shed light on various attitudinal and contextual constraints to the implementation of AFL in an assessment culture where “teaching to the test” is common practice. Implications for research on conceptions of assessment versus AFL principles are discussed.

“At home, I parent alongside DH”: The work acronyms do in Mumsnet Talk

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This paper presents part of a study of a contemporary digital site that has relevance for many UK families: the online discussion forum for parents, Mumsnet Talk (Mackenzie 2017). It examines Mumsnetters' use of the popular 'darling' acronyms, especially DH (darling husband), DD (darling daughter) and DS (darling son), in a corpus of 50 threads posted to this forum between April and September 2014. Using a corpus-assisted analysis, I consider what Mumsnetters' use of these acronyms can reveal about how familial relations are constructed in Mumsnet Talk, and about broader discourses of gender and family life. This exploration includes a consideration of the wider meanings and indexical connotations of the term 'darling', especially where it modifies the categories 'husband', 'daughter' and 'son', using the English web-based corpus EnTenTen13 as a point of comparison.

Preliminary findings reveal some of the actions, behaviours and qualities that are associated with being a 'darling' husband, daughter or son in Mumsnet Talk. They suggest that the 'darling' acronyms have moved away from their original semantic denotations, with connotations of love, affection and emphatic expression being bleached in this context. The paper concludes with a reflection on some of the meanings and values that may be encoded within the 'darling' acronyms, and considers whether they may restrict Mumsnet users' access to different forms of expression about relationships and family life.

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Mature students' perceptions and experiences of academic writing at Malawian undergraduate level

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In the context of broadening access to higher education (HE), understanding mature students' perceptions and experiences of academic writing (AW) can facilitate HE institutions' efforts to find appropriate and adequate ways of supporting the students' AW development and providing sustained AW support throughout their studies. The aim of this study, which is part of a PhD research project, is to explore AW experiences and perceptions of mature undergraduate, non-native speakers of English at the University of Malawi. Between April and June 2017, approximately 75 fourth year mature social sciences students will be invited to complete a questionnaire and 24 students to attend semi-structured, text-based interviews. A sample of students' written assignments and documents specific to assignments will be analysed. Findings of this study will provide insights into how students understand AW demands within their disciplines, what they bring to their AW, their AW challenges, and variation of students' reported AW experiences within the broader social sciences disciplines. Knowledge of mature students' perceptions and experiences of AW could potentially help lecturers at the University of Malawi improve writing instruction or support currently offered to this group of students in order to enhance the students' performance and achievement through academic writing. In the presentation, I will focus on context of the study, research design, and preliminary findings.

The development of the linguistic repertoire of primary school learners within Mauritius

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Since Mauritius gained its independence in 1968, English has remained the official medium of instruction within its schooling system, despite the fact that it is used minimally within the broader Mauritian society. In this research, I seek to understand the development of the linguistic repertoire of the multilingual primary school learners within the changing Mauritian education system, which recently (2012) underwent a major policy redirection with the official introduction of Kreol Morisien (KM), a dominant lingua franca, taught now as an optional language. This introduction of KM offers potentially a new contextual avenue for the development of the linguistic repertoire of the primary school learners.

In this study, I adopted a linguistic ethnographic approach to produce data with learners aged from 6-8 years in a single Mauritian primary school. Linguistic ethnographic data with the participants was produced over a nine weeks period through classroom observations, audio-recording of different instances of interaction of the participants in numerous contexts including informal chats with the participants. The data was produced to gain a better understanding of how the linguistic repertoire of learners develop within a multilingual educational system and why they develop in the way they do. The ethnographic data was then analysed through comparative discourse analytical strategies emanating from the linguistic field. Key informants providing a more holistic depiction of the emergent linguistic repertoire trends included the staff and management of the school.

The analysis reveals that the linguistic repertoire of the learners is shaped by the space in which they use it, by the participants (dominantly peers and teachers) who make up the interactional acts within which they find themselves, and by the semiotised objects which originate within these interactional acts.

The study opens possibilities for reflection on deeper systemic reforms required to enact more democratic recognition of linguistic diversity.

A bidirectional study on motion descriptions of English and Japanese L1 and L2 speakers: Focusing on the influence of deictic expressions in L1 and the learner language properties

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This cross-linguistic experimental study focuses on L1 adult speakers of Japanese and English, L2 adult learners of Japanese whose L1 is English (J-L2e), and L2 learners of English whose L1 is Japanese (E-L2j). As English and Japanese have different typological properties (Talmy, 1985), we compare their descriptions of subjective motion events bidirectionally to demonstrate the L1 influence and the properties of the learner languages. English expresses Path outside the verb and Manner in the verb, while Japanese uses complex predicates with Path or deictic Path (Deixis) verb in the head. While past L2 acquisition studies of motion descriptions have been conducted, there are few bidirectional studies, especially on Japanese.

This production experiment used 27 video-taped short clips designed to have a combination of three semantic components: Path (to/ into/ up), Deixis (venitive/ andative/ neutral), and Manner (walk/ run/ skip). The results first clarify that both L2 learners refer to all the semantic components much less frequently than the corresponding L1 speakers. We attribute this to the competition in syntactic position, by showing that learners have difficulty to express more than one semantic component in one syntactic position; the use of complex predicates for J-L2e and the use of multiple prepositional phrases for E-L2j are rarely observed. Secondly, the L1 influence of language specific patterns is observed concerning Deixis. In particular, E-L2j refer to Deixis more frequently than E-L1 due to the influence of their L1, Japanese, which expresses Deixis with considerable frequency, and vice versa for J-L2e. The results clearly demonstrate that the bidirectional examination effectively shows the properties of two L1s and L2s, the L1 influence, and also the common learners of languages characteristics.

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Narrating Neurosis: Humour in Memoirs of Anxiety

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The role of language in communicating the experience of mental disorders has received considerable attention in discourse analysis, where an especially productive area of research has been the study of such illness narratives as interviews with patients (Galasiński 2008), novels about affected characters (Hunt and Carter 2012), and sufferers' diaries (Demjén, e.g. 2015). While many of the existing studies focus primarily on narratives of depression, my paper draws on these approaches to explore the use of language in memoirs of anxiety.

Based on an analysis of Daniel Smith's *Monkey Mind: A Memoir of Anxiety* (2012) and Scott Stossel's *My Age of Anxiety: Fear, Hope, Dread and the Search for Peace of Mind* (2014), I outline a range of common techniques adopted by the writers to describe the experience of the emotional distress associated with chronic anxiety disorders. I focus, specifically, on the narrators' use of humour in communicating that experience, showing how both Smith and Stossel position themselves as targets of ridicule, portraying themselves as irrational, neurotic outsiders.

In my qualitative linguistic analysis, I combine tools from discourse analysis, stylistics and pragmatics with concepts from humour studies (e.g. Martin 2007) and psychopathology (e.g. Starcevic 2010) to provide an account not only of the experience of anxiety, but also of the humour which can be used to describe it to others.

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With her milk there flowed the deepest thoughts, concepts and dreams': the meta-discourse of breastfeeding images on Instagram

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Social networking sites have become one of the key arenas in which ideologies of social and visual practices are re-negotiated. In particular, discourses of appropriateness regarding women's bodies have taken centre stage, covering a range of 'taboo' issues such as pubic hair and menstruation (Olszanowski, 2014; Thornton, 2013). One issue that has received relatively little research attention is discourses of breastfeeding, despite the recent debate on breastfeeding 'rights and wrongs' in the media.

The study addresses this research gap by analysing discourses of breastfeeding and the visual representation thereof on Instagram. It consists of a multimodal critical discourse analysis of reactions to breastfeeding Instagram posts by five celebrity users over the period 2014 to 2017. It primarily focuses on responses to images posted by model Tamara Ecclestone in 2017 showing her breastfeeding two-year-old daughter, which were widely reported in the media, and received over 1,300 comments on Instagram, many of them disparaging. The study also takes account of responses to breastfeeding selfies by non-celebrity users, which enables it to distinguish between discourses directed at the 'privileged' status of celebrities and those focusing on breastfeeding images as a broader visual practice.

The research shows that while celebrity posters generate overall positive responses, the images also receive negative comments regarding the sexualisation of women's bodies and the credibility of the stance taken by celebrities. The study also highlights some of the aesthetic strategies that women employ to renegotiate discourses of breastfeeding and offers insights into the (post-)feminist potential of the digital image.

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Invitation sequences in British English and Japanese: A politeness research from a pragmatic-discursive approach

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Speech act research in Cross-Cultural Pragmatics (CCP) has been traditionally focused on the analysis of a single speech act sequence which is in isolation from situated interaction (Kasper, 2006). A few studies in CCP (Félix-Brasdefer, 2008, 2015) have investigated the speech act sequences in interaction from a discursive approach. The present study explores the negotiation of invitations as a manifestation of 'rapport management' (Spencer-Oatey, 2008) in a symmetrical inviting-declining situation performed by 20 female native speakers of British English and 20 female native Japanese by means of open role plays (Kasper, 2008) from 'a pragmatic-discursive approach' (Félix-Brasdefer, 2015). In this approach, it is seen that the inviter may employ a wide variety of linguistic and non-linguistic expressions in order to achieve his/her interactional goal, according to the expected interactional norms constructed by the members of a given community. The role-play data were qualitatively analysed by utilising an adapted version of Conversation Analysis with Austin's (1962) and Searle's (1969) accounts of speech acts. Cross-cultural variation in terms of sequential patterns was identified: the British invitation base sequences were deployed as either solo (by the inviter) or collaborative work (by the inviter and invitee), whereas Japanese invitation base sequence was only found to be deployed as collaborative work. In the British invitation sequences deployed as solo work, the inviter provided a number of actions (e.g. checking availability) in order to achieve her role. In the Japanese invitation sequences deployed as collaborative work, the invitee's *aizuchis* ('continuers' in CA (Schegloff, 1982)) played an important role in the invitation sequences, where the invitee attempted to support the inviter's action. These cultural differences are discussed in relation to politeness. Such differences may offer insights for intercultural communication, such as an intercultural interaction between a Japanese learner of English and a native speaker of British English.

A Year Abroad: The Developmental Trajectories of Transborder Teachers

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While teacher development is an essential element in facilitating students' learning, in-service education is fragmented and unsystematic in comparison to pre-service teacher education (Grenfell et al., 2003). Nonetheless, a large number of prospective and experienced English teachers choose to pursue further study in the UK. However, little is known about the impact of the MA courses on and the subsequent development of these teachers.

The current study addresses the development of English teachers who completed an MA in Applied Linguistics/ELT/TESOL through UK higher education and who returned to their country to continue as teachers—'transborder teachers' (Kamhi-Stein, 2009). This longitudinal, qualitative case study focuses on five Japanese 'transborder teachers'; two teachers completed MAs immediately before this study commenced and the other three at an earlier point in time. In-depth interviews were conducted over a period of 18 months to establish the teachers' developmental trajectories. The interview data, which amounts to approximately 41 hours, were analysed using a 'Model of Teacher Development, a modified version of Guskey's 'Model of teacher change' (2002).

The trajectories of teacher development captured in this study highlight the ways in which theory becomes mediated into practice and show, importantly, that the impact of in-service education requires a lengthy period before the successful transformation of classes. The findings also confirm the long-lasting effect of in-service education.

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Constructing the Model Citizen in Health Communication

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Accident and Emergency (A&E) departments have recently been the focus of frenetic 'communications' activity, with almost daily news stories about a 'crisis' because too many people are attending for the wrong reasons. Almost no media coverage is given to the alternative discursive position of underfunding and insufficient recruitment.

Health services in general, and emergency health services in particular, are currently providing excellent examples of Foucault's concept of 'governmentality' (2007). NHS communications teams have used discursive strategies frequently found in public health campaigns to evoke strong emotions (Lupton 2013) such as fear, shame, ridicule or humour in their attempt to deter the public from heading to A&E, to little avail.

From leaflets and posters to web sites and tweets, the NHS spends millions attempting to educate the public about how to use its services. By examining a range of these publicly available texts related to A&E services, I explore the phenomenon of the model citizen construct, to discover and critique the discursive strategies present in these texts regarding 'correct' use of NHS services. In my presentation I will share findings from my ongoing multimodal Critical Discourse Analysis of the discursive construction of the 'model citizen' or 'model user of health services'. This 'model citizen' is one who absorbs the information and advice produced by governments and health organisations, and follows the guidance, modifying their behaviour appropriately in order to stay or become healthy, or to use services in the way service providers intend them to be used.

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Opening the black box: Cognitive processes and strategies of L2 peer reviewers evaluating their classmates' writings

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During the last few decades peer feedback has been widely used as an alternative or complementary approach to teacher feedback in L2 contexts. Several strands of research have investigated different aspects of peer feedback including the nature of interactions among learners, the effect of peer feedback on the quality of students' revised drafts, and the reactions of L2 learners' to peer feedback activity. However, examining L2 students' mental processes and strategies while commenting on their peers' papers have received little attention. This case study used think-aloud protocols to explore the cognitive processes and strategies of L2 learners evaluating their classmates' writings. Six intermediate (three males and three females) English translation students from an essay writing course in an Iranian university were recruited to serve that end. First, the participants were trained to think-aloud. Then, they were provided with peer review sheets and their think-alouds were recorded during their evaluations of their peers' compare & contrast essays. Next, the audio-recorded data were transcribed and translated into English. Finally, a taxonomy of mental processes and strategies employed by the participants were developed using inductive approach. The findings not only reveal the mental processes and strategies used by L2 learners as they comment on the texts they read, but also enable researchers and practitioners to make inferences about the cognitive aspects of peer review mechanisms in order to support peer reviewers as they evaluate their classmates' written works and ultimately to incorporate this technique into L2 writing courses more effectively.

Collective Peer Scaffolding, Self-editing Behaviors and Perceptions of Novice EFL Writers

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Grounded on socio-cultural theory of learning, the present classroom based research incorporated collective scaffolding technique in an EFL paragraph writing class and examined its potential benefit to self-editing behaviors of learners in their revised drafts as well as new paragraphs. The participants included 32 lower intermediate EFL undergraduates enrolled in a semester long paragraph writing course in an Iranian private university. After some preliminary sessions which focused on writing process instruction, the students were introduced to narrative and descriptive paragraphs. Each genre was discussed and practiced every other week and for each genre, learners were required to develop a 150-word paragraph in two drafts (pre- and post-collective scaffolding) and email them to their lecturer within five days before the next sessions were held. Collective scaffolding sessions happened a week after each genre had been taught. During these sessions the lecturer returned the students' printed first drafts and asked six representative learners to write their paragraphs on board. Other students acted as a collective, scaffolding solutions to the problems they noticed in the paragraphs written on board. All of the students were also required to carefully listen to the scaffolds (comments) provided in class, use them to self-revise their first drafts (if applicable), develop their second drafts, and email them to their lecturer before the next class met. As a triangulation measure, eight volunteer students were also invited to participate in a group interview and their reactions to collective scaffolding technique as well as its benefits to their self-editing behaviors were elicited at the end of the course. In general, the results revealed that collective scaffolding could facilitate L2 learners' self-editing skill and the experience was favored by the interviewees. The article ends with some tentative pedagogical implications which may prove valuable in EFL writing contexts.

"The people have spoken": vox pops on the 2016 British EU referendum and the Austrian presidential elections

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Despite different political systems and election events, the 2016 British EU referendum and the Austrian presidential election showed similar divisions between liberalism and populism. We analyse examples of vox pops, i.e. short interviews in public space, from British and Austrian voters. Specifically, we ask what topics and motivations are made relevant by people voting for leaving the EU and far-right candidate Hofer, resp., and what linguistic features are used.

After reviewing some of the literature on the genre of vox pops (Feng 2017), the discourse of right-wing populism (Wodak 2015) and voting motivations (Kemmers 2016), we present an analysis of selected data, demonstrating differences and similarities across countries for topics such as immigration, international politics and the economy. We also demonstrate parallels in the use of first person singular and plural, emotion lexis, evaluation with regard to the perceived future of the country, and social actor representation, e.g. collectivisation or abstraction ('refugees', 'immigration').

We then put these findings in the context of the interview situation, asking what identities interviewees construct for themselves. To conclude, we discuss what our findings suggest about support for right-wing populist politics in the UK and Austria.

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‘Hype’ in randomized controlled clinical trials

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Research articles serve not just to inform but also to convince. Consequently, authors may be inclined to employ language to ‘sell’ aspects of their study. Such language may undermine objective and disinterested interpretation and bias readers’ evaluation of new knowledge. Randomized Controlled Trials (RCTs) are a type of study that aims to minimise bias when testing treatments, and, in medicine, RCTs are generally regarded as the ‘gold standard’. This study provides quantitative and qualitative descriptions of how authors of RCTs use hyperbolic and/or subjective language to glamorise, promote and/or exaggerate aspects of their research – a phenomenon we refer to as ‘hype’.

From a corpus of twenty-four RCTs in orthopaedic medicine, we identified 161 hypes which we categorised for semantic target and linguistic realization. Hypes in RCTs are most prevalent in Discussion sections, most frequently serve to aggrandize the methodology used in the research, and are most often realized by adjectives and adverbs. We argue that hypes targeted at the methodology are often gratuitous – e.g. unnecessarily highlighting researchers’ skills, qualifications and experience, and statements that present standard features of RCTs as ‘strengths’. Other aspects of research authors choose to hype include the importance of the research topic, the novelty and strength of the study, and their own prior work.

Findings are discussed in relation to academic competition and pressure to publish and the influence of standardised guidelines. Implications for the producers and consumers of the medical literature are considered. To the extent that ‘hypes’ enliven text, engage readers, and draw attention to the more salient features of a study, they may perform a useful role. However, authors, editors, reviewers and readers in general need to judge both the intent of the language of a manuscript, and whether such language conveys with fidelity the clinical implications of the actual investigation.

Becoming a 'lifer': the Japanese language learning of long-term English teachers in Japan

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This presentation explores the Japanese language learning of English teachers in Japan. Despite the image in Japan of English teaching as a temporary job, the English teachers interviewed for this study stayed and built lives in Japan as employment migrants and therefore became 'lifers', a term used by members of this community (Botherstone, 2015) to describe their position in Japan.

Block (2007) argues that SLA research lacks a long term perspective, and this presentation seeks to address this gap by examining how the participants learnt Japanese throughout their time in Japan. Additionally Block (2012) identifies a need to focus on how language learners are inserted into the class system of the country they are living in by themselves and others. English teachers possess both a valued first language and a university education meaning they possess a type of linguistic capital (Bourdieu, 1991) which has not necessarily been examined in previous studies of migrant language learning.

Data was collected using semi-structured interviews to compile linguistic biographies of English teachers who had been living and working in Japan for a minimum of 5 years. These linguistic biographies illustrate the pressures that influence the Japanese language learning of English teachers in Japan and the difficulties they have in seeking out opportunities to learn and use Japanese. The symbolic capital that their L1 and employment gave them often mediated their experiences of learning and using Japanese. In addition, access to the opportunities to learn and use Japanese by married participants was limited by the desire for their children to learn English as a heritage language. The biographies also revealed pertinent data about the way in which foreigners are positioned by Japanese society, particularly in terms of their ethnic background and gender.

Learning French in the primary classroom: the contribution of classroom engagement

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This paper investigates the influence of children's classroom engagement on foreign language learning in middle childhood.

Previous research has attributed variable success in classroom FL learning to various individual learner factors: language aptitude, motivation, L1 literacy, strategy use (Murphy 2014). Many studies in general education have also linked ongoing "academic engagement" to successful learning (Reschly & Christenson, 2012); classroom engagement is seen as multidimensional, including behavioural, cognitive and emotional strands. The construct is highly relevant to "middle childhood" learners, but engagement processes have hardly been investigated in FL education (Guz & Tetiurka, 2016).

This paper draws on a corpus based study of 7-8 year old beginner learners of French, who were comprehensively recorded during 38 hours of classroom instruction in a normal primary school setting. Data was systematically gathered on children's progress in French, as well as on L1 literacy and working memory. Interviews explored children's individual attitudes to learning French, and views on the relevance of a foreign language to the self.

The paper presents longitudinal case studies of a small number of children, representing differing levels of achievement in L2 French, as well as differing personal characteristics (L1 literacy level, working memory). The classroom engagement of the target children was coded over time with ELAN, and critical incidents illustrating heightened behavioural, cognitive and emotional engagement and disengagement were identified. The analysis shows that for much of the time, most children including the less successful learners were well engaged emotionally and behaviourally with French. However there was a tendency for the most successful learners to show more sustained cognitive engagement, and a more strategic approach to classroom participation. In interview these learners could also articulate a clearer view of the L2 self. In conclusion the paper will discuss how these qualities could be promoted more systematically in classroom practice.

Indexing identity in L2 online interaction: does successful self-expression contribute to user satisfaction of computer-mediated communication systems?

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The hyper-connectivity of today's world is leading to an increasing proportion of our daily interpersonal interactions taking place in a diverse array of electronically-mediated contexts. At the same time, the trans-national nature of many online platforms means that these interactions are increasingly of an intercultural nature, with interlocutors using a common language, often English, that may not be their primary tongue. A language-dependent imbalance in the discursive resources for identity performance available to people online has implications for the democratisation of online discourse, and addressing more directly language use in online interaction is long overdue in English language teaching.

This presentation details a novel approach to the study of computer-mediated communication (CMC), investigating the perceived success of identity performance as a contributing factor to satisfying online interactions, with the ultimate goal of providing research partner Cambridge University Press with input for the development of language teaching materials.

Applying a theoretical framework that integrates the sociocultural-linguistic conception of identity developed by Bucholtz and Hall (2005) with user satisfaction models from the field of human-computer interaction (HCI), this exploratory study examines the record of an L2 English group chat to observe the construction of identity through language, cross-referenced with a post-hoc questionnaire probing participants' experience of the chat itself. The implications for online participation and language teaching are considered, and the requirements for operationalising this model as a measure of user satisfaction discussed.

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Language and Maternal Bodies: Using language to negotiate conflicting discourses about antenatal and postpartum bodies

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This paper investigates how, during a single interview, an expectant mother articulates and subscribes to several different (and at times conflicting) discourses about antenatal and postpartum bodies. The data for this analysis comes from a linguistic ethnographic study that follows first-time mothers through the transition from late pregnancy to early motherhood. The aim of this study is to further our understanding of how speakers use language to construct different identities over the course of life events. By recording and analysing different women's experiences of motherhood I intend to augment our understanding of the range of experiences associated with this transition.

In this paper, I conduct two types of analysis. I use Williams' (1977) understanding of 'dominant, residual and emergent culture' to investigate how mothers are simultaneously able to articulate both dominant discourses about motherhood and discourses which seek to challenge such hegemonic understandings. I employ the concept of 'stance taking' (Du Bois 2007) to illuminate how the speaker in this data evaluates multiple discourses about maternal bodies. It is essential to identify the specific stances individual speakers take towards each discourse because different social types, such as 'the yummy mummy' or 'the earth mother', are ideologically associated with specific stances. By identifying the stance taken towards each discourse, I reveal the specific sociolinguistic mother persona the speaker constructs during the interaction.

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Creating pedagogical wordlists in an under-resourced language

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Second language instruction and materials creation in most major languages is informed by pedagogical vocabulary lists, but the means by which such lists are constructed is dependent on the language resources available. This poster presentation will compare two approaches to compiling pedagogical wordlists, using real examples from Welsh language instruction.

Most pedagogical word lists are constructed using the frequency with which words occur in written and spoken language as the (or a main) guiding principle. Until now, though, no comprehensive corpus of Welsh has existed from which frequency-based word lists can be compiled. A thematic approach to word list compilation was therefore employed, whereby expert users of the target language listed words “essential to learners” under an established set of topic headings. The lists were processed to create an initial, Basic User level word list (approximating to A1+A2 in the Common European Framework of Reference (CEFR)). Next, in order to create word lists suitable for learners beyond this level, items on the initial word list were used as prompts in a spontaneous word association task. Through principled treatment of the larger word set emerging from this process, an extension to the original threshold list was produced, approximating to CEFR Independent User level vocabulary.

With the recent launch of a major project to build a corpus of contemporary Welsh, has come an opportunity not only to build pedagogical wordlists based on word frequency, but also to evaluate the content of the thematic wordlists used hitherto, and to identify points of overlap and of divergence between the two approaches.

Our poster summarises the compilation methods and resulting content of the thematic lists, and compares this with initial frequency output from the new Welsh corpus.

The role of working memory and corrective feedback in the gains observed in foreign language oral production during classroom interaction

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Corrective feedback (CF) has been shown to play a facilitative role in second language development. Key to this development is the learner noticing the differences between her production and the target-like forms indicated by CF. However, the degree to which learners notice CF may be constrained by individual differences in working memory (WM), a cognitive system responsible for temporal storage and manipulation of task-relevant information. Further, processing of implicit forms of CF such as recasts may impose a heavier load on WM than more explicit types of feedback.

This exploratory study of Japanese college students examined: (1) the comparative effectiveness of two types of CF (recasts and elicitations) on gains made in foreign language (FL) oral production of the past progressive form; and (2) the relationship between FL gain scores and WM capacities as measured by an L1 reading span test. Two 30-minute classroom interventions were carried out on Recast ($n=7$, mean age = 18y10m, $SD=0.20$) Elicitation ($n=6$, mean age = 18y10m, $SD=0.34$) and Control groups ($n=8$, mean age = 19y1m, $SD=1.29$). Knowledge of the target structure was measured at pre-, post- and 4-week delayed posttest using oral production tasks that provided obligatory contexts for its production.

Results showed that only the Recast group made significant gains at posttest, although this advantage was not maintained in delayed posttests. WM was not found to be related to FL gain scores in either the elicitation or recast condition after controlling for phonological short-term memory, non-verbal reasoning and proficiency.

The differential treatment effects are discussed in light of the contrasting roles that recasts and prompts may play in the restructuring of L2 knowledge. The observed lack of association between WM and FL oral production gains is illuminated in terms of task complexity and its potential roles as a mediating factor in such associations. Pedagogical implications are also provided.

L1 Transfer in L2 acquisition of English verbal morphology by Japanese young instructed learners

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This study investigates how L1 transfer affects the acquisition of L2 English verbal inflection by L1 Japanese adolescent learners. The Feature Reassembly Hypothesis (FRH, Lardiere, 2009) attributes morphological variability to L1-L2 differences in featural composition. Japanese has a tense marking suffix -ta/da to encode [+past], which is morphosyntactically similar to English -t/d. For non-past, the Japanese suffix -ru encodes only [-past], while English -s encodes not only [-past] but also [3rd person] and [+singular]. Turning to aspect, the Japanese suffix -teiru/ta is associated with three aspectual features ([+progressive] [+habitual] [+resultative]), while English be+Ving encodes only [+progressive]. Under the FRH, it is predicted that L1-Japanese learners will have to realise the three specified features [-past] [3rd person] [+singular] on a single new lexical item -s and reconfigure only one feature [progressive] into a pair of L2 items be+Ving.

A picture stimulus task was used to elicit both written and spoken data from L1-Japanese, instructed learners (aged 12-19) at beginner (n=42), post-beginner (n=60), and intermediate (n=30) levels of English.

Results show an accuracy order (copula be > regular past -d/t > irregular past forms > auxiliary be > 3SG -s). This differs from previous research (Goad, White and Steele, 2003; Hawkins and Casillas, 2008; Ionin and Wexler, 2002), which found auxiliary be and irregular past were acquired earlier.

The findings lend some support to the FRH prediction that “L2 learners initially seek the morpholexical equivalents of assembled lexical items in the L1” in the target language (Lardiere, 2009:213). It is easy to reassemble the same feature on the equivalent -d/t. However, it is difficult to: (1) select and assemble a new combination of the three features on the unfamiliar L2 item -s; (2) delearn the two unnecessary semantic features [+habitual] [+resultative] and reconfigure a single feature on the discontinuous form be...ing.

Educating Global Citizens - Challenges and Solutions

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Japan, still considered a mainly homogenous society, recently is experiencing a push towards a more diverse and globalized community via government and economic pressure. Therefore, Japanese students can greatly benefit from a study abroad experience. As lecturers who accompany university students overseas, the authors have observed these students' advancements through language and personal growth, with the ultimate goal of educating competent global citizens. Regarding research on this subject, Salisbury (2015) clarifies "the effect of study abroad on students' tendencies to engage in diverse interactions was substantial" (p. 25). The aim of this research is to identify pertinent questions relating to the two university programs in which our students participate, and to propose possible answers and options to ensure students have an enhanced, valuable study abroad experience.

This presentation looks at five questions faced when instructing Japanese university students prior to and during short-term study abroad. Both presenters work at private universities in southern Japan and teach first, second and third-year sojourners, all non-English majors. This research analyses data over two years with a total of 37 participants who participated in short-term study abroad/internships in English speaking countries. Pre-departure studies were conducted for fifteen weeks in addition to intensive language training. The five challenges identified cover inquiries into student participation during time abroad; eliciting learner engagement in spoken and written tasks; facilitation of peer interaction dynamics in the monocultural environment; evaluation of individual evolvment and communicative skills; and how to encourage students to maintain post-program motivation. The data collected includes yearly comparisons of language test scores (TOEIC, OPIc), pre- and post-surveys and student progress reports. The conclusions obtained are by no means conclusive but will be used to refine and advance future programs.

Workplace context as it relates to language teacher role among Japanese primary school teachers and within a framework composed of three basic psychological needs

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The aim of this study is to investigate the characteristics of Japanese primary school teachers in their roles as language teachers in relation to their workplace contexts within the framework of three basic psychological needs: competence, relatedness and autonomy (Deci & Ryan, 1985). Both quantitative and qualitative data were collected and analyzed. Data was extracted from the teachers of three distinguishing primary schools: one in which educators teach English independently, one in which English education support is provided to teachers, and one in a geographically isolated area. To capture an overview of primary school teachers as language teachers, this study focused on the affective dimension (language learning motivation), the cognitive dimension (teacher beliefs) and the behavioral dimension (English teaching practices). A questionnaire was distributed to teachers at these three schools in addition to 279 primary school teachers in various other regions. Quantitative analysis revealed that the teachers in the three schools differ in terms of competence (i.e. the extent of workplace and self-efficacy), relatedness (the closeness of relationships with others) and autonomy (the extent to which they control their own teaching practice). Interviews and group discussions with nine teachers from the schools in question were conducted to gain a better understanding of the quantitative results.

The results suggested that: (a) high autonomy diversifies teaching practices; (b) relatedness is correlated to workplace efficacy, and high relatedness introduces more diversity to teaching practices; (c) lower relatedness increases teacher dependence on textbooks or other off-the-shelf materials, and subsequently makes practice more uninformative; (d) lack of efficacy might be one motive for participating in teacher development activities; and (e) the experience of seeing students change has a positively motivates educators in the teaching of English, while focus depends on the teacher (e.g. focus could be relationship-oriented, teaching-oriented or interest-oriented).

Roles of teachers and school cultures: an ethnographic case study

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Aiming at internationalisation, the Japanese government initiated the Japan Exchange and Teaching (JET) Programme in 1987 by introducing team-teaching by Japanese teachers of English (JTEs) and young graduates from overseas as Assistant Language Teachers (ALTs) into English language classrooms throughout Japanese public schools. Previous studies have shown that there have been, in some cases, a lack of interaction and collaboration between the JTEs and ALTs. These studies tended to focus mainly on classroom activities and consequently the teams were found to be the main cause of ineffective teaching and learning. However, it would be unfair to end this discussion without taking consideration of the reciprocal relationships between the teachers' decision-making and the cultures of their schools. In order to gain a deeper understanding of these team-teaching interactions and problems, the conceptual framework of this ethnographic case study was based on Holliday's concept of small cultures. It aimed to explore how team teachers' perceived and actual roles are influenced by school cultures. Data were obtained in three different secondary schools in Japan for six months, employing multiple data collection methods – interviews, observations in and outside the classrooms, fieldnotes, artefacts and documents. Ethnography as the study of cultures, allowed me to explore how the ALTs and JTEs are faced with specific opportunities and constraints in fulfilling their roles within the specific contexts. Gaining pedagogical knowledge of Applied Linguistics or improving language competence at the personal levels is insufficient to improve team-teaching interactions between the JTEs and ALTs. Without considering the complexities of the school cultures as 'small cultures', it is extremely difficult to achieve improvements in team-teaching interactions. This study suggests that the JET Programme needs to be tailored to the specific culture, and that influential people in each school should be involved to overcome any difficulties caused by cultural aspects.

Sound change in the individual: the vowel systems of late consecutive

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Within the individual, one possible cause of sound change in a given language is the acquisition of another language. In recent years, there has been a shift in studies of bilingualism, as linguists have started to investigate not only the influence of a first language (L1) on a second language (L2), but also the impact of L2 on L1. The present study aims to test the predictions of these two theories with reference to the L1 production of late consecutive Slovene-English bilinguals.

Seventeen Slovene-English bilinguals were recorded reading word lists and passages in English and Slovene, which had been selected to include all the vowel sounds of the two languages. The recordings were analysed acoustically, and the vowel formant frequencies were compared with similar data from monolingual speakers of Slovene and English. To triangulate the acoustic data with perceptual evidence, monolingual speakers of both languages listened to the recordings of the target bilingual group, and rated the degree of foreign-accentedness. The aim is to predict the extent of any changes in the bilinguals' Slovene speech, relative to Slovene monolinguals, on the basis of intralinguistic factors, e.g. similarity between particular sounds in the two languages, and extralinguistic factors, e.g. age at arrival in the UK.

Initial results indicate that the extracted vowel formant frequencies (F1, F2 and F3) of bilinguals do not differ from monolinguals, which is in stark contrast to the current theory. However, some evidence that sound change does take place is provided by the perceptual data, since the Slovene monolingual speakers tended to rate the bilinguals as non-native speakers of Slovene. Further work analyzes changes in individual vowels to establish whether they represent a mixture of assimilation and dissimilation, predicted by the Speech Learning Model, or a more systematic shift across the system as a whole (Chang, 2012).

Software Instructors and Expedient Nonverbal Listenership in Unidirectional Instruction-Giving Contexts

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As computation increasingly pervades the world around us, it is significantly changing the way we communicate with highly inter-connected, autonomous and intelligent components-(aka agents) (Jennings, et al., 2014). This is extending discourse to contexts where we take unidirectional instructions from smartphones, intelligent personal assistants (Siri, Cortana); computer Assisted language learning (CALL) devices-DuoLingo; embodied conversational agents (ECAs) in healthcare or self-checkout systems in supermarkets. However, there is the need to understand and compare the communication that takes place in these contexts with human-human interaction. This paper reports two studies that use dual lenses of spontaneous facial actions and gestures to understand patterns of nonverbal listenership behaviours in unidirectional instruction-giving contexts. Participants (forty-eight in study 1, six in study2) were tasked with assembling two Lego models using vague verbal instructions from a computer interface in study 1 and a human instructor in study 2 with a 15-minute time limit per iteration. The interface in study 1 used three voices of which two are synthesised and one is non-synthesised human recording by a voice actor while study 2 used a live human voice. A 24-hour long multimodal corpus was built and analysed from interactions between participants and the interface in study 1 while a 3-hour multimodal corpus was developed from study 2. The results suggest that there is a tendency for participants to nonverbally express positive, negative and neutral attitudes towards instructors, manage interaction, devise task execution strategies and communicate with gestures at interpersonal and intrapersonal levels. However, context-specific peculiarities were observed. The paper also discusses the implications of these for recent theories of human-agent Interaction in real-world contexts as well as the challenges they pose for current sociolinguistic theories of listenership which are focused on human-human interaction.

Interests, opportunities and challenges in research writing literacy practices in English: an exploratory case study

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Using “deep theorizing” (Lillis 2008, Lillis and Curry 2010) and drawing on the conceptualizing frameworks of genre analysis (Swales 1990, 2004) and literacy studies (Barton et al 2000), we specifically investigate a small cohort of monocultural Romanian scholars in the social sciences. We delve into the scholars’ values, attitudes and social relations in relation to their genre-based literacy practices in English for research publication purposes. We discuss how the scholars associate specific research genres with specific research languages and how language choice in research writing is determined by multiple factors (i.e. the scope of the research, the scholars’ own personal interests and, more broadly, the situated research rewards systems at a national level). We also critically assess the specific reasons why, through various writing strategies, resources and technologies to draft, polish and refine their texts, the scholars succeed in communicating globally using English as an additional language.

We argue that the ecology of research-oriented genres described by the scholars and their attitudes towards it clearly reflects the ideologies underlying English as an undeniable world lingua franca of research to date. The interplay of the scholars’ microlevel interactions with top down macrolevel policies attests to the “boundaries and stratification in the global academic dystopia” (Lillis and Curry 2010, p. 135) and points to the need for institutional responses to support academics’ multiliteracy development in global academia.

On pedagogical grounds, the existence of different literacies, that is, different practices in different languages, brings to the fore the value of a bi-/multiliteracy learning approach to academic writing, one that enhances the scholars’ development of genre-specific linguistic and rhetorical knowledge across academic languages.

Using journey plots in academic literacies research: lessons from a project exploring students' experiences of dissertation writing

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This talk will address the conference theme by focusing on diversification of research methods in Applied Linguistics as a result of the broadening of the field. A prominent part of this trend is the multimodal turn, i.e., the introduction of methods using, collecting and/or eliciting non-textual data to examine language use. The journey plot, a visualisation technique aimed at eliciting respondents' retrospective experiences and prospective imaginings of a process, is part of this move. A central element in the technique is a graph, with the horizontal axis representing time and the vertical axis representing the variable of interest, which is presented to the participants, who are then asked to plot the process under investigation (e.g., completing a task) on the graph, identifying significant moments, while simultaneously describing them and explaining how they impacted on their process. This presentation will assess the effectiveness of the journey plot method in academic literacies research, based on its use in an on-going cross-national project exploring dissertation writers' experiences in eight countries across Europe.

I will first briefly explain the origins of the journey plot, which was initially used in education research focusing on teachers, teacher-trainees and doctoral students (e.g., Sala-Bubaré & Castelló, 2017). I will then describe how this method has been adapted for use in the project on dissertation writers' experiences, focusing on the design of the graph, implementation, and analysis, which will be illustrated with data from the project. I will then assess the strengths and limitations of the journey plot through a comparison with other elicitation methods used in literacies research, and provide recommendations to those interested in using the journey plot in their research

Reference:

Sala-Bubaré A. & Castelló, M. (2017). Exploring the relationship between doctoral students' experiences and research community positioning. *Studies in Continuing Education*, 39, 16-34.

The Effect of Immediate Summarization Condition to Metacomprehension Accuracy and Reading Comprehension of Research Texts

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The present study investigated the effect of immediate-summarizing condition to college students' metacomprehension accuracy and reading comprehension of research texts. Metacomprehension accuracy is operationalized as the intra-individual correlation between judgement of comprehension and reading comprehension scores. The respondents ($n=92$) were divided into two groups, control and experimental. The control group was asked to read three (3) research abstracts, answer two (2) noting details questions, and judge their comprehension of the texts on a scale of 0-100. The experimental group, on the other hand, were asked to write summaries of the texts after reading. The gamma correlation of metacomprehension judgement and scores on the two (2) noting details questions to obtain the metacomprehension accuracy. Multivariate Analysis of Variance (MANOVA) was conducted for the two groups to figure out the effect of immediate summarizing to metacomprehension accuracy and reading comprehension. The results showed that the group who summarized the texts had higher metacomprehension accuracy than those who did not summarize texts with Goodman-Kruskal Gamma correlations of 0.35 versus 0.26, respectively. When the effect of the presence and absence of summary is tested separately for metacomprehension judgement (MJ) and reading comprehension (RC), the results did not show significant difference for MJ. However, significant difference was found for RC scores, $F(1, 90)=4.38$, $p<.05$.

Language Play in L2 Junior Secondary Science Classroom Talk

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Language play takes a salient role in engaging learners in incidental second language (L2) acquisition (Cook, 2000; Tarpey, 2007). Learners are more eager to experiment with L2 talk in contexts that are conducive to risk-taking, humour and fun. This is particularly valid in subject classrooms where content knowledge, for example, Science, is acquired in an L2. Learners articulate what they know with their linguistic resources, sometimes creatively, though this may appear inadequate or errorful. In a sense, learners' language use, at times with L1 influence, might reflect their conceptual misunderstanding of the subject content. Key questions are: Can teachers bring learners' attention to conceptual ambiguity, if any, arising from language play; and most significantly, take this opportunity to co-construct subject knowledge with learners in the right language?

This paper explores the implications of language play in junior secondary English medium Science classroom talk in Hong Kong (HK), in relation to subject content and L2 learning. While Cantonese is the dominant mother tongue in HK, Science learning in English is considered challenging both conceptually and linguistically. This notwithstanding, incidental L2 acquisition through language play is revealing in the study. Drawing on observational data, I examine multimodal verbal and nonverbal play and their effects on student-teacher and peer interactions. I then highlight learners' practice of code-mixing L1 in L2 Science learning as a coping strategy. This study examines how an awareness of learners' language play can prompt Science teachers to provide timely linguistic and/or conceptual scaffolding to the class. Findings can inform teacher professional development on language awareness and more broadly, Content and Language Integrated Learning (CLIL).

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Learner agency and language teacher identity/ies: Reinforcing the NEST/non-NEST dichotomy

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The Applied Linguistics community's longstanding interest in NEST/non-NEST dichotomies and in the flawed assumptions that accompany stereotypes of an idealized native speaker has more recently transformed into nuanced examinations of language teacher identity and the narratives that form the touchstone of educators' teaching practice (Rudolph, Selvi & Yazan, 2015). Still, very little research has examined how these identities play out among teachers and students in language classrooms, or in the ways NEST/non-NEST identities are supported, resisted and/or transformed within institutions that impose these categories on teaching and learning environments. Drawing on classroom observations, audio and video of classroom interaction, and interviews with students and their teacher in a Japanese high school English language classroom, this qualitative case study explores how teacher-student interactions subtly reinforce the NEST educator as 'different.' Data collected early in the school year illustrates how initial classroom tasks that require greater learner independence also support less hierarchal relations with their American educator. Additionally, opportunities for increased peer collaboration alter students' perceptions of themselves as agents in their language learning, further remaking perceived relations with their NEST teacher. While the students' basis for differentiating between NEST and non-NEST instruction is inconsistent with the Japanese Ministry of Education, Culture, Sports, Science and Technology's (MEXT) rationale for expanded recruitment of NEST educators, the students' perceptions nonetheless reinforce the historical NEST/non-NEST dichotomy. The paper closes with a discussion of the interrelationship between learner engagement, agency and the co-construction of language teacher identity/ies, as well as potential implications for professional development.

Reference:

Rudolph, N., Selvi, A. F., & Yazan, B. (2015). Conceptualizing and confronting inequity: Approaches within and new directions for the "NNEST movement". *Critical Inquiry in Language Studies*, 12(1), 27-50.

The story of Tailor F: Seeking asylum in the Northern periphery

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Autumn 2015 brought a wake-up call for Europe regarding asylum seekers and refugees from countries like Syria, Iraq and Afghanistan. This paper asks: How do refugees seeking asylum carry on with their lives, dependent as they are on the decisions of the migration office and the courts, and far away from their homes and families? Our insights derive from linguistic ethnography which took place in and around a reception centre for refugees seeking asylum in Finland (2015–2017), a country that received over ten times more asylum claims in 2015 than the previous year. The reception centre, established in 1991, is in a small rural municipality in a Swedish-dominant region, far away from the populous Helsinki Metropolitan area.

In this paper we focus on one person, a tailor, F, and how he navigates the labyrinth of Finnish migration, labour and language policies while awaiting the decision on his asylum claim. Drawing on interview, interactional and online multimodal data, we explore F's language use in the small Swedish-dominant village where he works and lives, his relationships and social networks and his online life with people in Finland (Finns locally and nationally, as well as others from his home country) and his family back home. We examine how he began learning Swedish rather than Finnish at the reception centre, opened a business in a nearby village, and eventually decided to move to that village. In so doing, we interrogate themes of rural superdiversity, majority/minority language use, and parallel transnational online communication. We examine these themes through narratives of displacement, theories of multisited policymaking, and an understanding of superdiversity as inherently complex and unpredictable.

Constructing science knowledge in multilingual South African classrooms: opportunities and challenges for learning

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South Africa is by definition a multilingual country with eleven official languages recognised in terms of post-apartheid Constitution of 1996. The Language-in-Education Policy (1997) aimed to overcome the historic hegemony of colonial languages in education and create opportunities for access, equity and social justice for the majority of learners. However history casts a long shadow and classrooms remain nested within, and constrained by socio-economic, political and linguistic realities; and so the majority of learners remain trapped in an education system that has not managed to meet the expectations of the post-apartheid political order.

This paper provides an overview of the complexity of classroom ecologies in South Africa and how the Language-in-Education Policy plays out within them, in the practices of teachers and learners. This is illustrated by classroom-based research that focuses on how opportunities to learn science are constructed or constrained within multilingual classrooms in township and rural schools that cater for the majority of mainly poor, African language speaking learners, who are taught through the medium of English after an initial period of up to three years of learning through the medium of their home language.

This small-scale multiple case study draws on theories of languaging in bilingual education and classroom discourse interaction patterns to examine the nuanced interplay of both in constructing science knowledge in Grade 8 science classrooms; and the extent to which these classroom practices construct or constrain opportunities to learn science. The translanguaging and dialogic interaction practices of one teacher in particular seem to offer a way out of the current constraints on epistemic access for the majority of learners.

Motivation and Multiglossia: Capturing the diversity of learners' motivation and engagement profiles in Arabic language classrooms

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Motivation and engagement are core mechanisms which facilitate language learning. However, little research has been conducted into these concepts in the field of Arabic as a Foreign Language (AFL). Arabic is multiglossic; it consists of *Classical*, *Standard* and *Colloquial* varieties, and thus presents an interesting case in the context of motivation and engagement.

This study presents a framework for capturing learners' diverse motivation and engagement profiles in AFL classrooms. It re-develops the Second Language Motivation Self-System model, conceptualizing motivation as the desire to reduce the discrepancy between learners' current and future second language (L2) self-concepts. The tripartite structure incorporates measures of the *Current L2 Self*, *Future L2 Self* (consisting of an *Ideal L2 Self*, and *Ought-To Self*), and *L2 Learning Experience*. The strength of these self-concepts is measured across each Arabic variety via surveys containing a series of bi-polar scale items. Focusing on self-concepts facilitates investigation of multiple factors affecting motivation, including religion, often a prominent reason for Arabic learning. Surveys are repeated at two time-points, followed by interviews to explore longitudinal developments in learners' motivational profiles.

The *L2 Learning Experience* is operationalized as task-based engagement. Situation-specific measures of *cognitive*, *behavioural*, and *affective* engagement are collected via repeated post-task self-report surveys. Tasks are categorised by language skill. Relationships between engagement with different tasks types and learners' motivational profiles will be examined to explore interactions between these constructs.

This study focuses on UK secondary-school learners but the model can be applied to any AFL classroom. Combining situation-specific and person-oriented measures allows for macro- and micro-analyses of interactions between learners and learning process. Incorporating cross-sectional and longitudinal elements within a mixed-methods design, the model offers the potential for capturing a comprehensive picture of learners' motivation and engagement. The application of this framework offers numerous pedagogical and research implications which will be discussed.

Authenticity, identity and linguistic landscapes: an intersectionality approach

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The study of linguistic landscapes (LL), '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'), recent work has drawn on Goffman's (1986) concept of interactional frames (Kallen 2010; Rasinger 2015). In this paper, I propose an approach that investigates LLs using a comparatively recent framework: intersectionality. Having so far been mainly used in language and sexuality research (see Levon 2015), intersectionality allows for an analysis of social reality that takes into account multiple dimensions, leading to social reality being considered a dynamic construct with inter-related and inter-dependent aspects.

Using two examples of London's 'ethnotowns' – Banglatown in the East End, and Chinatown in the West End - I demonstrate how intersectionality can be used to explain how linguistic signs are used to construct both authenticity and identity in the areas. Any given sign may at any given point serve the local community materially and as a marker of ethnolinguistic identity, 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 a result, identities and authenticities in the boroughs are constructed along – and constricted by – differing yet intersecting underlying power dynamics (see Hill Connins & Bilge 2016).

The Construction of Risk in a Pan-African Health Organisation: A Linguistic Ethnographic Study

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Recent research has identified a discrepancy in the construction and presentation of risk around infectious diseases between the media and major health organisations. While the discursive construction and framing of health risk in the media and in the communication of official health bodies with the public have been given considerable attention, little is known about these processes within non-governmental health organisations. By studying the internal and external communication of a Pan-African health consortium at the forefront of the fight against infectious diseases, I aim to develop a framework for the analysis of systemic patterns of emotionality and logical expression in the organisational construction of risk. Using ethnographic methods, this project investigates a pan-African health consortium's discursive construction of health risks in internal communication between the members and the different working groups, and in their communications with the public. The gathered data is comprised of recordings of meetings, conference/workshop transcripts and reports, public interviews, published articles, and interviews with consortium members. The qualitative analysis of the risk discourse draws both on Appraisal Theory to examine the role of Affect, Judgement and Appreciation in emotional expression (Martin and White 2005), and on pragmatic analysis of logical vocabulary, namely conditionals, quantifiers and probability expressions (Hilton 2008). My project aims to contribute to the understanding of the discursive production process of risk in the fight against emerging infectious diseases.

References:

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Relational work and managing difficult messages in giving refugee legal advice

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This paper will present data from a linguistic ethnographic study of legal advice giving to refugees and asylum seekers in the UK. In it I will discuss relational work, and how linguistic and cultural resources are variously drawn upon in the building of a relationship of trust between lawyer and client. Establishing this relationship is of central importance for effective advice-giving and -receiving in the communicative context of refugee and asylum law, within which the client is likely to have been treated with mistrust and disbelief in his or her previous interactions with the law and institutional representatives.

The data were collected in a not-for-profit legal advice centre in one of England's major cities during 2016. They comprise a corpus of audio recordings and observational notes of advice meetings between one immigration lawyer and a range of clients, and fieldwork notes created as part of ethnographic observation work. In the interactional data, relational work featured as one of a number of tools used by the lawyer to communicate effectively with her clients, who come from a range of linguistic and cultural backgrounds.

These data can be seen as an example of face work (Brown and Levinson, 1987) operating in an intercultural, and sometimes multilingual, environment. In the paper I will discuss aspects of relational work and face work in this context, including how shared contexts are brought into the interaction to express understanding or foreground shared identities, how empathic work and the expression of emotion function in these interactions, and the affordances and constraints of doing such work with and through interpreters.

For your own good: The use of modal verbs to express obligation and requirement in patient information leaflets

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This presentation reports on research carried out into the patterns of modal verb use in written patient information, with a specific focus on modal verbs used to express requirement /obligation /necessity. A 200,000-word corpus of written radiography patient information was analysed for occurrences of both core modals and semi-modals and then followed by a detailed, contextualised analysis. Results showed a high rate of modals of obligation, along with modals in general, and a strong preference for should and need to over have to and must, with need to used three times as often as have to and four times as frequently as must in the corpus. These results were not found in a corpus of radiography or a corpus of consumer information. The high frequency of modal forms overall supports the view that patient information is a genre of discourse that contains elements more commonly found in spoken language, as does the frequency of need to, a semi-modal that has seen an explosion of use over the last decade, particularly, though not exclusively, in spoken discourse. The results of the study illuminate the means by which patient information can express obligations and requirements in a less threatening manner through the choice of certain modal verb forms over others: need to (and to a lesser extent have to) is often used to present an obligation as a recommendation presented for the sole benefit and good of the patient.

Addressing diversity in higher education participation: a pilot pathway program for NESB refugees

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This study reports on the experiences and attitudes of six Iranian immigrant families with regard to their language, identity, and acculturation in Australia. The participants include first generation parents and 1.5-generation adolescents (who immigrated during 6-12 years of age). For this investigation, Mendoza's (1984, 2016) acculturation theory as well as 'positioning theory' (e.g., Davies & Harré, 1990; Harré, 2012), based on poststructuralist views of identity, were employed. The preliminary results of this study suggest that Iranian parents and adolescents face low degrees of intergenerational conflicts in most domains of their acculturation process. However, the structural and lawful patterns in Australia have caused some internal conflicts for the parents, especially fathers (e.g., their power status within the family or their children's freedom). Furthermore, while most participants reported a satisfactory adjustment in various domains of their everyday life, not only the parents but the adolescents proudly identified themselves as Persians. Also, female participants seem to be more multicultural-oriented than their male counterparts who show more inclination towards keeping more of their home culture. This finding, however, highlights a meaningful understanding between Iranian immigrant wives and husbands, that in order to make their married lives continue well in the new host society they need to re-consider their previous lifestyle as well as traditional male-dominated customs they used to have in Iran. With respect to their linguistic behaviour, almost all children showed enthusiasm to retain their Persian language at home to be able to keep in touch with their grandparents, relatives, and friends in Iran, apart from benefits they may enjoy in future as bilinguals.

A dynamic systems perspective on the development of complexity, accuracy, and fluency: A multiple-case investigation into second language academic writing

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Unanimously considered as the most difficult skill to acquire (even in an L1 context), writing has always been a challenge for many (Biber & Gray, 2015). It is even more difficult having to write, academically, in a second language. Academic writing in English as an L2 is therefore a major hurdle for many international students and an immediate research gap for interested researchers. This presentation addresses this topic and reports on a longitudinal investigation into the development of complexity, accuracy and fluency (CAF) and their dynamic interactions in L2 academic writing.

Underpinned by Dynamic Systems Theory (DST), this study explored the longitudinal development of CAF constructs in the L2 academic writing produced by four advanced learners of English over one academic year (corpus size of approximately 220,000 words). It employed a wide range of judiciously selected measures to gauge different facets and levels of granularity of the CAF constructs and applied developmental profiling methods to build the linguistic profiles of each participant. Moving correlation analyses (van Geert & van Dijk, 2002; Verspoor & van Dijk, 2011) were then applied to explore the interactions among the CAF constructs, followed by variability analyses (van Dijk & van Geert, 2007) to identify developmental transitions in each construct.

The findings confirm non-linearity in L2 academic writing. However, no significant transitional development was found (except for one participant). The profiling method provides a detailed description of the learners' development and contributes to enriching our knowledge of L2 learners' academic literacy. Two other essential contributions of this study are also discussed in detail, i.e., the direct pedagogical implications of the findings that are paramount to second language teachers and educational psychologists alike, and the need to refine the current CAF measures to minimize the redundant overlap and to improve precision for future research.

Lessons in Managing Challenges in Teaching Speaking

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Speaking is significantly less taught in class compared to reading, writing and grammar. Research indicates that because teachers across various English language contexts do not have enough knowledge to teach speaking, they face challenges in instruction and ultimately favour drill-and-practice methods. I present key similarities in the knowledge and practices of a group of teachers with expertise in English speaking instruction of young second and foreign language learners in Singapore's multilingual classrooms. After content analyses of corroborated data (classroom observations, interviews and resources) based on Borg's (2006) framework of language teacher cognition, using NVivo 11 Pro software, I share how expert teachers skilfully contend with these inherent classroom challenges to explicitly teach and role model speaking to support learners' oral performances. I discuss how expert teachers leverage on their extensive knowledge of the role of metacognition to guide their students to manage their thinking about their speaking tasks, as well as common themes underlying teachers' practices for heightening learners' metacognitive knowledge. Finally, I illustrate with examples of teachers' explicit teaching of metacognitive speaking strategies, such as raising learners' cognizance of their strengths to manage speaking demands, imparting of strategies for talk and guidance on the planning, monitoring and evaluation of learners' oral performances. The findings are important as they contribute to the literature in the markedly under-researched area of teacher expertise in speaking instruction, critical for students' academic success, and yet possibly the least-taught facet of English education. The session will benefit teacher educators as a resource for speaking instruction, steeped in expertise, and made meaningful through teachers' active reflection of their practices. It will also offer new insights on effective teaching of oral English to hone learners' communication and critical thinking skills.

Teacher selves in context: 'I don't know whether or not I'll ever achieve that image.'

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In this presentation, I will discuss the challenges teachers face while attempting to sustain their motivation. Although teacher motivation has been researched through the lens of numerous theories (e.g. self-determination, expectancy-value), its various conceptualizations do not seem sufficient to provide an in-depth understanding of how individuals' motivation to teach evolves during their career and how it is socially constructed in day to day contexts of work. To address this issue, I employ the possible selves theory (Markus and Nurius, 1986) and the 'person-in-context' approach (Ushioda, 2009) to draw together the psychological (self) and the social components of motivation (context) in a study of six Armenian university teachers of EFL.

Data were collected in three phases over a period of six months using semi-structured interviews, journal writing and unstructured classroom observations followed by post-observation interviews. Despite their different ages, diverse teaching experiences and varied socio-cultural backgrounds, the data suggest certain commonalities in the participants' ongoing motivation to teach. They do not possess distinct ideal, ought-to and feared selves but, instead, they appear to have developed a feasible self which is a unity comprising the components of all those selves interwoven and complementary to each other which can be realistic and attainable in their context. The feasible self emerges from representations within the teachers' social environment and experiences and is influenced by and co-constructed with significant others.

The findings suggest that there is a need to develop specific strategies which will help teachers build and attain their context-specific feasible selves. This can be done by designing activities which will encourage teachers (a) to identify salient features of their past, current and desired selves in order to shape a feasible self, (b) to set specific goals leading to that self and (c) to identify steps to achieve these goals.

The interplay between working memory capacity and type of corrective feedback in the production of modified output and L2 development

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Prior studies (e.g., Mackey, Adams, Stafford & Winki, 2011; Trofimovich, Ammar & Gatbonton, 2007) implicate working memory in learning from interactional corrective feedback. These studies suggest that learners may produce modified output in response to corrective feedback in the form of recasts. Production of modified output has been reported to play an important role in second language development (McDonough, 2005; Swain, 2005). As it is not yet clear whether there is a similar relationship between working memory capacity and production of modified output following elicitation, this study sought to determine whether working memory could be one of the sources of individual differences in production of modified output following unmarked elicitation (e.g., Lyster, 2004; Nassaji, 2007). To fulfil this aim, 56 L1 Persian EFL learners at intermediate level participated in a 15-minute task-based interaction, where they received interactional feedback in the form of unmarked elicitation, and were given opportunities to modify their problematic utterances following the feedback. They also completed multiple working memory span tasks, a language related and a math related span task. This was to diminish task-specific factors and give a more reliable index for working memory capacity. Linear regression analysis was used to determine to what extent various working memory measures predict performance on producing modified output following unmarked elicitation. Results indicated a significant relationship between working memory capacity and modified output. These results suggest that working memory capacity makes a significant contribution to second language development by explaining individual differences in benefiting from unmarked elicitation and producing modified output.

Assessment: teacher attitudes, practices and needs

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This presentation focuses on a project which investigated language assessment literacy practices in the English as a foreign language classroom. We sought to bring teachers more directly into the assessment literacy debate and provide them with training materials which meet their stated needs. Teachers' attitudes and beliefs are frequently cited as exerting a powerful role in shaping their decisions, judgements and behaviour (see, for example, Borg, 2006). However, an investigation into what is happening in classes may be of little value without exploring why it is happening.

A qualitative approach was adopted and methods used included interviews, observations and focus group discussions. The interviews drew on Davies' (2008) components of assessment literacy which he defined as Skills, Knowledge and Principles. These explored the attitudes to assessment of the teachers. Observations were conducted which focused on teacher assessment practices. Post-observation interviews were conducted with the teachers. The observations and interviews were conducted at the international study centre of a British university. Focus group discussions were held at teaching centres attached to a major international organisation overseas. A workshop was held at an international teacher conference to pilot the online training materials. These explored the training needs of the teachers. The project culminated in the creation of a set of on-line training materials.

The presentation will describe the project, its findings and conclude with a discussion of the training materials. Perhaps the significance of this project lies in its adoption of a qualitatively orientated approach to research the topic and its inclusion of observation and interview data. Much of the previous research into assessment literacy has relied on survey data.

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Lost in trans-scripting: Spelling variation in digital communication

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Increased attention to writing and spelling variation has been the result of recent advances in sociolinguistics and the related field of literacy studies that have foregrounded the need for shifting the focus to weakly regulated and vernacular writing (Sebba 2007: 41-48; Lillis 2013: 136-139). The need for this shift has been further accentuated by two recent socio-cultural changes: first, the rise of digital technologies (cf. 'digitalization' Lundby 2009; 'the digital imperative' Lillis & McKinney 2013: 423), and, second, processes of globalization, migration, and mobility that have resulted in phenomena of creativity and linguistic profusion, often in the form of unconventional mixed language practices (Blommaert & Rampton 2011: 7). Following this line of research, this paper examines a phenomenon that is associated with the techno-social environments of digital communication and involves writing that brings together varying language and script resources in unconventional and unexpected ways. In the literature, it has been referred to as 'script-focused translanguaging' or 'trans-scripting' and it has been associated with post-migrant and transnational settings (Androutsopoulos 2015: 188).

By examining instances of trans-scripting, particularly in cases where language and script forms associated with "Greek" and "English" are combined and recontextualised in unconventional ways, this paper explores patterns of spelling variation in a range of digital genres, with a view to understand how such trans-scripting patterns may vary, and why. The data analysis reveals that variation in trans-scripting is associated with linguistic (i.e. affordances/constraints of particular writing systems), social (i.e. audience considerations and genre expectations) and language-ideological (i.e. language attitudes) factors. The paper concludes with a discussion of methodological implications from the study of trans-scripting and the potential of this type of research for exploring metalinguistic attitudes through - and in – digital writing.

Enhancing online language learning task engagement through social interaction

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Encouraging learners to engage in learning activities outside of formal class time is an ongoing challenge for language teachers. It has been argued that the social aspect of technologies can be used as a support for learning (Ushioda, 2011), but how to achieve this remains a challenge. There is evidence that from a theoretical perspective, social networking appears to provide many of the conditions necessary for supporting learning (Lomicka & Lord, 2016), and there is an increasing number of studies that have started to explore the potential of social networking in language learning contexts (e.g., Álvarez Valencia, 2016). Results thus far have been rather mixed, where learners tend to show positive attitudes but limited interaction (Tran, 2016). The purpose of the current study is to examine how social networking is used by teachers and learners as a support for supplementary out-of-class vocabulary learning through Quizlet. Learner engagement was investigated in two phases in consecutive semesters using the same two intact classes in each semester (N=48), the first where learners were given support in class, and the second where learners were provided with support by the teacher using LINE. Learner engagement in the Quizlet activities across the two semesters were investigated, as well as the logs of all interactions in the class LINE group and the individual interactions with the teacher. The results are discussed in terms of how social networking may be used as a support tool in terms of a community discussion tool, a teacher-to-student reporting tool, and student-to-teacher reporting tool.

Chinese-speaking Children's Pronunciation of English Stop Codas: A Potential Contribution from the Mother Tongue

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Literature on Chinese speakers' acquisition of English phonetics/phonology tends to only focus on the impact of Chinese as an official language. The potential contribution from various mother tongues, the so called "Hàn Yǔ fāng yán" (Chinese dialects), have been overshadowed by the dominant presence of the language. The current study aimed to fill in this research gap.

To this end, we recruited 146 Hakka children from Taiwan as the participants. Specifically, we intended to examine if these children's mastery levels in producing stop codas, a structure absent in Chinese but available in their mother tongue, might be transferred to their production of English stop codas. The participants were first administered a Hakka Pronunciation Test (HPT) which contained test items involving syllables ended with (1) a stop coda, (2) a simple vowel or a diphthong, and (3) a nasal consonant. Next, a group of 30 children with more sophisticated Hakka pronunciation and another group of 30 less sophisticated counterparts were selected for the subsequent English Pronunciation Test (EPT). The EPT was controlled for similarity in coda structure and comprised three parts of items that involved (1) a voiceless stop coda, (2) a lax vowel + a stop coda, and (3) a voiced stop coda.

The result of Pearson correlation analysis revealed a positive correlation between the participants' performance on Hakka and English pronunciation. Multiple correlation analyses suggested that, for the HPT, there was a particularly strong relation between the participants' performance on test items containing syllables with a stop coda and that on the three parts of the EPT. Two-way ANOVA also confirmed a significant difference in the groups' performances on the three parts of the EPT. Taken together, the research outcomes pointed to the potential contribution from various Chinese dialects as a source of transfer into learning English pronunciation.

The Language Situation of Hakka Speakers in a Taiwanese Urban Area

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In this paper, we characterize the language situations surrounding Hakka people in the urban area. The participants were 182 Hakka speakers from a big city in southern Taiwan. They responded to a questionnaire which surveyed information pertinent to their choice of the language for everyday use, language acquisition in the childhood, attitude toward Hakka, and language choice in different domains. Three factors of gender, age, and educational attainment were treated as the independent variables.

Quantitative analyses indicate that, with regard to the everyday language, there is significant difference in the participants' use of Mandarin Chinese (MC) but not other languages as a result of gender. They differed significantly in the use of MC, the Southern Min dialect (SMD), and the Hakka dialect (HD) as a result of age and educational attainment. As far as early language acquisition is concerned, there is a high percentage of participants who claimed themselves native speakers of the HD. However, there is no proportional high percentage of participants who identified the HD as the actual first-acquired language or the primary additional language. Next, as the outcomes of general linear model (GLM) analysis show, the participants all exhibited a rather positive attitude toward the HD and there is significant difference as a result of age, but not other factors. Finally, concerning the participants' language choice in four domains, MC turned out to be the top choice while the HD lagged behind the SMD for its use as a main language for wide communication.

Taken together, the research findings betray a unique language situation surrounding Hakka speakers in an urban setting, where their heritage language tends to be overshadowed by MC as a dominant official language. The language is also frequently if not equally dominated by the SMD as a major code for grass-root communication.

Profiling the motivational dimensions of L2 Chinese teaching assistants: The case of a university in New Zealand

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Informed by the expectancy-value theory (Atkinson, 1957; Eccles et al., 1983) and the motivational factors influencing teaching choice model (Watt & Richardson, 2007), this case study explored three Chinese-as-a-foreign-language teaching assistants' (CFL TAs) motivational dimensions influencing their professional choices in a university setting in New Zealand. It was hoped that this study could shed some light on CFL teacher preparation and training. Drawing on interview data, this study revealed the similarities and disparities of the three CFL TAs' diverse motivational dimensions. To be more specific, the CFL TAs were all student-oriented in terms of motivational expectancies regardless of their different backgrounds. They shared different values in terms of teaching Chinese in foreign contexts and such values strongly mediated their motivations. It was also found that teaching self-efficacy was an important motivational factor influencing CFL TAs' teaching performance and career choices. However, the degree of such a factor was related to the consistency of CFL TAs' previous majors. This study offered practical implications for university management and teacher educators on how to promote and sustain CFL TAs' motivations towards teaching and concluded with limitations and future directions for investigation.

Sign and spoken language translinguaging in the context of deaf education

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This paper critiques the role of sign and spoken language translinguaging in deaf education by examining how, and under what conditions, translinguaging practices can enhance learning and teaching.

The theory and practice of translinguaging has only recently begun to be discussed in this context with reference to the use of sign, spoken and written languages in the classroom by deaf learners and their teachers. This is potentially a positive step toward understanding the language repertoires and abilities of deaf learners, and enhancing bilingual deaf education provision. However, there are concerns that translinguaging will promote the development of the spoken language of the majority community in the classroom rather than support and validate the use of sign language, and that this practice encourages the uncritical mixed use of sign and spoken language. Exporting the concept of translinguaging to the deaf education context where sign language development has not been universally embraced as an educational goal is thus problematic.

This paper seeks to reconcile the potential of translinguaging theory and practice in deaf education with these associated problems by firstly examining what translinguaging brings to deaf education that is additive, in terms of recognising the strengths and potential of bilingualism and seeing and responding to the language resources of deaf learners.

The innovative aspects of translinguaging are explored in terms of approaches to classroom practice that promote bimodal and bi/multilingual (sign and spoken/written) language skills.

Examples of learner and teacher translinguaging are given that illustrate what translinguaging offers to deaf education in terms of understanding and supporting the language repertoires of deaf learners and for the development of pedagogy. The paper concludes by suggesting the conditions under which these benefits can be realised.

The Effect of Self-regulated Learning Strategies-based Instruction on EFL Students' Academic Writing Competence: A Sociocognitive Perspective

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This presentation reports case studies on self-regulated learning (SRL) strategies-based writing instruction for developing students' academic writing competence in English as a foreign language contexts. A key research question guides this study: To what extent did the SRL strategies-based writing instruction affect students' academic writing competence.

This was a quasi-experimental research design. Data were collected from postgraduate students who were enrolled in an EAP writing course in a Chinese university. The experimental group received five-month SRL strategies-based writing instruction to implement a series of SRL strategies while the control group received the regular academic writing classes. During the intervention, eight students (four from each condition) were invited to complete pre and post writing tests, semi-structured interviews, and writing journals.

Data together revealed that SRL strategies-based writing instruction was successful in helping students actively use a range of SRL strategies; develop high motivation and positive self-efficacy; and enhance their writing performance. These positive effects were attributed to the SRL instructional model, which emphasized the teacher scaffolding and the interactive learning environment. The outcomes of this study contribute to pedagogical innovations for developing students' academic writing competence.

Diversity and Ownership: Identity Construction for Users of English as a Global Language

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This presentation will take a critical look at the current state of English as a global language through the trifocal lens of identity, diversity, and ownership. There is a growing population of transnational individuals who have complex language identities and usage patterns that are often confined to structuralist/essentialist groupings placed upon them by inappropriate labeling based on birthplace and rigid ethnic categorization. Following a review of current models for classifying speakers of English, an alternative framework that describes speakers based on usage rather than geographical location is introduced. The perceptions of users of English traditionally considered 'nonnative' from eighteen different countries are presented to see both how they classify themselves within the new proposed framework and to verify the validity and usefulness of the proposed descriptors. The suggested model breaks free from traditional ideologies that previous classifications provided and aligns with a poststructuralist/constructivist view of identity and ownership that recognizes the diverse, complex, and dynamic nature of transcultural identity construction. When usage becomes the main focus of classification, geographical location and ethnicity become irrelevant.

Reaching Students Where They Are: Translanguaging as a Model for English Language Program Development

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English medium instruction (EMI) has been the norm indisputably for English language programs in Higher Education Institutions (HEIs) in the United States. The privileging of English seems plausible; however, the underlying monolingual ideology contradicts the linguistic diversity that students bring to the classroom. Translanguaging provides a viable approach which acknowledges their language resources and allows them to appropriate features from their entire linguistic repertoires strategically to understand knowledge. It holds the promises of maximizing ELLs' learning of content and language, but also enabling a more socially just and equitable education for culturally and linguistically diverse (CLD) students.

This paper will provide a better understanding of the impact of changing demographics, policies and practices, and political context on the roles and responsibilities of ELLs, and will offer a set of guidelines (i.e., a model) for developing effective practices utilizing translanguaging as pedagogy in English language programs in HEIs. Through examining some current practices and initiatives of utilizing translanguaging in classroom contexts, we will basically address the following questions:

1. How can translanguaging help learners connect to the curriculum and encourage learners to take more responsibility in their own learning?
2. How can translanguaging impact the teaching and learning of English?
3. What are some best practices regarding pedagogy design in providing ELLs with resources to support the academic, social, and cultural aspects of the English language while reinforcing the established academic program requirements?

Translanguaging can build an environment that respects and reflects students' linguistic heritages. It is a bold move to be inclusive, and promotes learner motivation and ownership of learning. However, we should be aware of several challenges to implement this model, for instances, (1) administrative support and leadership at the institutional level (or higher); (2) the lack of guidance, leadership and modeling in the area of teacher training.

Vernacular Continuity: perspectives from historical spoken corpora

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The main aim of this paper is to use data from historical spoken or speech-like corpora as a focal point for the discussion of two related issues: 1) continuity (and change) in spoken grammar, and 2) the factors which appear to sustain certain vernacular grammatical forms for centuries. The study is based mainly, but by no means exclusively, on two historical vernacular corpora I have constructed myself: the Bolton/Worktown Corpus (BWC), the Mayhew Corpus (MC). I also refer to the Essex Pauper Letters collection (Sokoll 2001). The BWC is a corpus of conversations among working class people in the town of Bolton, in the North of England, between 1937 and 1940: these conversations, or fragments of them, were written down at the time as part of a sociological study. The MC consists largely of data transcribed at the time from interviews carried out by the social reformer and journalist, Sir Henry Mayhew; these interviews were (mostly) with working class people in London between 1850 and 1860. The Essex Pauper Letter collection (Sokoll 2001) consists of letters written mainly in the early 1800s by paupers asking for relief from poverty. I will discuss the longevity and continuity of a number of vernacular features such as 'non-standard' relative pronouns, variable concord and a-prefixing and I will argue that the survival of such features is determined by a complex interplay of sociolinguistic, affective and processing factors. I will also suggest that, while tracing spoken language of the past is necessarily a challenging enterprise, it is more than worthwhile.

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The Effects of a Combined Use of Corpus and Dictionary on the Retention of Word Knowledge

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Much has been done to examine the efficacy of data-driven learning (DDL) on SL/FL vocabulary learning. However, there has not been any attempts to take a step further and explore the aspects of word knowledge to which DDL is amenable.

This paper reports on a study in which 16 preservice teachers learn new words with the aid of the Corpus of Contemporary American English (COCA) and an online dictionary. The participants were randomly assigned into an inductive group and a deductive group to teach themselves six new words (drawn from BNC-COCA 6k-level). The former queried the corpus before consulting the dictionary, while the latter used the same resources in reverse order. Meanwhile, the participants were required to verbalize their thinking processes simultaneously (i.e. think-aloud) as they consulted the resources. Participants' screen activities (e.g. corpus/dictionary queries, concordance lines) and concurrent verbal reports were captured by a screen recorder. Also, a delayed post-test was administered to see which aspects of word knowledge was retained under the two conditions.

Findings suggest that the two groups did not differ significantly in the recognition of the core meanings of the target words. However, a closer look shows that the inductive group outperformed their counterpart in the grasp of the nuances of word meanings, collocations, the contexts of use, and even written forms, suggesting that the inductive approach is more conducive to developing the depth of word knowledge. Verbal protocols revealed that the inductive group attended to various aspects of word knowledge more intensely in the course of inducing word meanings, in particular they were more deeply invested in the syntagmatic relations of the target words. The study concluded that with the assiduous cognitive processing of language input, the learners using the inductive approach were able to retain a deeper level of word knowledge.

Mediation in a BELF casual lunch meeting in an Asian country

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Mediation in English as a Lingua Franca (ELF) interaction is defined as 'a form of speaking for another, where a coparticipant starts rephrasing another participant's turn that was addressed to a third party' (Hynninen, 2011, p.966). Mediation was frequently used by teachers for students with communication troubles in her academic ELF context. How mediation is practiced in a casual conversation is of central interest in this study. This presentation reports a preliminary study of mediation in a Business ELF (BELF) casual lunch meeting in a branch of a Japanese trading company in Asia. Two research questions are addressed: (1) how do the participants allocate the speaking time among them?, and (2) do they use mediation? If they do so, who mediates for whom in what way? Four casual lunch meetings were audio-recorded in 2015 and 2016, and one datum recorded in 2016 (fifty minutes in total) was analysed at this stage, applying both a quantitative corpus analysis and a qualitative conversation analytic approach. Nine participants (1 Chinese, 1 Japanese, 1 Indonesian, 2 Indians, 1 Malay, 2 Singaporeans and the researcher) took part in the meeting. The numbers of words and speaking time lengths of the participants were extracted, using a time-aligned corpus. The findings include: (1) eight instances of mediation were observed, half of which was initiated by Ray (Chinese sales worker), who spoke most during the meeting, (2) mediators share the linguistic repertoire with the addressers, and also the addressees in some cases, i.e. Ray, who is fluent both in Japanese and Chinese, mediates for a Japanese and a Chinese workers, and (3) mediation was conducted with simple repetitions of addressers' original utterances or rephrasing with a few words with preceding other repair initiation. By so doing, the mediators seemed to posit themselves in dual or multiple linguistic/cultural communities.

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“I’m really rubbish with email”: How academics talk about email in their working lives

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Academics’ everyday professional writing practices are very extensively mediated through email. In our recently completed ESRC-funded research project, The Dynamics of Knowledge Creation, email was by far the most commonly mentioned digital platform for writing across our 75 interviewees. As one of them told us, “Everything is done by email now.” Given this ubiquity of email in the ecology of academics’ communication, and particularly given that email has been a feature of the academy for at least 20 years, we might assume that established expectations and patterns around working with emails would have developed by now. However, our research reveals an enormous diversity in practices and attitudes around email. This paper explores specific aspects of this diversity in the way interviewees in our data discussed their engagements with email. In particular, we will explore people’s affective responses to email, and the evaluative stances they adopt (“I email far, far too much”); the range of metaphors our participants used to describe email (“this spectre that hangs over academic life”); and their ascription of agency, responsibility and guilt around email communication (often individualising a problem which clearly has more systemic roots). Systematic analysis of how people talk about email can provide important insights into the implicit understandings and cultural expectations around emails which are prevalent in academic life. Identifying and clarifying diversity in expectations and practices can address some of the unspoken reasons why email can be such a problematic feature of many academics’ professional lives and can provide a point of comparison with other digital resources. Implications can also be drawn more widely for other professional contexts in which email communication is significant.

Rethinking Policy and Pedagogy: A Study of Linguistic Diversity and Practice in Sri Lanka

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Sri Lanka is a country with greater ethnic and linguistic diversity. This diversity is representational of major national and second languages as well as indigenous and other minority languages. However, despite this multilingual nature, the education system in the country is rarely representative of this diversity. Furthermore, while there is government acknowledgment of this diversity, there is little or less commitment at the policy level towards the introduction of practices that would be accommodate such linguistic diversity in mainstream classrooms. In addition, most teacher training programmes are designed to promote teaching first and second languages, i.e., Sinhala, Tamil and English. The purpose of my research is to problematize the implications of such practices in the current context of linguistic diversity and language rights. This initial study which is part of a larger project is guided by Le Nevez's (2006: 77) argument where 'the question is not so much how can minority languages be promoted but rather how can linguistic diversity be rethought in ways that do not discursively dis-empower speakers whose language represents diversity and difference.' For the purpose of this study the following methodologies were followed: An initial analysis of the literature was done to determine, the current policy as well as pedagogical practices available in Sri Lanka. Subsequently, questionnaires and interviews were conducted among 100 teachers, teacher trainers as well as policy makers to determine their awareness of the notion of linguist diversity and its implications for teaching and learning. Finally, the presentation will address the findings of this research including suggestions for policy makers and practitioners.

Role performance in a professional setting: The case of community policing

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The notion of role has a long history and is used in a number of settings. As Sarangi (2010: 33) points out, the term has been used interchangeably with many other terms, such as self, identity or status. Following Hall, Sarangi and Slembrouck (1999: 293), who conceptualise roles “as resources which actors draw on to carry out their everyday lives”, this paper will show how the notion of role performance is applicable to the setting of community policing. Using interactional data as well as fieldnotes gathered during a linguistic ethnographic project, I will focus on examples drawn from interactions between Police Community Support Officers (PCSOs) and members of the public to demonstrate how discourse roles are performed.

Although PCSOs form part of the police they need to reconcile the institutional agenda of policing with the relational aspect of community support. As a result, a number of different roles can be performed by the officers who come to contact with members of the public. In this paper I would like to suggest that by looking at various roles through the lens of heteroglossia (Bakhtin 1981) it is possible to uncover the many layers present in the discourse of PCSOs and the ways in which they draw on various roles as resources.

Problematising Authentic Texts

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The authenticity of language in language learning is cause for much debate. The very definition of authenticity is also increasingly complex. This presentation discusses the results of research that explored the ways in which authentic texts assist the speaking abilities of low-proficiency students in an EFL context. The research here suggests that during syllabus design and implementation, defining authenticity as relating to language produced by “native speakers” is problematic in this context; and that authenticity defined as language produced by a real speaker to convey a real message is beneficial. During a semester-long classroom intervention focussing on students’ speaking abilities, qualitative and quantitative data were collected in an inductive, emic approach via student and teacher reflective journals, classroom materials and speaking assessments. Data were triangulated between different groups of students and teachers, and at different times. Qualitative findings were triangulated with quantitative that was analysed using the Rasch model. Student anxiety and frustration, and the gap between student and teacher expectations in the classroom increased when authenticity followed the notion of a “native speaker”, or when idealised, written or transcribed models of speaking were employed. Learning goals were best achieved and became more explicit to students when the notion of “mutual intelligibility” was emphasised and when models of speaking reflected real speakers in real situations. Following a discussion of the theoretical underpinnings of the research and data collection and analysis, conclusions will be explored in a practical context. Practical considerations include how to make learning goals and assessment criteria explicit to students via authentic texts; how to make authentic texts accessible to learners; integrating explicit grammar instruction into speaking syllabi via authentic texts; a focus on simplifying classroom tasks rather than simplifying speaking models; and preparing students for speaking with non-sympathetic and unknown interlocutors outside of the classroom.

Placing the Umbrella: an imagined community created from the integration of the online and offline

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'Imagined Community' (Anderson 1983) offers a precise and convenient concept for explaining processes of community formation within integrated online-offline spaces. However, two pressing questions remain: how is the integration of the online and offline experienced, and how does such experience contribute to a sense of community. In short, how are these communities imagined through and within the online-offline spatial integration.

This paper seeks to contribute to the unfolding of the tangled concepts of 'imagination' and the online-offline. The paper engages the puzzle through the case of the territorialization process at the early stage of the Umbrella Movement in Hong Kong, 2014 (hereafter the Movement). In considering the integration of the physical space, embodied space and online space, the paper references a multimodal analytic approach (cf. Thurlow and Jaworski 2014), addressing the interactions between these distinct but mutually complementing layers of spaces in creating Movement's territory.

Juxtaposing images and videos of on-site activities to posts on a local forum, HKGolden.com, during the 'Take Back Civic Square Operation' (26th Sept 2014), the paper explores the 'doubling of place' (Moore 2004) in the Movement. Through an analysis of the intertextuality and co-temporality between the on-site and online discourse, the paper argues that the individual's "possibilities of being: of being in two places at once," (Scannell 1997, p. 173) is a simultaneously a cause and a product of the online-offline integration. Considering such integrated space as a 'lived space' (Lefebvre 1991), the paper argues that the 'imagination' involved, in contrast to a social constructionist viewpoint, begins from the individual instead of the social structure (cf. Fox 2004).

The presentation consists of three sections: 1) a review of the literature on spatialization and online-offline space, 2) an introduction to the 'new imagined community', and 3) an analysis of observations relating to and constituting the Operation on September 26, 2014.

Promoting attitudes through primary school mother tongue education: a case of Daighi

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While celebrating the rich linguistic diversity of the world, one should not overlook the effort of language maintenance that contributes to it. Like all languages, heritage languages are assets that preserve its speaking community's culture. They link to their speakers' identity, are a social actor for community building and maintaining and, most importantly, act as a tool to communicate within the same linguistic group. This study focuses on an indigenous language in Taiwan – Taiwanese (Daighi). Daighi is one of the endangered indigenous languages in Taiwan. Even though it was the dominant language before 1945 when the Chinese Kuomintang (KMT) came to rule Taiwan, it is currently going through an intergenerational shift to Taiwanese Mandarin.

This paper explores Daighi teachers' attitudes toward the implementation of the Local - Language – in – Education Policy by the Ministry of Education (MOE) since 2001, and toward the current practices in mother tongue education in Taiwanese primary schools. The study focuses on the notion of attitude promotion to Daighi - Daighi was linked to negative characteristics such as backwardness, and what teaching methods Daighi teachers employ in classrooms. The findings of interviews and classroom observations suggest a positive promotion of attitudes to Daighi. Moreover, since Taiwan is a country of high linguistic diversity, in mother tongue classrooms, teachers also draw on Taiwanese Mandarin and English to instruct, and adopt translanguaging as pedagogy. Such teaching methods may also benefit students by enhancing their ability to use different languages simultaneously.

Dealing with Multiple Voices: Academic Discourse Socialization of Beginning Doctoral Students Using English as an Academic Lingua Franca at a university in Hong Kong

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Doctoral learning and socialization are social and linguistic processes of participation in social interaction and activities in an academic community. Although the mediation of multiple voices from people and textual resources in social interaction is an important and integral part of doctoral students' academic discourse learning and development, few studies focused on how doctoral students negotiate with different voices in the process of learning and socialization. This study is part of a larger study that explores how a group of beginning doctoral students deal with multiple voices from socializing agents and texts in the process of learning the academic discourse of an academic community. The conceptual framework was developed from the theories of academic discourse socialization, mediation, and multiple voices and dialogism. An ethnographic multiple-case study design was used, with four sources of data collected from a group of beginning doctoral students at a university in Hong Kong over twelve to eighteen months: (1) the developing written drafts of a thesis and oral/written comments and responses received, (2) semi-structured and text-based interviews, (3) observation of the participants in academic activities and field notes, and (4) the participants' written journals that documented instances of negotiation with multiple voices they encountered. Guided by the conceptual framework, the data was analyzed with an ethnographic-based discourse analytical approach. It was found that responding to multiple voices was a multi-layered process, and the different voices the participants received interacted with and mediated one another in academic discourse development. With the findings, this study provides insights into the areas of academic discourse socialization and higher education by revealing the complexities of multiple voices as mediation in academic discourse learning and development and providing suggestions for enhancing the doctoral socialization experience.

Strategies and Self-regulation in CFL Learning

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Learning a foreign language that is greatly different from learners' main language can be overwhelming. This is especially true for L1 English speakers who are learning Chinese, as they need to deal with a new tonal system, a different orthographical system, and also the shift from learning a synthetic language to an analytic language. This paper investigates the learning strategies and self-regulation process used by L1 English learners in learning Chinese as a foreign language. A qualitative case study approach was adopted drawing on a wide range of data including interviews, learner diaries, think-aloud activities, observations, and learning products collected from eight participants in the UK.

The main findings of this study include a comprehensive list of strategies being described in close relation to the personal, task and contextual factors of each participant. There was also exploration of the influencing factors behind the strategy uses and it was found that learners' personality traits, learning styles, interests, language environment, immediate study context, proficiency level, the specific nature of learning Chinese, and their self-regulation can influence strategy uses in character learning. The study further examined the self-regulation factor, i.e. CFL learners' meta-knowledge (e.g. knowledge, awareness, beliefs) and use of meta-strategies, and especially made a comparison between highly strategic and less strategic participants. This has led to further findings on some of the critical components in learner self-regulation which enable CFL learners to use strategies more effectively in their learning.

Based on these findings, recommendations for CFL pedagogy have been put forward and materials developed that can be used to facilitate learners to become better self-regulated in CFL character learning. Having discussed specific issues for using strategies in CFL learning, the study extended some of its findings to inform language learning generally.

The Attrition of Turkish as a Third Language: A Preliminary Case Study Investigation

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This longitudinal study, encompassing a total of 8 months of naturalistic observation, investigates an English-French-Turkish-speaking seven-years-old female child's repertoire combining two Indo-European languages, English and French, and Turkish, which is an Altaic language. Language attrition has mostly focused on first language (L1) attrition, and to a lesser extent on second language (L2) attrition. Third language (L3) attrition, however, has been mostly overlooked. The bulk of attention, moreover, has gone to adult language attrition, and to attrition after migration or after institutional language learning. Most research has in addition focused on only a subset of target languages (TL). This paper therefore addresses two underresearched areas: 1) the attrition of L3 Turkish morphology and lexicon and 2) child L3 attrition 'after remigration'. The matrix language frame model (Myers-Scotton, 1993), 4-M model (Myers-Scotton & Jake, 2000) and regression hypothesis (de Bot & Weltens, 1991) will frame this study. The findings showed selective regression with structurally assigned morphology-i.e. late system morphemes. It also confirms the findings of previous studies showing that the younger the informant, the more attrition is likely to occur. It also offers a renewed perspective on the dynamic nature of translanguaging practices, in the context of language attrition. This presentation will appeal to researchers, practitioners, and policy-makers.

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The Impact of Teaching Project on Student Teachers' Identities Formation

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This study attempts to examine how teaching experiences as an extracurricular curriculum helped pre-service EFL teachers to learn to teach and how this learning-in-practice experience shapes their identities as TEFL students, and community members, as well as pre-service teachers using ethnographic method. The analysis focuses on four Japanese university students in the EFL teacher training program and volunteered to participate in an extracurricular teaching project and examines longitudinally their development patterns during two year teaching experience.

In order to understand the uniqueness and complexities of pre-service teachers' identity transformation in the context of group activity practice, a framework from Lave & Wenger (1991)'s theory of situated learning will be used. Using this framework, Kanno & Stuart (2011) found intertwined relationship between novice teachers' identity formation and their changing classroom practice and emphasized its key concept, identities-in-practice. In this study, therefore, not only their narrated identities but also their practiced identities will be also analyzed through a variety of data sources (mainly semi-structured interview, and observations of classes and meetings).

The results revealed that three types of identities emerged through a year of learning-in-practice experience: student teachers, EFL teachers for young learners and members of a practice community. The four student teachers' conceptions about their three different positions show varying degrees of change over the year and differing change patterns. The analysis also showed complex interactions between identity and practice: how their practice influenced their identity formation and their emerging identities in turn shaped their practice. From the findings of the study, I would like to argue the importance of a deeper understanding L2 teacher identity development should be included in the knowledge base of L2 teacher education and implications about the effectiveness of on-site training should be proposed as part of L2 teacher training program.

Representing Power Relations in a Contested Space: An Insight into Brunei-Britain Political Dynamics between 1847 and 1984

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In the context of ancient Southeast Asia where European dominance was prevalent before the 1950s, two types of dependencies arose from this dominance and conflict namely colony/colonial state and protectorate/protected state. Where colonies were often associated with military involvement especially in achieving their independence, protectorates were commonly 'granted' theirs after proving that the country is capable to practice full authority in both its internal and external affairs. In Protectorate Brunei, the practical difference between the two was often regarded to be marginal and complex. With a strenuous period covering six reigns and a century (1847-1984), the relationship between Brunei and Great Britain (BR-UK) had undergone phases or political shifts parallel to the developmental changes in regional politics, economic growth and nationalist movements. It is also within these shifts that the relationship between the two powers developed, challenged, evolved, and finally balanced into two independent states of equivalent authorities and legitimacy. This ongoing postgraduate research aims to observe these dynamics as represented in BR-UK political discourses produced between 1847 to 1984. In this vein, power relations will be discussed in terms of how BR-UK political shifts were represented, developed, maintained and negotiated over the contested period in the context of protectorate dependency and diplomacy; and how this phenomenon was appreciated as a linguistic phenomenon via the manifestation of features, discursive interactions/ strategies, role of social actors and context of text production. Methodologically, this research is triangulated within the framework of Discourse Historical Approach with the complimentary usage of Social Actors Approach, in the domain of Critical Discourse Analysis and politolinguistics.

Second Language Acquisition and Chaos/Complexity Theory

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This presentation will report on a work-in-progress looking into Second Language Acquisition (SLA) of Maltese, taking chaos theory as a theoretical approach. Chaos/Complexity theory (CC/T) explores items in terms of their internal connectivities and external relationships with their surroundings. It is argued that SLA research should be built on recent advances in scientific thinking and adopt CC/T theory so that a more comprehensive picture of the factors involved in learning can be drawn. Unlike some traditional language learning theories which treat language learning as a fixed, linear, cause and effect phenomenon, CC/T considers language learning as a nonlinear, complex, and dynamic system evolving and changing in an unpredictable manner through the dynamics of language.

Considering language learning as a complex system, its complex behaviour as a whole is influenced by a large number of factors (including cognitive and sociocultural factors), forces, and agents within or beyond its boundaries which is more than the behaviour of its individual components. Despite the fact that C/CT provides new insights, understandings, and implications for researchers in the field of SLA, very few practical attempts are available which investigate the complexities of language learning. Accordingly, thirty two male/ female learners of Maltese as a foreign language with different L1 and fifteen native speakers are participating in my longitudinal research based on mixed methods type of data collection. Timed Grammaticality Judgment Test and Verb Conjugation Task are used to elicit explicit learning whereas Picture Interpretation productive tasks are used to test implicit learning. Reflective journal studies and one-on-one interviews are used to elicit five participants' introspection, learning methods and stories concerning their language learning process. With regards to the theoretical underpinnings and insights of C/CT, the derived meanings and themes seem to justify the complexities of learners learning Maltese as a foreign language.

Using linguistic ethnography to examine the language of theatre production

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My research examines the complex relationship between theatre lighting designers, their collaborators and the intangible material of light. In previous research, I found that light's lack of materiality made it difficult to describe, even by very experienced practitioners. Equally difficult to articulate is the role of the lighting designer during technical rehearsals, a highly pressurised environment with constantly shifting power dynamics and hierarchies. Therefore, in order to acknowledge the significant role that light and lighting designers have in a production, lighting designers and their collaborators must develop linguistic tools to enable them not only to describe their process but also to navigate and potentially exploit these constantly changing social processes. The interdisciplinary nature of my study is unique in lighting design research and therefore the methodology I've employed has shifted – from a mixed methods approach to a combination of linguistic ethnography and grounded theory. This is in contrast to previous work in the study of theatre lighting design, which relies primarily on interviews. In this talk, I will briefly outline the context of my research and will discuss the methodological journey I have taken, before addressing some of the challenges I've faced and how these might be overcome. I will conclude by speculating on the impact of my research on related industries and possibilities for future research.

Variability and Stability in L2 Learners' Willingness to Communicate

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Communication has increasingly been seen as an important facilitator of L2 learning. It has been assumed that learners with higher levels of L2 willingness to communicate (WTC) would seize more opportunities to use and develop the target language, thus gaining better learning outcomes. Recently, there has been a shift in research concerning L2 WTC from those regarding it as a stable communicative tendency to the dynamic nature of it. The study aims to investigate the variability in L2 learners' WTC, and the systematicity of this variation.

Within a repeated measures design, 103 undergraduate students from a university in Beijing completed a questionnaire at the end of each EFL class during one term. Items in the questionnaire captured students' feelings, thoughts and L2 communicative behaviours in the classroom. Statistical analysis software SPSS was employed to conduct descriptive and correlational analyses.

Findings showed that individuals varied in their L2 WTC across situations and throughout one term as much as they differed from each other. More importantly, within-person fluctuations in L2 WTC were not random but can be explained by the fluctuations in some features of the learning situation (e.g., support, task-interest, and task-importance). The findings provide empirical evidence for the dynamic nature of L2 WTC.

The dynamic nature of L2 WTC has become a current topic in the field of L2 learning and teaching, however, empirical findings are still needed to prove the variability in L2 WTC, and the systematicity of this variation. This study provides novel insights for future research about the dynamic nature of L2 WTC. This study is of practical importance for educators and L2 teachers who aim to facilitate learners' L2 WTC by managing appropriate learning situations in classrooms.

Co-constructing research with L2 undergraduates: the impact on relationships, motivation and identity.

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This paper relates to a project that is being conducted as part of an 'URBAN' (undergraduate research bursaries at Northampton bid). These bids involve a lecturer and undergraduates researching together in order to explore an aspect of the student experience in higher education. For Norton (2010) the focus of research on identity and investment is 'the relationship between the language-learner and the larger social world' and this can be seen to contrast starkly with previous foci of second language teaching/learning on, for example, improving learners' lexico-grammatical accuracy, or practice on specific study skills. The students, rather than the topics studied, move to centre stage. This paper focuses on the experience of working together as co-creators of research. This includes the challenges posed when redefining the conventional student/lecturer relationship in order to become a research team, linked via social media that through its connotations reshapes the conventional student/lecturer discourse. This is framed within the context of significant decisions made at the start of the research process such as the ethical issues faced, the design of the research questions and the methodology. These partially pragmatic issues were explored through reflective diaries and these form the basis of the presentation. This 'play within a play' approach whereby the focus of this paper is on the power relations and experience of researching together rather than on the research project, which is still being conducted, places this paper within an auto-ethnographic tradition. The lecturer was an international student to the UK and the students involved are current international students. This paper will generate a rich discussion on the nature of student and lecturer identity, relationships between lecturer and students and students' motivation.

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Roundtable and Colloquia

BAAL 50th Anniversary Roundtable Event

Leeds, 31 August 2017

The engagement of BAAL – and Applied Linguistics – with policy and practice

Chair:

Tess Fitzpatrick

Swansea University

BAAL Chair

2017 marks the 50th anniversary of the inaugural meeting of BAAL. To commemorate this, the BAAL Executive Committee has invited five eminent members of BAAL to speak in a special conference Roundtable event. The speakers have all served as Chair of BAAL in the past, and within and beyond that role have shaped and steered our activities and profile, contributing significantly to the development and success of our Association.

The speakers have been asked to focus on aspects of BAAL's – and Applied Linguistics' - engagement with policy and practice. They will address specific domains of current and past influence, identify patterns of engagement activity across BAAL's history, and suggest and predict potential areas of focus for BAAL in the future.

Our speakers:

Susan Hunston is Professor of English Language at the University of Birmingham, where she has worked for over twenty years. She previously worked in universities in Mindanao, Singapore, and Surrey, and was employed on the Cobuild project. She is a former Chair of BAAL and is currently Chair of the University Council for General and Applied Linguistics. She has published books and papers in Discourse Analysis and Corpus Linguistics. Susan will speak about the role of Applied Linguistics in understanding the society we live in, and the role of BAAL in understanding and shaping Applied Linguistics as a discipline.

Rosamond Mitchell is Emeritus Professor of Applied Linguistics at the University of Southampton and a former Secretary and Chair of BAAL. She trained as a schoolteacher in Ireland before completing an MSc in Applied Linguistics in Edinburgh and a PhD in Education at Stirling. She taught Applied Linguistics for many years in Southampton, and has research interests in SLA, in foreign language pedagogy and in language education policy. She is a Fellow of the Academy of Social Sciences, and co-author of *Second Language Learning Theories* (3rd edition 2012) and of *Anglophone Students Abroad: Identity, social relationships and language learning* (2017). Ros will speak about the relationship of BAAL – and Applied Linguistics – with policy and practice relating to language education in schools.

Mike Baynham is a former chair of BAAL and currently Emeritus Professor of TESOL at the University of Leeds. His research interests include literacy studies, oral narrative and language and migration. He is currently working on the topic of queer migration narratives. He is also working with T K Lee on a monograph for Routledge entitled *Translation and Translanguaging* arising from his work on the AHRC funded TLANG project. He has recently edited a special issue of the AILA Review with Luiz Paulo Moita Lopes on the theme of "Meaning making from the Periphery", due to appear later this year. Mike will speak about the relationship of BAAL – and Applied Linguistics – with policy and practice relating to migration, asylum and citizenship, and will discuss multilingualism and ESOL from that sociolinguistic perspective.

Greg Myers is Professor of Rhetoric and Communication at the Department of Linguistics and English Language at the University of Lancaster, where he has taught for 28 years. He was Secretary of BAAL (1998-2002) and Chair (2012-2015). His books include *Writing Biology* (1989), *Words in Ads* (1994), *Matters of Opinion* (2004) and *The Discourse of Blogs and Wikis* (2010), and he has regularly written papers for the Ross Priory Seminar on Broadcast Talk. He and Sofia Lampropoulou have been working on the expression of stance in research interviews. Greg has completed a new edition of Ros Mitchell's History of BAAL document, and will speak about themes and patterns that have emerged from this 'long view' of the Association's activity.

Guy Cook is Emeritus Professor of Language in Education at King's College, London. He was BAAL Chair 2009-2012 and co-editor of *Applied Linguistics* 2004-2009. He is a Fellow of the Academy of Social Sciences. His books include *Translation in Language Teaching* (2010), *Genetically Modified Language* (2004), *Applied Linguistics* (2003), *The Discourse of Advertising* (2001), *Language Play, Language Learning* (2000). From 2002-2008 he directed four ESRC projects on disputes about food policy (on labelling, GM agriculture, organic farming, and school meals). He has recently completed a Leverhulme Trust project '*People, Products, Pets and Pests: the Discursive Representation of Animals*' (<http://animal-discourse.wordpress.com>). Guy will act as discussant, summarising the papers and leading conversation among the speakers around key themes and questions.

The first four presenters will each speak for 15 minutes. The discussant will then lead a 30 minute summary and panel discussion, and the final 20 minutes of the session will be open for audience questions. The event will be chaired by Tess Fitzpatrick, Professor of Applied Linguistics at Swansea University and currently the Chair of BAAL.

Language in Africa Special Interest Group Colloquium

The Role of Language in Development in sub Saharan Africa

Organisers:

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Language is a key factor in promoting effective, inclusive, sustainable development (UNESCO 2012). This colloquium will explore what role language plays, or should play, in national development within Africa, and by extension, in other multilingual developing countries. While the papers focus on the role of language in education and how that relates to development, we will inevitably also touch on issues of economic and societal development and democratic participation.

The international development community has entered a new era, signalled by the beginning of the Sustainable Development Goals (SDGs 2015-2030). One of the ways in which these new goals differ is that they aim to provide a more people-centered, collaborative and bottom up approach to international development (Sachs 2012, Kumar et al 2016). This colloquium will argue that language will have a crucial role to play in achieving this. In sub-Saharan Africa the reality is one of polyglossia and differential functions of languages within 'multi-tiered communication landscapes' (Wolff 2016). In such a scenario, it is a mistake to assume that inter-communication between diverse ethnolinguistic communities is always best managed through the use of a widespread lingua franca, one of the national languages enjoying special status, or the language spoken as a first language by the greatest number of speakers at national level, still less the language of an ex-colonial power. Many of the global Sustainable Development Goals can only be achieved by an active commitment to use of the resources of multiple languages.

Our speakers challenge some of the received orthodoxies. Coleman sets the scene with a historical survey. Erling questions the discourse of English as the key language of development. Cheffy asks if development always needs to take place through formal education and Clegg discusses whether agencies and authorities who decide educational language policies are best placed to make such decisions.

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Phases in Language and Development in Africa, 1945 to the present

Hywel Coleman, *Honorary Senior Research Fellow, School of Education, University of Leeds and Trustee, Language & Development Conference Series*

This paper explores the changing relationships between “language” and “development” in Africa over a period of approximately 70 years, from the end of the Second World War to the present day. I draw on a range of documentary evidence, focusing in particular on the proceedings of the Language and Development Conferences (LDCs). I provide some background to the LDC series and then the core of the paper examines development policy and language policy during each of three “development phases.” I hope that the paper will demonstrate how thinking about development and language in the African context - particularly but not exclusively with regard to the role of English - has evolved over the decades and how these changes have been reflected in the deliberations of the LDCs. For example, contributors to the LDCs have become more questioning about the roles of English and other exogenous languages in development while awareness of multilingualism has grown. Finally, I hope that the paper will draw attention to the richness of the under-utilised LDC archive (and to the similarly under-exploited archives of other similar conference series).

Why do the authorities fail to provide adequate L1 and L2 instruction in sub Saharan Africa? An examination of causes and solutions.

John Clegg, University of Bristol

In sub-Saharan Africa (SSA) medium of instruction (Moi) reduces educational opportunity. This presentation will look at five contributing factors contributors to this failure in English-medium education systems: inadequate L1-medium education, the lack of appropriate L2-medium pedagogy, inaccessible L2-medium textbooks, inappropriate teacher education and ineffective L2-medium assessment. It will propose that the blame for this situation can be laid squarely at the feet of four sources of poor decision-making: ministries, NGOs and international aid agencies, initial teacher education and publishers. Their knowledge of the effects of Moi falls below what is professionally acceptable. For example, ministries are reluctant to accept international evidence on the importance of effective, extended education through L1 and NGOs and aid agencies (with exceptions such as SIL and STC) do not push for it. Ministries and donor agencies often pay for inaccessible books without reference to their usability. Unreliable L2-medium examination data are used as a measure of school performance. Teacher education in SSA (with a few notable exceptions) does not train teachers to apply effective L1-medium teaching. Ministries and agencies are by and large too unfamiliar with appropriate pedagogy in respect of all these things to develop good teacher education practice. There are, in addition, political issues at work and a rights dimension which will be explored in the talk.

The means of providing remedies for these deficiencies are readily available and African learners and teachers deserve to have access to them. The presentation will outline the most important of these remedies and ask why it is that authorities in Africa are not vigorously pursuing them.

Ideologies of English as a language for development in Ghana: an impediment to local language-medium education?

Elizabeth J. Erling, University of Vienna/ The Open University, UK.

The increased status of English as the language of international communication, business and trade means that the language has been increasingly associated with economic development, resulting in what has been termed ‘discourses of English as a language of international development’ (Erling and Seargeant, 2013), in which English is celebrated as if it is a panacea for poverty, skills-deficits and

economic challenges. Such discourses contribute to the persistence of English-medium education in contexts such as Ghana, despite language-in-education policies that have been introduced to promote the use of local languages in primary education. While there are practical issues that limit the use of local languages, this paper argues that ideologies of English as a language for economic development play a significant role in the relative lack of willingness to implement local language-medium instruction in Ghanaian lower primary school (and beyond). To make this point, I will present excerpts from interviews undertaken as part of a two-year project investigating English Medium Instruction (EMI) in Ghana (undertaken as a partnership between the British Council, Education Development Trust and the Open University, UK). Findings show that while English is associated with the elite, with education and with economic advancement, local languages are widely perceived as being inappropriate for educational and business contexts. I therefore argue that unless strategies are developed to counter these perceptions, and present communities with evidence of the value of local language-medium instruction for education and economic development, English will remain the dominant language of primary education.

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Development from the bottom up: local language literacy learning as a contributor to change

Ian Cheffy, SIL International

Although the significance of language for sustainable development has been increasingly recognised, much remains to be done to implement policies which enable children and adults to learn in the language which they know best. This challenge is particularly acute in sub-Saharan Africa, characterised as it is by some of the lowest rates of development in the world and by the multiplicity of local languages spoken within each nation state. While macro-level language policies can play an important part in addressing this issue, it is important also to demonstrate how at a micro level the provision of learning opportunities in local languages makes a very significant difference, affecting not only individual learners but also their families and communities around them. Such development from the bottom up lies at the very heart of sustainable development.

This paper reports on qualitative research in Burkina Faso, Cameroon, Ethiopia, Ghana and Kenya with 95 men and women living in rural locations who were asked what had changed for them as a result of learning to read in their own community language. Each of them had become literate in their language through non-formal education programmes and had been reading and writing in their language for a number of years. Most of the interviewees had not attended formal schooling, so learning to read in their language was their introduction to literacy in any language. They reported that they had experienced a wide range of changes as a result of their learning, including more profitable management of their small businesses, greater confidence in contributing to community affairs, and increased ability to support their children's education. This small sample powerfully illustrates the impact on sustainable development which can be made by education in local languages.

LKALE Colloquium

The challenges and opportunities of teaching patterns of language: which ones? And how?

Organiser

Urszula Clark

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In the UK, there has been a growing move towards re-introducing teaching about grammar and language, as signalled in the latest revised National Curriculum documents from 2013 onwards across all key stages, and the introduction the same year of the Key Stage 2 Spelling, Punctuation and Grammar (SPAG) Tests. This colloquium explores issues related to teaching about grammar and language in the curricula for English, MFL and the curriculum as a whole.

Text World Theory as a pedagogical grammar for school English

Marcello Giovanelli, Aston University

Ian Cushing, Aston University (i.cushing@ucl.ac.uk)

Grammar features heavily on the 2013 National Curriculum for English, but the debate around effective pedagogical methods for grammar continues. We take the view that the question to be addressed is 'not whether explicit teaching of grammar directly affects pupils' own command of language or interpretation, but what kind of teaching and what theories underpinning it have the greatest chance of success' (Clark 2010: 190). It may be that one of those theories is Text World Theory (Gavins, 2007; Werth, 1999), a branch of reader-response theory/cognitive stylistics that has been widely used to explore the reading experience of literary texts. In this talk, we present and explore data from a series of secondary school English lessons, showing how Text World Theory can be employed as a 'concept- led pedagogical tool' (Giovanelli, 2014) for the teaching of grammar and linguistic patterns of literature, whilst encouraging meta-reflective discussions on the reading process itself. We argue that a cognitively-informed approach is useful in that it foregrounds the creative nature of reading whilst providing a systematic way of analysing language. It also offers an enabling, empowering and accessible way of developing linguistic knowledge in teachers and students.

“Yes but where is the verb?”: making language patterns noticeable, a challenge for MFL teachers.

Emilie Kasazian, Sorbonne, Paris (Emilie.kasazian@gmail.com)

New versions of Modern Foreign Languages (MFL) National Curriculum (NC) (2014) reassert strong commitment to grammar teaching and language awareness in both English and MFL. However, one can still acknowledge that little grammar is taught during primary education (at least in most state schools) and that MFL teachers often have the duty to initiate grammar teaching in their class.

Our PHD research aimed at identifying and displaying the array of grammar approaches among several teachers (native and non-native speakers) in this particular context, where pupils are not aware and do not know the grammar terminology to describe the patterns of language. To explore this issue, twenty observations of French, German and Spanish lessons at year seven (KS3) were carried out in different secondary schools in London, as well as interviews with the teachers of these lessons.

We found that, in most MFL classrooms, there is an intense metalinguistic activity consisting mainly at identifying and labelling parts of speech in the sentence. Therefore, our presentation will demonstrate that the teachers who initiate grammar teaching mostly start with the need to structure the language (French, Spanish or German) so that pupils become aware of the patterns of language. One of the central elements being the verb and the crucial need for their pupils to be able to recognize it. We will also show how teachers draw their pupils' attention on the patterns of language and how they try to build their awareness on language as a structured tool.

Colloquium: Studying emerging social norms in transient settings – theoretical opportunities and methodological challenges

Organisers:

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Discussant:

Celia Roberts
King's College London

Many social situations are characterized by being thoroughly familiar to the participants. In such settings, the norms guiding the interaction – including norms of speaking and social norms more generally – are considered matters of routine. The semiotic resources that participants draw upon are transparent to all parties involved and events proceed in ways that participants perceive as 'obvious' and 'natural'. In other contexts, people find themselves in situations where the norms of social interaction are unfamiliar, and therefore have to be developed and agreed upon in more fundamental ways than in settings characterized by a high degree of familiarity. The latter situation often (but not exclusively) arises in settings where participants from different sociocultural and/or linguistic backgrounds come together to work on collaborative projects.

This colloquium is devoted to the study of such transient social configurations. Based on research on multilingual construction sites in Norway, a volunteer-based solidarity project in Swaziland, an international theatre ensemble in Denmark and collaborative street art performances in Slovenia, presenters provide their perspective on how the study of transient settings may (or may not) provide a distinct analytical vantage point from which to theorise the *emergence* of social and linguistic norms, as opposed to the identification of already established ones. Colloquium presenters explore the temporal aspect of sociality as it manifests in transient settings, investigate how successful collaboration is achieved and examine how belonging is performed. Papers also address central methodological challenges involved in the study of transient social configurations characterized by considerable linguistic as well as sociocultural diversity.

The colloquium consists of an introduction by the organizers (20 minutes + 10 minutes for Q&A), four paper presentations (20 minutes plus 10 minutes for Q&A each) and a final discussion, facilitated by an invited discussant, Celia Roberts (King's College London).

Transient workplaces in the construction and mining industry: Stable norms and emergent linguistic practices

Kamilla Kraft, Oslo University (kamilla.kraft@iln.uio.no)

This paper explores the interplay between stable and emergent norms in transient workplaces. Norms are our ways of navigating the world, informed by ideologies and (re)produced in daily practices in a constant dialectical process. Transient settings provide an opportune site for studying the production

of new norms and the reproduction of old ones, i.e. a unique point-of-view for us as researchers to study structuration (Giddens 1984) as it unfolds between people and institutions. In this paper I explore how norms can be both stable and emergent by looking at data I have collected in workplaces in the construction and mining industry by means of observation and recording of naturally occurring interaction as well as interviews. The sites are primarily situated in Norway, and like most large projects in the industry they are characterised by high levels of transnationalism and staff turnover, creating social environments where groups of people, cultures and languages meet, mix and move on.

In such settings where workers may collaborate for a shorter or longer time, new language practices emerge that aid communication and collaboration in a multilingual reality. These practices are often related to naming certain key items in the dominant language of the workplace, or to picking up words and phrases in different languages (described by participants as language 'blocks' that can be built upon). Creativity and flexibility thus emerge as norms governing linguistic practices, while underlying language ideological beliefs, e.g. the perception of languages as bounded and discrete entities organised hierarchically in terms of their relative 'value', remain stable. In short, the transient nature of the sites creates communication systems with emergent linguistic features, yet these features are embedded in relatively stable institutional ideologies. The paper concludes by discussing the reproductive vs. transformative potential of norms that emerge in transient settings.

Studying the formation of social norms in a collaborative solidarity project in Swaziland: Combining interactional data and unsolicited reflections

Katherine Kappa, University of Copenhagen (kkappa@hum.ku.dk)

This presentation focuses on the methodological challenges involved in studying the formation of social norms in a transient setting, and explores ways of usefully combining recordings of naturally occurring interaction with field notes on participants' unsolicited reflections on these interactions (expressed outside recording situations).

The transient setting in question concerns a project monitoring visit which is a routine part of a political collaboration between a volunteer-based Nordic solidarity organisation and a civil society organisation in Swaziland. The case study involved the presenter following the main participants on a 10-day visit through participant observation, video recordings of daily work interactions and interviews. The two organisations have been collaborating together on establishing a multi-party democracy in Swaziland for several years. However, while the Swazi partners have remained largely the same throughout, the Nordic organisation is characterized by a frequent turnover of volunteers. This, as a consequence, lends a distinct transient quality to the participants' social and professional relationships and interactions, and means that the norms that guide their daily work interactions have to be agreed upon in situ.

In light of this, and following the traditions of linguistic ethnography and ethnomethodological interaction analysis, the presentation makes a case for the relevance of these unsolicited reflections in understanding the process of social norm formation as an interactional concern. In transient settings where participants do not yet have a shared history of working together, the establishment of mutual and shared understanding is an ongoing process. As part of this process a more explicit focus on areas of ambiguity or misunderstanding may come up and can, for instance, be expressed through unsolicited reflections. As such, transient settings allow one to look at the process of working towards sedimentation of social norms, a process which could for instance result in a 'community of practice' (Lave and Wenger 1991).

Tracking change in transient project communities: The case of an international theatre ensemble in Denmark

Spencer Hazel, Newcastle University (spencer.hazel@newcastle.ac.uk)

This presentation focuses on a type of organisation made up of configurations of co-workers whose periods of engagement vary in length; in this case a theatre company. The administrative body of a

theatre company can span years or decades with a degree of stability in the make-up of the workforce and roles. The theatre ensemble on the other hand, i.e. the cohort of people engaged to produce a performance, may be brought in to undertake a single project only. Following completion, this configuration is disbanded, with members moving on to work within other projects. Transient project communities such as the theatre ensemble provide rich grounds for studying processes of norm-formation, as they involve members who often have little or no previous experience of working with each other.

Interaction analytic studies of human sociality have foregrounded the emergent, transient, and sequential properties of social phenomena. These include the practices through which “the business of the social world is transacted, the identities of its participants are affirmed or denied, and its cultures are transmitted, renewed and modified” (Goodwin & Heritage 1990, p283). Yet, processes characterised by ephemerality and temporality – such as those that characterise a theatre ensemble – are difficult to represent and submit to scrutiny.

This paper uses video data recorded over the course of a rehearsal period to consider how social practices evolve over time, as members develop a greater sense of the work they are engaged in and the people with whom they are working. In tracking such change, the study raises questions of how we can faithfully represent the transient nature of these social configurations.

Performing belonging: Stance, positioning and alignment in a collaborative street arts production

Jessica Bradley, University of Leeds (J.M.Bradley@leeds.ac.uk)

How is belonging negotiated in a transient space? In this paper I focus on stance, positioning and alignment (Baynham 2011) during the process of a production of a piece of street theatre. The production is being developed by two organisations working together: One is a Slovenia-based street arts company, and the other a UK-based outdoor arts company. Over the course of five months, the artists and performers work together to conceptualise the production, to make puppets, props and costumes, to devise the resultant performance and subsequently to perform. The performances then unfold across cities and towns in Slovenia as part of a street arts festival.

The transient project community is brought together for a short period of time, with intense periods of activity, and over the shared development of the performance. It is negotiated at each stage, and each of these developmental stages also constructs the collaborative relationship and community of practice around the production. The completion of each stage of the production marks a continual resemiotisation (Iedema 2001; 2003) of the text – a folk story – as it moves towards the performance. Each aspect of the final piece of street theatre is developed collaboratively. Roles are assigned and parts are cast. Each resemiotisation opens up spaces in which stance, positioning and alignment can shift and be renegotiated. Using multimodal data collected in a linguistic ethnographic study of the production process as part of my AHRC-funded doctoral research, this paper focuses on how ‘belonging’, taken here to be multidimensional and constantly negotiated (Probyn 1996), is performed across different stages of the production. Here the focus is on one actor as he establishes his role within the group.

Colloquium: Challenging the Pathologisation of Non-Standard Language

Organisers:

Karen Grainger

Sheffield Hallam University

Peter Jones

Sheffield Hallam University

In recent years, policy makers and educationalists have been keen to suggest that the language of socially disadvantaged children is partly to blame for their school failure (Grainger and Jones 2013). Some proposed interventions involve extending the professional remit of speech and language therapy (SLT) into the education of typically developing children and their parents (e.g. Locke et al. 2002), apparently without regard for applied sociolinguistic considerations. In this colloquium we critically examine the extension of the discourse of SLT into the area of educational underachievement and argue for an applied (socio)linguistic approach to the relationship between language use and educational theory and practice.

This colloquium brings together educationalists, speech and language therapists and sociolinguists who are interested in collaborative research that questions the pathologisation of poorer children's linguistic and communication skills, and that foregrounds the economic inequalities underlying differential educational achievement. It continues the theme of the BAAL/CUP seminar scheduled to take place at Sheffield Hallam University in April 2017 and will allow participants and speakers at the seminar to further develop their works-in-progress and to disseminate their work to the wider BAAL community.

The pathologisation of non-standard language.

Karen Grainger and Peter Jones, Sheffield Hallam University

This paper critically examines the involvement of the discipline and methods of speech and language pathology in addressing the issue of relative lack of educational achievement among children from poorer families. In line with the work of other scholars in the UK and internationally, we argue that this medicalisation of linguistic and communicational difference reflects and strengthens the neo-liberal ideology that attributes responsibility for deep-going problems of social inequality to the individual, without any reference to or critical regard for wider social structures, processes and social attitudes. The paper presents a 'Pathologisation Model of Language and Communication as a Language Ideology' to explain how the particular language practices involved in mainstream school literacy are misconceived as a universal standard and target measure of language development in the home and early learning environments.

Social Class, Language and Youth: ability versus style.

Sarah Spencer and Emma Moore, University of Sheffield

This paper reports on a project that is a joint venture between an SLT (Spencer) and a linguist (Moore) and which attempts to address a school's concern that children did not have the language skills to achieve satisfactorily at GCSE.

The project involves engaging children in talking about and representing visually their own ideas about language and their environment. The analysis of data looks at the frequency of a number of

nonstandard dialect variables across different contexts of language use. The authors found that different variables patterned in different ways across the range of contexts examined and that children had different levels of awareness of and control over their use of such features in their own spoken repertoires. Such differences in the communicational patterning of so-called 'non standard' dialect features mean that any attempt to encourage children to modify their speech towards the Standard must take account of the ways in which different variables are doing important identity and relationship work in different contexts for different speakers.

Rethinking Literacy and Language Ontologies through Co-production.

Kate Pahl, University of Sheffield

Hugh Escott, Sheffield Hallam University

This paper discusses two examples of films made by young people in Rotherham and describes how the young people perceive language and how these perceptions of language provide an insight into their language ontologies.

The authors argue that the young people they studied should not be regarded as 'disadvantaged' and that the focus of research should rather be on everyday language ontologies as a way of looking at the world and re-framing knowledge production practices.

The paper describes the use of co-production as a methodology, in which the authors collaborated with young people to provide a more complex, challenging and nuanced account of the social context of language use.

"Low Ability", Participation and Identity in Dialogic Classrooms.

Julia Snell, University of Leeds.

Teachers are increasingly called upon to use dialogic teaching practices to engage active pupil participation in academically challenging classroom discourse. Such practices are in tension with commonly held beliefs about pupil ability as fixed and/or context-independent. Moreover, teaching practices that seek to make pupil thinking visible can also make perceived pupil "inarticulateness" and/or "low ability" visible, with important implications for pupil identities. This paper explores how teachers in a dialogic teaching intervention managed the participation and identities of "low ability" pupils. We use linguistic ethnographic methods to analyze how teachers seek to include underachieving pupils' voices in the discussion, and consider implications for dialogic pedagogy and for the study of classroom social identification processes.

Local Organising Committee Invited Colloquium

Creative Inquiry in Applied Linguistics: Researching language and communication through visual and performing arts

Chair:

Jessica Bradley

University of Leeds

Discussant:

Angela Creese

University of Birmingham

This colloquium will present current research in language and communication employing creative modes of inquiry which draw on visual and performing arts in diverse ways. In 15-minute presentations and a roundtable discussion, researchers and artist collaborators working with photography, visual arts, performance, and music, will consider the questions: What do we understand by creative inquiry, and what are its affordances for Applied Linguistics research? The colloquium links to the exhibition of visual work which draws from research, teaching and engagement in linguistic landscapes in the Parkinson Court, which will be on display for the duration of the conference. The discussion will be led by Angela Creese. We are also joined by Louise Atkinson, freelance artist-researcher, who will provide perspectives on working with linguists, and whose work has contributed to the Linguistic Landscape exhibitions that accompany this colloquium.

Language, history, creativity

Tony Crowley, University of Leeds

Over the past thirty-eight years or so, through the use of photography and, more recently, digital technology, I have documented the changing ways in which language and other symbolic forms have been used on the walls of Northern Ireland to represent shifting values, perceptions, feelings, and stances, towards the developments of history. This has ranged, just to choose a few examples, from registering the words used by one community to refer to another ('Taigs', 'Prods'), to tracing the uses of language to index identity (Irish, Ulster Scots), to noting how different political traditions use languages as a form of symbolic power in order to signal historical affiliation (examples include Catalan, Basque, Arabic, German, Tamil, Hebrew, Polish and Latin).

With specific reference to the uses of language that I have documented and studied, I will argue that if we take a step back from the dominant, naturalised, authorised and authoritative ways of thinking about language with which we are so familiar, it soon becomes clear that so-called ordinary language use – the use of words, phrases, idioms in their everyday deployment – is in fact extraordinary. As can be seen in the examples in my photographic exhibition at BAAL, 'Language, culture, politics: Images from Northern Ireland 1982-2017', the ways in which language is used by people to make sense of their world, and to attempt to change it, often against enormous odds, are both remarkable and worthy of our attention.

Creative inquiry in adapting research for theatrical performance and public engagement

Lou Harvey, University of Leeds

Katy Vanden, Producer, Cap-a-Pie

This talk will reflect on our experience of a collaborative project to adapt research on language and intercultural learning for public theatrical performance. We will discuss aspects of the process of creative inquiry we undertook as part of the adaptation, and present a brief extract from the live performance. We posit that our creative inquiry enabled us to distil the research into its most fundamental components, and generated a shared ownership between the researcher and creative practitioners which made it both more particular and more universal. This facilitated a public learning experience which educated in the original etymological sense of *leading out*, bringing forth questions, feelings, expressions, connections. We suggest that the affordances of creative inquiry in our project have been to facilitate a new way to 'apply linguistics' outside of an academic space.

Who am I? Researching the meanings of intercultural experience through creative-visual-arts

Zhuo Min Huang, University of Manchester

In the increasingly internationalised context of higher education, students face opportunities to live and to study interculturally. In this paper, I focus on an internationalised university – The University of Manchester (hereafter, UoM) – located in a multicultural urban setting (Manchester, UK). I discuss what living in such an interculturally-rich context might mean to the being and becoming of individual students concerned. To do so, I illustrate how I use multiple creative-visual-arts methods (such as *'Blind' portrait*, *Digital-edited photography*, *Free-style painting*, *Art-gallery visiting*) to develop understandings into students' meaning-making of their intercultural experience, and exemplify the kind of sights these methods could enable. Through my creative-visual-arts data, I outline some main aspects of meanings that the students make of their intercultural personhood (Kim, 2008) including their responsibilities, vulnerabilities, and generosity (Harries, 2015). My discussion in this paper is informed by my on-going doctoral research which, through the lens of *mindfulness* (Ting-Toomey & Kurogi, 1998) in English, or '念' in Chinese (Huang et al., 2016), attends to insights from mature students about their intercultural experience at UoM and in Manchester. Methodologically, this paper contributes to the colloquium on creative inquiry by discussing how I use creative-visual-arts methods to bring forth students' meaning-making and knowledging of their 'self' (Montuori, 2012) as they engaged with their intercultural experience.

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Story-telling and story-listening as an artistic inquiry in a documentary theatre project

Sari Pöyhönen, University of Jyväskylä

Jussi Lehtonen, Finnish National Theatre

Eeva-Leena Haapakangas, University of Jyväskylä

Harith Raad Salih, Finnish National Theatre

What is integration? Who feels at home where, with whom and how? Could it be that Home is where the Art is? These are the key questions that the Finnish National Theatre's Touring Stage is dealing with in the documentary-based theatre project (2016–2017) *Toinen koti – Other Home*, which will be performed in November and December 2017. Artists who have come to Finland as refugees seeking asylum are joining forces with Finnish-born artists. Using speech, music and movement, the performance explores stories told by people who have fled from war zones and survived life-threatening journeys. The stories are intertwined with public discussions and debates of so called migration crisis along with asylum hearings and court decisions.

In this paper, we examine how refugee artists (musicians, actors, singers, poets, rap-artists) from Syria and Iraq tell their stories and how their stories are listened to and retold by other artists. The stories are told and performed in interview sessions, the aim of which was to collect material for the documentary-based theatre performance. Through linguistic ethnography and action research we also explore the co-construction of knowledge and expertise among the participants in the project, and the ways in which linguistic practices emerge, are negotiated and interpreted through creative arts.

Index of presenters

Abasi, Ali	19	Ducker, Nathan	61
Abavisani, Mohammad Sadegh	37	Eguchi, Kiyoko	115
Adami, Elisabetta	20	Elashhab, Genan	62
Agsebat, Halah	21	Erling, Elizabeth J.	186
Ahn, Sung Kyung	22	Escobar Urmeneta, Cristina	63
Ainsworth, Steph	32	Escott, Hugh	194
Aktar, Tasnima	23	Evnskaya, Natalia	63
Al-Hasnawi, Sami B	24	Fairbairn, Judith	64
Aliponga, Jonathan	25	Fei, Yue	65
Almesaar, Oun	26	Fernández-Fontecha, Almudena	66
Almurashi, Wael	107	Firth, Mark	38
Alonso-Aparicio, Irene	53	Fitzpatrick, Tess	101, 129, 183
Alonso-Belmonte, Isabel	53	Garska Jessica	67
Alsulami, Abdulelah	107	Gates, Shivonne M.	68, 69
Antoniou, Celia-Vasiliki	27	Ghadanfari, Saleh	107
Arafat, Nahed	28	Giovanelli, Marcello	188
Bailey, Elizabeth	29	Godard, Joelle	87
Bankier, John	30	Gomez-Jimenez, Eva	70
Barton, David	167	González-Fernández, Beatriz	71, 72
Baynham, Mike	183	Grainger, Karen	193
Beinhoff, Bettina	31	Green, Mel A.	87
Bell, Huw	32	Gris, Joaquín	73
Bitchener, John	33	Grover, Virginia	74
Blake, John	34, 35	Gundarina, Olena	75
Bonacina-Pugh, Florence	36	Haapakangas, Eeva-Leena	197
Bordbar, Soodeh	37	Haddingham, Oliver	76
Bradley, Jessica	192, 195	Hammond, Michael	42
Broadbridge, James	38	Handley, Zoe	77
Budgell, Brian	124	Hann, Naeema	78
Bullo, Stella	39	Hao, Yuanyue	79
Cao, Dung	40	Harvey, Lou	196
Chang, Ya-Ling	41	Hawkes, Martin	80
Charalampidi, Marina	42	Hayashi, Yuko	130
Cheffy, Ian	187	Hazel, Spencer	191
Chen, Katherine Hoi Ying	43	Hepworth, Michael	81, 87
Chen, Wenxue	44	Hofweber, Julia	86
Chen, Yanhong	181	Hu, Xiaoyi	82
Chimbwete Phiri, Rachel	45	Huang, Li-Szu	83, 157, 158
Cho, Moon K.	46	Huang, Zhuo Min	196
Choi, Wonkyung	47	Humphreys, Gareth	84
Chowdhury, Qumrul Hasan	48	Hunston, Susan	183
Chua, Shi Min	49	Ilbury, Christian	69, 85
Clark, Urszula	188	Islei, Annette	185
Clegg, John	186	Jaworska, Sylvia	86
Coleman, Hywel	186	Johnson, Neil	87
Cook, Guy	184	Jones, Peter	193
Cook, William	50	Joyce, Jack	88
Court, Jill	51	Joyce, Paul	89
Creer, Adele	52	Kalayil, Sheena	90
Creese, Angela	195	Kamimura, Taeko	91
Criado, Raquel	53, 73	Kanoongo, Usha	92
Crowley, Tony	54, 195	Kappa, Katherine	191
Cushing, Ian	188	Kasazian, Emilie	188
Danjo, Chisato	55	Kashani, Alireza Fard	93
Dao, Huyen Thanh	181	Kaufhold, Kathrin	94
Daoud, Mohamed	17	Kiernan, Patrick	95
Deignan, Alice	40, 56	Kim, Hyun Jung	96
Dickinson, Paul	57	Kim, Jong-mi	97
Ding, Ting	58	Kim, Sukyung	98
Dore, Christina	59	Kirk, Steven	99
Du, Jade B.Y.	60	Kizu, Mika	100

Knight, Dawn	101, 129	Rasinger, Sebastian	145
Koller, Veronika	123	Rausch, Tom	146
Koyuncuoglu, Hande	175	Reilly, Colin	185
Kraft, Kamilla	190	Reynolds, Judith	147
Kusters, Annelies	102	Richards, Catherine	148
Lai, Haiyan	103	Roberts, Celia	190
Lai, Yu-Da	104	Roche, Thomas	149
Lastres-López, Cristina	105	Romero-Medina, Agustin	53
Lee, Junkyu	98	Rosmawati	150
Leedham, Maria	108	Sabnani, Robbie Lee	151
Lehtonen, Jussi	197	Sahakyan, Taguhi	152
Leto, Mario	106	Salager Meyer, Francoise	124
Leung, Alex Ho-Cheong	107	Salih, Harith Raad	197
Lillis, Theresa	108	Semino, Elena	56
Liu, Tanjun	109	Shahnazari-Dorcheh, Mohammadtaghi	153
Lønsmann, Dorte	190	Sheehan, Susan	154
Lund, Sarah	110	Siegel, Joseph	38
Maaoui, Asma	111	Simpson, James	142
Mackenzie, Jai	112	Snell, Julia	194
Magela, Chimwemwe	113	Sonobe, Nicole	132
Mahadeo-Doorgakant, Yesha Devi	114	Spencer, Sarah	193
Mandala, Susan	87	Spiby, Richard	64
Mano, Miho	115	Spilioti, Tereza	155
Marszalek, Agnes	116	Stockwell, Glenn	156
Matley, David	117	Su, Fu-Hsing	83, 157, 158
Matsukawa, Chisa	118	Sun, Peijian	159, 161
Mayumi, Kayoko	119	Suzuki, Bunya	141
McCulloch, Sharon	167	Swanwick, Ruth	160
McIntosh, Michele	120	Teng, Lin	159, 161
Memari Hanjani, Alireza	121, 122	Thomas, Nathan	162
Miglbauer, Marlene	123	Tian, Zhongfeng	163
Mihaela Muresan, Laura	137	Timmis, Ivor	164
Millar, Neil	124	Torras Vila, Berta	63
Minns, Owen	125	Tran, Phuong	156
Mitchell, Rosamond	126, 183	Tsai, Kuei-Ju	165
Moffat, Andrew	127	Tsuchiya, Keiko	166
Moore, Emma	193	Tusting, Karin	167
Moore, Kate	128	Twiner, Alison	108
Morris, Steve	101, 129	Vanden, Katy	196
Mortensen, Janus	190	Walisundara, Dilini Chamali	168
Moxon, Jonathan	130	Weekly, Robert	65
Munro, Sonia	154	Wegorowski, Piotr	169
Muroya, Akiko	131	White, Goodith	185
Myers, Greg	184	Widdowson, Henry	16
Nagashima, Lyndell	132	Wilkins, Simon	170
Nakamura, Kaeko	133	Willis, Kim	87
Nambu, Akiko	134	Wirtenäs, Karolina	94
Nash, Chloe	107	Woll, Bencie	15
Nolimal, Michaela A.	135	Wu, Zhao Zhen	171
Ofemile, Abdulmalik Yusuf	136	Yamada, Kazumi	100
Osment, Christopher	162	Yang, Chia-Ying	172
Outhwaite, Olivia	107	Yang, Min	173
Pahl, Kate	194	Yang, Yu	174
Park, Kyeong-min	97	Yildiz, Yasemin	175
Pascual, Mariana	39	Yoshida, Mami	176
Perez-Llantada, Carmen	137	Yoshinari, Yuko	115
Petric, Bojana	138	Young-Scholten, Martha	107
Piosang, Tristan	139	Yusof, Badriyah	177
Poon, Scarlet	140	Zammit, Jacqueline	178
Potts, Diane	141	Zezulka, Kelli	179
Pöyhönen, Sari	142, 197	Zhang, Jiayi	180
Probyn, Margie	143	Zhang, Qian	181
Ramezanzadeh, Anna-Maria	144	Zvi, Jim	163