

BAAL 2018

Taking Risks in Applied Linguistics

YORK ST JOHN UNIVERSITY

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September 2018



CONFERENCE ABSTRACTS

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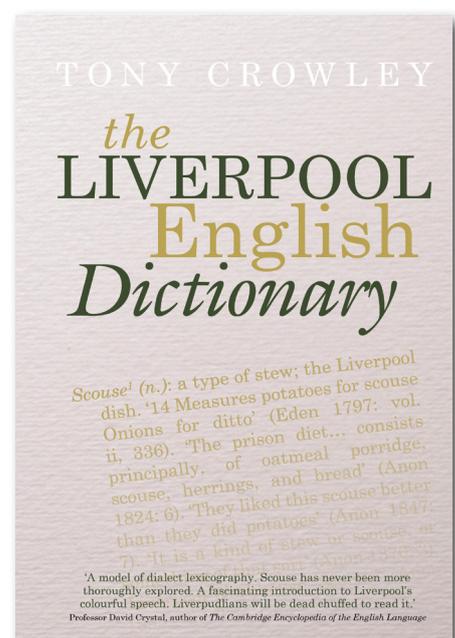
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Welcome message from the Local Organising Committee

Welcome to BAAL 2018 at York St John!

The LidIA Research Unit in the School of Languages and Linguistics at York St John University are delighted to welcome you to York for the 51st annual meeting of the British Association for Applied Linguistics. After celebrating half a century of BAAL in 2017, our theme—*Taking Risks in Applied Linguistics*—will make the 2018 meeting a testing ground for new ways of pursuing our research and improving our practice. Our global community is living through unsettling times, and language use is at the heart of many of the challenges we face. We hope that this meeting will be a forum for bold thinking to address these challenges.

This year we received more proposals than ever before, from applied linguists based in more than 40 countries. The large number of submissions meant that we could be very selective, ensuring the highest quality programme. Apart from individual papers organised thematically and in SIG tracks, there are almost 40 posters and seven colloquia. Coinciding with two of our research strengths at York St John, the BAAL Executive Committee Invited colloquium this year is on language and sexuality (*Befriending the risk(s): exploring sexuality and language in educational sites*, organised by Łukasz Pakuła) and the LOC Invited colloquium is in the area of Deaf Studies (*The legal recognition of signed languages – taking risks in applied linguistics*, organised by Dai O'Brien).

Special features of BAAL 2018 include:

- a screening of David Ellington's documentary *Lost Spaces* about the challenges faced by Bristol's Deaf Community. Presented by Nadeem Islam, the film is an output of an AHRC-funded project led by Dai O'Brien (see programme for details);
- a *Research Skills Clearing House* to share and discuss research resources/skills and potential collaborative research projects (see information in your bag);
- video posters, as well as the traditional printed variety.

Additionally, there'll be the BAAL Book Prize with drinks and Yorkshire Bites on Thursday (followed by a pub crawl), and dinner in the Quad on Friday.

We extend a special welcome to our plenary speakers, Annelies Kusters, Erez Levon, Anne Pauwels, and Bill VanPatten. All are involved in cutting-edge scholarship, and reflect both emerging and established research trajectories. We are pleased too to have with us five worthy recipients of BAAL scholarships, including the Chris Brumfit International Scholar, Mihiri Jansz. At the end of the conference, an award will also be made for the best poster, and the Richard Pemberton prize will be awarded for the best student presentation.

If you would like to view the conference programme online, please visit www.baal2018.org.uk and click on the Programme tab. You can also join us on social media: Facebook **BAAL2018**; Twitter **@2018Baal #BAAL2018**; and YouTube **BAAL2018 York St John University**.

Finally, we would like to thank the many people who have helped to bring about this meeting, including our sponsors, student and staff volunteers, the York St John Events team, the Mosaic Events team, and others.

We wish you a successful and enjoyable conference!

The Local Organising Committee

Local Organising Committee and Student Volunteers

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Plenary presentations

Plenary presentation:

Sign multilingual and translanguing practices and ideologies

Annelies Kusters
Heriot-Watt University

Being skilled in a signed language creates unique possibilities and opportunities for communication across linguistic and national borders. Signers' local and international mobilities are rapidly increasing and a growing number of people are proficient in more than one sign language. Signers learn other sign languages often in a short time span, and may use them in private, social, professional and academic contexts. An important factor in the globalisation of deaf space is the ability to communicate through International Sign (IS). This unique linguistic and social phenomenon has emerged from interactions between signers with different linguistic backgrounds and has been traced back to international deaf gatherings in the 19th century. It is mostly used in international contexts and it has no equivalent in spoken languages. There are conventionalized and less conventionalized uses of IS.

People who engage in IS and other sign multilingual practices are often translanguaging. The multilingual repertoires upon which signers draw are multimodal. People may speak, point, mouthe, gesture, sign, fingerspell, write, in a variety of combinations. Because of the unique ways in which sign, gesture, writing and mouthing are used by signers when they communicate, the research of sign multilingualism expands current concepts of translanguaging.

Scholars have described tensions that occur between the use of different sign languages when signers hierarchize these languages. Indeed sign languages constitute a complex terrain upon and in which different interests and agendas are produced and negotiated by different stakeholders. Also, the use and form of IS is connected to a complex set of language ideologies, especially concerning the use of lexicon from American Sign Language and English (eg in mouthings and fingerspelling). Being able to use the more conventional varieties of IS is related to signers' mobility, privilege and the ability to make use of certain linguistic repertoires against others.

Summarized, this presentation focuses on sign multilingual practices and ideologies, situating them in different kinds of spaces and relating them to different kinds of mobilities and interests.

About Annelies:

Annelies Kusters is Assistant Professor in Sign Language and Intercultural Research at Heriot-Watt University. She leads the research project *Deaf mobilities across international borders: Visualising intersectionality and translanguaging*, funded by the European Research Council (2017-2022). Annelies Kusters has master's degrees in Social and Cultural Anthropology (KULeuven in Belgium) and in Deaf Studies (University of Bristol), and a PhD in Deaf Studies

(2012, University of Bristol). Between 2013 and 2017 she worked as research fellow at the Max Planck Institute for the Study of Religious and Ethnic Diversity in Göttingen, Germany. Her current work is situated at the intersection of linguistic anthropology and social geography, in particular the study of multilingual language practices, language ideologies, transnationalism and mobilities. Since 2004, Annelies has engaged in ethnographic research in South America, Asia and Africa, such as in a school, boarding house and club of deaf people in Paramaribo city (Surinam); in compartments for people with disabilities in the Mumbai trains; and in Adamorobe, a Ghanaian village where hereditary deafness occurs. In 2016 she received the Jean Rouch Award (2016) from the Society for Visual Anthropology for her ethnographic film *Ishaare: Gestures and signs in Mumbai* and in 2015 she received the Ton Vallen Award for her written work on sociolinguistic issues in Adamorobe.

Plenary presentation:

Language, indexicality and gender ideologies: contextual effects on the perceived credibility of women

Erez Levon

Queen Mary University of London

It is well established that listeners' attitudes to variability in language are affected by context. One speaker's use of a particular form will not necessarily be evaluated in the same way as another's use of that same form (e.g., Campbell-Kibler 2008; Phrao et al. 2014), and the pragmatic meanings listeners associate with variation depend on the specific social setting in which that variation occurs (e.g., Hay et al. 2006; Levon 2014). In this talk, I explore how this contextual sensitivity of sociolinguistic perception interacts with broader ideologies about gender. Specifically, I examine how the use of "uptalk", or rising final intonation on declarative utterances, impacts on the perceived credibility of women versus men in different legal contexts, including those characterized by strong ideologies of gender (e.g., a sexual assault trial; Ehrlich 2014; Hildebrand-Edgar & Ehrlich 2017) and those in which that ideological framing is less pronounced (e.g., a medical malpractice trial). My goal is to identify how social information – including social ideologies about gender – affect listeners' perceptions of uptalk, and to explore the ramifications that these perceptions may have on women's ability to be believed in a courtroom.

Uptalk is an increasingly common feature of English around the world. Having originated in Australia in the 1960s (Guy et al. 1980), uptalk did not arrive in Britain until the late 1980s (Cruttenden 1995; Bradford 1997). Since then, uptalk has become an entrenched feature of Southern British English, found primarily among young, White, middle-class speakers in London and the South East. As in other locations, the appearance of uptalk in Britain has been accompanied by a set of negative linguistic stereotypes, associating the feature with the speech of young women and a style of speaking that is said to be lacking in confidence, authority or credibility. In recent work (Levon 2016), I have shown that the reality of how uptalk is used is very different: uptalk is equally (if not more) prevalent in the speech of young men in the London area, and it is used by speakers to assert control over how narratives are framed in interaction and to encourage alignment with the speaker's point of view. Because of this particular function, uptalk would actually be predicted to occur in the speech of young Londoners giving testimony in a trial, i.e., a context in which the speaker wishes to convince the court that their perspective is the correct one (particularly when confronted with aggressive cross-examination). The predicted use of uptalk in a legal setting to perform an instrumental function of activity alignment (Stivers 2008) thus contradicts the stereotypical perception of the feature as a signal of epistemic uncertainty. It is precisely this contrast between how uptalk is actually used and the stereotypical expectations of how it is used that I explore in this talk.

My discussion is based on the results of two speaker evaluation experiments. In the first, listeners rated different samples of expert witness testimony in a medical malpractice trial

given by a woman and a man for perceived credibility (Brotsky et al. 2010). Recordings were digitally manipulated so as to contain occurrences of uptalk or not, so as to investigate the effect of both linguistic form and gender on how credible a witness is perceived to be. In the second experiment, recordings both with and without uptalk were again presented to a new group of listeners. In this case, however, the testimony was drawn from a sexual assault trial (Ehrlich 1998), in which a complainant (a woman) accused the defendant (a man) of having raped her. Analyses of the second experiment thus examine the extent to which uptalk, gender and the more ideologically loaded context of a sexual assault trial (as compared to a medical malpractice trial) constrain how credible a witness sounds. In the talk, I detail how the findings of the experiments relate to respondents' own beliefs and gender and sexism, as well as their relative endorsement of popular rape myths (Payne et al. 1999). I also discuss the broader ramifications of the results for our understanding of how language is perceived in context more generally.

About Erez:

Erez Levon is Reader in Sociolinguistics at Queen Mary University of London. His work uses quantitative, qualitative and experimental methods to examine patterns of socially meaningful variation in language. In particular, he investigates how linguistic forms come to be associated with different categories of speakers, and how, in turn, speakers use these associations in their everyday linguistic interactions. He primarily focuses on the relationship between language and gender/sexuality, and is interested in examining how gender and sexuality intersect with other categories of lived experience (notably, race, nation and social class). He has conducted fieldwork in the UK, the USA, Israel and South Africa, and is the author of *Language and the Politics of Sexuality: Lesbians and Gays in Israel* (Palgrave, 2010) and co-editor of *Language, Sexuality and Power: Studies in Intersectional Sociolinguistics* (OUP, 2016). He is also Associate Editor of *Linguistics Vanguard* and *Journal of Sociolinguistics*.

Plenary presentation:

Applied linguistics, language and asylum seekers: a linguistic ethnography of an asylum reception centre in France

Anne Pauwels
SOAS, University of London

Between 2015 and 2017 Europe experienced a massive influx of migrants and refugees estimated to be above 3 million according to European Asylum Support Office. The main source countries are Syria, Afghanistan, Iraq as well as some African nations notably Eritrea, Somalia, and Ethiopia. This influx has been described as the largest movement of people in Europe since the Second World War. It soon transpired that many European countries (EU and non-EU) were poorly prepared to deal with this situation administratively, politically, socio-economically, culturally and last but not least, linguistically. The linguistic issues and hurdles facing this 'wave' of migrants and refugees in the 'acceptance process are wide-ranging: from being subjected to language tests to prove their origin for asylum legitimacy, managing life in legal and illegal camps and refugee centres to winding one's way through the application processes. Despite the relative recency of these developments, the 'community' of linguists – applied, sociolinguists and others – has started working and commenting on various linguistic aspects of this situation, including the linguistic problems surrounding the widely used LADO test [Language Analysis for the Determination of Origin], the multilingual repertoires of the current refugee populations, the impact on urban linguistic landscapes as well as reconfiguring adult language learning in this new context.

With this talk I wish to make a contribution to the study of this 'new' linguistic scenario that is becoming a prevalent one in an increasing number of countries. Using an ethnographic approach (incorporating a linguistic landscape orientation) my main focus will be on documenting the linguistic rules governing the interactions between asylum seekers and various levels of authority as well as contrasting these with the 'actual' linguistic practices of both parties as observed in a French asylum/refugee reception centre located in Paris – Porte de la Chapelle -. As applied linguist, I will also reflect on the possible role I/we can or should play in facilitating (improving?) this interactional process. The data upon which I draw for this presentation derive from a current interdisciplinary project in which I am a co-investigator entitled LIMINAL – Linguistic and Intercultural Mediations in the context of International Migrations- This project, funded by the French National Agency for Research – ANR, examines the linguistic and cultural issues of asylum seekers in three French reception centres located in Paris, Ventimille and Grande Synthe (Calais).

About Anne:

Anne Pauwels is Professor of Sociolinguistics at SOAS, University of London. Prior to arriving in the UK she worked for almost thirty years in Australian universities in the capacity of Professor

of Linguistics (Universities of New England, Wollongong and Western Australia) and of the Dean of Arts, Humanities and Social Sciences (Universities of Wollongong and Western Australia). During her time in Australia she was involved in many initiatives relating to language policy at federal, state and local level. She has been President of the Applied Linguistics Association of Australia and Vice President of the Australian Linguistic Society. Her research areas include multilingualism, especially in immigrant contexts, language maintenance and shift, language policies in higher education and the relationship between language and gender. She has published books in each of these areas with the latest contribution being *Language maintenance and shift* (2016, CUP). Currently she leads a project on multilingual practices and attitudes towards multilingualism among university students in Europe. This investigation forms part of the Cross-language Dynamics project (University of Manchester, AHRC–OWRI). She is also involved in a project that examines social, cultural and linguistic practices in refugee camps in France (led by INALCO, Paris).

Pit Corder Lecture:
The (risky) promise of instructed SLA

Bill VanPatten
Michigan State University

In 1967, S. Pit Corder suggested that only by knowing about how language acquisition actually proceeds could we make any informed advances in language teaching. In 1972, Larry Selinker suggested that instruction on formal properties of language would have a negligible impact (if any) on real development in the learner. Finally, in 1983, Michael Long asked the question of whether instruction on formal properties of language made a difference in acquisition surveying a number of classroom-versus non-classroom studies available at the time. Since these publications, numerous empirical studies have been published on everything from the effects of instruction to the effects of error correction and feedback. This research in turn has resulted in meta-analyses and overviews that many researchers use to make claims about the impact of instruction on SLA. In this presentation, I will argue that current claims about the positive effects of instruction are overblown and are a result of what scholars call “going beyond the data.”

About Bill:

Bill VanPatten is an award-winning scholar, teacher, and writer with an international presence in the field of second language acquisition. Professor of Spanish and Second Language Studies at Michigan State University, VanPatten researches and teaches in the area of linguistic and psycholinguistic approaches to second language acquisition. He is the author of multiple books, edited volumes, and some 130 articles and book chapters. Among teachers he is known for his reader-friendly books, *While We’re On the Topic: BVP on Language, Language Acquisition, and Classroom Practice*, *Making Communicative Language Teaching Happen* and *From Input to Output: A Teacher’s Guide to Second Language Acquisition*, as well as his textbooks in Spanish and French. He is also the host of the successful radio show/podcast “Tea with BVP.” When not engaged in L2-related activities, VanPatten writes fiction. He used to perform standup comedy.

Papers and Posters

Paper 481

Power, politics and priorities in adopting English as a medium of instruction: example of a developing country where English is a second/foreign language

Manzoorul Abedin
University of Cambridge

Polities across the world where English is used as an additional language have increasingly adopted English as a medium of instruction (EMI) to internationalise local education as a response to globalisation. Using the concept of "actor" in language policy and planning (LPP) as a conceptual frame, the present study aims to contribute to the medium of instruction (MOI) literature by drawing on the perspectives of key policy agents including education ministers, state administrators, civil servants and education consultants in Bangladesh. Sampling has been strategically designed to cover people working at the centre of policy-making and those who work away from the centre – in the local levels. The interviews (n=24), taken as part of a doctoral research, with these policy actors provide insights into the LPP workings of recent governments in Bangladesh, highlighting policy-makers' ambivalent attitudes towards the MOI divides created by an inequitable co-existence of Bangla (Bengali) and English medium education in the country. Despite the growing recognition of the diversity of actors and contexts in LPP, the thematic content analyses of the interviews demonstrate that an authoritarian approach to policy formation and implementation has been the norm in the country, which over the years has rendered the dialogue between policy-makers and teaching professionals fragile, if not entirely irrelevant. By contrast, the data also provide materials for constructing important narratives on the passivity of government agencies with regard to international agency-funded projects; the constant distraction of excessive 'cover my back' paperwork at different levels of a hybrid bureaucratic system; an under-theorised and distorted understanding of the sociology of English education in a 'so-called' monolingual country and its impact on students' well-being and academic achievement; and an inability to devise and drive coherent and far-sighted policy strategies for a balancing act between national and global language in education.

Poster 37

The Enregisterment of *h*-deletion and *h*-insertion in Nigerian Englishes

Elizabeth Olushola Adeolu
University of Edinburgh

According to many anecdotal and impressionistic accounts on Nigerian English, *h*-deletion and *h*-insertion are shibboleths in Nigerian English, especially in the English spoken by the Yoruba English speakers in Nigeria, one of the major ethnolinguistic groups in Nigeria (Jowitt, 1991; Bamgbose, 1995). These shibboleths are also enregistered as 'h-factor', seen to index Yoruba identity.

However, at least one study (Choon et al, 2012) has found that *h*-deletion and *h*-insertion are also found in the speech of non-Yoruba speakers of English in Nigeria. However, even this study is not comprehensive.

The current study has, thus, arisen out of the need to fill the gap in the literature by examining *h*-deletion and *h*-insertion through a comprehensive auditory analysis of tokens spoken by educated Yoruba English speakers and their Igbo and Hausa counterparts in Nigeria across all 15 social contexts in the International Corpus of English-Nigerian Section (ICE-NG). And, also investigating extra-linguistic contexts that have led to the enregisterment of these shibboleths as an index of Yoruba ethnic identity.

The findings reveal very little variation, revealing that *h*-deletion and *h*-insertion might not be as widespread as presumed; even though they are more commonly produced by the Yoruba speakers of English in Nigeria. It also reveals interesting points of departure from what we traditionally know about *h*-deletion and *h*-insertion in the established studies in other varieties of English, in terms of linguistic constraints, even introducing certain linguistic constraints which have not been considered in the study of *h*-deletion and *h*-insertion so far, viz: syllabicity and following phonetic context, and which were found to have noteworthy effects on *h*-deletion in the variety studied.

In terms of the enregisterment of *h*-deletion and *h*-insertion, what emerges is the picture of a divided people with a linguistic parallel where ethno-linguistic markers of the seeming better lot are magnified.

Paper 317

Learning and assessing science through the medium of English language: addressing linguistic and non-linguistic challenges of English language learners in primary classrooms

Oksana Afitska¹, Timothy Heaton²

¹Lancaster University, ²University of Sheffield

This presentation, drawing on the findings from a language and science empirical research project conducted by the University of Sheffield and Sheffield City Council in five state primary schools in Yorkshire, England, discusses linguistic and non-linguistic factors that may impact English language learners' and English native-speaking learners' performance in Science and ways of improving the current learning and assessment environment for them. Learner test data from each year group at Key Stage 2 (that is, Years 3, 4, 5 and 6) in each school was analysed using a generalised linear mixed model in order to answer the following research questions: 1) do English language learners and English native-speaking learners perform differently on subject-specific tasks, and 2) what factors, apart from language proficiency, influence English language learners' and English native-speaking learners' performance on subject-specific tasks? Drawing on the research findings this presentation puts forward several suggestions as to how the learning and assessment practices of non-native English speaking learners, inhibited by an unfamiliar language of instruction, can be further improved. Many of these practices can be also applied to the contexts of monolingual Science classrooms.

Paper 151

First love letter to conflicting marriages: exploration of ethnically diverse students' developing understanding during their reading of *Romeo and Juliet* using Schema Theory

Furzeen Ahmed
Aston University

Recent changes to GCSE English in 2014 shifted the focus on studying canonical literature, consisting of works from 'dead, white guys' (Robinson, 2001: 69). The curriculum reform has resulted in a restriction over the choice of texts available to students, which may not reflect the rich array of backgrounds in the present day English classroom. This presentation draws on a pilot study conducted during the first year of my doctoral studies, and focuses on how students from these backgrounds contended with the inclusion of British heritage texts, depicting distinct text worlds ethnically, culturally and temporally. The study draws on how year 8 students from an East Midlands secondary school responded to *Romeo and Juliet*, and countered the representation of other cultures and societies, along with drawing on their own cultural knowledge and experiences to understand distinct notions being studied.

In this presentation, the focus will be on how conceptual development occurs in a classroom context during interactions, where language is being used as a tool for thinking and expressing the students' distinct voices. Using Schema Theory, I will explore how the students formed their own understanding and developed their schemas (mental spaces) about concepts encountered during their reading of the play, such as love and arranged marriages when completing activities for example classroom discussions and short writing tasks. Interactions can be considered as 'dynamic, supple, and active in the moment of thinking' (Fauconnier and Turner, 1998: 133), as the students experience a gradual expansion in knowledge by forming distinct mental spaces consisting of new ways of perceiving the novel concepts introduced above. The students' 'active' constructions and development of schemas during discussions will be emphasised upon as part of a continuous reciprocal process of knowing, rather than a transfer of knowledge from teacher to students.

Poster 136

Communication ideology of adults with Autism Spectrum Disorder: from discourse analysis of interview data

Kyoko Aizaki

Rikkyo University, Tokyo, Japan

This study examined the communication ideology of adults with high-functioning autism spectrum disorders (ASD) through interviews. The definition of ASD is “a deficit shared by a triad of impaired social interaction, communication, and imagination”.

The aim of this study was to explore the factors that might relate to their communication styles implicitly, but not affect their communication during interaction explicitly. To achieve this purpose, I investigated the communication ideology of high-functioning adults with ASD and revealed their attitudes about conversation in daily life. Communication ideology is defined as “an idea and recognition for communication” and includes “language ideology,” which refers to “sets of beliefs about language articulated by users as a rationalization or justification of perceived language structure and use” (Silverstein, 1979). Communication ideology contributes to their understanding of interactional contexts and situations. Therefore, exploring the communication ideology of adults with ASD might help to reveal their implicit communication behavior..

I interviewed 6 adults with ASD for a total of 3 hours and examined their narratives to reveal the communication ideology of adults with ASD. The participants ranged in age from their 20s to 40. Through their comments, I argue that many social contexts in their surroundings allow them to accept “stigma,” which is associated with communication disabilities easily. Consequently, they had already accepted most of the stigma and evaluated their own communication abilities. Furthermore, they noticed that their communication process is different from typically developed people and attend more to their own “special” speech style. This means that they attend more to their own communication and have high-level self-consciousness regarding their communication manners, which indicates that they tend to focus on “communication about communication” or so-called “meta communication.” The findings might help to develop social communication training models for adults with ASD in the future.

Paper 90

Discursive features of reciprocity and the development of comprehensibility: longitudinal case studies of eTandem dyads

Yuka Akiyama¹, Kazuya Saito²

¹University of Tokyo, Tokyo, Japan, ²Birkbeck, University of London

Reciprocity is a key principle of eTandem, a telecollaborative arrangement where learners of different native languages meet online and use one language during half of the session and then do the same for the other language. While it has been argued that successful implementation of eTandem relies on this principle, the construct of reciprocity had not been operationalized until our precursor study uncovered five dimensions of reciprocity: (1) quantitative equality (e.g., equal number of turns/topic shifts), (2) qualitative equality (e.g., same degree of investment), (3) interactional patterns (i.e., Storch, 2002, mutual involvement and equal control of a task), (4) exchanged behavior (e.g., speakership and listenership), and (5) compatibility/sharedness (e.g., compatible conversational styles). The current study expands on these findings to reveal the relationship between reciprocity and the development of comprehensibility.

The context of this study was a semester-long, video-mediated eTandem project between 12 U.K. learners of Japanese and 12 Japanese learners of English who engaged in weekly interactions via a videoconferencing tool called *Zoom*. We first examined who made (and did not make) significant gains in comprehensibility in a pre- and post-test design and selected four dyads for focal analysis. Drawing on insights from interactional sociolinguistics and multimodal discourse analysis, this study then examined how these dyads enacted the various dimensions of reciprocity in on-going interactions. It was found that there is a hierarchy in the five reciprocity dimensions; the dimension that was most crucial for the development of comprehensibility was interactional patterns and exchanged behavior, while quantitative equality and compatibility/sharedness did not impact participants' language gains. The findings suggest that participants' situated practices (i.e., process of meaning making, rather than its product and inherent characteristics of individuals) shape their positive interactional experiences, which in turn lead to language development.

Paper 91

The impact of coming out in online social interactions: a case of a Japanese-American eTandem dyad

Yuka Akiyama¹, Lourdes Ortega²

¹University of Tokyo, Tokyo, Japan, ²Georgetown University, Washington, USA

Language learners' identity construction play an important role in shaping their language learning behaviors, yet we know little about the impact of "coming out" on their social interactions. Thus, this study drew on insights from theories of interactional sociolinguistics and multimodal discourse analysis to examine the interactional trajectory of one eTandem dyad: a Japanese learner of English and an American learner of Japanese who came out as lesbian in one of their *Google Hangouts* sessions. I analyzed how the dyad managed the critical incident of coming out discursively and how the experience subsequently impacted their interaction. The findings revealed that they used *intertextuality* (Becker, 1995) as a strategy to take a transcultural stance in discussing their sexual identities and that the experience of transforming culture shock into a learning opportunity increased the cultural capital of the eTandem project and helped establish a community of practice. To maintain the community, they went outside the curricular sphere of *Google Hangouts* to using *Facebook Messenger*, through which they increased their shared repertoire (i.e., cross-modal intertextuality) and confirmed their membership to the community. The value of critical incidents is discussed with regards to identity and investment theories (Norton Peirce, 1995).

Paper 315

How effective is pair work compared to individual writing practice?

Saif Al Baimani, Nadia Mifka-Profozic
University of York

The present study compares the effects of peer collaboration and individual writing practice in a genre-based writing class at tertiary level. Studies so far (Storch, 2005, 2011; Wigglesworth & Storch, 2009) have found that learners develop their grammar accuracy when writing in pairs. A characteristic of these studies was that the gains of collaborative work were usually measured by outcomes resulting from pair work. The current study differs in that regard, as it set out to examine whether the effects of collaborative practice would also be reflected in individual work after a period of seven weeks of collaboration.

The participants in the study were 63 intermediate (IELTS 4.0) EFL undergraduate students enrolled in a public college in Oman. Participants were assigned to two experimental groups: one where they performed in pairs (n=20) and the other (n=21) where all practice was individual, while the control group (n= 22) was taught in a traditional fashion with no reference to genre instruction. Students in the experimental groups were exposed to two different genres that were deemed relevant for their study and future career: expository essay and summary writing. Data for analysis were gathered through written texts at three testing phases: pretest, posttest, and delayed posttest. The students' written production was analysed for syntactic complexity, lexical complexity and cohesion, operationalized via a number of variables examined by Coh-Matrix, an advanced automated text analysis tool (McNamara, et al., 2014). Preliminary results indicate that students in both treatment groups outperformed the control group in terms of lexical and syntactic complexity, and in the levels of cohesion. However, no difference was found between the group who worked in pairs and the one that worked individually, suggesting that pair work practice does not significantly influence final individual written products.

Poster 128

Code-switching and presentation of selves in online interactions: the case of Saudi bilinguals

Shirin Al Abdulqader
University of York

This sociolinguistic research will explore how Code-Switching (CS) between Arabic and English is used in 'Technologically Mediated Discourse' (TMD) (Herring, 2008) specifically (WhatsApp, Facebook, and Twitter). The focus is to investigate if there is a relationship between CS and the shaping of one's self-representation to others during an online interaction. The study uses a mixed method approach combining a qualitative approach for which data is collected from online chats and interviews' responses while a quantitative approach is used to understand the frequency of CS used by the participants. Participants will be bilingual Saudis (of a similar age, but of both genders and different socio-economic backgrounds) who interact online and data they provide will be their online interactions, questionnaire and interview responses.

The study will examine the interactional data with a specific focus on the patterns used and how social settings, social or other reasons of CS such as solidarity, mood, attention, and social status affect the CS style of participants. The project will adopt a Conversation Analytic (Van Lier, 1988) framework and treat online interaction like conversation because of its spontaneity, organizational and naturalistic structure. It is hoped that by doing so, we can better understand how participants present themselves to the online community.

In particular, I wish to understand if and how bilingual Saudis make use of CS to improve their identities, social appearances and social positioning or face (Brown & Levinson, 1987) in the presence of other online interlocutors (Turkle, 1995). This project contributes to the newly emerging knowledge of analyzing online Arabic data from a conversation analytic perspective and seeking to understand the underlying motivations behind speakers' linguistic choices in natural spontaneous conversation.

Paper 371

The contribution of second language decoding proficiency to second language reading comprehension

Hala Alghamdi, Robert Woore
University of Oxford

Decoding proficiency, the ability to obtain the phonological codes of graphical codes accurately and quickly, has been found to be a key predictor of L1 reading comprehension. However, whether, and the extent to which, this skill would predict reading comprehension among L2 readers is unclear. Consequently, this study aimed to: (1) investigate the unique contribution of L2 decoding proficiency to L2 reading comprehension, relative to the contributions of previously-established predictors of L2 reading comprehension, namely, L2 vocabulary knowledge, L2 grammar knowledge and L1 reading comprehension; (2) examine whether this contribution varies as a function of the decoding measure (a pseudo-word decoding measure, a real-word decoding measure, and a composite measure of pseudo-word and real-word decoding); and (3) examine whether this contribution varies across readers at three levels of proficiency (CEFR:A1, A2, B1). To achieve this, 212 adult ESL readers were assessed on 6 variables: L2 pseudo-word decoding, L2 real-word decoding, L2 vocabulary knowledge, L2 grammar knowledge, L1 reading comprehension, and L2 reading comprehension. A series of regression analyses showed that: (a) the contribution of L2 decoding proficiency to L2 reading comprehension was significant even after the effects of vocabulary knowledge, grammar knowledge, and L1 reading comprehension were partialled out; (b) L2 decoding proficiency appeared to be the third best predictor of reading comprehension following grammar and vocabulary knowledge; (c) the contribution of L2 decoding proficiency seemed to differ as a function of the decoding measure used, with a composite measure of real-word and pseudo-word decoding proficiency showing slightly stronger predictability power; (d) the contribution of L2 decoding proficiency was found to be similar for readers at the A1, A2, and B1 levels of proficiency. The findings stress the critical, but overlooked, role of L2 decoding proficiency in L2 reading comprehension, and have implications for L2 reading theory, pedagogy, and assessment.

Paper 200

From offline to online stigma resistance: identity construction in narratives of infertile Muslim women

Fatima Alhalwachi (BAAL PhD/ECR Scholar)
Birkbeck, University of London

Based within a social constructionist paradigm and anchored on constitutive studies of research on identity within sociolinguistics and communication studies, this paper uses a context based, socially oriented small story narrative analysis approach (Bamberg and Georgakopoulou 2008) to look at how infertile Muslim women construct their identities as they blog about their infertility experience. This study is part of a larger thesis that looks at the social, cultural, religious and personal aspects in infertile Muslim women's discursive constructions in a corpus of 411 posts from 10 bloggers, exploring how these women negotiate and position themselves in relation to others and to the master discourses available to them. The framework draws on theories of positioning (Davies and Harre 1990; Bamberg 1994, 2007; 2008) to look at the micro and macro structural forces operating on the moment-to-moment act discursive act of story telling. The analysis offers a lens into the social, cultural, religious and personal aspects that emerge from and contribute to the various discursive constructions and negotiations of 'self' that those acts involve. It investigates tensions expressed in the negotiation and performance of women's identities in relation to their relevant context and to: their past and present self; the infertile community they address; and 'master narratives' around infertility and reproduction. The paper draws attention to the way bloggers use online spaces to build rapport, call for support and reappraise the social order, as they attempt to answer the 'who-am-I' question. It shows how assumptions around infertility that women report on in the 'real' social world extend to the online world, and are often maintained by women gatekeepers who are facing similar pressures of infertility.

Video poster 159

Minding the gap in vocabulary knowledge: incidental focus on collocation through reading

Thamer Alharthi

King Abdulaziz University, Jeddah, Saudi Arabia

The majority of empirical studies have focused primarily on intentional approaches to the teaching of collocations and applying insights to English as Foreign Language (EFL) contexts. However, to date little empirical evidence has been adduced in support of the claim that an incidental approach to learning collocations through reading is effective. The present study seeks to contribute to our knowledge of the effectiveness of reading in the incidental learning of collocations. It also addressed the question whether out-of-class exposure such as watching TV, listening to radio or music, reading English books and using social media plays a significant role in the learning of collocations. Twenty-one verb-noun candidate items were selected on the basis of a rigorous set of criteria including appearance in the instructional materials, appearance in a reference corpus, frequency and consultation with instructors. A total of 46 EFL learners were recruited to read a modified text containing 10 pseudo-word collocations and responded to a checklist test to verify that all selected pseudo-word collocations were unfamiliar to them. One week later, they read a text containing the real 21 target collocations in a regular classroom setting. Participants were then asked to complete a meaning-recall cloze test in the form of a gap-filling task in which these 21 target collocations were embedded in sentences and subsequently they were administered a self-reported survey about incidental exposure to English. The results revealed that the target collocations can be learned incidentally through reading although the level of mastery was limited. The self-reported survey data showed a positive correlation between the learners' knowledge of collocations and activities such as watching TV programs, listening to radio and reading English books. The study also confirmed that collocations are particularly difficult for EFL learners and is an aspect of vocabulary knowledge in need of further empirical investigations.

Video poster 219

Is our thinking determined by the language we speak? Grammatical gender effects on categorisation

Fatimah Almutrafi

King Saud University, Riyadh, Saudi Arabia

Does the language we speak affect how we perceive the world? This paper investigates the possible effects of Arabic grammatical gender system on the categorisation of objects of Arabic speakers. A cognitive experiment was used; in which the use of language was avoided by using only pictorial stimuli. It also avoided the use of some gender-related words (e.g. gender, feminine and masculine) in order to keep the participants' attention away from the aim of the task. Sixty speakers of Arabic and English participated in a voice attribution task, they were asked to assign masculine and feminine voices to pictures of inanimate items. The results show that English speakers assigned voices arbitrarily, whereas Arabic speakers attributed more masculine voices to objects whose noun is grammatically masculine in Arabic and more feminine voices to objects whose noun is grammatically feminine in that language, showing the strong effects of the Arabic grammatical gender system. Furthermore, the study showed that both speakers of Arabic and English follow the feminine-natural, masculine-artificial distinction when assigning voices to inanimate objects. Such results demonstrate that both grammatical gender and conceptual category influenced the decisions of Arabic and English speakers. These findings confirm the role that language plays in our thinking and support previous research into the field of linguistic relativity.

Video poster 95

Motivation, international posture and informal online engagement with English among Saudi university students

Alaa Alnajashi

University of York

Saudi students' exposure to English was very limited in the past. However, the Internet revolution bridged this gap. In Saudi Arabia, the penetration of smartphones and the Internet are high in comparison to the global level (Ministry of Saudi Communication, 2017). This can create a great opportunity for Saudi learners to engage with English at the touch of a button (Trinder, 2017). In fact, informal online engagement with English might give learners tangible reasons to study English and could help them to create a vision of themselves "ideal selves" as future English users (Dörnyie, 2009). This could also facilitate learners' openness to different others "international posture" (Yashima, 2002). Students' with less online English exposure might view English simply as a school subject and might feel obligated to study the language (ought to self) (Dörnyie, 2009). This study will investigate Saudi students' motivation to learn English under the light of the L2 motivational self-system (L2MSS) (Dörnyie, 2005). The study will also explore students' international posture (Yashima, 2002) and the relationship between students' motivation, international posture and their informal online engagement with English. The study will use mixed method approach quantitative data will be collected (through online questionnaire) following this will be the qualitative data phase (face to face interview). This study will fill a gap in the literature by investigating how students' motivation and international posture relate to students' habits in terms of out-of-classroom online engagement with English.

Poster 255

Investgating Saudi English teachers' use and perceptions of the interactive whiteboard for teaching vocabulary in English as a Foreign Language classrooms in Saudi primary schools

Mohammed Alshaikhi
University of Reading

Teaching vocabulary is a fundamental factor for English language teaching, as vocabulary breadth is closely related to success in other areas of language learning such as reading, writing, speaking and listening. ICT has a potentially important role in teaching vocabulary within English as a Foreign Language instruction, including through the Interactive Whiteboard (IWB), offering as it does a range of presentation formats that may facilitate deeper and more effective processing of language. Yet relatively little is known about how teachers actually use the IWB, how they perceive it as a teaching tool. Understanding these issues is important for informing the development of future training for teachers in the use of the IWB. The study employed mixed methods including a survey (319 responses), four classroom observations of six teachers at three private and three state primary schools and interviews with those teachers. For the quantitative, frequencies and descriptive statistics were computed to give an overview of teachers' reported use of the IWB and their attitudes towards it. Teachers' perceptions and uses of the IWB were then further explored through a qualitative analysis of the interviews classroom observations. The paper presents preliminary findings, suggesting a positive relationship between teachers' level of skills/training in ICT and their frequency of use of the IWB and range of strategies for teaching vocabulary. The interview analysis suggests that the majority of teachers believed that using the IWB in lessons assisted them in improving their students' new vocabulary retention. The observations revealed that teachers who were ICT trained tended to use more varied teaching methods than those with less developed ICT skills. These findings make an important contribution to the field of educational technology for language learning, by underlining the link between training in ICT and the development of language teaching pedagogy.

Paper 251

The motivation and investment of female Bedouin Kuwaiti college-level students in learning English

Hanan Altarah

Manchester Metropolitan University

Numerous literary works have been produced about the traditional Bedouin identity and Bedouins in the past as nomads and tent dwellers. However, the present study aspires to fill the gap in the Kuwaiti and Arabic literature, which lacks empirical studies that examine contemporary aspects of the Bedouins' identity and culture in relation to their attitudes towards L2 acquisition. The experience of these learners could echo the paths of several learners around the world, which could also enlighten educators to better understand and deal with students from similar backgrounds.

I seek to meet the conference theme of 'Taking Risks in Applied Linguistics' by shedding light on this topic, which is considered controversial and risky to discuss in the Kuwaiti society due to certain political and social conflicts Between Bedouins and other ethnic groups.

Several studies have been limited to discussing certain educational, psychological, and social aspects related to second language (L2) motivation (e.g., Dörnyei & Ushioda, 2009) and L2 investment (e.g., Norton, 2013). However, this study aims to introduce a more holistic approach to the notions of motivation and investment that empirically investigates these areas from cultural, sociolinguistic, and pragmatic perspectives through the lens of the concepts of capital, habitus (Bourdieu, 1977), and face (Goffman, 1955).

This study aspires to suggest that L2 motivation and investment are influenced by learners' milieu (social environments) and L2 learning experience, which have the potential to structure and re-structure learners' identity, face (prestige), capital (e.g., social, cultural, linguistic), and the nature of their habitus (their orientations towards using or increasing their capital). Therefore, this study will explore the impact of learners' milieu, their past and current educational contexts, and the activities they engage in outside the classroom.

Paper 396

Exploring academic discourse socialisation of international undergraduate students in Turkey: a longitudinal case study

Derya Altinmakas

Istanbul Kultur University, Istanbul, Turkey

In a critical era, in which we observe an immediate need to leave accustomed places and embark on new settings under unsteady circumstances, Turkey has become one of the educational contexts particularly preferred by Middle Eastern international students. International students face several challenges due to language barrier, new educational environment and system, emotional stressors such as feeling of loneliness and isolation (Smith & Khawaja, 2011), which are compounded with the requirements of academic discourse community. Research about academic discourse socialisation (ADS) predominantly reported the cases of international students in inner circle higher education contexts (Kobayashi et.al., 2017; Duff, 2010). However, longitudinal studies using alternative lens to investigate academic socialisation of international students in expanding circle contexts such as Turkey remained underrepresented in the realm of ADS research. The present study will report preliminary findings of an on-going longitudinal case study exploring three, undergraduate, Middle Eastern international students' processes of academic discourse socialisation and disciplinary enculturation (i.e. acculturation) in an English major programme in Istanbul, Turkey. Guided by narrative inquiry, the data were obtained from one focus group interview, participant autobiographies, two semi-structured interviews, and auto-ethnographic Instagram journals during the participants' first year of the undergraduate programme. Focus group interview, autobiography and Instagram journal data sets provided insights about participants' literacy background, initial experiences with the novel educational context, and their "imagined future identities" (Pavlenko & Norton, 2007) in the disciplinary-specific context. Semi-structured interviews having investigated the completion of first-year writing coursework enabled participants to continuously reflect on their writing practices and developing academic writing knowledge, and this conclusively yielded a constructive influence on participants' growing awareness of disciplinary-specific text genres and evolving writer identities. The findings will be discussed sequentially in line with the data elicitation procedures and with references to academic discourse socialisation theory.

Paper 184

Creative collaboration: a study of teachers transforming arts-based methods into activities to support children developing English as an Additional Language in schools in England

Jane Andrews, Maryam Almohammad
University of the West of England

The Creating Welcoming Learning Environments project (AHRC-funded) is a follow-on project from the large grant Researching Multilingually at the Borders of Language, the Body, the Law and the State. The project has involved a “creative collaboration”, using Vera John Steiner’s conceptualisation (2000), between creative artists, school-based teachers and teaching assistants, local authority advisory teachers and university researchers. The project has operated on a co-operative development model of teacher development as articulated by Edge (1992) so that, through a series of workshops, teachers have participated in arts-based practices, assembled artefacts and interpreted them to reflect on their identities, bodies, languages and cultures. Teachers have appropriated, transformed and reassembled these arts-based practices into the linguistic and cultural communities of their schools, respecting the school spaces, cultures, learners’ identities, languages and ethical considerations. We draw upon psychological and cognitive neuroscience perspectives on creativity (e.g. John-Steiner, 2000; Heath and Gilbert 2000) and identity texts and multilingualism (Early and Cummins, 2011), to explore how teachers and learners have engaged in arts-based practices leading to identity making and identity affirmation in the school space. The project’s creative processes and outputs have included film-making, collage and crafting identity suitcases and boxes as adaptations of work reported in Frimberger, White & Ma, (2017) and Tordzro, (2016).

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Paper 426

The effects of processing instruction on L2 online processing of *-ed*: a neurocognitive study

Tanja Angelovska, Dietmar Roehm
Universität Salzburg, Salzburg, Austria

This neurocognitive study tests the effects of the input-based grammar intervention Processing Instruction (PI) (Lee & Benati 2009, VanPatten, 1996, 2004, 2007) before, during and after the computer-based instruction on the acquisition of English past simple *-ed*. PI is a grammar intervention that structures the input in a way that it pushes learners to map form (e.g. grammatical marker for pastness *-ed*) and meaning (e.g. *-ed* denoting accomplished past events) - something learners would usually not do by default as they process input initially for meaning before they process it for form. We report data from (so far) 20 (ongoing recruitment) school-age (10 to 11-year old) children who are beginner learners of English as a Foreign Language, recruited in Austrian primary schools. Only subjects who score lower than 60 % are included in the pool. Further, they are assigned to two groups: experimental (PI group) and control group. Subjects for the control group have to meet several conditions: same age group and grade as the experimental group, same school type and area, and no previous PI training (both for instruction and practice) on any language feature (to avoid transfer of training effects). To advance our understanding of the neural representation of L2 English morphological processing (focus on *-ed*), we use a combination of advanced online measures (eye tracking, EEG/ERPs, and fNIRS) and behavioral responses in a pre-post-test design enabling us to gain more objective results about the effects of Processing Instruction in real-time processing. In general, the results from the real-time processing data corroborate the results gained through behavioral measures proving the effectiveness of PI for both production and comprehension and its durable effects. Moreover, the online measures (eye tracking, EEG and fNIRS) reveal some additional complexities, not explored so far.

Paper 67

Digital flashcard L2 vocabulary learning out-performs traditional flashcards at lower proficiency levels: a mixed-methods study of 139 Japanese university students

Robert Ashcroft

Tokai University, Sapporo, Japan

Despite the risks involved with venturing into the unknown, most language teachers recognize the opportunities afforded by advances in computer technology. One such opportunity is the emergence of Web 2.0 flashcard applications which allow learners to create, study and share vocabulary flashcards online. While traditional vocabulary flashcards are considered one of the most efficient means of deliberate vocabulary study techniques available (Elgort, 2010), the comparative effectiveness of digitized flashcards remains under-researched (Nation and Webb, 2011). The current study investigates the effect of using digital flashcards on L2 vocabulary learning compared to using paper flashcards, at different levels of English proficiency, on Japanese university freshmen students. The study uses a mixed-methods experimental design, with English Proficiency as the between-subjects factor consisting of three groups: basic ($n=32$), intermediate ($n=46$) and advanced ($n=61$), corresponding to TOEIC Listening and Reading score ranges of 10-229, 230-549, and 550-990 respectively. All participants underwent both a digital flashcards treatment and paper flashcards treatment using words from the Academic Words List (Coxhead, 2000). For each study mode, the two dependent variables were Immediate, and Delayed Relative Vocabulary Gain. The results of this study indicate that students of lower levels of English proficiency have significantly higher vocabulary learning gains when using digital flashcards than when using paper flashcards. Students at higher levels of proficiency performed equally well using both study modes. The results suggest that by compensating for a developmental gap in learning strategies between students of lower and higher levels of language proficiency, digital flashcards may provide the additional support lower-level learners need to match their advanced-level peers in terms of their rate of deliberate vocabulary acquisition. The presenters will explain the experimental design in full, and discuss why the results suggest that teachers adopting digital flashcards might be a risk worth taking.

Poster 243

“The north is better, isn't it?": perceptions of the North-Midland divide in England

Claire Ashmore
Sheffield Hallam University

The North-South divide in England has been widely discussed in Sociolinguistics (e.g. Wales 2000) while the (East) Midlands has been somewhat overlooked, and even described as “neither here nor there” (Wales 2000: 7-8). Drawing on data gathered from perceptual activities, this poster explores how residents of Chesterfield (North East Derbyshire), which is administratively part of the East Midlands, present their regional identity. Chesterfield teenagers are hypothesised to identify as Midlanders, perhaps having a stronger Midlander identity due to Chesterfield’s close proximity to the border with Yorkshire (Braber 2014). However, as Chesterfield is closer to Sheffield, South Yorkshire, in distance than its county capital, Derby, it is possible that residents align themselves more with Sheffield and the North (Dyer 2010), especially given the Midlands’ lacklustre reputation. Heat maps show where Chesterfield teens place the Midlands region, with 73% placing Chesterfield in the Midlands while 61% place Sheffield in the North. Results from more methodologically daring perceptual recognition tasks show that Sheffield is the most identifiable accent to Chesterfield teenagers through variants of FACE and GOAT vowels, with Chesterfield locals appearing to reject these linguistic markers in their own linguistic repertoire. In sum, despite perceptions of the North being “better” to many of my interviewees, who largely consider Sheffield to be part of the North, Chesterfield teenagers remain linguistically and ideologically rooted in the Midlands.

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Paper 257

Problematizing 'place' in sociolinguistics

Khawla Badwan

Manchester Metropolitan University

Over the past decade, many new terms have been coined in applied linguistic research to 'celebrate' the increasing levels of 'diversity' of our globalising world: super-, inter-, metro-, multi-, trans-, pluri-, cross-, X-meshing, X-switching, X-mixing, etc. At the same time, we are witnessing a rise in nationalism that romanticises a 'past' without migration and globalisation, as evident in current Brexit debates in the UK. At the heart of this cosmo-polarity (Schoene, 2017) lies another contradiction between how 'place' is conceptualised in these two discourses: a 'global village/contact zones' vs. a 'geographical location owned by a homogenous nation'. This talk aims to problematize the relationship between 'language' and 'place' in sociolinguistic research in an age of increasing levels of mobility. It argues that current discourses that 'lock' language in place as reflected on language and dialect maps can be perceived as a mechanism of social closure and a means of perpetuating 'banal nationalism' (Billig, 1995). Drawing on insights from human geography and critical anthropology, the talk discusses how conceptualising 'place' as a 'meeting-space' (Massey, 1995) could affect individuals' attitudes towards linguistic diversity. If a place is conceptualised as a space for meeting and sharing, it is expected that diversity would ontologically be perceived as the 'norm' of human communities. The talk concludes with implications of ontologies of place on social justice and linguistic diversity.

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Paper 414

Training primary teachers to be linguistically responsive in highly monolingual areas

Elizabeth Bailey
University of Lincoln

Calls for teachers to be *linguistically responsive* (Lucas & Villegas, 2013) have been made in response to the growing number of bilingual students both in the UK and abroad (e.g. Conteh, 2003; Cummins, 2005). However, in England, space for linguistic education is often limited in teacher training programmes due to a focus on inclusion and meeting standards *in English* (Butcher et al., 2007). While training providers in highly multilingual areas may be able to harness trainees' existing linguistic expertise (see Cajkler & Hall, 2012), little attention has been paid as to how linguistically responsive, or diverse, teaching may be feasible in highly monolingual cohorts, training in highly monolingual areas.

This study examines to what extent such cohorts are prepared to be linguistically responsive, even in classrooms which, on the surface, may appear to have no languages to respond to. An injection of languages into such classrooms may, of course, have important social as well as educational benefits by bursting the *monolingual bubble* many children, as well as future teachers, may live within (Lanvers et al., 2016).

The data presented are taken from pre- and post-questionnaires following a quasi-experimental intervention given to trainee teachers about how linguistic diversity can be utilised in primary classrooms ($N = 288$). They reveal the trainees to have a limited range of practical ideas, particularly in terms of more formal activities within everyday planned learning. This may, in part, be attributable to the lack of linguistic expertise demonstrated by the background data collected. A willingness to draw on children's knowledge and a belief in the importance of linguistic diversity were evident, however. Following the intervention, more specific ideas, such as having a 'language of the month' could be seen within the responses alongside *some* changes in attitudes, particularly towards the concept of using children's home languages.

Poster 149

When English isn't working, what exactly isn't working? Ethnographic analysis into intercultural fieldtrip of American and Japanese university students

Sachie Banks

Bunkyo University, Chigasaki, Japan

This study analyzed how and why communication barriers existed between American and Japanese university students who participated in a field trip in Japan. Six Japanese and eighteen American students were randomly divided into six groups. It was their first time to meet and they were assigned self-introductory tasks. They were required to explore a historical town together in groups. All participants were limited in their foreign language skills and had very little experience in interacting with students from different cultural backgrounds. Participant observations were conducted during the fieldtrip and fieldnotes were obtained. Group interviews and questionnaire surveys were conducted with all the participants after the trip. It was revealed that four out of six groups weren't able to complete their tasks and the Japanese students in those groups felt unhappy and frustrated with the American students. They considered their lack of English skills as the main barrier to communication. Fieldnotes and interview data with the American students suggested that the Japanese students avoided eye-contact, did not show enthusiasm about the conversation topics, and asked few questions, which made them look as if they were not interested in spending time with the American students. This attitude made the American students hesitant to communicate with the Japanese students. Both groups had different concepts of how group work should be done and maintained different expectations toward each other. The study concluded that communication barriers contained a number of cultural and communication attitude factors, although the participants were unaware of them. Instructions on the possible factors of the barriers and how they could be challenged might be helpful for students to develop communication skills.

Video poster 347

Consonant duration for expressing persuasiveness in British, American, and Latvian L2 English

Elina Banzina

Stockholm School of Economics in Riga, Riga, Latvia

There are various phonetic tools that native English speakers employ to sound persuasive and add power to their speech. This study was designed to extend previous research on the role of timing for sounding persuasive by examining British and non-native English. Previous work has shown that in persuasive speech contexts, speakers of American English assign a greater role to consonant duration relative to vowel duration in key words, increasing the relative duration of their voiceless stop voice onset times (VOTs) and continuants in stressed syllable onsets beyond their neutral speech values; non-native speakers of English did not exhibit such consonant prolongation (Banzina, 2016). This finding motivated the question of whether speakers of British English would demonstrate a pattern identical to that of American speakers when sounding assertive is critical. Eight British English speakers recorded sentences in neutral and persuasive contexts; the durations of voiceless stop closures and VOTs, continuants, and vowels in stressed syllable onsets of key words were measured. Results were consistent with the pattern exhibited by American speakers: British speakers indeed placed more emphasis on consonant duration, specifically, stop VOTs and continuants, to mark the key words, and, similar to American speakers, had voiceless stop closures that were considerably shorter compared to VOTs—only half their duration. In contrast, stop closure measurements of persuasive Latvian L2 English demonstrated longer stop closure durations relative to VOTs, with the silent intervals more than twice their duration. Since previous work has shown that neither continuant nor voiceless stop VOT durations of Latvian speakers of English reach the values of native English speakers in persuasive speech, this could be viewed as a compensatory strategy to make up for the short VOTs. Overall, the study shows that persuasion cues can be language-specific and has implications for second language learners.

Paper 419

The risks and challenges of analysing multimodal discourse in extremist rhetoric online

Kate Barber
Cardiff University

Right-wing extremism is extending transnationally (Caiani & Kröll 2015, p. 331), particularly through online media. The Alternative Right (Alt-Right) has emerged as a relatively new right-wing group that exists predominantly online and which draws its ideology from white nationalism, far-right conservatism and anti-feminism. While its racist rhetoric and white nationalist origins have started to receive academic attention, its explicit anti-feminist stance (Nagle 2017, p. 93), specifically how this is presented in relation to sexual offences against women, remains underexplored.

The aims of this ongoing PhD study are two-fold: (1) to examine the rhetoric embedded in the reframing of rape and sexual assault by the Alt-Right and associated right-wing extremists; and (2) to analyse the interplay of online modes and mediums affecting the way in which aspects of the rhetoric are supported, advanced or mitigated. The research adopts a Discourse-Historical Approach to critical discourse analysis (Reisigl & Wodak 2001) to highlight the argumentation strategies employed by the Alt-Right, notably how it uses extreme misogyny and examples of non-white sexual assault to engage new members (Burley 2017, p. 93). This paper will discuss the personal risks and academic challenges of taking on this research while advocating the importance of applying linguistic analyses to this type of online extremism.

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Video poster 299

Relational talk in L1 and L2 service telephone calls

Nicole Baumgarten, Victoria Gill
University of Sheffield

The paper presents the results of an investigation into relational talk (phatic exchanges, laughter, extended sequences) in telephone service calls on the British property market. Our investigation is based on 200+ telephone calls between prospective clients and estate agents in the UK. The analysis was carried out from an interactional sociolinguistics perspective, focusing on the (non-)occurrence and (non-)reciprocal use of relational features and social acceptability ratings of estate agents' communicative behaviour.

Relational talk in service encounters is described as confirming friendly interactions (Placencia&Mancera Rueda 2011) and enhancing clients' interpretation of the quality of the given service (Burgers 2000; Félix-Brasdefer 2015). Relational-talk features within the transactional dialogue of the service encounter function to establish social relations between the participants (Cheepen 2000) in that they act as markers of solidarity and affirm positive future transactions (Félix-Brasdefer 2015). Conversely, a lack of or non-reciprocal relational talk forecloses rapport-building and can be face-threatening (Koester 2004).

Our study shows that despite the scripted nature of service calls, the occurrence of relational talk is not consistent for every participant, making it an personalization strategy at the estate agent's discretion (Martin&Adams 1999). L1 and L2 English callers are offered different relational reciprocity, which is reflected in agents' social acceptability ratings.

As estate agents act as gatekeepers to the highly competitive British property market, the absence or non-reciprocity of relational talk affects callers' ability to establish a positive customer-agent relationship already at the outset of the business contact, which is particularly important for securing successful outcomes on smaller, regional property markets. Calls which feature relational talk reaffirm positive relations between participants and places those callers in a position of privilege, whereas callers who are excluded from rapport building interactions may risk being disadvantaged in their access on to the British 'property ladder'.

Paper 482

ELF in CLIL or CLIL in ELF?

Yasemin Bayyurt, Sebnem Yalcin
Bogazici University, Istanbul, Turkey

The objective of this presentation is to introduce a critical approach to English language teaching in EFL contexts. This approach takes into consideration the curricular and contextual factors in a content and language integrated language learning (CLIL) program in a primary school context (grades 1 to 4) in relation to an ELF-aware pedagogical perspective. In this presentation, we will be focusing on teachers' awareness of (a) principles of CLIL and its implementation in young learners' English language classrooms, and (b) ELF construct and its involvement in CLIL classrooms. We discuss the significance of the teachers' methodological awareness to understand and implement an ELF-aware approach in their English language teaching. A CLIL-based curricular approach in primary and secondary school settings is a very popular methodology especially in private schools in Turkey. In this sense, the present project focuses on to what extent teachers are aware of CLIL and its applications in young learners' classrooms. At a first glance, it seems that there is almost no place for integrating and ELF-aware approach in these school settings. However, when the kinds of activities that are integrated into language teaching and assessment are analysed it is possible to integrate an ELF-aware approach in a CLIL context. In this presentation, the findings of the study concerning the analysis of all year long tasks elicited from spoken and written language production will be reported. The Cognition, Culture, Content, Communication (4Cs) framework is used to analyze the results of the study. The analyses of the findings reveal that although an ELF-aware pedagogical approach seems to be a higher order implementation for language teachers in primary school contexts, use of a CLIL methodology facilitates the teachers' implementation of an ELF-aware approach in helping students to gain confidence in their English language use.

Poster 420

Social development within communities of practice: a study of the lower primary years

Tobias Beesley
York St John University

A vital community of practice to humans is the learning communities' children find themselves during primary school or any institution concerned with learning and social interaction (Wenger, 1998). This study examines the communicative interactions undertaken by children during peer talk across three-year groups bridging Key Stages 1 and 2. Transcripts obtained from audio recording of primary school children have been analysed to determine how schoolwork-related interaction changes as these child communities age, as well as examining the significance of child-child peer learning. This focus will try to further dispel the idea that learning should only occur within teacher-child interaction, which is a problematic stance according to Corsaro & Eder (1990).

Tools from the Discourse analysis frameworks by Gee (2014) will be employed to explore the learning experiences the children are undertaking through their linguistic negotiations of the community and tasks. Learning and education practices are communicative events, so it stands that DA will be useful (Rodgers, 2011), particularly as a focus on language perspectives within peer talk is relatively new. Considering that children spend extended periods in dyadic, multi-party interactions with their peers (Cekaite et al. 2017) this analysis will yield insight into learning and meaning negotiation among children.

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Paper 442

'All the rest is about grammar.' Children's and teachers' perceptions and understanding of the use of metalanguage in writing feedback in primary school

Huw Bell¹, Wil Hardman²

¹Manchester Metropolitan University, ²University of Liverpool

Since 2014, primary school children in England have been taught grammar, punctuation and spelling (GPS), as required by the National Curriculum (DfE 2013). This includes a fair amount of metalinguistic terminology. Some evidence (e.g. Safford *et al.* 2015) suggests this has had considerable impact on the way literacy is taught and the type of feedback that teachers provide. However, little is known about how children and teachers perceive metalinguistic-focused feedback, or how such feedback informs children's understanding of what their teachers consider important. Our paper addresses this subject.

Our data is part of a larger study carried out at one English primary school. This investigated the amount and type of metalinguistic information contained in writing feedback, using teacher and peer feedback on samples of writing by children from three Year 4 classes over the course of a year, together with responses to the feedback by children.

We discuss our analysis of semi-structured individual interviews with three teachers and groups of three Year 4 children. Teachers explored why they provided the feedback they gave, and how far they thought it was desirable and effective. The interviews with the children focused on authentic examples of writing feedback they had received from their teachers and peers. The aim was to find out their opinions on the different types of writing feedback they received, their understanding of it, and their views on metalanguage and GPS generally.

Overall, both children and teachers perceived reported perceiving some benefits to grammatical metalanguage as a tool for improving writing, and children took a lively interest in what their teacher had to say about their work. However, teachers and children also felt constrained by the need to focus on GPS objectives; children in particular lamented the perceived loss of a space for writing as a purely creative act.

Paper 297

In the absence of the jury: an investigation of rulings and the management of testimony in the courtroom

Kirsty Blewitt
Newcastle University

This study explores courtroom interactions in which the jury is absent. Participants in these interactions often constitute the judge, the attorneys (both prosecution and defence), and, where relevant, witnesses who are testifying during the trial.

Data are from two US-based trials concerning the same homicide, where both defendants were tried separately. The justice system used is the adversarial (as also found in the UK, Canada, inter alia) rather than the inquisitorial system (used in Italy and France, inter alia). Prosecution team and judge remain the same throughout, with participant changes focussed on the defence and jury.

At the micro-level, the methodological approach used utilises micro-analytical principles from Conversation Analysis (Liddicoat, 2011) and as exercised in previous courtroom research (Atkinson and Drew, 1979). In order to fully explore the interactions taking place and their position within the overall trial proceedings, this study uses a three level conceptualisation of trial interactions, which are; the agenda; macro-level narrative(s); and micro-level interactions. Narratives are explored drawing on Ricoeur's (1980) concepts of time and narrative and builds on the conceptualisations of narrative in court as put forward by Cotterill (2003) and Heffer (2005; 2010). Power is viewed through Foucault's (1982) theory of power relations, and at the micro-level drawing on Hutchby's (1999) discussion of asymmetry.

Findings include the formulaic adherences of the judge when expressing a ruling, particularly the outlining of the reason and the accompanying ruling; the orientation to 'relevance' and the judge's own knowledge in these interactions, vocalising for the record the justification for a particular course of action; and the 'behind the scenes' amendments to witness testimony in preparation for consumption by the jury, including the process that this testimony undergoes in creating a legally acceptable version that remains within the (conflicting) trial narratives.

Paper 221

Bridging home and community: co-produced arts-based practices as modes of civic engagement

Nettie Boivin

University of Jyväskylä, Center for Applied Language Studies, Jyväskylä, Finland

This study, aims to create a co-produced arts-based ethnographic project that bridges home and school practices, re-conceptualizes these from the children's view of literacy and civic engagement. This project also highlights a new innovative approach to research. One that utilizes co-production of arts-based ethnographic research in a multidisciplinary, multi-perspective research project. Additionally, it aims to re-theorize research to assert that co-production of everyday practices "breaks down the fourth wall" to create new knowledge through various modes of engagement. *How do we define, connect, and understand "shared experiences" of civic engagement? How can this co-production process enable institutional stakeholders to bridge with community stakeholders?* The research is a two-year ethnographic project. It utilizes observations over two years, across various spaces (after-school, home, multicultural community center, public space). Data includes co-production arts materials by children, observations and smart-phone videos of the arts-based projects, at a second site videotaped and observed family shared meals with discussions around food practices, memories, and identity construction. To bridge the home and community spaces we are incorporating parents, family members, refugee artists, and community members as a voice in this co-produced arts-based civic engagement. Food is a cultural practice in all communities. The children construct their views on the food. Additionally, the research will highlight how children see and communicate in their space and in the world. To achieve this, we must position the research as one that co-participates with the children. This project aims to co-design how "young people actually view the world". Finally, the dishes and children's' arts-based products will be shared with all community and stakeholders in a special event. Initial findings reveal that collaboration of cultural food practices creates a shared experience that bridges communities and increases a sense of civic engagement.

Paper 164

Unobtrusive input enhancement and incidental learning of multi-word units. A pilot study with Chinese learners of Italian L2

Ilaria Borro

University of Portsmouth

The present study seeks to provide a theoretical and experimental basis for pedagogical techniques capable of resulting in incidental learning of multi-word units, which are recognized as a problematic dimension of L2 acquisition (Wray 2002). Previous research has demonstrated the effectiveness of bimodal exposure for the incidental learning of collocations (Webb et al 2013). However, the nature (implicit or explicit) of the knowledge gained has not been investigated (Rebuschat 2013). Moreover, incidental learning is typically slow, and this study aims to determine whether input enhancement is capable of speeding up detection of new collocations, without the learners' consciousness crossing the awareness threshold, as well as which kinds of enhancement are most effective (Long 2017).

19 Chinese learners of Italian L2 were exposed to reading-while-listening to a graded reader composed of 98% known words, and including seven occurrences of each of the 10 target items. In order to avoid effects related to the constituent words, unknown idioms made up of known words were chosen as targets. Participants were randomly assigned to four groups: three experimental groups received (i) visual, (ii) aural, or (iii) visual+aural enhancement of the first two occurrences of the target idioms; a fourth group was exposed to the same treatment with no enhancement.

Learning was assessed through offline (productive and receptive tests of form and meaning) and online (self-paced reading) tests. Debriefing interviews indicated participants' level of consciousness at the point of learning and checked for awareness of the enhancement devices. Though not statistically significant, due to the small sample size, results showed patterns suggesting a stronger effect for visual and visual+aural enhancement in the offline tests, and for the visual+aural enhancement condition in the SPR test. The debriefing interviews indicated the possibility of learning without awareness at the point of learning.

Paper 272

Intercultural awareness in university telecollaboration: teaching in uncertainties

Anne Mullen¹, Maria Bortoluzzi²

¹Université Laval, Quebec City, Canada, ²University of Udine, Udine, Italy

The study focuses on telecollaborative exchanges between groups of university students of English as a second language from Université Laval (Québec, Canada) and the University of Udine (Italy) and their classroom teachers. The project (titled Canadian-Italian Exchange for Language Learning - CIELL) has run six times (2015-2018) with various groups. The exchange offers a short but intense intercultural telecollaborative experience focusing on 'authentic', communicative, and informal discussions. Learners have both informal and guided synchronous interactions outside of class via Skype or a similar medium which are followed by a series of self-reflection questionnaires related to culture and language.

Intercultural exchanges are beneficial for the language learner, but there are any number of challenges for the teachers to overcome (Belz, 2002; O'Dowd, 2005; Holliday, 2013 and 2016). In addition, the best learning task resulting in increased intercultural competency is not easily identified, nor its overcome measured (Sinicrope, Norris, & Watanabe, 2007). Therefore, the model of Interacting Processes of Intercultural Learning (Liddicoat and Scarino, 2013) facilitated an evaluation of the exchange on learner cultural awareness and intercultural competency (Pedersen, 2010; Mullen, in press).

For the learners, initial findings indicate that telecollaborative exchanges do allow for increased intercultural exposure and awareness, but with few opportunities for more complex levels of reflection on intercultural aspects. In response to such findings and in the goal of improving learner outcomes, the teachers have also had to learn reflect and adjust to challenges related to differences in institutional and educational realities; languages, proficiencies, and cultures; and motivations, purposes and abilities. The whole experience has been a process of intercultural discovery, living in teaching uncertainty and constant adjustment.

Paper 220

Write on the edge - using corpus-based teaching activities to support undergraduate and postgraduate students writing in unfamiliar genres

Megan Bruce, Jessica Sequera
Durham University

Since 2012 we have been building the FOCUS corpus at Durham University Foundation Centre. This is a collection of “good” (2:1 or First) Durham student writings at undergraduate and postgraduate level across a range of academic disciplines. We have used this corpus and our bespoke concordancing software to support the academic language development of students studying in various departments at Durham University.

Our latest grant has supported us in designing corpus-based teaching activities for students who are producing assessments using text types that are new to them. This talk discusses our Write on the Edge project where we have worked with final year dissertation students in Chemistry, level 1 Sport students writing their first lab report and PGCE students writing reflections to help them to produce assignments in genres with which they are unfamiliar. This talk demonstrates how corpus-based teaching activities have been successful in helping students who are not language experts to understand how language works through a DDL approach. Student feedback shows the extent to which they value the DDL methodology as it allows them to take control of their learning and is less intimidating than using the metalanguage of more traditional EAP teaching.

Poster 192

Music and language - insights into the effect and use of background music in the language classroom

Samuel Bruce

Soka University, Tokyo, Japan

Music is often used to manipulate our unconscious behaviour for commercial purposes ('consumer atmospherics'). For example, to make us shop for longer (Yalch & Spangenberg 2000), or encourage memory retrieval in advertising (Punj, 1998; Yalch, 1991). Connections have been drawn regarding the shared cognitive processes of language and music (Patel, 2007). However, the use of music as a beneficial element of the language learning environment (perhaps 'classroom atmospherics') seems not so widely articulated. Nonetheless, a growing body of evidence does indicate that background music can have a positive effect on language learning and cognitive performance in general (Svan 1998, 1999; Hallam & Price 1998; Kang & Williamson 2012).

This presentation introduces a study concerning the effect of background music (BGM) on the classroom English language performance of 40 first and second year Japanese university students. Both quantitative and qualitative data were collected. In students' quick writing tasks, there appeared to be a correlation between the use of music in the classroom and improved performance, with a significant improvement in the number of words written when BGM was used. A majority of students also expressed a preference for the use of background music during various classroom activities and felt that this helped them perform better in both speaking and writing in English. The presentation also makes suggestions for the selection and key characteristics of appropriate background music for classroom language learning activities, based on this study and previous research in the area.

Paper 398

The relevance of Hofstede's uncertainty avoidance

Christian Burrows

Akita Prefectural University, Akita City, Japan

This presentation looks at the relevance of Hofstede's dimension of uncertainty avoidance as it pertains to language use among Japanese EFL university students. The presentation considers the main factors of the dimension and assesses their application and accuracy as to the influence of cultural identity during dyadic, referential interaction. Specifically, to what extent do learners adopt varying levels of compensatory communication strategies in their management of risk avoidance. Furthermore, suggestions are made in regards to how learners can manage problematicity and help minimise reliance on avoidance-type communication strategies (e.g., topic abandonment or prominent use of L1) that can account for lack of communicative improvement and serve to reinforce a learning custom which avoids problematic constructs and linguistic difficulty through L1 reliance. Developing learner awareness of ways to manage and overcome potential and emergent communication problems through strategic language use has important pedagogical implications in maximising L2 interaction and ultimately the development of communicative competence. It is suggested that effective communication strategy use is required in order to overcome communication barriers unique to a country such as Japan which scored highly on Hofstede's uncertainty avoidance index, meaning that it is a country whose people feel uncomfortable in, and therefore avoid, unpredictable situations.

Paper 304

Teaching spoken English for tourism through project-work and authentic clips: a pilot study

Gloria Cappelli, Veronica Bonsignori
University of Pisa, Pisa, Italy

Teaching English for Tourism (Eft) at the university level necessarily involves both developing specialized language skills and forming knowledgeable professionals capable of appropriate and effective intercultural communication. The paper discusses the instructional effects of authentic multimodal materials within task-based project-work carried out with young adult learners at the University of Pisa. The integration of project-work in the ESP classroom has proven to be beneficial in terms of learners' active involvement, higher-level thinking skill development and autonomy (Stoller 2002). Likewise, the advantages of using multimodal resources in language teaching have been extensively described (Ackerley and Coccetta 2007, Querol-Julián 2010, Knight 2011): students are exposed to visual and aural elements and can become aware of non-verbal cues (e.g., gestures) and of how they can be used in different contexts to integrate and support the verbal message. The project involved 64 second-year students of Tourism Sciences, who were asked to produce two versions of the same travel documentary – before and after dedicated instruction – in the style of a “docu-tour”. Instruction made use of authentic clips and specifically designed awareness-raising activities focused on the generic and linguistic features of some genres of spoken tourism discourse (e.g. guided tour and documentary). The innovative pairing of project-work and the use of authentic video clips aimed to expand the learners' expertise of their field and turn it into awareness of specific professional communicative practices (Hyland 2005). It also intended to avoid the limitations of most projects based on authentic materials (Mamakou 2009), that is, the non-authenticity of the learning task, since the learners were asked to practice spoken texts which will likely be part of their professional practice. The paper presents the in-depth examination of a sample of the videos produced by the participants, with special attention to changes in the learners' language proficiency and communicative skills.

Paper 206

Lexical sophistication and variation in L2 writing: exploring the effects of dictionary and thesaurus use

Kıymet Merve Celen¹, Şebnem Yalçın²

¹Yıldız Technical University, İstanbul, Turkey, ²Boğaziçi University, İstanbul, Turkey

Lexical qualities of “good writing” are judged in relation to the use of different words (lexical variation), less commonly used vocabulary (lexical sophistication), more use of content words (lexical density), and low numbers of word errors (Read, 2000, p. 200). Although lexical aspects of an essay do not establish its quality, it is probable that a good use of rich vocabulary will leave the reader with a good impression (Laufer, 1994). By creating a need to produce lexically rich essays and providing support for the realization of this as suggested by Laufer (1991), the present study focused on a rather rare classroom practice: take-home essay revision through the use of out-of-class sources (i.e., online dictionary and thesaurus). After an informational session on lexical sophistication and variation, 27 EFL learners revised their previously submitted take-home essays with the help of an online dictionary and thesaurus. The participants were EFL learners studying at a preparatory English language program at a public university and at the time of the study they were taking different English language skills courses. Lexical sophistication was measured in relation to word frequency. For lexical diversity, two measures based on the number of different words were used along with a more advanced calculation of type-token ratio, a measure influenced by text length (Malvern, Richards, Chipere, & Durán, 2004; Meara & Bell, 2001; Saito, Webb, Trofimovich, & Isaacs, 2016). The findings indicated that revising with the help of a dictionary and thesaurus led to improvement in lexical sophistication, but its effects on lexical variation were less clear. The results will be discussed in relation to participants’ judgement of sophisticated vocabulary, the take-home essay condition, and the measures used for lexical variation.

Paper 94

Examining online communicative presence: a case for phasal analysis

Wendy Chambers

University of Alberta, Edmonton, Canada

Phasal analysis (Malcolm, 2010) is introduced as an innovative research method for investigating language use within asynchronous online learning communities. Discourse analysis traditionally investigates spoken or written text by way of a detailed analysis of the structural features of language and doing so imposes limitations to understanding the indexical and reflexive nature of discourse. However, when language is considered as a social semiotic (Halliday, 1973, 1978), phasal analysis can be used to view the language generated within an online community through a sociocultural lens wherein meaning is generated, negotiated, and interpreted within contexts of situation. Phasal analysis considers how language choices reveal the perspectives and meanings that community members communicate both intentionally and unintentionally.

Phasal analysis was used to investigate online discourse within four online asynchronous learning communities. Selected text-based communications representing the beginning, middle, and end stages of each eight-week teacher education course were analyzed to gather sociolinguistic evidence for the purpose of examining how language use realizes a communicative presence. Three stages of phasal analysis were undertaken. At the first stage, attention focused on the choices individuals make in terms of ideational, interpersonal, and textual meaning that had an affect on the language choices of others. At the second stage, interactions between communicators were investigated via pragmatics. At the third stage, the discussions generated by the community were the focus and phasal strings within the discussion board revealed structural patterns of communication within the community. Phasal analysis of discrete elements of language use and the communicative behaviours participants use as resources to establish a communicative presence within the community provided evidence to inform a number of critical insights to understand the use and nature of online communicative behaviour. During the presentation, each level of phasal analysis will be presented together with relevant text examples and critical insights.

Paper 99

Constructing and communicating knowledge in higher education classrooms: exploring the role of English across academic disciplines

Sin Yi Chang

University of Cambridge

As part of the growing trend of internationalization, new forms of linguistic practices are emerging in higher education settings in recent years. Specifically, the rising status of English in academia has various educational implications, one of which is the promotion of English medium instruction (EMI) policies for the teaching of different subjects in many non-Anglophone contexts. While the benefits of learning through English are well documented, the expansion of English is often uncritically accepted as the most desired linguistic tool for the construction and communication of knowledge. Building on Spolsky's (2004) theory of language policy and Kuteeva & Airey's (2014) concept of disciplinary literacy, in this study I examine the intersection of language management, language ideology, and language practice by exploring how university lecturers of different disciplines interpret and translate EMI policies into practice. Participants of this study included sixteen lecturers and forty students from one university in Taiwan. Sixty hours of audio data were collected through semi-structured interviews and focus group interviews conducted with the lecturers and the students respectively, in addition to field notes and recordings obtained from classroom observations over a six-month period. Initial analysis of the data show that there was a higher need of English in the sciences, while linguistic demands in the humanities displayed more internal variation. Due to a number of epistemological, pedagogical, and social concerns factors, English was not always considered the best means to construct or communicate knowledge. In particular, other languages, semiotic resources, and modalities that were shared by members of a disciplinary community often played a more important role. In the effort to understand how English may enhance or constrain the effectiveness of teaching and learning, it is hoped that a more sensitive understanding of EMI will illuminate ways to improve policy-making and practice in the future.

Paper 431

English and Islam at madrasa in rural Bangladesh

Qumrul Hasan Chowdhury

King's College London

In this paper, I present how Islam shapes the attitudes of people at a rural Bangladeshi madrasa (Islamic educational institute) to English and the practices of learning and teaching English. With the hegemony of the discourses of English as a language of development and modernity in the global south, even though discourses to reform and modernise madrasa with English language interventions can be discerned, empirical investigations on English language at madrasa are rarely found. This paper, based on linguistic ethnography at a madrasa, presents the Islamic discourses and practices of English language (learning) at a madrasa. Data for the research have been collected as part of a doctoral project, at a Qawmi madrasa in rural Bangladesh, employing linguistic ethnography. The research shows that the participants, grounded on their religious philosophy of *din* (religion) and the perceived low relevance of English in the professional Islamic domain, disengage from the hegemonic discourses of English as a language of economic development. Moreover, even though there are religious and colonial discourses about English at the madrasa, most of the participants consider that English, if used cautiously, can be a helpful tool for Islam. The research shows that consistent with the attitudes of the people at the madrasa to English, there is a trend of Islamization of English pedagogy at the madrasa that guides the local practices of teaching and learning English. For example, in the English language textbooks at the madrasa, all the lessons are on non-secular and Islamic topics, and there is no use of animal photos. The paper, analysing the findings, unveils the geopolitical tension of English language in rural faithful educational contexts. The paper also compares English at the madrasa with the hegemonic and homogenising discourses of English and ELT in developing peripheries such as Bangladesh.

Paper 446

Teaching Lex the elephant to read (or children as literacy teachers...)

Leesa Clarke

York St John University

This study focusses on children's metalinguistic understanding of reading and the key features of the task. There is little in the literature that examines what children in EYFS and Key Stage 1 actually know about reading and critically, its purpose. This has potential to impact on children's motivation to read, and also how they approach the task and view its value. 154 children aged between 4 and 7 years were asked to teach a soft toy how to read "The Very Hungry Caterpillar". Transcriptions of their instruction were analysed thematically, to identify the salient information about reading and learning to read that children felt that it was important to convey. Preliminary analysis of the children's responses suggests a focus on the mechanics of reading, rather than features relating to the story being told in the book. In this conference presentation, the juxtaposition between decoding and meaning will be discussed as well as implications for practitioners working with young readers. Furthermore, the importance of a focus on reading for meaning will be emphasised, with the aim of ensuring that young readers learn to experience reading as a purposeful and enriching activity and not simply an exercise in developing automaticity in word recognition.

Poster 447

Getting the picture: an investigation into children with Autism's ability to comprehend figurative language

Carla Kelly, Leesa Clarke
York St John University

This study's aim was to investigate children with moderate to severe autism spectrum conditions' ability to comprehend figurative language. The final sample obtained for this study consisted of five children with autism who were educated a Special Needs Unit. The study included administering a figurative language test to the participants, which entailed playing 20 pre-recorded stories, each with their own example of figurative language. After hearing each story, the participants were asked two questions. One question on the meaning of the figurative language used in the story, and a second on the intent of the speaker of the utterance. The different figurative forms explored within this study were sarcasm, hyperboles and metaphors. The hypothesis for the study was that the children in this sample would perform poorly with more incorrect answers than correct answers, indicating a low level of comprehension of figurative language. The results showed that some children with autism do have a poor comprehension of figurative language; however, this does not apply to all children with autism as results showed high individual differences between the participants in the sample.

Paper 451

The researcher-participants relationship: what risks can we take?

Sal Consoli
University of Warwick

Since 2001, when Ushioda published her pioneering, qualitative study of students' motivational thinking, qualitative investigations within the field of L2 motivation have been on the rise. Qualitative approaches, especially qualitative interviewing, have become 'more appropriate to uncover the complex interaction of social, cultural, and psychological factors within the individual learner' (Dörnyei & Ushioda, 2011). This methodological shift within the L2 motivation research community resonates with the growing tendency, within Applied Linguistics, of doing 'situated research', a type inquiry grounded in the specific social context under investigation (e.g., Ushioda, 2009). This 'situatedness' relates to the researcher's decision to immerse themselves in the research context and become part of such social 'culture' (Holliday, 2007). In this epistemological light, the researcher must explore, understand and account for a complex and dynamic research landscape which differs profoundly from third-person or de-contextualised research sites. Indeed, such 'ecological' research approaches require a new reconsideration of the researcher's 'role, relationship and ethical responsibilities' (Kubanyiova, 2008).

These last three concepts will be at the heart of this presentation. Drawing upon my doctoral project, which combined Exploratory Practice with Narrative Inquiry, I will share episodes of my story as a teacher-researcher whose participants were initially students (unaware of my PhD intentions) who, following the development of a teacher-students relationship, decided to join my PhD journey. These students, coming from what they define 'a formal and serious' educational context in China, found themselves being taught by a 'friendly' teacher in the UK. This may have positively influenced their learning motivation; however, having made systematic ethical, reflexive and reflective considerations, I wish to discuss several opportunities, tensions, dilemmas and compromises which raise the question: what risks can a researcher take in establishing a teacher-student-participant relationship that leads to 'good' research data.

Paper 421

A validated placement test for Portuguese as a Foreign Language

Susana Correia¹, Carolina Gramacho¹, Ana Madeira¹, Cláudia Martins¹, Nélia Alexandre², Jorge Pinto²

¹New University of Lisbon, Lisbon, Portugal, ²University of Lisbon, Lisbon, Portugal

Placement tests are a form of diagnostic assessment that play a gate-keeping role and aim to assign students to appropriate proficiency levels. Placement tests must, therefore, be based on validity and reliability arguments to ensure appropriateness and consistency of assessment. Despite the growing interest in Portuguese as a Foreign Language (PFL), both nationally and internationally, to our knowledge there is no validated placement test that reliably assesses the general language abilities of adult PFL learners across levels. The 'POR Nível' project aims at designing and validating a placement test for PFL adult learners, from A1 to C1 CEFR levels in grammar, vocabulary, listening and reading components. Written corpora of 15 English-, Mandarin- and Spanish-speaking PFL learners drawn from certified PFL exams provide the empirical basis for item construction. Also, item specifications consider national and international guidelines (CEFR, Camões Profile for PFL), validity, reliability and practicality requirements, and also ALTE and ILTA recommendations. A preliminary analysis of the written corpora shows that A1 level learners have difficulties particularly in the domain of morphosyntax (especially function words and verbs), but English speakers also have difficulties in the orthographic/phonological component, whereas Spanish speakers also show vocabulary errors. A2-level learners use limited but correct/adequate vocabulary, but there are also L1-specific errors and abilities – Spanish show more orthographic/phonological errors, whereas English and Mandarin learners have trouble with morphosyntax. Overall, stress marks, clitics and prepositions pose problems, but vocabulary and gender inflection/agreement are mastered by A2 learners. An extended analysis is being conducted for the remaining proficiency levels. In this talk we will describe the construction of the placement test. The results found thus far will provide empirical ground for item specification in a validated placement test and eventually contribute to the discussion on the contents of PFL teaching programs.

Poster 179

Exploring the effects of Extensive Reading on L2 reading attitudes and motivation

Paul Dickinson, Asami Nakayama
Meijo University, Nagoya, Japan

Extensive reading (ER), an approach that involves reading large amounts of comprehensible material in the target language, is popular in many language learning contexts. However, as ER is a long-term, implicit learning approach whose benefits may not seem immediately apparent, some educators and administrators remain unconvinced of its efficacy and are unwilling to risk implementing it in their own settings. More evidence of the benefits of ER should help overcome such risk aversion. One claimed benefit of ER is that it fosters positive L2 reading attitudes. As reading attitudes strongly influence learners' motivation to continue reading - a crucial factor in academic success - this could prove very beneficial. While some studies have found that ER can positively affect L2 reading attitudes, as they researched periods no longer than 15 weeks how long these effects continue is unknown. Furthermore, these studies did not explore the effects of ER on L2 learning motivation.

This study addresses these issues by examining the effects of ER on the L2 reading attitudes and learning motivation of 40 English language learners at a Japanese university over one year. To test our hypothesis that ER should lead to positive changes in reading attitudes and motivation we developed a questionnaire drawing on relevant research on reading attitudes (Yamashita, 2013) and motivation (Dörnyei, 2009). The questionnaire employed a Likert scale and measured two aspects of reading attitude - affect (feeling) and cognition (thinking) - and a key motivational factor: the Ideal L2 Self. We administered the questionnaire three times during the year: pre-ER, then after one and two semesters of ER. We also collected qualitative data through follow-up interviews. Our qualitative and quantitative analyses indicated positive effects on learners' L2 reading attitudes and motivation, especially in relation to affect. This presentation discusses our findings and their implications for language learning and teaching.

Paper 146

The age factor in acquisition of negation in German by bilingual Polish-German children

Kamil Długosz, Aldona Sopata

Adam Mickiewicz University in Poznań, Poznań, Poland

The border between simultaneous L1 acquisition and early successive child bilingualism is constantly under discussion. Currently, most researchers are inclined toward the notion of multiple sensitive periods for different grammatical areas.

The specific grammatical phenomenon investigated in the paper are the distribution patterns of negation in German. The negation marker is placed in L1 acquisition of German before the non-finite verb and after the finite verb very early on (Wode 1977). In L2 acquisition of German errors in the placement of negation marker tend to occur (Dimroth 2008).

In this contribution, we present results from bilingual Polish-German children aged between 5 and 12. By AO, three groups were defined: 0-3 (n=7), 4-5 (n=7) and 6-7 (n=7). After moving from Poland to Germany, their length of exposure to German has varied between 4 and 6 years. All of them live in Germany and have acquired German in naturalistic settings. We used three psycholinguistic experiments, i.e. grammaticality judgement, forced choice and sentence repetition tasks. We performed an statistical analysis of error types and reaction times. The same methods were carried out with a native control group of monolingual children (n=7). The analysis of the data reveals that the AO has an substantial effect on acquisition of negation in German. If the onset is at age over 6 years, the children share properties which are in line with L2 acquisition. The results are also interpreted with regard to cross-linguistic influence from Polish, which can be a source of the observed non-target distribution patterns of negation in German.

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Paper 342

'Doing being knowledgeable': a conversation analytic account of student self-deprecation

Holly Dobrzycki, Andrew John Merrison
York St John University

Benwell & Stokoe (2010) have noted that students are not only "doing education", but are also "doing being students". With a focus on identity construction (Bucholtz & Hall, 2005), we take a conversation analytic approach to investigate student self-deprecation as a facilitator of "doing being a student" in a series of British undergraduate university seminar discussions.

More specifically, we explore participants' orientations to epistemic authority (Heritage & Raymond, 2005). First, we analyse two types of self-deprecation: pre-positioned and post-positioned minor act self-deprecation. Next, we analyse lecturer responses to self-deprecation with discussion centred around the collaborative nature of face (Goffman, 1967). Finally, we focus on the student's acknowledgement of the lecturer's response. This enables analysis of the overall sequential pattern: 1) self-deprecation, 2) response, 3) acknowledgement.

We argue that applying conversation analytic and sociolinguistic theories both improves our understanding of students' self-deprecations, and also provides insights for educators faced with such behaviour in the classroom.

Although this paper appears specific to the performance of undergraduate students, there is a potential for the results to impact the problematisation and subsequently the explication of what it means 'to do being knowledgeable' in all learning environments.

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Paper 68

Negotiating identities: relational work in critical post observation feedback

Helen Donaghue
Sheffield Hallam University

Discourse is considered an important locus for the study of identity (Bucholtz and Hall, 2005). Benwell and Stokoe (2006) note the '*enthusiastic use*' (p.34) of the term 'discourse' in identity theory, but maintain that empirical studies are rare, with few researchers engaging with actual situated examples of language use or looking at how identities are discursively performed. This presentation will examine how identities are negotiated during work-based talk between an in-service English language teacher and two supervisors during post observation feedback meetings.

Using a linguistic ethnographic framework, micro analysis of feedback talk will be supplemented with data from interviews in which participants were invited to comment on selected meeting extracts. Linguistic analysis will draw on the concept of relational work: '*the "work" individuals invest in negotiating relationships with others*' (Locher and Watts, 2005: 10). Relational work allows examination of the full spectrum of interpersonal linguistic behaviour: polite, appropriate, inappropriate and impolite. A detailed microanalysis of data extracts from the two meetings will show interactants' use of relational work to negotiate identities. I will show how one supervisor uses politeness strategies while the other uses aggressive behaviour to claim similar identities for themselves while ascribing a negative identity for the observed teacher as they both highlight a weakness in his practice (poor instructions). I will examine the teacher's reaction and participants' ensuing identity negotiations. Analysis will show that identities are emergent, relational and co-constructed. Ethnographic data will reveal the influence of institutional goals on local identity construction and relational work.

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Paper 287

Reflecting on learning or learning to reflect? Language learners performing reflective practice

Shane Donald

Feng Chia University, Taichung, Taiwan

The predominant focus of research into reflective practice has been on how teachers engage in this process. To date, little research has been done into how students perform reflective practice about their language learning. This presentation examines reflection performed by 24 EFL learners at a private university in central Taiwan, guided by a language instructor. Data were taken from an English conversation class in which learners performed five-minute oral proficiency interviews in dyads, with the instructor observing. Interviews were video recorded; learners watched the video with the instructor approximately one week later in the same dyads and were asked to jointly reflect on what they noticed about their language use within the interview. This reflection was video recorded. Conversation Analysis was utilized to examine the interactive processes at work as learners undertook reflection. The findings reveal that for new understandings about language use to emerge on the part of learners, 'dialogic reflection' (Mann and Walsh, 2017) requires the instructor to manage a range of interactional resources to scaffold learners to a new conceptual understanding of how to utilize language appropriately to jointly perform an oral proficiency interview and also engage in reflective practice. Sequences of dialogic reflection can be organized to construct shared understandings, between interactants, grounding this research in Sociocultural Theory (Vygotsky, 1978). Tools such as language and video are employed to mediate the development of intersubjectivity within this dialogic process. The notion of 'risk' examined here is two-fold; asking L2 learners to reflect on their language use is potentially face-threatening and requires instructors to utilize language in a sensitive manner and also deploy a range of resources on a concurrent basis to aid learners in effectively performing reflective practice. This research adds to understanding of how language learners perform reflective practice and has implications for teacher development.

Paper 443

Adapting methods for teaching work-based literacies to a changing workplace context: using protocol-assisted modeling

Dacia Dressen Hammouda

Université Clermont Auvergne, Clermont-Ferrand, France

The field of technical writing has undergone significant changes over the last fifteen years. No longer is it sufficient to have “good writing skills” and produce clear manuals. Professionals must now design information by skillfully combining different semiotic resources for each audience, situation and context: textual, visual, spatial, audio, and code. Changing business practices have transformed what traditionally were writing tasks into the full-scale management of a company’s “informational meta-products”.

How can university programs in professional writing best help prepare students for such complex work-based literacies? While teaching a single professional genre (e.g., a set of instructions) can be a relatively “straightforward” task, helping students to develop a successful professional identity requires simultaneously fostering their skills in user studies methods, project management, professional writing, information design, web/mobile design, tutorials, help design, and visual design. Stimulating awareness and consideration of audience, which has long been a priority in writing research, also remains essential. The proposed paper describes results from one part of an ongoing ethnographic study mapping the emergence of situated work-based literacy in French technical writing students. It uses a modified version of Schriver’s (1992) protocol-assisted modeling (PAM) approach, designed to help writers construct a more accurate mental model of how readers think and react to information. 12 students enrolled in a master’s program in technical communication participated in a year-long study comparing the effectiveness of PAM and traditional audience analysis for teaching professional writing.

During the PAM sequence, participants were asked to predict potential problems for readers in ten poorly designed documents, then revise their evaluation based on a think-aloud protocol transcript showing how the document’s actual users reacted. A post-test assessed changes in their ability to anticipate reader problems. Writing pedagogies such as these may better contribute to the long-term construction of students’ professional identities.

Paper 183

The mediated voice: impact of court interpreting on defendants' closing statements

Jade Du

Newcastle University

Conducting discourse analysis of seven trial hearings, with a focus on closing statements, this study aims to explore how the voice of English-speaking defendants in Chinese courts is communicated through the mediation of interpreters. In contrary to adversary trials in which closing arguments are delivered by eloquent legal professionals—defence lawyers and prosecutors, in some inquisitorial system, such is the case in Chinese courts, closing statements are conducted solely by lay litigants—the accused—who are the stakeholders of the legal proceedings. This is not only an opportunity for them to speak out—to reiterate a defence against the accusations or to express remorse for the offences committed—it is also the last chance prior to sentencing for their voice to be heard by judges who are decision-makers in their cases. Unlike their counterparts in monolingual trials who can have non-mediated communication with other trial participants, non-Mandarin-speaking litigants have to rely on court interpreters to communicate their propositions. Drawing upon theories of speech acts and pragmatic equivalence in interpreting, this study empirically reveals how the discursive performance of the accused is constructed, altered and undermined through interpreting. The findings show that the speech acts of apology, remorse and defence performed by the accused are often not maintained in interpreted renditions. It is argued that when court interpreters fail to faithfully convey the pragmatic force of the accused's utterances, the voice of the accused is not fully heard by trial participants, which places them at a disadvantage and may damage their right to equality and justice.

Poster 157

An exploratory study of the relationship between L1 and L2 fluency behaviour

Zeynep Duran Karaoz

University of Reading

Fluency has been brought forward as one of the reliable indicators of L2 proficiency. A review of the literature suggests that L2 proficiency can be predicted from some of the measures of fluency construct (e.g. Iwashita, Brown, McNamara & O'Hagan, 2008; Revesz, Ekiert & Togersen, 2014; De Jong, Groenhout, Schoonen & Hulstijn, 2015, Huensch & Tracy-Ventura, 2016.) in their performance. Yet, little is known about the role of L1 fluency behaviour in the development of this construct at different levels of proficiency, and in this regard cross-linguistic studies are scarce (De Jong, Steinel, Florjin & Hulstijn, 2013; Huensch & Tracy-Ventura, 2016).

This study aims to explore the possible link between L1 and L2 fluency behaviour, and to understand to what extent this relationship is moderated by L2 proficiency level. Recent studies (Foster & Tavakoli, 2009; Tavakoli & Foster, 2008) have also reported that L2 learners' performance in general and its fluency in particular is affected by task design, but L1 users' performance is not. This has been tested with native speakers of English but not with other languages. This also is hoped to be replicated in the current study with Turkish language as L1.

As such, the data was collected from 42 L1 Turkish-L2 English speakers at a state university in Turkey through a battery of proficiency tests (i.e. Elicited Imitation Task and Oxford Placement Test) and oral narrative tasks. The oral performances were analysed for a number of fluency measures, and a number of statistical analysis were run. The findings suggest that some of the L1 and L2 fluency measures correlate with each other. The findings will be discussed and the implications for L2 practices (L2 testing, L2 research as well as L2 teaching) will be highlighted.

Paper 230

What determines cross-linguistic influence in L3 cognate production? L2 status or typological similarity?

Peter Ecke

University of Arizona, Tucson, USA

In this paper, we investigate factors that influence the strength of cross-linguistic influence in vocabulary acquisition and lexical production in third language (L3) learners. We first present the analysis of 188 spoken lexical errors produced with cognate triplets, i.e., words that share sound and meaning similarity across German, English, and Spanish (e.g., *Gitarre*, *guitar*, *guitarra*). The errors were part of a corpus collected from 100 Mexican learners of German (L3). All participants spoke Spanish (L1) and English (L2) at the intermediate/advanced level and learned German (L3) at the novice level of proficiency. The error data show a combined effect of typological similarity and L2 status and that the L2 English influences L3 German production more than the L1 Spanish. In order to gain more insights into the nature of this effect and separate typological similarity and L2 status effects, we designed a forced-choice similarity judgment task in which a group of 54 learners of German (L3) rated the degree of similarity between spoken cognate triplets. Participants had to decide if randomly presented L1 equivalents or L2 equivalents were more similar to a previously presented L3 cognate. The stimulus words were based on the first 52 items recorded in the spoken error data. The forced choice results show that overall participants perceived Spanish and English equivalents equally similar to the German cognates. Unlike in the L3 production data, the receptive task did not show a preference for English L2. We suggest that the strong L2 influence in L3 production is not primarily the result of a higher degree of perceived similarity (psychotypology) between English (L2) and German (L3). Instead, we argue that L3 learners suppress the L1 more during L3 speech production, which results in a clear L2 status effect reflected in L2-based errors/deviations.

Paper 48

Language learning on the boundary: knowing English vs. living in English

Rawand Elhour
University of Roehampton

English language teaching/learning is so dominant and influential in many parts of the world. In a highly particularised context, Gaza Strip/Palestine, I conducted a qualitative study to explore the motivational domains and attitudes (8) undergraduates have towards English. The role of their learning experiences was also investigated as a possible factor affecting their attitudes. Thematic analysis of in-depth interview data revealed four interrelated motivational constructs: integrativeness and instrumentality, global awareness, nationalism, and milieu. Learning experience came as significantly important in shaping and influencing participants' views of and motivation to learn English.

However, most of the views featured essentialist and monolithic thinking towards English and its cultures mainly because of the effect of ELT profession, its resources, eg. global coursebooks, and assessment tools, standard tests which all depend on monolithic perspective to English not acknowledging its plural and complex realities. This machinery works collaboratively and (misleadingly) shapes learners' views of the language, international cultures and understanding.

Only when individuals are outside classroom, in the big global world, will they start to realise their (mis)conceptions and challenge them, and this has repercussions on perceptions of their own selves and positions. Upon mobility and shifting, learners 'on the move' are the most vulnerable in the face of these realities. My current project researches trajectories of Palestinian postgraduates who have moved from contexts of conflict and enforced immobility to a new context of high mobility (UK HE). Their motivation, attitudes, perceptions of themselves and English, and their social encounters will be re-investigated after mobility. Reflection on their previous local education will be of much vitality for educational implications.

This is a project that stems from the need to document the unheard stories of crossing borders by those under-researched learners to a new global context full of heterogeneity and destabilisation. It is also to highlight the difference between 'knowing' English and actually 'living in' English and propose new insights into language teaching in an era of globalisation.

Paper 76

A modular curriculum: integrating task-based and task-supported language teaching

Rod Ellis

Curtin University, Perth, Australia

The case for task-based language teaching (TBLT) is now well established (Long, 2015) but controversy still exists as to whether it is well-suited to foreign language teaching contexts with some commentators (e.g. Shehadeh and Coombe, 2012) arguing that, where the conditions and social practices differ from those found in second language contexts, task-supported language teaching (TSLT) is more appropriate. I will first address the psycholinguistic basis for TBLT and TSLT and consider Long's claim that the two approaches are psycholinguistically incompatible. I will draw on the distinction between implicit and explicit learning (N. Ellis, 1994) to propose that both kinds of learning have a role to play in the development of second language proficiency and that, therefore, they should be seen as mutually supporting. From this standpoint, I will draw on Brumfit's (1984) distinction between 'fluency' and 'accuracy' as fundamental pedagogic approaches and examine ways in which they can be combined in a curriculum. The modular curriculum I advocate is one where TBLT constitutes the core of the curriculum with TSLT introduced to foster accuracy when it becomes evident that it is needed to overcome developmental problems that are resistant to purely incidental/ implicit learning. I will also consider the kinds of tasks and methodological strategies needed in a curriculum that combines TBLT and TSLT. The position taken is that task-based and task-supported language teaching should not be seen as incompatible (Long, 2015) but as mutually supporting.

Poster 234

“Flipping EMP”: integrating word lists, pedagogic materials and course delivery for medical students

Kazumichi Enokida, Walter Davies, Simon Fraser, Keiso Tatsukawa
Hiroshima University, Higashihiroshima, Japan

In this presentation, we document the development of an English for Medical Purposes (EMP) course for undergraduates at a Japanese University. The initial project aim was to create a medical English word list with accompanying materials for use in an annual intensive course of 12 classes (90 minutes/class). This was achieved through cooperation between medical specialists and the applied linguistics team, and through corpus analysis of key reference books: Gray’s Anatomy for Students and Harrison’s Principles of Internal Medicine. Further units of material were designed and developed for use beyond the intensive course and to extend the word list.

The project was subsequently expanded to utilize Information and Communication Technology and incorporate online learning as a key part of the course. Using our university’s Learning Management System, Blackboard Learn 9, a substantial amount of material, primarily focused on receptive skills and vocabulary development, was placed online for self study by medical students. In 2018, the pedagogic materials are being extended further to cover a core of medical English words through a focus on a syllabus based on body systems and related medical fields.

In addition to illustrating the process of development, and documenting problems faced and solutions found in completing the word list and materials, we will outline the body system syllabus, and give examples of the connection between pedagogic materials and the core word list. The word list examples will also be used to illustrate the categories of vocabulary encountered in EMP, their relevance to teaching/learning, and how they affect the design of the materials.

Paper 363

Taking risks on social media: talking silently about trauma

Mel Evans¹, Caroline Tagg²

¹University of Leicester, ²Open University

This paper offers an innovative approach to the study of language and new media, by shifting attention from what is “new” to the continuing relevance of “old” modalities in social media, considering how affordances and social meanings of traditional modes are re-used and/or reappropriated, and newer affordances rejected, within a digital context. Our discussion explores examples of personal narrative vlogs intended for distribution via social media. However, the narrator does not speak to the camera, or audience, but instead manually reveals the narrative as (hand)written text on a series of cards. The subject-matter of these videos is usually grave, including personal experiences of cancer or bereavement. We suggest the narrators are taking risks: not solely through the revelation of their traumatic experiences, but also through their unconventional, “outdated” modality choices.

This paper scrutinizes the manipulation of narrative conventions in these videos. Our analysis focusses on two examples, exploring author/narrator identity, semiotic modes, narrative genre, and viewer engagement. We argue that these texts combine, and therefore promote, tensions between features associated with 21st century vlogs (e.g. the reach of digital platforms, the use of mixed modes), and those typical of earlier narrative technologies and conventions: films; print, and even hand-written, books. The affective import of these personal narratives relies on the viewer’s recognition and appreciation of the rejection of some primary semiotic affordances of digital media, and the purposeful reclaiming of “old” modes, even as other resources continue to be exploited for their digital potential. We conclude that these narratives re-appropriate historical modes of meaning within a distinctively digital context, making the old “new” and the new “old”, in order to engage and mobilise audiences around the narrator’s account of their biographic experiences. Our study has implications for understanding changes in people’s engagement with social media more generally.

Paper 376

Taboo language in the L2 classroom: WTF is it and is it worth the risk?

James Andrew Farmer

Rikkyo University, Tokyo, Japan

Whether on social media or in everyday conversation, taboo language (TL) is playing an increasingly prominent role in the English language. This change in language use is reflected by its frequent use in recent films, music, and literature. Although it is commonly labelled as “bad language”, TL is used to perform a wide variety of linguistic and sociolinguistic functions. It can be used to emphasize, to express values and emotions, to threaten, as humour, to develop relationships with others, and to even mitigate pain perception. However, despite being an intrinsic, authentic, and unavoidable part of the English language, TL remains conspicuously absent from the L2 classroom and language-learning materials. Although the idea of accommodating TL in the classroom is risky and somewhat controversial, avoiding such language may be doing students a disservice. In fact, the traditional policy of censoring TL in language programs and lesson materials is not the result of a negotiated curriculum and does not necessarily reflect student language needs or wants. Moreover, such policies may also not reflect the attitudes of teaching staff. As a result, it may be time to seriously reconsider the taboo of TL in language programs and teaching materials. This session will present the results of a questionnaire which investigated the attitudes and opinions of both university EFL students and their teachers towards the use of TL in the L2 classroom and curriculum.

Paper 277

From Applied Linguistics to Musicology, and back again: new research directions in musilingualism

Maria Fernandez Toro
The Open University

Relationships between language and music have often been the subject of interdisciplinary research. Past studies have been focusing on a range of areas, such as identifying and comparing the features that both semiotic systems have in common, establishing their respective biological foundations, understanding the cognitive processes and skills that they respectively entail, or evaluating their mutual benefits as educational tools.

This paper repositions the field within a social theory paradigm and conceptualises musilingual practices as practices involving the productive, receptive or mediating engagement with music in one or more languages. Examples of musilingual practices include composing and arranging verbal music, singing lyrics in one or more languages, listening to music in one or more languages, sharing such music online, commenting on it, writing, translating and subtitling lyrics, selecting repertoire in one or more languages, and using language in teaching/learning/directing music.

This presentation will outline future research directions on musilingualism, drawing on recent findings in the areas of translanguaging, multimodality, intercultural communication and social learning. The potential, mutually beneficial implications of cross-fertilisation between Applied Linguistics and Musicology will be discussed in relation to these areas.

A paradigmatic shift towards social theory requires a parallel re-examination of the research methods of enquiry traditionally used in the field. Examples of methodological approaches will therefore be discussed and illustrated using past, recent and current studies on musilingualism. It is hoped that the paper will elicit a general discussion on the risks and potential benefits of undertaking interdisciplinary research in Applied Linguistics and Musicology in the current, globally unsettling times.

Paper 247

Remedying offence: a conversation analytic exploration of accounts in initial interaction

Natalie Flint¹, Andrew John Merrison², Jake Piper², Lucy Woodcock²

¹Ulster University, ²York St John University

In this paper, we analyse account sequences following potentially risky actions and investigate *how* unacquainted interactants do remedial work (e.g. Antaki 1994; Benoit 1995; Goffman 1971; Schönbach 1990). We investigate these potential 'offences' and the subsequent account sequences between English-speaking British and American undergraduate students (aged 18-21) collected at a British university. Here, our focus is on the collaborative nature of account sequences which do such work.

Our analysis indicates that collaborative account sequences exist on at least four different levels of interactional engagement: single-individual accounts, multiple-individual accounts, account-fors and account-withs. The first of these categories types (single-individual accounts) is effectively the kind already discussed in the existing literature. The remaining three categories are new and we introduce and explain them in this paper.

While the current research investigates how initial interactants collaborate and *inter-act*, it opens up the possibility of further exploring remedial work outwith this initial interactions setting by applying it to other contexts such as mediation between unacquainted parties, classroom interaction and language teaching.

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Paper 430

Grappling with linguistic and cultural diversity: teachers' shifting identities

Yvonne Foley

University of Edinburgh

Since the 1960s, the UK has seen significant trends in migration that has resulted in a more linguistically and culturally diverse society. As a result, school teachers across the United Kingdom (UK) are working with increasing numbers of pupils learning English as an additional language (hereafter, EAL).

Within the Scottish school context, policy specifies a Framework for Inclusion where pupils learning EAL are placed in mainstream classrooms. Teachers are therefore expected to meet the reading literacy needs of these pupils without having had sufficient training to do so. While prevailing policy has prioritized integration and inclusion, little attention has been given to expanding the knowledge base of pre-service and in-service teachers.

This paper will present findings from a study that set out to explore the perceptions and practices of a large group of teachers in relation to how they meet the reading literacy needs of pupils learning EAL. A critical sociocultural lens was used to examine these perceptions and practices and the interpretation of the findings has drawn on current theorizing on teacher identity and future-oriented reading literacies.

Forty-two individual teacher interviews, along with thirty-two classroom observations were used to address two main research questions: How well do mainstream and EAL teachers believe they meet the reading literacy needs of pupils learning EAL? What approaches and methods were mainstream and EAL teachers observed to use when meeting the reading literacy needs of pupils learning EAL?

Findings highlight how the lack of professional development that enables teachers to develop an understanding of languages, cultures and the pedagogies needed to meet the reading literacy needs of EAL pupils impacts on their sense of identity and self-worth. The paper concludes with recommendations for both pre and in-service teacher education programmes.

Paper 438

Making register explicit in the classroom

Gail Forey

University of Bath

Language is the primary meaning making resource in all educational contexts, and regardless of the learners' background academic language (disciplinary literacy) is challenging for many learners. Teachers have an in-depth knowledge of their subject; however, they often tend to lack a detailed understanding related to the language of their discipline. We argue that supporting the disciplinary literacy of teachers through professional development (PD) and providing teachers with a theory of language and pedagogy, that teachers can explicitly teach language for curriculum learning and have a positive impact on the learner. Having a theory of language leads to teachers, and ultimately their learners, sharing a metalanguage (language to talk about language), a metalanguage that facilitates learning and the development of knowledge within the discipline.

Focusing on one school in the UK, Hamstead Hall Academy Trust, which has a long-term strategy to support and develop language and literacy and takes an active role in championing the PD of teachers' knowledge related to language, disciplinary literacy, learning and pedagogy. In this paper, I outline the PD programme established at Hamstead Hall Academy Trust, and focus on the role of metalanguage, which is shared by teachers across the school. Using register as an example, I illustrate how 'register' is adopted as a metalinguistic resource to scaffold knowledge. Drawing on video data collected from assemblies, a wide range of classrooms and disciplines, I scrutinize the ways in which the teacher and learners use the term 'register' to differentiate between commonsense/every day as opposed to technical/academic meaning. By demonstrating how teachers use and explicitly teach language in their classroom, we are able to provide valuable insights into the benefits of a shared metalanguage. In addition, I highlight the positive impact explicitly teaching language for curriculum learning has for learners.

Paper 288

A corpus-based study of *may*, *might* and *could* in learners' academic writing

Kazuko Fujimoto

Soka University, Hachioji, Japan

The aim of this study is to investigate Japanese university students' use of the modal verbs *may*, *might* and *could* in academic writing compared to that of native speakers.

Expressing degrees of certainty by using tentative language such as modal verbs is important in academic writing to avoid making strong claims based on limited evidence. Folse (2009) mentions that learners' infrequent use of modal verbs sometimes makes them sound direct or aggressive to native speakers. This study focuses on the three main modal verbs which are used to express 'possibility'. The meanings of each modal verb were classified based on Quirk et al. (1985), Biber et al. (1999) and Leech (2004).

Three corpora were used in this study. The first is a longitudinal learners' corpus of about 100,000-word written English by 93 second-year Japanese university students [JC]. The average of the students' TOEIC-IP scores is 487.4 (Range: 210-755; Median: 477.5; SD: 117.7). The other two are native speakers' academic prose sub-corpora in British English 2006 [BE06] and American English 2006 [AmE06]. The size of each sub-corpora is about 200,000 words.

My corpus research findings show that the frequency of *may* and *could* with the 'possibility' meaning is significantly lower in JC than in BE06 and AmE06 (at the level of $p < 0.0001$ and $p < 0.01$ respectively by log-likelihood tests), though the frequency of *might* with the meaning is not significantly different. A notable difference between the learners and the native speakers is that the learners used *could* with the meaning of 'ability in the past' significantly more than native speakers ($p < 0.0001$). On the basis of my corpus analysis, it seems necessary to widen the learners' choice of modal verbs for the 'possibility' meaning and teach them that the past form *could* can be used to refer to present and future 'possibility'.

Paper 309

Transition from the active to the passive in the acquisition of Japanese passives: observations in retracted false starts and self-corrections in oral picture description tasks

Akiko Furukawa
SOAS, University of London

Learners of Japanese as a second/ foreign language are often observed to use actives when native speakers (NSs) show clear preference for passives (e.g., Mizutani 1985, Tanaka 1999, Furukawa 2006). Thus when describing an incident of being scolded by the teacher for forgetting to do the homework, learners are often observed to use the active '*Sensei-ga watashi-o shikatta* (The teacher scolded me)' when NSs show strong preference for the passive '*(Watashi-wa) sensei-ni shikarareta* (I was scolded by the teacher).

Learners' preference for actives is explained in terms of the fact-oriented descriptions in the case of English NSs, as opposed to standpoint-oriented descriptions of Japanese (Mizutani 1985), and more recently as a consequence of operation of VanPatten's (1996, 2004, 2007) first noun principle (e.g., Tanaka 1999, Furukawa 2009). Intermediate forms reflecting the process of learning, such as hybrid forms containing the active case markers with the passive verb and vice versa were also observed (e.g., Tanaka 1999, Furukawa 2009). However, more research is needed to investigate what learners do during on-line production of these intermediate forms and what roles these forms play in the process of acquisition.

This study attempts to answer these questions by examining the results of the experiments in which learners' uses of passives were tested in oral picture description tasks. Unlike much more frequently used written tests, in which only the final forms may be recorded for analysis, retracted false starts and self-corrections were recorded to examine how the learners initially construed the events and how they revised their utterances in the course of utterance production. These data provide crucial pictures reflecting possible transition from one stage of acquisition to the next and can therefore be used to design materials and techniques for teaching passives, which have been reported to be difficult to acquire in previous studies.

Paper 24

Second language acquisition of English lexical aspect

Mariana Gotseva

South West University, Blagoevgrad, Bulgaria

The suggested presentation will focus on some of the findings of the author's research on the acquisition of English-tense morphology by Bulgarian L2 instructed learners, who have never been exposed to English in naturalistic conditions (English used by native speakers in an English-speaking country). The study has been conducted in the framework of Aspect Hypothesis (Andersen & Shirai, 1994) which makes a distinction between the grammatical aspect, marked by linguistic devices, such as verb morphology and auxiliaries, and the lexical aspect, which refers to the inherent temporal characteristics of verbs and to the temporal conditions of the situation that the verb designates (Sugaya and Shirai, 2007) and is based on Vendler's (1967) classification of verb-predicates according to their inherent semantic features: statives, activities, accomplishments and achievements.

The empirical data, collected through written narratives elicited by an excerpt of a silent film, showed some unexpected results with the group of learners with lower proficiency in EFL and these are the particular results which the presentation will focus on. They show support for the findings of a previous study on temporality expression in SLA, based on the meaning-oriented approach, used in a project sponsored by the European Science Foundation and guided by Clive Perdue and Wolfgang Klein (1992), namely – that the expression of temporality exhibits a sequence which corresponds to stages of acquisition which are characterized by the use of pragmatic, lexical, and morphological means, which in their turn correspond to the general levels of interlanguage development labelled the pre-basic variety, the basic variety, and "beyond the basic variety" (Dietrich et al., 1995).

Paper 64

Generational identities and multilingual practices in a context of social change in India

Virginia Grover

Birkbeck, University of London

This paper, based on PhD research in progress, argues that in Applied Linguistics we should consider age as a complex and socially constructed aspect of identity (Suslak 2009, Andrew 2012) in the way gender, ethnicity and class have been theorized in recent decades. Age does not simply refer to a chronological or biological state, or an independent variable or social factor. Viewing it as a multifaceted and dynamic dimension of social identity that is intersubjectively constructed through language in interaction enables us to explore more broadly the links between ways of speaking, identities and society.

Through the case study of a family of four members across 3 generations, part of a larger ethnographic PhD project in Gujarat, India, the paper examines the way multilingual Gujarati-English speaking styles and stancetaking in interaction index generational identities, situated in a context of social change. The parents and grandparent in this middle-class household grew up and were educated in the period before India's neoliberal reforms in the early 1990's, studying in Gujarati-medium institutions up to university level, at which time they continued in English. The sixteen-year-old daughter in the family has studied in English-medium institutions since she started school. The presentation explores how the family members draw upon the resources in their multilingual repertoires in stancetaking in interaction, offering insights into intergenerational interactions and identity construction in the family home. The wider background against which these interactions are situated, one of changing hierarchies and changing educational patterns in India, also provides insights into the participants' sociolinguistic practices, and highlights the importance of an ethnographic approach.

Paper 437

Access to English in Pakistan: English instruction prepares students for different social roles

Sham Haidar

Air University Islamabad, Islamabad, Pakistan

Due to colonialism and globalization English has become the dominant language in the world (Rassool, 2013) and people dream it a source of social mobility (Mansoor, 2003). However, contrary to expectations, English is one of the main sources which divides society into few elites and many ordinary people (Mahboob & Jain, 2016). In Pakistan the differential schools system plays a major role in this division (Rahman, 2005). This paper is a part of large dissertation study which explored access to English in different school systems in Pakistan with a research question; how is access to English constructed in different schools systems in Pakistan?

The study used the symbolic power of language (Bourdieu, 1991) and sociolinguistics of English (Blommaert, 2010) as theoretical framework. The study used phenomenological case study design in which I, as a researcher, immersed in different schools to observe teaching and learning process first-hand. I conducted classroom observations in one-tenth grade classroom and interviewed students, teachers, and administrators. I use constructivist grounded theory (Charmaz, 2014) as analytical framework for data analysis.

The study found that different schools provide contrasting academic and physical facilities for English instruction. The pedagogical methods, the school environment, the school personnel's perspectives and practices, the school academic culture, and linguistic habitus differ greatly despite having similar textbooks, medium of instruction, and examination system. There were differences in focus in English instruction which were beyond the linguistic competence of the students. In the elite schools the focus was to develop the skills of comprehension, creativity, critical thinking, role-play, reading and writing beyond the prescribed textbooks. On the other hand, general schools focused on rote memory of the limited content of the textbooks, translating the textbook contents, and learning limited grammatical rules and sentences from English to Urdu and vice versa.

Paper 245

'Pascal's very French': a corpus-informed study of nationality markers as gendered language in business meetings

Michael Handford
Cardiff University

This study analyses the use of explicit national identity markers, such as 'Pascal's very French', or 'the Chinese have copied it' in a corpus of business meetings, and argues that it can be considered an index of masculine genderlect (Holmes, 1999) in this context. The talk combines methods from corpus linguistics and discourse analysis, allowing for the consideration of multiple contextual features.

Rather than using the corpus as a repository of examples which the researcher draws on to highlight differences between reified cultural groups, this approach can illuminate the discursive construction of sociocultural identities (Bucholtz and Hall, 2005) of both those spoken about and the speakers themselves, thus exploring the relationship between usage and representation. In other words, the analysis explores the reflexive relationship between the utterance and the utterer: while business speakers across the corpus rarely mention nationality explicitly, a finding in itself, when they do it is about non-present others, and the discourse prosody of such utterances is overwhelmingly negative or neutral.

Virtually all utterances are by men to men, in senior positions within their companies; they tend to occur in one industry, manufacturing. From an intersectional perspective, it could be argued that these speakers, middle-aged white British men in senior positions in mainly family-run medium-sized manufacturing companies, are highly *entitled*: they can invoke banal nationalism (Billig, 1995) and even Otherise without repercussion. Such usage is interpreted as a collaborative negative identity practice (Hall, 1999) through which the speakers' masculine identities are performed.

Note: The data is from CANBEC, the Cambridge and Nottingham Business English Corpus (Handford, 2010), a one-million word corpus of business meetings.

Paper 102

What is the impact of study abroad on oral fluency development? A comparison of study abroad and study at home

Zoe Handley

University of York

Developing fluency in spoken English is the most frequently cited reason for choosing to study for a degree in an English-speaking country, where fluency refers to speaking at a good pace without pausing or hesitating. Some research supports conventional wisdom that study abroad promotes the development of fluency. However, the evidence is largely limited to studies tracking a single cohort of students, with few studies comparing study 'at home' with 'study abroad'. Also, most previous studies involved US undergraduate students with as little as two semesters of prior language instruction enrolled on a semester-long intensive language programme in France or Spain. This paper explores the impact of studying abroad for a degree on oral fluency development. Seventy-three Chinese learners of English participated in the study. Thirty-four were studying for a master's at a university in the North East of England, and 39 were studying for a master's at a university in East China. They were asked to complete a monologic narrative speaking task and a language contact questionnaire, once at the start of their programme and once six months later. On average, the learners in both contexts made small gains in oral fluency, with learners studying in the UK making gains on measures of speed and learners studying in China making gains on measures of breakdown fluency (i.e. pausing). These gains were, however, not statistically significant. Nor was the difference in gains across the two contexts. It was also observed that learners in the UK who spent more time interacting in English spoke slower and paused for longer, but paused less often. Together, these results suggest that the findings of previous research may not be generalisable to all contexts, and that further research is necessary that focuses on different formats of study abroad and with different cohorts of learners.

Paper 132

Capturing academically-productive student talk in whole-class teaching

Jan Hardman
University of York

International research suggests that high quality classroom talk engages, stimulates and extends thinking and reasoning and advances learning, which in turn contributes to an empowering classroom environment. However, little research has been conducted into the nature of student talk and what makes it academically productive. Drawing on the detailed analysis of 54 transcribed lessons, this paper focuses on the types of talk engaged in by students and the ways in which teachers trained in a dialogic teaching approach allowed students to participate in the whole-class talk. The data were collected as part of a large-scale randomised controlled trial conducted in 78 primary schools serving deprived areas of England, with large numbers of students for whom English was an additional language, to study the impact a dialogic teaching approach on student learning in the core subjects. In order to conduct the transcript analysis, a theoretically-grounded discourse analysis framework, allowing for the identification and in-depth analysis of academically productive student discourse moves in whole-class talk, was developed. The analysis found that students in the intervention schools were using a wider range of discourse moves that exhibited higher levels of explanation, analysis, argumentation, challenge and justification, compared to students in the control schools. The implications of the findings for advancing our understanding of the nature and character of academically-productive student talk, and for the development of clearer guidelines for teachers, will also be considered.

Paper 27

What do proofreaders do to a poorly written master's essay? Differing interventions, worrying findings

Nigel Harwood
University of Sheffield

There has been much interest recently in researching the changes language brokers make to writing in English for research publication contexts (e.g., Burrough-Boenisch 2006; Flowerdew & Wang 2016; Li 2012; Lillis & Curry 2010; Luo & Hyland 2016, 2017; Willey & Tanimoto 2012). These studies investigate the types of changes supervisors and editors make to the texts of novice researchers who are attempting to publish in English. However, with the exception of Harwood and colleagues' research (Harwood et al 2009, 2010, 2012), studies focused on the proofreading of *students' university essays* are largely conspicuous by their absence. Harwood et al uncovered apparently significant variations in their 16 proofreaders' practices, but because they relied solely on proofreaders' interview accounts rather than also soliciting examples of the proofreaders' work, the validity of the research is questionable.

Hence the current project adopted a different approach, having 14 UK university proofreaders all proofread the same authentic, low quality master's essay written by an L2 speaker of English, to compare and contrast proofreaders' interventions. A modified version of Willey & Tanimoto's (2012) revision taxonomy was used to analyse the changes proofreaders made. Similar to Harwood et al's research, there was ample evidence of widely different practices, with some proofreaders intervening at the level of content, making lengthy suggestions to improve the writer's essay structure and argumentation, while others were reluctant to do more than focus on the language. Disturbingly, some proofreaders frequently introduced errors into the text, while leaving the writer's errors and unclear claims uncorrected.

The study provides much food for thought for proofreaders, university lecturers whose students may be approaching proofreaders, and for university policymakers responsible for formulating proofreading regulations. The implications of the findings will be discussed and debated with the audience.

Poster 385

***Obuchenie* online: the applicability of Vygotskian pedagogy to online teaching and learning**

Chris Harwood

Sophia University, Tokyo, Japan

In this poster presentation the layered meaning of the Russian word *obuchenie* is employed to highlight dialogical aspects of Vygotskian sociocultural theory, and demonstrate how this theoretical perspective can be used to increase our understanding of online teaching and learning. Increasing our awareness of how dialogic exchanges shape learning between instructors, and students in online contexts is important given that different learners may need different forms of dialogic exchange if they are to make progress. In 2014/15, online book clubs were introduced to facilitate language and literacy learning in an EAP program at a major Canadian university. Informed by sociocultural theory, this presentation illustrates insights gained through a 24-week empirical study of the book clubs and their participants dialogic interactions. Data gathered from student and instructor interviews, and online collaborative writing interactions within the book clubs, elucidate how teaching and learning was perceived and enacted in the activity. Excerpts from the interviews and online interactions illustrate how politeness, pragmatics, scaffolding and the affordances of the online platform, mediated learning between instructors, between instructors and students, and between students in the program. The presenter will discuss the tensions these dialogic interactions created, and how they might inform our understanding of how online educators are also positioned as learners, endeavouring to understand the repercussions of their online interactions and teaching practices.

In addition to the poster presentation, conference attendees will be able to view and discuss the online book clubs with the presenter on his laptop computer.

Paper 283

The timing of explicit instruction and its impact on task outcomes

Martin Hawkes

University of Shiga Prefecture, Hikone, Japan

This paper reports a descriptive classroom-based study which investigated the impact of the timing of explicit instruction on aspects of task performance. Audio recordings of interaction were collected for two different tasks from four intact university classes of English learners. Classes received the explicit instruction either before, during, or after a communicative task. The audio data were transcribed and primarily analysed using inductive qualitative techniques within a cumulative case study approach which allowed for the quantification of certain features of interest.

The findings indicated that the explicit teaching stage impacted the orientation of participants, which was manifested in the presence of certain features of task interaction including minimalisation, self-correction, disfluency markers, and mining. The position of the instruction had a strong influence on task performance: Participants who received pre-task instruction tended to orient towards target form production during the main task, while the post-task participants appeared more oriented towards meaning and task completion. However, these effects were not universal, and the true influence of the instruction was somewhat more nuanced. Orientations were dynamic, shifting from one focus to another as interactions evolved.

While the cumulative data revealed some general patterns that existed within classes, there was a great deal of individual difference between participants and groups of participants. It seems that it was the individual learner, rather than the teaching approach, that dictated for the most part how the tasks were undertaken.

The findings of this study suggest that instead of aligning ourselves with one, often dogmatic, method to language teaching, practitioners should remain flexible and pragmatically adjust their teaching approach and techniques according to the inherent features of specific tasks, as well as individual learners and groups of learners.

Paper 250

Debating controversial issues in the Adult ESOL classroom: a risk worth taking?

Michael Hepworth
University of Sunderland

Adult ESOL classrooms are often diverse communities of practice (Lave and Wenger, 1991). This makes them powerful places in which to foster democratic values, as students and their teachers participate in: 'rational deliberations of competing conceptions of the good life and the good society' (Gutman, 1999:44). In these terms, the classroom can be seen as a classical agora, or public square, where matters of social justice are debated and decided upon. This paper argues that debating controversial issues in the classroom is essential for democratic citizenship, to be understood in terms of agendas of participation and social cohesion and also as something that can be enacted and even modelled by students and teachers.

This is because research suggests debating controversial issues benefits democracy and language learning. The democratic benefits include greater tolerance, greater awareness of the need for tolerance (Avery, 2002) and increased political participation (Andolina et al., 2003). The language learning benefits include the development of fluency and the production of extended turns of talk (Cooke and Roberts, 2007; Hepworth, 2015).

Despite this, research also suggests that teachers and materials writers avoid controversial issues (Campbell, 2007; Gray, 2002). This is often explained in terms of the risk of offence to individuals or communities and the need to build safe and inclusive classroom environments. However, using data from classroom debates in a Further Education college in Leeds, I suggest that risk taking in the form of debating controversial issues can actually contribute to social cohesion as well as enabling adult migrants to the UK to participate powerfully in debate inside and outside the classroom, as they and their teachers struggle for audibility in the face of a hostile post-BREXIT political climate.

Paper 41

Dialogic stance in higher education seminars

Marion Heron
University of Surrey

This presentation describes a study which explored tutors' dialogic stance in seminar interaction. Seminars are a ubiquitous part of UK higher education, and despite the body of research which has explored interaction in seminar events, there is little study of the "other forces" (Boyd and Markarian, 2011, p. 518) which shape the dialogic interaction in the seminar. This study examined how university tutors *valued* dialogic interaction in their seminars. Specifically, the research questions were:

- What values towards dialogic interaction do tutors reveal in reflections on practice?
- What tensions do tutors experience in supporting dialogic interaction?

Data were gathered from audio recordings of six seminars from different disciplines and stimulated recall interviews with the tutors in which they were played sections of their seminar with the accompanying transcript and asked to reflect on the interaction. The data from the stimulated recall interviews were analysed with reference to Lefstein's (2010) framework of dialogue as interactional structure, as cognitive activity, and as relations.

As would be expected, the reflective accounts revealed different orientations towards dialogue. However, accounts also revealed how tutors managed dialogic tensions between values, contextual constraints and disciplinary aims. This presentation will discuss these tensions and suggest possible reasons and implications. The presentation will also discuss the affordances of data-led tutor reflection on classroom practice as an effective way to raise awareness of talk in seminars and ultimately engage higher education teachers in talking about talk.

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Paper 42

Writing for accredited professional development schemes: an ethnographic study

Marion Heron
University of Surrey

In the UK, university academics are increasingly expected to gain professional recognition for their teaching through the HEA Fellowship scheme (HEA, 2015). This presentation describes an ethnographic study of a group of six university academics and their experiences of writing for fellowship of the Higher Education Academy through an HEA-accredited institutional professional development scheme. The study aimed specifically to explore their identities as academics, as writers, the decisions they make in crafting their reflective writing and the challenges and benefits of writing in a scheme such as the one described in this study. Through think-aloud protocols, semi-structured interviews, and analysis of written scripts, findings revealed that writing for fellowship required more than just a reflection on experience. It required an understanding of what counts as knowledge within the institutional context, knowledge of the writing and application process and formal knowledge of lexico-grammatical and rhetorical patterns. The study draws on the work in Academic Literacies (Lea and Street, 2006) and adopts practices suggested in recent programmes which merge a genre-based pedagogy with Academic Literacies (Hathaway, 2015; McGrath & Kaufhold, 2016) to support academics in writing for publication. The presentation will also describe how the results of this study have informed the design of the writing support and the resources provided to academics in the university.

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Paper 103

Language, culture and social difference: using linguistic ethnography to explore collective class identity in cultural texts

Beverley Hill
Swansea University

This study explores cultural texts as an alternative source of data for the ethnographic study of language, culture and identity. Knowledge of collective identity derives in part from our consumption of media texts which reflect and shape our beliefs and are meaningful about their context of production (Sellnow 2014). As such films, as cultural artefacts, provide useful sites for the analysis of the relationship between language, culture and social difference (Perez-Milans 2015).

The aim of the study is to understand how representations of collective class identity at the micro level of public cultural products interact with contemporary understandings of social class. Social class no longer fits into the neat hierarchical layers (Savage 2015) used to categorise society throughout British history, yet traditional class imagery remains strong in British culture (see Rampton 2007). Drawing on Ortner's (2003, 2006) anthropological studies of social class and culture and using language as my starting point (Perez-Milans 2015), this study explores the reproduction and representation of British class identity in the 20th Century Fox film 'Kingsman: The Secret Service' (2014).

The analysis of collective identity shows that class is predictably marked linguistically and semiotically through in-jokes, accent, expressions, (in)politeness, clothing and behavioural choices, all of which become markers of cultural distinction. However class identities are not altogether homogenous and variations are evident within each social group. Ideologically, the film presents an alternative version of social mobility, while privileging the upper middle-classes (arguably reflecting its creators) and also perpetuating traditional class divisions. These findings are discussed in the light of recent sociological studies of class.

Social class remains salient in late modernity. This study suggests that the way in which cultural texts inform, shape, maintain or subvert class practices (both linguistic and behavioural) provides useful insights into the structuring of class in contemporary society.

Paper 77

Profiling and tracing learner autonomy development through an integrated understanding of autonomous language learners

Tomohito Hiromori

Meiji University, Tokyo, Japan

Learner autonomy in foreign language learning has been intensely investigated for decades. Despite several practical studies on fostering autonomy, very little has been researched or published on “measuring” autonomy empirically. This study therefore has a two-fold objective: (1) to develop and validate an instrument to measure multidimensional aspects of autonomy (Study 1), and (2) to investigate developmental changes in learners’ autonomy profiles employing the instrument developed in Study 1 (Study 2). Participants were high school students studying English in an EFL context. In Study 1, an exploratory and confirmatory factor analysis of 118 high school students’ responses resulted in a 32-item instrument with robust psychometric properties. Three distinct factors emerged – control over (i) learning management, (ii) cognitive processing, and (iii) learning content. The reliability and factorial validity of the instrument were confirmed along with significant relationship evidence between students’ responses on the instrument and learning outcomes. In Study 2, transitions in learners’ autonomy profiles over a semester were measured at the beginning and end of the study. Based on patterns of change, 10 high school students were categorized through cluster analysis, yielding three clusters (groups) with distinct characteristics. Group 1 ($n = 2$) whose autonomy was low to medium before the study displayed a positive change concerning all three autonomy aspects. Group 2 ($n = 4$), on the contrary, displayed a negative change in one autonomy aspect (i.e., control over learning content). Group 3 ($n = 4$) whose autonomy was medium to high before the study maintained their high autonomy. Therefore, practitioners might consider devoting additional attention to improving learning content to enable students assume more responsibility for their learning.

Paper 339

Embracing a translingual approach: between pedagogical risk and daily practice

Lavinia Hirsu, Sally Zacharias
University of Glasgow

This presentation describes how student-teachers embrace a translingual orientation to language teaching and practice. Ten student-teachers were introduced to principles of translanguaging in a TESOL programme at a Scottish University. They were invited to reflect on how they conceptualize their language experiences and ideologies, and to share their language practices over a period of one year. Although research indicates that translanguaging is 'unremarkable' (Pennycook and Otsuji, 2015) and 'ordinary' (Dovchin, 2017), the presenters wanted to find out to what extent students' experiences are in line with such principles, and whether they embrace, conceptually and practically, a translingual orientation.

The innovation of this presentation lies in its theoretical and analytical approach. The presenters are bringing together translanguaging (García and Wei, 2014) and cognitive linguistics (Cameron and Gibb, 2008), theories rarely discussed together. Drawing on metaphor theory and analysis, the presentation will share the range of metaphors that demonstrate students' conceptualizations of their language ideologies and practices. The metaphors have been derived from student interviews, assignments, mapping exercises and a What's App group.

Findings show that students' conceptual metaphors (Lakoff and Johnson, 1980) reflect their identities as language users within shifting contexts. Students are less inclined to adopt translanguaging in teaching contexts, while, in their daily outside-of-class activities, they regularly enact translingual practices. The decision of acting under a specific language orientation is determined by complex metaphors that guide and/or restrict students' actions. In conclusion, we argue that translanguaging may be a risky orientation that students are not always ready to embrace. To support their professional development, we may need to raise students' awareness of the metaphors that guide their actions. To better align teaching and practice, they need to develop and use metaphors they feel confident owning in line with the complex contexts in which they navigate.

Paper 354

Post-digital practices and the question of value

Lavinia Hirsu
University of Glasgow

Students in current learning environments engage in post-digital literacies (Cramer 2014; Berry, 2015), where semiotic resources, technologies and media are constantly attuned to one another (Lorimer-Leonard, 2014). While such practices are dynamic, moving constantly across digital and non-digital resources, students deploy them differently depending on the perceived value that such practices acquire in the academic environment and beyond. This presentation aims to uncover the value of post-digital practices in the context of doing academic work.

The presentation draws from data collected at a Scottish university on postgraduate students' practices as they prepared for their language assignments. This pilot research took a case study approach developed through interviews and image capture. Three international students wore life-logging cameras for a week and recorded their activities in range of environments: at the university, at home, in the streets. The data capture stage was followed by semi-structured interviews with the students which focused on patterns of reading, writing and engaging with academic assignments via digital and non-digital devices.

The findings show that students deploy a wide range of practices to complete their assignments. Although they engage with rich resources across languages, technologies, and media, students tend to censure or reduce their practices to make them conform to perceived academic epistemologies. For the three participants, the production of knowledge via academic assignments was perceived to call for standard English, the use of pen and paper and/or Moodle course site, with an intentional minimization of other digital activities, e.g., social media participation. Students viewed academic knowledge-making practices constrained to a narrow range of languages, technologies, and media which, in turn, devalued other post-digital practices in which they engaged. This distribution of value has significant implications for the messages we send to our students regarding the possibilities of building knowledge in the university context and beyond.

Paper 458

ESL language learners' emergent beliefs about academic group work in a university English for Academic Purposes course

Jane Hislop

Nagoya University of Foreign Studies, Nisshin, Japan

Much research has been conducted in the area of second language learners' beliefs in recent years. However, there is a need for more studies that investigate the evolving nature of language learners' beliefs in a specific context. Employing a contextual approach in which beliefs are regarded as socially constructed, dynamic, and emerging, this study explores the changing beliefs of ESL learners during a one-semester, first-year English for Academic Purposes course at a university in New Zealand. The qualitative study, which included participants from Asia and Europe, focuses on learners' beliefs about the factors that are necessary for successful group work, the benefits and drawbacks of group work, and the role of the student and teacher during group work. The purpose of the group work in this study was specifically for language learning and participants reflected on these activities in language learner diary entries which were completed weekly throughout the semester. Following data analysis and identifying themes, the learners' beliefs were taken into consideration when the researcher revised the course the following year. Findings from this study show that whilst some learners' beliefs remained stable, other beliefs changed during the course of the semester. The study shows that both the beliefs that students bring with them to the language classroom and the beliefs that emerge during the course can be relevant to language learning since they can be taken into consideration when implementing group work in future courses. The paper demonstrates how these beliefs were instrumental in implementing changes to the course and how they informed the training these students were given which consequently led to group work becoming more effective after the course had been revised.

Paper 375

Academic translation from English into Chinese: increasing awareness and handling of academic rhetoric by the introduction of the graduation system in the Appraisal theory

Nga Ki Mavis Ho
Heriot-Watt University

In academic discourse, it is often rhetoric that informs the readers the stance of the author. However, academic rhetoric is a challenging issue in translation (Peterlin, 2014). To be aware of such rhetoric when translating academic discourse, this pedagogical study argues that Graduation, a system that indicates the degree of the persuasiveness in rhetorical devices (Martin and White, 2005), should be introduced when academic translation is taught. Graduation is a subsystem under the Appraisal theory, a theory to study the language of evaluation and is derived from the interpersonal meaning, one of the three meanings proposed by Halliday and Matthiessen (2014) under Systemic Functional Linguistics. In this pilot study, six students in a Master programme of Chinese-English Translation and Interpreting were asked to translate two pieces of text (792 and 439 words respectively) taken from the same journal article before and after the system of Graduation and its guidance function in translation is explained. Although the results between the first and the second translation are similar, in a focus group meeting followed the second translation, the students expressed that the knowledge of the Graduation system is beneficial in translating academic discourse. The presentation will focus on challenging cases of academic rhetorical devices, possible translation solutions informed by the Graduation system, and actions to be taken in the next stage of research.

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Paper 372

Evaluation in marketing communication between English and Chinese: an application of the Appraisal theory under Systemic Functional Linguistics in the genre of luxury fashion promotional texts

Nga Ki Mavis Ho
Heriot-Watt University

This study aims to open a discussion in the application of the Appraisal theory under Systemic Functional Linguistics (SFL) in marketing communication and understand the evaluation strategies between English and Chinese specifically in the genre of promotional texts in the luxury fashion industry. Data (17,268 English words and 19,103 Chinese words) are compiled from articles taken across the English and Chinese websites of three top-selling multinational luxury clothing companies: Chanel, Dior, and Louis Vuitton between 6th January and 8th March 2017, at the time of data collection when all the luxury fashion brands held fashion shows and their websites had potentially more updates i.e. more articles. To examine the evaluation strategies, an extended framework of the Appraisal theory is established from Martin and White's (2005) and Don's (2016), as their frameworks are for general texts and a more specific one for luxury fashion promotional texts is needed. The main finding indicates that while both the English and the Chinese data may contain relatively the same number of implicit evaluation instances, the number of explicit evaluation instances is doubled in the Chinese data. Therefore, the evaluation in the Chinese data is generally more overt than the English data. The presentation will focus on the specific evaluation strategies contributing to this main finding, including the discussion of some new subcategories proposed by the author in the Appraisal framework, which can highlight the differences between the two languages in expressing evaluation even when the targets of evaluation are the same. This research draws attention to how evaluation is realised from an SFL perspective and concludes that evaluation strategies can be different in two languages albeit in the same genre and with the same targets of evaluation. This research can also inform transcreation practice in marketing communication between English and Chinese.

Paper 97

Developing EFL students' public speaking skills through their "English speech and debate" course

Shih Yin Stella Hsu

National Kaohsiung University of Science and Technology, Kaohsiung, Taiwan

All students who participate in such events as "speech and debate" have the opportunity to develop public speaking, argumentation, and reasoning skills, which are considered foundational for any academic and career success. In addition they will develop such skills as oral communication, social interaction, confidence, leadership, autonomy, responsibility, and active learning. Thus, they will grow as mature individuals and achieve academic and personal success when they are young (Bauschard & Rao, 2015).

However, many students may suffer from some level of communication apprehension (CA) or stage fright, so it is important to better prepare them for handling their apprehension when they participate in speech and debate (Al-Tamimi, 2014). In order to improve teaching quality and learning efficiency in Taiwan, this study utilized the "English speech and debate" course to guide students to stand up and speak up. The study focused on ways to reduce their fear and anxiety associated with public speaking. It also explores the challenges and difficulties encountered by the EFL undergraduates in the innovative way of learning. Furthermore, supports and strategies they need are also examined. Twenty-seven university undergraduates taking an elective "English Speaking and Debate" course participated in this study. Data collection was from the video-taping of students' first presentations and final presentations, a post-project questionnaire, and interviews.

The study results showed that the participants reduced their fear and anxiety and built up their confidence in public speaking with small group collaboration. They also gained such skill areas as teamwork, learner autonomy, learning motivation and learning interest after one term of instruction and practice of "speech and debate" course. Thus, endeavors to implement public speaking instruction will be encouraged for the improvements on English pedagogy in the EFL context.

Paper 104

A longitudinal study of L2 pronunciation and cognition development of NNESTs during teacher education: the role of self-perceived pronunciation improvement and confidence development

Meltem Ilkan, Kazuya Saito
Birkbeck, University of London

Many non-native English-speaking teachers (NNESTs) have been reported to lack knowledge and confidence to teach pronunciation, and thus they are reluctant to teach pronunciation (e.g., Burri, 2015). While second language acquisition and teacher education research have extensively focused on teachers' thoughts, beliefs, attitudes, and knowledge towards L2 teaching in general, termed here as teacher cognition (TC) (Borg, 2006), the scope of influential factors on pronunciation-specific TC remains understudied.

In the context of 55 pre-service NNESTs at a Cyprus university, we examined the NNESTs' TC and confidence development during undergraduate education because of a series of TC workshops and pronunciation training over one academic term. Using a pre-/post-test design, we analysed the participants' change in pronunciation-specific TC and confidence via a tailored questionnaire; and their pronunciation proficiency via a picture narrative task.

Spontaneous speech samples of all participants were elicited, and questionnaires were conducted. Questionnaires were analysed using descriptive and inferential statistics to evaluate how the participants' cognition and confidence are related to a range of affecting variables. Collected speech data were rated by judges for accentedness, comprehensibility, and fluency on a 9-point scale.

According to the results, the participants enhanced their TC and confidence after the intervention. In particular, such gains were clear among those who noted improvement in comprehensibility and fluency, but not necessarily in accentedness.

Consistent with the general TC literature, the lack of confidence and know-how played an important role in participants' perception of the difficulty of teaching pronunciation, and that a teacher's confidence in the area of teaching encouraged the participants to take a more positive approach towards teaching.

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Paper 262

Out-of-class language learning and dynamics of L2 learning motivation: case studies involving learners of Japanese

Miho Inaba

Cardiff University

Recently, motivation research has begun to view L2 learning motivation as a dynamic and non-linear process shaped by individual, contextual and social factors. This includes examinations of longitudinal change in learners' self-images in relation to future L2 use, which is a core concept in the L2 motivational self-system proposed by Dörnyei (2009). However, it has been relatively underexplored how such self-images evolve or are sustained through engagement in day-to-day authentic language use and learning activities.

Drawing on dynamic systems perspectives (Larsen-Freeman & Cameron, 2008), this paper explores the transition of the L2 learning motivation of two post-beginner level learners of Japanese at a Swedish university, with a particular focus on the interactions between out-of-class L2 learning experiences and the development of their L2 self. Data were generated through learning diaries with a series of narrative interviews over approximately 10 months, including the period after the completion of their Japanese courses at university. Examining this qualitative data, the study found that the out-of-class L2 use activities of the students functioned as an evaluator of their learning progressions and contributed to the evolution of their L2 self along with significant incidents that triggered changes in their motivation. It was also found that their Ideal L2 Self and their positive learning experiences facilitated their motivated learning behaviours after course completion. Based on these findings, the study also discusses how a positive loop between L2 learning experiences and the development of the L2 self can be enhanced.

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Paper 125

Dialectal variations in Dagbani phonology

Abdul Razak Inusah

University of Ghana, Accra, Ghana

The paper discusses the dialectal variations in Dagbani phonology, a Gur language spoken in the northern part of Ghana. It examines the description of the phonological systems of Tomosili, Nayayili, and Nanunli dialects within the framework of generative phonology. The focus in this paper is on segmental variation. Based on the data available for the paper, the paper reveals the phonological units that account for dialectal differentiation in Dagbani as well as those that distinguish them from one another. It hypothesizes that Nanunli is a dialect of Dagbani and not an independent language. It discovers that the alternation of the vowels /ɔ̃a/ as in *dɔ́ʔ-ó* ~ *dáʔ-ó* 'stick', /ãɔ/ as in *sáblí* ~ *sóblí* 'mouse', /ão/ as in *gáɾ-ó* ~ *gór-ó* 'bed' and /ĩu/ as in *dɪ́lgó* ~ *dólgó* 'headache' show dialectal variation between the dialects as well as the consonants /z/ as in *zúʔó* 'head', /ʔ/ as in *vóʔ-ó* and /ɲ/ as in *ɲíná* 'teeth' which also correspond to [ɖʒ] as in *ɖʒóhó*, [h] as in *váhó* and [ŋ] as in *ɲíná* to show dialectal variation between Tomosili, Nayahili and Nanunli as the major dialects in Dagbani. It is observed that in the domain of vowel harmony, [+ATR] harmony is frequent in the speech of Tomosili while the [-ATR] harmony is frequent in Nayahili and Nanunli dialects. The paper shows the patterns of occurrence of linguistic units that contribute towards the explanation of dialectal variation since dialectal variation is not about what the speakers think but it is based on linguistic evidence.

Paper 35

The Monitor Model of SLA: insights for L2 teachers

Mohammad Torikul Islam¹, Nafisa Maheed Tila²

¹Jazan University, Jazan, Saudi Arabia, ²King Abdulaziz University, Jeddah, Saudi Arabia

A lot of extensive research studies have been conducted into second language acquisition (SLA) over the past four decades. These studies of SLA, in an effort to provide explanations of how second language learning mechanisms take place, have identified some variables responsible for achieving proficiency in second language acquisition and made a multitude of pedagogical recommendations for second language (L2) teaching. Although Ellis (1999) mentions at least a total of seven theories or models that have assumed some prominence in the field of SLA, I would discuss Krashen's Monitor Model (1981) in this paper because it has the most seminal influence on L2 pedagogy as well as offers crucial and insightful implications for classroom-based second language teachers and second language teaching policy makers alike. Therefore, I will make a detailed analysis of the Monitor Model in the first segment of the paper while I will point out criticism of the model put forward by various critics in the second segment. The final segment, which is my original work developed by pondering over my decade-long teaching experience and which is crucially helpful for second language teachers, will unearth the significant 'insights' for practicing L2 teachers from a pragmatic point of view.

Paper 276

Musilingual belonging at a time of political change: the story of an intercultural encounter

Gwyneth James¹, Maria Fernandez-Toro²

¹University of Hertfordshire, ²The Open University

The complex and potentially subjective nature of intercultural identity has led to a recent shift away from positivism towards qualitative methods where subjectivity is harnessed through the overt adoption of a participant's perspective. This work-in-progress paper is a narrative, autoethnographic account of an intercultural encounter between two applied linguists whose cultural backgrounds differ in a number of different, yet inter-related dimensions. This encounter originated weeks before the British referendum on the EU, in May 2016 at a BAAL SIG presentation about musilingual practices, defined as "practices involving the productive, receptive or mediating engagement with music in one or more languages" (Fernández-Toro, 2016).

Our encounter emerged as a relevant instance of cultural belonging in three different, yet inter-related dimensions:

- academic (narrative inquirer meets model-driven qualitative researcher)
- ethnomusical (Western classical instrumentalist meets vocalist from oral folk tradition)
- ethnolinguistic (Spanish/French UK resident meets UK born German/English)

In this collaborative project we look at the ways in which we experienced language in the wake of Brexit, and how this impacted both on the politicisation of musilingual practices, and our personal identities. Thus, we explore how we as researchers/practitioners are part of our research and not immune from what is happening around us. We do this from an autoethnographic perspective in the hope of offering fresh insights to complement those which other qualitative perspectives bring.

Following the referendum, musilingual identities have been shifting towards nationally-defined perceptions of belonging, a shift which is also manifest in the present inquiry. In this encounter's narrative, we focus mainly on the ethnomusical and ethnolinguistic dimensions of the encounter. However we also reflect on academic identities as we discuss our respective views on the potential contribution of autoethnographic inquiry to our understanding of musilingual practices and belonging in a climate of dramatic political change.

Poster 325

ELT teachers' stories of resilience

Gwyneth James¹, Ana Carolina de Laurentiis Brandao²

¹University of Hertfordshire, ²State University of Mato Grosso, Alto Araguaia, Brazil

This poster presents the work to date on a collaborative, ongoing British-Council funded project looking at resilience in English Language Teachers in the UK and Brazil.

Teacher resilience is a relatively recent area of investigation (Beltman et al, 2011) and there is also a growing interest in teachers' lives in the field of applied linguistics in order to understand language learning environments – what teachers think, believe and know, and more recently, what they feel and what motivates them (e.g. Golombek & Doran, 2014; Johnson, 2008).

But what does resilience look like? This is where stories of ELT teachers are particularly appropriate. Research in this area in mainstream UK education is sparse, and research on the resilience of both UK- and Brazil-based ELT teachers even more so. In our study, instead of focusing on problems teachers face (e.g. stress, attrition – see Clandinin et al, 2014) and seeking causes and concomitant solutions for such problems, we focus on the experiences of early career teachers who have demonstrated resilience in their work contexts.

Our study takes the form of a narrative inquiry, a research methodology that analyses experience as story (Clandinin & Connelly, 2000). Narrative, therefore, is both the method (stories participants live and tell) and the methodology (a way of understanding experience). Investigating how teachers experience resilience in the British and Brazilian educational landscapes has important implications for ELT in both countries and worldwide: if we can identify resilience in ELT teachers, we can help foster, sustain and manage it. In this way, we can help retain more teachers and improve the health of the profession as a whole: rather than just reacting to teachers' stress, we can also enhance the positive aspects of resilience.

Poster 141

The problem of being a first language speaker of English in Sri Lanka

Mihiri Jansz (Chris Brumfit Scholar)

Postgraduate Institute of English, Nawala, Nugegoda, Sri Lanka

Speaking English is a highly prized commodity in Sri Lanka based on the demand and the emphasis placed on it in Sri Lankan societal and state discourses. This discourse is consistent with global discourses about English (Vandrick, 2014). The present in-depth qualitative study was conducted with eight participants. The objective of the study was to explore the identity negotiation of first language speakers of English in Sri Lanka, particularly in terms of ownership of the language. All eight participants were either bilingual or trilingual and are classified as first language speakers of English having acquired English in early childhood. The study adopted in-depth interview as the data collection method. The analysis of data revealed that six of the participants resisted either the first language speaker label or the mother tongue label of English; while one participant felt she was unable to claim the label as she was a Sri Lankan, and only one participant wholeheartedly embraced the labels of both mother tongue and first language. This paper explores this paradoxical situation of a wider demand for an English speaker status and competence with the simultaneous rejection of identification with the language at a deeper more emotional level through an interpretation of the participants differing rationalization for the rejection of one or both of the labels. This paper ends with a discussion on how the paradoxical positioning of English as both a useful tool but an 'alien' language in Sri Lanka could have pedagogical implications particularly in terms of the role of identity in language teaching.

Paper 11

Descriptions-in-interaction: producing, resisting and obscuring

Jack Joyce (BAAL PhD/ECR Scholar)
Loughborough University

This paper investigates the accomplishment of descriptions in the course of actions (complaining, accounting, etc.). The focus is on the sequences wherein descriptions are made relevant, how they are formulated, produced, oriented-to or resisted as discriminatory. This is achieved using Conversation Analytic approaches (Richards and Seedhouse, 2005; Schegloff, 2007) to develop previous studies of particular descriptions: race (Whitehead, 2009), sex (Weatherall, 2015), etc. This is to identify the practices which obscure descriptions through which micro-inequalities of everyday life are acted out and get “woven into the fabric of social interaction” (Wilkinson and Kitzinger, 2008: 3). I attend to practices for producing ‘ordinary’, everyday demonstrably discriminatory descriptions in two interactional settings; interactions where race is omnirelevant and gets oriented-to and interactions where certain member omnirelevancies are absent.

The data suggests members produce descriptions and do ‘being provocative’ to avoid implicature (Grice, 1975) and moral accountability (Heritage, 1990) of their espoused attitudes. These practices are accomplished to legitimate particular descriptions and groups. I problematise ‘discrimination’ – for members, and analysts – in that, explicitly discriminatory descriptions are rarely produced, indeed, potentially discriminatory descriptions get delicately negotiated (Robles, 2015); and, for participants, responding to these descriptions places them in a ‘morally compromised’ position (Whitehead, 2015). In the following turn(s), participants either align with a discriminatory description, violating ‘norms’ of opposing overt expressions of discrimination (Whitehead, 2009), or resist, disalign or do some dispreferred action which may be morally accountable, or face-threatening (Heritage, 1984; Lerner, 1996).

This paper contributes to our understanding of how members demonstrably orient-to, produce, and resist descriptions of themselves and others in the ‘moral space of everyday life’ (Housley and Fitzgerald, 2009). Additionally, analysing the situated interactional organisation and unproblematic production of descriptions reveals the mundane reasoning and sense-making practices (Butler et al. 2009) in the local production of social order.

Video poster 182

Challenge to subject–object asymmetry: acquisition of relative clauses in L2 Korean

Youkyung Ju¹, Jin Hee Park²

¹SOAS, University of London, ²Leiden University, Leiden, Netherlands

In this study, we investigate European learners' preference towards subject relative clauses (SR) and object relative clauses (OR) in L2 Korean. The objective of the study is to examine two competing proposals of the filler-gap dependency: Structural Distance Hypothesis (SDH) and Linear Distance Hypothesis (LDH).

Recent empirical findings on the acquisition of the head-final relative clauses (RCs) of East Asian languages are far from conclusive, whereas the results of studies on English and other European languages have been mostly supportive of the SDH. We carried out a listening comprehension task by English learners of the Korean language and a free composition task by Dutch learners of the Korean language and found that English speakers process OR faster than SR, whereas Dutch speakers produce SR more than OR. The results show that English speakers' processing of Korean RCs is compatible with LDH while Dutch speakers' production of Korean RCs is consistent with SDH.

The empirical findings of our experiments represent that neither SDH nor LDH can fully explain European learners' processing and production of Korean RCs. In this respect, we propose that SDH and LDH are complementary to explaining the acquisition of Korean RCs rather than two contradicting concepts on working memory. Accordingly, we argue that both analytic and synthetic approaches are required to explain the acquisition of RCs in L2 Korean.

Paper 286

Exploring language education in Scotland: a multilingual aspiration within a monolingual perspective

Argyro Kanaki

University of Dundee

Scotland attempts to dispel the hegemonic myth of a 'monolingual country'. Its policies on regional languages, modern foreign languages and the heritage languages of migrants have created opportunities, but also imbalances and questions of equity in the Scottish language habitus. The aim of this paper is to explore the educational habitus in contemporary Scotland as articulated in two mechanisms. These are: efforts to promote linguistic vitality and language revitalization with the development of new curricula and pedagogies; and the working of governing mechanisms and policy instruments, particularly the 1+ 2 Language Strategy. Each mechanism presents ways in which efforts for multilingualism end up promoting monolingual hegemony as the default position of individual speakers and the state. This paper shows how some monolingual practices and ideologies in language teaching, language teacher training, language curricula and language teaching methodologies are strengthened through superficial policies. These monolingual practices and assumptions are also displayed, illustrated and rehearsed, through socio-political means, inside and outside education. The paper concludes that efforts to "overcome" monolingualism, wherever they are, encounter the social proliferation of conservative ideological reinforcement and those recuperation practices which we meet and recognise in the Scottish language ecology.

Paper 460

Dialectics of quality of lexical processing

Yu Kanazawa

Kwansei Gakuin University, Nishinomiya, Japan

Quantity of processing, such as repetition and spaced learning, is extensively studied and widely recognized as the determining factor for successful second language vocabulary learning (Webb, 2007). On the other hand, *quality* of processing (viz., how “deep” the processing is) is gaining lesser attention as its theoretical backbone, the *Depth of Processing* model (Craik & Lockhart, 1972), has been severely criticized not only in cognitive psychology (viz., *Transfer-Appropriate Processing*; Morris et al., 1977) but also in applied linguistics (Barcroft, 2015). In the present talk, the speaker reviews the opposing theories about the *quality* of processing in a Hegelian threefold dialectic manner (*thesis-antithesis-synthesis*) and argues whether the newest theory based on both of the opposing theories (viz., *Type of Processing – Resource Allocation* model; Barcroft, 2015) is a sufficient *synthesis* which overcomes and integrates the existing opposing theories, followed by the original theoretical proposition from the speaker’s own studies and perspectives on the role of micro-level emotion in second language cognition.

Paper 434

The fall of motivation, the rise of emotion: a philosophical approach to applied linguistics

Yu Kanazawa

Kwansei Gakuin University, Nishinomiya, Japan

Motivation is a key concept which is widely appreciated and enthusiastically investigated in multidisciplinary fields including applied linguistics, second language acquisition, educational psychology, classroom research, and many more. In relation to applied linguistics, with accumulating monumental works (e.g., Dörnyei & Ushioda, 2011), *motivation* is one of the hottest topics which attracts interest of both educators and researchers all around the world. Accordingly, the theories and studies of *motivation* have developed into multifaceted study approaches and endangered new concepts such as *Self-Determination Theory* (Deci & Ryan, 1985), *Self-Regulated Learning* (Schunk & Zimmerman, 2008), *L2 Motivational Self* (Dörnyei, 2005), *Pride* (Ross, 2016), *Vision* (Dörnyei & Chan, 2013), *Faith* (Lepp-Kaethler & Dörnyei, 2013), and *Directed Motivational Currents* (Dörnyei, Henry, & Muir, 2016). Obviously, the underlying premise behind most of these wonderful and thought-provoking theories and studies is that *motivation* is a distinct psychological entity that deserves special consideration; but is this fundamental premise true? In the present talk, the speaker risk-takingly and boldly points out and proposes that (a) historico-philosophical review shows that *motivation* is a flawed concept and it is not a pure psychological entity (cf. Danziger, 1997), (b) trichotomous analysis of *cognition*, *emotion* and *motivation* is nothing but a remnant of Plato's antique theory of tripartite soul, (c) Scherer (1995), which Dörnyei (2009) cites for further information for tripartite approach, is actually against tripartite ontology, (d) *motivation*, despite its intuitive and pragmatic value, may well be shaved away using Occam's razor to avoid saturation and confusion of concepts, (e) parsimonious epistemology without a special node for *motivation* functions properly, be it cognitive (e.g., MOGUL, Sharwood Smith & Truscott, 2014) or phenomenological (Giorgi, 2009), and (f) *emotion*, instead of *motivation*, may well be a better concept to adopt more widely (cf. Dewaele, 2013), especially at the micro-level analysis (cf. Kanazawa, 2016).

Paper 294

Japan's broadcasting news reporting on Fukushima seven years later: construction of interpretive frameworks

Michiko Kasuya

University of Hyogo, Himeji, Japan

This study is grounded in the idea that discourse is ideological and produces social control and power (Wodak 2001). One of the influential means that creates and sustains ideology in society is news discourse, which not just reflects a social reality, but legitimises the reality it constructs (Fowler 1991; McQuail 2005). News comprises explanations of events that recontextualise incidents by categorising, emphasising, and concealing certain aspects of the reality (Caldas-Coulthard 2003).

This study examines the discourse of Japan's public and commercial broadcasting corporations' television news that reports on Fukushima seven years after the nuclear accident. It uses multimodal critical discourse analysis (Fairclough 2003; van Leeuwen 2008) to clarify how interpretive frameworks for comprehending the issues concerning Fukushima are produced by the discourse.

The analysis explores various linguistic and non-linguistic elements, such as the selection of information, rhetorical features, lexical items, syntax, and visual elements. It reveals what kinds of interpretive frameworks for understanding the issues regarding Fukushima are produced and how they are created by the discourse. It unravels the construction of interpretive frameworks from three perspectives: (1) aspects of events given importance, (2) causal relationships formed in the events, and (3) attributes attached to the participants.

This presentation focuses on the most prominent findings regarding the ways the language works to validate the particular interpretive frameworks to understand the issues. In essence, public broadcasting news items function to authorise the government's frameworks to promote the return of evacuated people by backgrounding public radiation exposure, and treat the matters as related only to people from Fukushima. On the other hand, commercial broadcasting news items offer critical viewpoints on the government's economically based principles by foregrounding people's as well as experts' doubts about the policies, and present the issues as concerning all the people in Japan.

Video poster 400

The effects of different learning conditions on vocabulary knowledge

Mutsumi Kawakami

Tokyo Denki University, Saitama, Japan

One of the components to enhance vocabulary retention is the number of *retrieval* of word (Folse, 2006; Laufer & Rozokski-Roitblat, 2011). Another component is *engagement*. Studies have shown that the words are retained better when they are negotiated than those are not negotiated (Ellis, Tanaka, & Yamazaki, 1994; Newton, 1995). However, English learners in Japan traditionally memorize word meanings by using word lists with little opportunity to use them. Teacher should create opportunities for their students to recycle learned words.

Sociocultural research over the past three decades has demonstrated that collaborative tasks can facilitate second language vocabulary acquisition, contingent upon learner interaction (e.g., Kim, 2008; Swain & Lapkin, 2001). They result in *negotiation* of form and meaning by creating opportunities for repetition in the course of attempt to communicate.

Adapting sociocultural theory, the aim of this paper is to explore the efficacy of two collaborative tasks on vocabulary retention: a dictogloss and cloze sentence exercises. Novice EFL students at a Japanese university participated in this study. An experimental group (N=31) performed a dictogloss, in which learners listened to a passage and worked in pairs to reconstruct the original passage. A comparison group (N=24) worked on cloze exercises in pairs. A control group (N=27) individually worked on cloze exercises. Vocabulary knowledge was measured using a modified version of the vocabulary knowledge scale (Paribakht & Wesche, 1997) with a pretest and two posttests design. The results revealed that the collaborative condition promoted higher vocabulary gains in the two posttests than the individual condition. However, the experimental group and the control group retained their vocabulary better than the comparison group, where a mild decrease in mean scores three weeks after the treatment was found. The findings of this study suggest the potential importance of collaborative tasks and task engagement in learning vocabulary for novice learners.

Poster 162

Working their way up in exile: L2 academic literacies development of established Syrian academics

Baraa Khuder

Birkbeck, University of London

This study is an investigation into the development of academic literacies of established Syrian academics in exile, namely Turkey and the UK, while attempting to publish in international journals. These academics are supported by the Council of at Risk Academics (CARA), which aims to support the academics' participation in international academia by supporting their academic knowledge through facilitating their connection with UK academics, either through Webinars delivered by UK academics, a discussion portal, and EAP online one-on-one tutoring, or by securing them a post-doctorate position at a UK university.

I will explore how academic literacies development (Curry and Lillis, 2010) relates to any changes in authorial identity Ivani , 1998 and in academic social networking Curry and Lillis, 2010) in the case of academics in exile. Changes in authorial identity and academic networking are likely to occur as academics reposition themselves in their new setting and within CARA supported networks of international academics.

The larger study data sources used are triangulated as data is collected from UK academics, UK-based and Turkey-based exiled Syrian academics, and from the network they refer to in the interviews (e.g. co-authors, literacy brokers). Methods used are: questionnaires distributed to language tutors and the exiled Syrian academics; semi-structured interviews conducted with EAP tutors, the exiled Syrian academics, and their UK collaborators; textual analysis of current and previous writings of the Syrian academics and of current and previous reviewers' comments. This poster will focus on the theoretical framework, the study design, and the preliminary results which is the current stage my research reached.

Paper 279

L2 classroom incivility coping, emotional intelligences, and emotion granularity

Harumi Kimura

Miyagi Gakuin Women's University, Sendai, Japan

This is a mixed-methods study that investigated in what ways emotionally and/or socially intelligent L2 learners better cope with peers' uncivil attitudes and behaviors. Pair-work and group-work constitute an important component in L2 classrooms. The learning outcomes are largely influenced by the quantity and quality of learner interaction (Jacobs & Kimura, 2013). Learners are supposed to scaffold each other and take risks. However, learners are not always supportive of each other.

One hundred and ten Japanese university students of English participated in the quantitative part of the study. The results demonstrated that learners who could connect with another (empathy), make use of a variety of collaborative skills in interacting with others (social skills), and/or put negative feelings aside when facing conflicts (conflict management) were skillful in working with uncooperative peers.

The qualitative type of data was also collected to investigate the complexity of human experience in relation to supportive vs. unsupportive peers. I conducted oral interviews with fifteen students, put their oral narratives into short stories, ask them to check my understanding, and revise the stories; thus, the participants and researcher co-construct the short narratives (Barkhuizen, 2016). The writing process itself was analytic and it was followed by traditional thematic analyses in which I identified themes and categories (Miles & Huberman, 1994). The analyses were informed theoretically by recent developments of neuroscience (Barrett, 2017). The data demonstrated that those learners who were more skillful in incivility coping used a wider variety of emotion words in describing their experiences. This result coincides with the neuroscientific finding that people with high emotional granularity, i.e., with breadth and depth of word knowledge and concepts, are better in regulating their emotions. In the face of peer incivility, supportive peers have likely managed their negative emotions by putting sensations into appropriate emotion concepts.

Paper 374

Language policies and practices across Asia – trends, realities and predictions

Andy Kirkpatrick¹, Anthony Liddicoat²

¹Griffith University, Brisbane, Australia, ²University of Warwick

This presentation will identify the major trends that can be determined from an overall study of recent language policies across Asia, based on the development of the *Routledge Handbook of Language Policy and Practice in Asia*, to be published in late 2018. The trends can be seen across three interrelated themes, namely: the promotion and privileging of one language as the national language as part of an attempt to create a nation state, often in polities that are linguistically extremely diverse; a decrease in the promotion of indigenous languages other than the national language and the neglect of these in education in many countries; the promotion of English as the first foreign language in education systems, often giving other 'foreign' languages a minimal role in education. The presenters will discuss possible reasons and motivations for these trends and illustrate countries where exceptions to these trends can be identified. For example, the Philippines has introduced a system of mother tongue-based multilingual education (MTBLE) whereby 19 indigenous languages are to be used as media of instruction in the first three years of primary school, thus overturning several decades of the Bilingual Education Policy (BEP) which saw English as the medium of instruction for maths and science from primary one and Filipino the medium of instruction for other subjects. The talk will critically evaluate selected language policies and conclude with predictions for the future linguistic ecology of the region and for the interrelationships of the respective national language, indigenous languages and English.

Poster 175

Reading English language tests as electronic corpora: a critical/historical enquiry into the Japanese National Center Test

Kazutake Kita¹, Mayu Kashimura², Takashi Izawa³, Mayuka Sato⁴, Mika Takiguchi³, Yuki Tsuchiya⁵

¹Tokyo University of Science, Tokyo, Japan, ²National Institute of Technology, Tokyo College, Tokyo, Japan, ³Rissho University, Tokyo, Japan, ⁴Reitaku University, Chiba, Japan, ⁵Jissen Women's University, Tokyo, Japan

Research in language testing has been gaining a firm footing on the recent field of applied linguistics; regarding language tests both as evaluation tools and as cultural constructs, it has been offering numerous insights into not only such test-intrinsic properties as validity, reliability, and compatibility, but also other test-extrinsic elements including different contexts and stakeholders of each specific examination. The piece of research reported in our presentation is intended to follow the latter path: it gives critical consideration to how the text in English language tests is constructed in ideological entanglements, taking as an example the National Center Test for University Admissions of Japan, a national-scale examination which is scheduled in 2019 to terminate its nearly thirty-year-long history. In order to deal in as objective a way as possible with the considerable volume of text contained in the Test, the present study adopted a corpus-linguistic approach, using three different mini-corpora (each compiled from the National Center Test, EIKEN Grade 2, and COCA) and a multi-purpose corpus analysis toolkit (AntConc). Through an inter-corpus analysis of the three above-mentioned data combined with an intra-corpus analysis of the National Center Test, we came up with the following three hypothetical findings: (1) as a whole the English text in the National Center Test tends to depict non-hostile communicative events within the homogenous community of Japanese students; (2) it has come to manifest an increasingly stronger inclination towards Japan-related topics; (3) in one specific period of time it exhibits a characteristic tendency to put more women characters.

Paper 120

From vision to reality: reflections on securing and managing large research projects

Dawn Knight¹, Steve Morris², Tess Fitzpatrick²

¹Cardiff University, ²Swansea University

This presentation provides a candid reflection of some of the challenges and rewards associated with planning, securing, managing and disseminating a large-scale research project. Delivered by the management team of the CorCenCC (Corpws Cenedlaethol Cymraeg Cyfoes - The National Corpus of Contemporary Welsh) project, the presentation aims to offer some practical guidance and top-tips emerging from the lessons we've learned, for others who are seeking, or encouraged, to lead and/or contribute to large-scale research projects. The presentation focuses on the following areas:

- Vision: how we developed the vision for CorCenCC into a project that has attracted significant funding (£1.8m from the ESRC/AHRC).
- Team: how effective communication and expectations/agendas between and across all members of the 30-strong cross-institutional, interdisciplinary team are enabled, but also managed, to ensure the smooth running of the project.
- Tasks and progress: strategies used to translate complex and expansive deliverables into distinctive and manageable work packages (WPs), and how these can be monitored effectively throughout the duration of a project.
- Routes to engagement: challenges and solutions faced in publicising and promoting CorCenCC, as a means of recruiting participants and engaging end-users: from regular social media campaigns, bi-monthly newsletters, website updates, mailing lists to school and public events and launches.
- Defining (potential) impact: tactics and solutions for monitoring and capturing potential impact while a project is still underway.
- Sustainability: an examination of routes to future extensions and satellite projects for CorCenCC (and the expectations of achieving this).
- Risks: how key risks and challenges associated with complex, cross-institutional, interdisciplinary research can be identified and managed.
- Cost-benefit: reflections on what a large-scale project *really* means in terms of finances, staff time and commitment, and key considerations to bear in mind at all stages of a project (from the vision to the end).

Poster 293

Algerian academic sojourners' identity negotiation in the UK: a broad sociocultural approach

Chahla Lamri

Manchester Metropolitan University

This doctoral project explores the identity negotiation and L2 practices of four Algerian PhD students in the UK, as their lives unfold across time (over a year) and across various contexts. Recent literature in study abroad (SA) research challenges the long-held assumption that total immersion in the target language and culture can guarantee learners' linguistic improvement and sociocultural adjustment. Informed by poststructural theories, much of the literature views SA sojourns as sites of struggle characterised by power imbalances between international students and their host community.

As such, Norton (2013) emphasises the need to study learners' L2 practices and identity negotiation contextually and to focus on how relations of power facilitate and/or inhibit learners' access to language/cultural capital. In addition, Trentman (2013) explains that SA research has predominantly focused on traditional destinations such as North Americans and Asians in Europe— therefore contributing to a limited understanding of the sociolinguistic trajectories of other international students.

This study springs from the need to document the diasporic stories of Algerian PhD students in the UK. It aims more specifically to examine the impact of mobility on their perception of themselves, their investment in English and their ways of counterbalancing power imbalances through agency.

This ethnographic case study research, informed by discourse analysis, will be conducted using a number of data collection methods: one-to-one interviews; participants' self-recordings (audio) in formal settings; participant observation in informal settings; and focus group interviews.

The findings will have implications on what can be done to facilitate learners' adjustment in their host countries and institutions.

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Paper 60

Brexit as linguistic ‘symptom of Britain retreating into its shell’? Brexit-induced politicisations of language learning

Ursula Lanvers
University of York

Is Brexit taking risks with the future of language learning in the UK? Public debates about the future of UK language learning in the context of Brexit intensified as soon as the referendum outcome was announced. The debate fell upon an already difficult context of the UK in a ‘language learning crisis’, and an increasing social segregation between those who learn languages, and those who do not. Brexit has politicised the debates around language learning, some suggesting that the UK’s unwillingness to learn languages is indexical of Europhobia, other that contending that the ‘Global English’ phenomenon is the root cause. This paper examines the evidence for these rationales, using Van Dijk’s methods of macrostructure Critical Discourse Analysis, to examine 34 publicly available texts on the topic of Brexit and language learning in the UK that appeared in the immediate aftermath of the referendum (June and November 2016). The analysis reveals how different stakeholders, framing language learning as a *habitus* associated with social markers, may either reinforce patterns of the social divide in language learning, or challenge these. We conclude that the current politicisation of the UK language learning problem might offer avenues to challenge this social segregation in language learning.

Paper 61

Public debates of the Englishization of education in Germany: a critical discourse analysis

Ursula Lanvers
University of York

Does the dominance of English as foreign language present a threat to the diversity in foreign language learning in Europe? The question will be investigated using Germany as example. Germany has embraced the 'craze for English' relatively readily, increasing the teaching of English in all sectors of education, especially Higher Education; but many controversies remain over the pace, manner and degree of English teaching in Germany.

This paper investigates how the topic of *Englishization* in education -in the broadest sense, including English as medium of instruction, English as foreign language and content and language integrated teaching- and in all sectors (from Primary to Tertiary sector) is discussed in printed German media. Using the database Nexis, a dataset comprises 156 German language news articles on the controversies around English in the German education system was established, including news outlets with national as well as regional coverage, and spanning the time from 1/1/2000 to 23/3/2017.

Corpus Linguistics methods (frequencies, concordances) and thematic discourse analysis were used to analyse the body of texts, and the results then compared across educational sector covered, and the level of geographical coverage of the newspaper source (regional, federal). The discussion asks how debates around Englishization in education vary depending on the education sector. Results are interpreted within the context of a) contested jurisdictions pertaining to language education in Germany (especially *Kulturhoheit*) b) tensions between institutional (school, university), individual (staff, students), national and international agendas (e.g. Bologna, European aim of mother tongue +2 language skills) c) tensions between attitudes of protectionism (bordering on reminiscence) towards the German language on the one hand, and pragmatism and internationalism on the other.

This study is one of five on the Englishization of education in Europe appearing in a Special Issue; the paper will reference results of these studies as well.

Video poster 394

Deictic contrast relations in learners of English as a Second Language

Simone Lechner

University of Hamburg, Hamburg, Germany

This paper investigates CLI in SLA of deictic contrast relations in demonstratives, focusing on the acquisition of demonstrative pronouns in L1 Japanese and German speakers learning L2 English. German demonstrative pronouns are considered distance-neutral in spoken language (Diessel 1999: 38), Japanese has a tripartite, person-oriented system (Diessel 1999: 39), and English demonstrative pronouns are considered bilateral in terms of distance-marking (Diessel 1999: 36).

This study examines whether typological proximity (e.g. Jarvis and Pavlenko 2010) or the complexity of the investigated linguistic feature in L1 more accurately predicts potential CLI. Results are based on a sample of n=20 L1 Japanese and n=20 L1 German speakers aged 20-25 at the B2/C1 CEFR level of acquiring L2 English. Data consists of three oral elicitation tasks focusing on distance relations when using demonstratives.

Preliminary testing indicates significant ($p < 0.05$) differences in learner outcomes between L1 Japanese and L1 German learners of L2 English, suggesting that interference effects are more likely for German learners of English. Typological proximity does not seem to be the strongest predictor for CLI, suggesting that the complexity of this particular feature in the L1 plays a more pronounced role. I conclude that learning materials for this feature need to be adjusted to create metalinguistic awareness for aspects of space-language mapping (cf. Coventry et al. 2014) - not only in speakers' L2, but in their L1, as well - and introduce tasks aimed at teaching distance relations in demonstrative pronouns that take these results into consideration.

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Paper 332

Linguistic indeterminacy and online privacy policies: a corpus-based analysis of strategic vagueness in the wake of the General Data Protection Regulation (GDPR)

Daniel Hermann Leisser

University of Vienna, Vienna, Austria

Article 12 of the General Data Protection Regulation (GDPR) requires data controllers to provide data subjects with any information relating to data processing operations “in a concise, transparent, intelligible and easily accessible form, using clear and plain language”. Linguistic inclusivity of privacy policies can thus no longer be considered a matter of style, but is now to become a binding legal requirement under the new data protection framework, which will take effect on 25 May 2018. Article 5 GDPR sets forth the requirements of lawfulness, fairness and transparency and prohibits any data processing operations which do not meet the standards of specification, explicitness and legitimacy of processing purposes. In this study, we present a quantitative and qualitative analysis of linguistic indeterminacy in a corpus of 300 online privacy policies and argue that a considerable number of data controllers continue to make use of strategic vagueness in the context of purpose limitation, therefore potentially prejudicing compliance with the GDPR. Drawing on research by Custers et al. (2013), we propose a three-step-test of linguistic inclusivity and provide a legal linguistics perspective on the current challenges of informed consent in European data protection law. Finally, we conclude that while the GDPR has contributed significantly to the linguistic empowerment of the data subject, the framework fails to satisfy the expectation of creating a participatory culture (Jenkins et al. 2009; Leisser 2017) with a high degree of informational self-determination.

Paper 29

The relationship between complexity, accuracy and fluency in oral English development

Cha Li

Northeast Normal University, Changchun, China

This longitudinal study examined the relationship between oral complexity, accuracy and fluency (CAF) in oral English development. This research was conducted under the framework of complexity theory, using 16 multidimensional measures. Fifteen narration tasks were designed to observe six Chinese college students' oral English performance over a year-long period. Results from 102 oral data show that when multifaceted measures are involved, CAF relations are much more complicated than most previous studies concluded. The competition or connection between complexity, accuracy and fluency might exist, but this relationship does not apply to all aspects of complexity, accuracy or fluency. For instance, results show that grammatical complexity was related to grammatical accuracy, but lexical complexity was not found to be connected with lexical accuracy. There is also important evidence that CAF relations are various from person to person and dynamic from time to time. Despite of the complexity of CAF relations, they develop in several identifiable dynamic patterns.

Paper 479

Reforming EFL writing courses in China---from a closed system to a transnational programme

Jingbi Liang

Guangdong University of Foreign Studies, Guangzhou, China

This paper is to investigate the effectiveness of reforms in Guangdong University of Foreign Studies about EFL writing courses---the Length Approach to Writing and transnational writing programme. These reforms come from rethinking about the problems arising from the traditional way of writing teaching in China: exam-orientedness leads to ignorance of the real use in daily life; teacher-centredness, the lack of students' self-motivation and overemphasis on error correction, writing anxiety. Based on Krashen's affective filters and Swain's Comprehensible output, the Length Approach, through manipulation of the length requirement of writing, pushes learners of intermediate level to write increasingly long compositions, thus reinforcing their sense of achievement as well as maximizing the opportunities of writing output. The Length Approach helps boost learners' confidence by giving encouraging and constructive feedback as well as providing multichannel publication. The language accuracy and fluency are improved through noticing, hypothesis-testing and metalinguistic functions of the writing tasks. This student-centred approach is coupled with the Sino-US transnational writing programme to enhance student writers' audience as well as cross-cultural awareness, which conforms to Vygotsky's belief in cognitive development as a result of social interaction. Naturalistic data were collected from 50 first-year English majors from one Chinese university. Quantitative and qualitative methods are adopted to analyze the data, including multiple drafts of 3 writing assignments, peer feedback sheets, questionnaires, students' writing journals and in-depth interviews with 6 students. It is found that the reforms motivate students in writing, ease their anxiety and lead to betterment in linguistic performance and cultural awareness.

Paper 156

Conceptualising intercultural capabilities in assessing modern language learning

Anthony Liddicoat

University of Warwick

The assessment of intercultural capabilities in modern language learning has proved to be a problematic area in contemporary language education and there is little certainty about how to proceed in such assessments. However, the inclusion of intercultural capabilities in language learning curricula means that there is an increasing need to account for such learning in assessment. One key problem for assessment has been the ways that the basic construct has been understood by assessors as such understandings have strong implications for how learners' capabilities are elicited and judged. This presentation draws on a long-term qualitative study of teachers' practices of classroom assessment to examine teachers' understandings of intercultural capabilities and the ways that they shaped and were shaped by the experiences of assessing language learners. In this study, teachers developed, taught and assessed an interculturally oriented language programme through two cycles spread over two years and periodically reflected on their experiences. The study collected the documents and materials created by teachers, with teachers' annotations of their work, student work samples with accompanying teacher commentaries and written reflections by teachers on their practice and recordings of focus groups in which teachers discussed their experiences. The teachers' experiences of assessing show that, although they used developed understandings of intercultural capabilities as contingent, subjective and holistic as a starting point for assessing, these understandings had to be reworked in the processes of assessing learning. In particular, teachers found that the practice of assessing intercultural capabilities created tensions between their evolving understandings of the intercultural and their existing conceptualisations of assessment and of language teaching and also their developing understanding of their students' learning. The study shows that conceptualisations of intercultural capabilities are not, and cannot be, fixed and that assessment practice needs to be flexible if it is adequately to capture students learning.

Paper 477

Patterns and meaning of high-frequency verbs in empirical research articles: an exploratory study

Ling Lin

Shanghai Jiao Tong University, Shanghai, China

One of the important contributions corpus linguistics has made to the study of English language is the development of Pattern Grammar approach (Hunston & Francis, 1999). The approach indicates the inseparability of lexis and grammar and accordingly highlights the significant value of phraseological patterns to language acquisition and pedagogy. While previous studies of patterns of language have mostly been based on large-scale, general English corpora (Hanks, 2013; Hunston & Su, 2018; Hunston & Francis, 1998), patterns and meaning of high-frequency verbs in specialized genres constructed by particular discourse community members have hitherto rarely been explored.

To bridge the research gap, the project surveys in detail the “behaviour” of high-frequency verbs identified in the four major sections (viz., the Introduction, Methods, Results and Discussion sections, as represented in the canonical “Introduction-Methods-Results-Discussion” (“IMRD”) format) of research articles across two contrasting disciplines (viz., medical sciences and psychology). The two disciplines selected for this project are deemed highly suitable for present research purposes: they are contrasting in nature, and more importantly, they are two of the disciplines where empirical research articles are mostly structured in the conventional IMRD pattern (Lin and Evans, 2012). Based on two multi-million word corpora comprising all IMRD-structured articles from the two disciplines, the study presents interesting cross-disciplinary and cross-sectional variations in the distribution of high-frequency verbs and in patterns and semantic properties of such important verbs. The findings manifest the contrasting nature and epistemology of the two disciplines and the distinct communicative purposes of the four part-genres. The presentation concludes with a discussion of the theoretical and pedagogical implications of the study, and by making suggestions for future research.

Paper 203

Seeing is believing: employing eye-tracking technology in researching the effectiveness of processing instruction

Cécile Laval, Harriet Lowe
University of Greenwich

With the normalisation of CALL in second language learning and teaching, the use of online measures like eye-tracking becomes essential in SLA research. Eye-tracking stands apart from offline research methods by registering eye-movement behaviour of a learner, providing an opportunity to view cognitive processes during actual-time comprehension in millisecond precision.

While there has been extensive research on the benefits of Processing Instruction (PI) since VanPatten and Cadierno's first study in 1993 and on the role of Individual Differences, only one study thus far (Lee, & Doherty, 2016) and few forthcoming have considered the use of eye-tracking to measure the effectiveness of PI.

In the present study, the primary, secondary and cumulative transfer-of-training effects of PI on the acquisition of French were investigated. Lower intermediate learners of French at the University of Greenwich received PI on the primary target linguistic feature (French imperfect tense). The participants were tested (pre-test/post-test) on two additional linguistic items: the French Subjunctive used for the expression of doubt as a secondary target linguistic feature and the French causative construction with *Faire* as the cumulative linguistic feature.

A TOBII Pro TX300 eye-tracker was used to measure participants' default strategies when processing French linguistic input and cognitive changes after receiving PI treatment. The LLAMA aptitude test was also used to measure inductive language learning before and after the treatment.

In line with Laval (2008, 2013), the eye-tracking data showed the positive change in learners' processing of the French target features after instruction with significant improvement in the interpretation of the three linguistic features under investigation. Changes in participants' processing strategies are seen through the visual data from the eye-tracker in both primary and secondary target features.

This paper presents the research methodology and results from the eye-tracker to investigate the effects of PI in the acquisition of French.

Paper 384

Exploring the risks of screen reading for L1- and L2-English speaking university students

Handan Lu
University of Leeds

Electronic texts have become dominant in academic contexts and have created new reading habits, as well as challenges for university students. An unanswered question is whether reading in print or on screen is more effective for the purpose of comprehending academic texts. This study explores the differences that might exist in print and screen reading comprehension abilities in L1- and L2-English-speaking university students whilst taking into account two dimensions of reading, namely, literal and inferential (Kintsch, Rawson, Snowling, & Hulme, 2005). A second purpose of the study was to determine whether working memory capacity was correlated with any differences in literal and inferential comprehension given that it plays an important role in reading comprehension ability (Baddeley, 2012). Two groups of first-year undergraduate students (112 in total) from three UK universities read an English text. Each group consisted of 28 L1-English-speaking students and 28 L1-Chinese-speaking students who use English as a second language. One group read a 2500-word text on global marketing on paper and the other read the same text on a computer screen. Participants then completed a researcher-designed comprehension test with forty-two open-ended questions (21 literal and 21 inferential). Tests of simple verbal memory (forward digit recall), simple visuospatial memory (Corsi block-tapping), and complex working memory (backward digit recall) were also administered to assess students' memory storage and processing performance. The data from this study will be analysed using MANOVA and regression statistical techniques and will be available in Spring 2018. This study will help university teachers and students to understand the potential risks of reading academic texts on screen and provide pedagogical insights into the reading mode which best facilitates effective reading comprehension in higher education. The findings relating to working memory capacity will potentially help explain any differences in reading comprehension outcomes.

Paper 266

The spacing effect: learning collocations under incidental and explicit conditions

Marijana Macis¹, Suhad Sonbul²

¹Manchester Metropolitan University, ²Umm Al-Qura University, Mecca, Saudi Arabia

Research in cognitive psychology has shown that spacing learning events leads to higher learning gains than massing them all in one session for various areas and skills (see Cepeda, Pashler, Vul, Wixted, & Rohrer, 2006, for a review). In the area of vocabulary learning, research has been scarce with only a few studies testing the spacing effect (e.g. Nakata & Webb, 2016; Serrano & Huang, 2018). These studies show a clear advantage of spaced exposures over massed ones in case of single words. A question that has not been investigated yet is whether multiword combinations, in particular collocations, can also benefit from this spacing-effect advantage. Answering this question is crucial for two reasons: a) knowledge of collocations is key to successful vocabulary acquisition (e.g. Schmitt, 2010) and b) it is still unclear how to best teach them and present them in teaching materials.

This study attempts to fill these gaps. It examines 25 EFL Saudi learners (L1: Arabic, L2: English) as they learn a set of 35 incongruent adjective-noun collocations under four experimental conditions (massed-explicit, spaced-explicit, massed-incidental, spaced-incidental) in addition to the control, no exposure, condition. After a pre-test, participants were exposed to the target items in five teaching sessions in accordance with their experimental condition. Then, a three-week delayed post-test of cued form recall was administered to all 4 experimental groups and the control group to explore the effect of spacing on long-term retention of collocations.

Results will be discussed in light of implications for teaching collocations in both explicit and incidental classroom contexts. They will also demonstrate how we can best modify the existing and create new teaching materials by 'seeding' collocations into input in order to have an effective learning context and higher vocabulary learning gains.

Paper 423

A relevance-based approach to L2 listening instruction: developing pragmatic competence through awareness of prosody

Pauline Madella
University of Brighton

Learning a second language is generally understood as learning to speak, rather than learning to *listen*. Listening not only is often mistaught, but also remains the least researched of the four skills (Rost 2016). This coincides with a lack of interest and/or confidence in teaching intonation among English language instructors. This paper seeks to challenge long-established traditions and test innovative ways of raising awareness of paralinguistic (i.e. prosody and gesture) by bringing together the fields of pragmatics, cognitive science and second language acquisition. I hypothesise that raising L2 learners' awareness of the communicative value of English prosody will enhance their pragmatic competence (Romero-Trillo and Madella forthcoming). This hypothesis is tested through exposure to prosodic pointing, that is the accenting of the most pragmatically salient constituent in an utterance (Wharton and Madella forthcoming). For example, in 'She did it', the speaker ostensibly focuses the hearer's attention on 'she' to guide his interpretation. Relevance-based mechanisms can inform L2 listening instruction by (1) sensitising L2 learners to English prosody (i.e. attentional abilities) and (2) take them to use prosody as a cue to infer meaning (i.e. inferential abilities).

Focus-on-form instruction is concerned with the noticing by the learner of a (linguistic) form. I argue that non-linguistic forms (i.e. prosodic pointing) need to be *noticed as ostensive* to be subsequently used in the inferential process and acquired (Sperber and Wilson 1986). I therefore propose a 'Noticing as ostensive hypothesis' - as a variant of Schmidt's Noticing Hypothesis (1990) - to inform L2 pragmatic mechanisms. I hypothesise that applying a relevance-based approach to focus-on-form instruction will raise awareness of prosody while enhancing the learner's pragmatic competence. Early results of a test study reveal evidence of (1) increased (meta)pragmatic awareness and pragmatic competence and (2) the development of metacognitive strategies in Chinese listeners of L2 English.

Paper 425

Distinctive skills and knowledge of multilingual student teachers in Higher Education Institutions (HEIs)

Rania Maklad

Manchester Metropolitan University

In the past 20 years, the UK demographics have changed dramatically; the population of multilingual primary-aged children has increased from 7% to 20% (Jivraj & Simpson, 2015), whilst statistics show an associated increase in the percentage of teachers from ethnic minority backgrounds. A recent study by Coleman (2014) indicated the increased intellectual quality of multilingual student teachers, evidenced by higher-order thinking skills. Of interest, this resonates with earlier research findings by (Baker, 2000) and (Cummins, 2000) highlighting bilingual children's rich and varied cognitive abilities, and by (Gibbons, 1991) that children with two well-developed languages appeared to have a greater capacity for lateral thinking and problem solving and an improved ability to learn additional languages. This paper is part of my PhD study that aims to develop better understanding of the specific skills and knowledge of multilingual student teachers and the benefits multilingualism may bring into the teaching profession. It explores the progress so far in unpicking the first of four questions to be answered throughout the study: What distinctive characteristics (skills, personal attributes and metalinguistic awareness) do multilingual student teachers associate themselves with? The data collected from the questionnaires highlighted the number of participants with multilingual ability, their positive attitude towards language learning and their willingness to use different languages in the primary classroom. The data also identified that although community languages were home spoken, few students aspired to continue learning them, preferring instead to focus on modern foreign languages. These are initial results and will need to be explored further during next stage of the study.

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Paper 100

Negotiating reflexive positions in community research on language maintenance and shift

Aree Manosuthikit

National Institute of Development Administration, Bangkok, Thailand

Using Tan and Moghaddam (1995)'s concept of "reflexive positioning" as the dynamic process whereby people position themselves intrapersonally, this paper explores (1) how a Thai researcher negotiated her reflexive positioning vis-à-vis the divergent language ideologies and practices of Burmese adults and the bilingual youth, and (2) how such positioning negotiation resulted in her advocacy swing between two opposing theoretical stances.

Drawing on an ethnographic study conducted in a Burmese community situated in a U.S. metropolis, this paper reports how the researcher's reflexivity journey began before this project started. Upon entry into this community, she found herself aligning with the Burmese adults' language ideologies but feeling disappointed with the youth's linguistic tendency to assimilate into the mainstream society. This position, however, shifted later after she gained access to identity research on hybridized youth, which gradually turned her into a sympathizer of their sociocultural and sociolinguistic plights. Yet, further fieldwork engagement resulted in her re-alignment with the adults as she became re-convinced by their commitment to the youth's preservation of the Burmese heritage.

The paper also highlights how such (re)positioning entailed her struggle to negotiate the two conflicting theoretical stances. One stance is the minority language rights discourse which underlies the adults' ideological beliefs that tend to essentialize language, culture and people, and the other stance is the postmodern multilingualism perspective which undergirds the teens' linguistic fluidity and dynamicity. Realizing the importance of respecting the ideological positions of both Burmese generations, the researcher sought to achieve a harmonious co-existence between both theoretical stances.

Implications from this study include the acknowledgment that moving back and forth between one's reflexive positions may be inevitable in community research that involves deep ideological tensions among its members, and the realization that a researcher's reflexive positioning often intersects with their past, present and future experiences.

Paper 311

Extending the reach of research: Open Accessible Summaries in Language Studies

Emma Marsden¹, Daniel Perrin², Sible Andringa³, Laura Collins⁴, Carrie Jackson⁵, Luke Plonsky⁶
¹University of York, ²Zurich University of Applied Sciences, Zurich, Austria, ³Amsterdam University, Amsterdam, Netherlands, ⁴Concordia University, Montreal, Canada, ⁵Penn State University, Pennsylvania, USA, ⁶Northern Arizona University, Flagstaff, USA

Many calls have been made to extend the reach of applied linguistics research to wider audiences. Concerns include the poor physical and conceptual access to journal publications – the most heavily incentivised academic undertaking, yet largely held behind paywalls and written in highly technical language (Marsden & Kasprovicz, 2017; Nassaji, 2012). The situation is perhaps aggravated by the transdisciplinary understanding required to access applied linguistics research (Kramsch & Perrin, in prep.).

The Open Accessible Summaries in Language Studies (OASIS) project (<https://www.oasis-database.org>) is an international, sustainable initiative creating an awareness-raising resource of language-related research. Journal articles are summarized on one page each, in non-technical and comprehensible language, with focus on context and, where appropriate, practical relevance. The summaries are written or approved by the authors of research articles, fully searchable, and freely accessible on the Internet. They can be written in any language. Target users include practitioners in all domains in which language plays a key role, such as teachers, policy-makers, and communication professionals. To date, the project has the active engagement of major journals in the area of language learning, education, and multilingualism. In this paper we present: the motivations behind the initiative; the initial developmental work done in collaboration with teachers and teacher educators; the content, format, and style of the summaries; the searchable database and its facilities; and the emerging collaboration between AILA and OASIS on the joint development of knowledge transformation tools as well as mutual promotion of the resource.

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Paper 267

Plurilingualism and plurilingual pedagogy in higher education: addressing misconceptions, critiques, and pedagogical applications

Steve Marshall

Simon Fraser University, Burnaby, Canada

Plurilingualism and plurilingual pedagogy in higher education: Addressing misconceptions, critiques, and pedagogical applications

Today, plurilingualism is one of many lingualisms. Marshall and Moore (2013) define plurilingualism as the study of individuals' repertoires and agency in several languages, in which the individual is the locus and actor of contact; accordingly, a person's languages and cultures interrelate and change over time, depending on individual biographies, social trajectories, and life paths (Coste, Moore, & Zarate, 1997, 2009). The term "plurilingual competence" adds an emphasis on learners' agency, and their constraints and opportunities in educational contexts (Beacco & Byram, 2007; Coste, Moore, & Zarate, 1997, 2009; Marshall & Moore, 2013; Moore & Gajo, 2009).

In this talk, I begin by discussing how plurilingualism fits among the other lingualisms (bi-/multi-/poly-/metrolingualism), its similarities and differences. I then go on to address three misconceptions/critiques that I have come across in discussions about plurilingualism: i] that it is based on a static binary between the social and the individual, [ii] that it is over-agentive, and [iii] that it can serve to reinforce social inequities within a neoliberal world order (Marshall & Moore, 2018). I also illustrate the challenges that come with applying two key principles of plurilingual pedagogy across the disciplines in higher education: the view that students' additional languages should be seen as assets for learning, and that instructors should open up spaces for students to use different languages in their classes. I present data from two longitudinal studies in which I have analyzed students' plurilingual practices and learning across the disciplines in Canadian higher education. I show examples of successful plurilingual pedagogy in action as well as examples where its application was far more problematic.

Poster 436

Creation of an assessment tool for global citizenship for Japanese university students

Kahoko Matsumoto¹, Toshihiko Takeuchi², Yuuki Kato³, Shogo Kato⁴

¹Tokai University, Hiratsuka, Japan, ²Tokyo University of Social Welfare, Tokyo, Japan, ³Sagami Women's University, Sagami-hara, Japan, ⁴Tokyo Women's Christian University, Tokyo, Japan

The Japanese Ministry of Education has announced a new initiative to produce future “global human resources,” and as such, universities have begun creating new programs with a strong focus on English to accomplish this goal. Also, many companies in Japan have started promoting an “English-only” policy in the workplace. However, some educators are concerned that this policy may strengthen linguistic or cultural imperialism and not produce truly international-minded youths who can function as global citizens. Based on a questionnaire survey of over 200 workers in various sectors including international organizations, the researchers have tried to identify the competencies and skills deemed indispensable to global citizenship with an eye toward creating a metric for assessing global human resource readiness. Most respondents valued various general competencies in addition to English proficiency, while people in the upper management and/or those with rich overseas experience placed more importance on adaptability to diverse multilingual and multicultural environments. The original questionnaire had various descriptors gathered from different projects and studies done both in Europe and North America, and we created the criteria tailored to Japanese university students by reflecting the above reality-based responses. Then, an assessment tool consisting of an essay test and a checklist was constructed based on the both quantitative and qualitative analysis of the survey data. Secondly, the tool was piloted with 215 Japanese University students and 48 company workers. Then, the IRT analysis for the essay part coupled with various correlational validations of the checklist led to some modifications of the assessment tool, especially the essay test for the second-phase piloting.

Paper 348

Old challenges, new approach: expression of voice and modality in native and non-native English-speaking graduate student writing

Hedy McGarrell

Brock University, St. Catharines, Canada

Voice and modality, including hedges and boosters, are meta-discursive resources of considerable importance in academic texts as they facilitate authors' expression of stance and position in the management of writer–reader relations. These resources are of interest to both Second Language Acquisition (SLA) and composition theory. Their pragmatic importance has been documented (e.g., Biber, 2006; Hyland & Guinda, 2012; Lancaster, 2014) for native (NS) and non-native (NNS) English speakers and is considered especially challenging for the latter, yet few studies explore these challenges.

Building on previous research that suggests notable cross-cultural and cross-linguistic differences in the use of hedges and boosters in academic discourse, this exploratory study investigates the use of such discourse markers in course assignments written by 45 graduate students. The participants, 15 NS and 30 NNS (15 each NS of Mandarin and Arabic) contributed a paper they had written for one of their regular course assignments. These assignments provided a small corpus of argumentative papers on the same topic, for the identification and analysis, based on Hyland's framework, of all modals, hedges and boosters used in the texts. Comparisons show some similarities between NS and NNS use of these resources; they also show striking differences, not only between NS and NNS writers but among NS writers (who self-identified as "inexperienced academic writers"). The presentation will conclude by highlighting how the current study confirms some and differs from other previous findings to suggest implications for SLA and writing development.

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Paper 49

The connection of selves: exploring identity development in a transnational online discourse community

Chris McGuirk
University of York

There has been considerable research to suggest that learners develop an alternate identity to interact more easily within an online space (Kim, Lee and Kang, 2012; Peachey and Childs, 2012; Brown, 2011, and there is evidence to suggest that a virtual learning space may be helping learners to participate with reduced anxiety and increased self-efficacy. However, questions remain surrounding how to categorise the identity learners create, and how a practitioner may harness this identity to improve the language learning experience for their students.

There are possibly two global schools of thought on those questions. Perhaps more common is a realisation in line with Kramsch's (2009) concept of the second language 'virtual self' – a facet of a learner's perceived ideal 'self' (as explained by Dörnyei, 2005), activated when inside an online space, but always at the learner's disposal. The counter-argument to Kramsch's (2009) paradigm, referred to as the 'multilingual subject', is the theory often mooted in gaming research (Yee, 2009; Peterson, 2006; Bessière, Seay and Kessler, 2007), that students simply regard virtual worlds as a form of escapism.

The paper hypothesises that neither school is entirely correct, and looks at a relatively new concept – the distinction between the second language connected self (L2C) and the second language offline self (L2O), as well as discussing the results of an initial qualitative study to ascertain student perceptions on virtual spaces. By exploring the concept and its implications for students and practitioners, the author reasons that online identities may not be a facet of a learner self, but rather a compartmentalised reality that a learner can simply activate or deactivate. Were this to be the case, then it is possible there may be a whole additional language learner, with different levels of language learning potential, with whom many teachers may still need to engage.

Paper 235

Privileged mobility: how newly-arrived English teachers learn and use Japanese

Owen Minns

Anglia Ruskin University

This presentation focuses on how 9 newly-arrived English teachers learnt and used Japanese over a six-month period while they were working in Japan. The participants included 6 female and 3 male university-educated teachers from the USA, Canada and the U.K who all had been living in Japan for less than a year. Their experiences were documented using self-reflective diaries and monthly interviews about their Japanese learning and analysed using NVivo. Previous research into the Japanese language learning of English teachers has focused on self-reflective studies by teachers working in the university sector who lived in Japan for extended periods (Simon-Maeda, 2011 and Casanave, 2012). By focusing on these young, educated migrants from English-speaking countries, I was able to explore how these teachers were inserted initially into broader dialogues about migrant workers, multilingualism and the English teaching industry in Japan. As noted by Block (2012) and Norton and Da Costa (2018), social class has often been neglected as the focus on language learning research and as 'middling transmigrants' (Block, 2012) these teachers' experiences differed from previously explored groups in migrant language learning research.

As university graduates from English-speaking countries, these teachers were able to access employment opportunities that they would not otherwise have had in their home countries and thus had a privileged mobility that allowed them to cross borders. Despite this mobility, these teachers struggled for opportunities to learn and use Japanese against the broader positioning of foreigners and English teachers in Japanese society, which will be explored in greater depth in this talk. As a result of this a number of the participants experienced issues with stress and anxiety managing independent language learning alongside full-time employment. Ultimately these teachers' privileged mobility did not allow them to step outside of broader discourses about migrants and English teaching in Japan.

Paper 473

Students' and teachers' perceptions on the use of novels for integrated language and culture teaching and learning

Neophytos Mitsigkas
University of Essex

Literature has always been a perpetual feature of language learning, and the transition from the aesthetic study of literature to its use as a resource for linguistic development in the language classroom has marked its implementation and use. For many decades, the use of literature for language teaching was marginalised because of the advent of communicative language teaching. Nevertheless, the current trend favours a resurgence of interest in using literature for language purposes, appreciating its valuable contribution in English language teaching. However, very limited empirical research has been done to examine the use of novels in language teaching, especially regarding students and teachers' perceptions of the use and implementation of literature in the language classroom.

This paper reports on a mixed-methods descriptive study concerning the students' and teachers' perceptions of the role of literature – and novels in particular – in English language teaching and learning. The quantitative component of this research involved 144 students of an English-speaking private school in Cyprus and 26 English language teachers. Both groups responded to a distinct self-completed questionnaire. A follow-up qualitative investigation was carried out with five of the teachers who completed the questionnaire. Lastly, twelve unstructured, non-participant observations were organised with the students who completed the questionnaire, in their classrooms.

The findings of the study present the students' and teachers' beliefs on the role of novels in ELT and elucidate the acceptance of novels as an invaluable source of motivating and stimulating activities that can contribute to the increase of students' language awareness. Additionally, the results substantiate and promote the catalytic role of novels in developing an intercultural awareness, where language and culture are perceived as interrelated entities and novels are perceived as vivid cultural representations.

Paper 359

Using English as a Second Language online: a global survey of current practices

Andrew Moffat

University of Nottingham

For people learning a second language, today's hyper-connectivity has the potential to present new domains of engagement with and exposure to their target language. Exposure to the target language is accepted as a necessary condition for language learning, and it is often a key variable in classifications of learning environments. However, Internet-based communication technologies have the potential to connect learners with expert and non-expert speakers of the target language, regardless of geographical location.

Computer-Mediated Communication (CMC) has historically been approached within Applied Linguistics and Second Language Acquisition as a tool for enhancing language learning. More recently however, there has been an increased focus in investigating language learners' pre-existing, "extramural" English-language online communicative activities, exploring their potential as a site of exposure to language and negotiation of meaning in authentic interaction, with a view to integrating this aspect of learners' lives more deeply with their formal learning. Most of this work is small scale and qualitative in nature, and there has been relatively little large-scale fact-finding carried out to survey current practices in this area.

This talk presents the findings of a large-scale survey undertaken in partnership between the University of Nottingham and Cambridge University Press. A questionnaire asking respondents about their English-language online communication activities was promoted on CUP's online dictionary website, receiving over 10,000 responses in a four-week period from second-language English speakers all over the world. The analysis of this data set focuses on comparing the practices of learners in contexts corresponding to Nayar's tripartite division of Second-Language, Foreign-Language, and Additional-Language to explore whether English-language CMC use has the potential to disrupt traditional taxonomies of geo-social contexts of language learning.

Paper 92

Constructing identity online: Americans and Egyptians negotiating culture in cyberspace

Nader Morkus

Indiana University, Bloomington, USA

This presentation provides an analysis of selected synchronous computer-mediated interactions between a group of American university students living in the US and a group of Egyptian university students residing in Egypt. In these interactions, which were part of an intercultural communication project between Americans and Egyptians the participants expressed their views on such important but sensitive topics as: pre-marital sex, abortion, homosexuality, significance of family's approval before marriage, and corporal punishment of children among other topics.

An examination of the synchronous interactions provided fascinating insights into how the participants constructed their cultural identities online, how they presented the norms and beliefs of their respective cultures, and how they discussed their cultural differences. An examination of these interactions also revealed how the complex interplay of gender, age, culture, communication style, and the medium of communication makes these interactions less amenable to analysis using traditional concepts, constructs, and binary distinctions that are frequently used in intercultural communication research (e.g., individualistic vs. collectivistic cultures, high-context vs. low-context communication, direct vs. indirect communication). While these traditional constructs can provide useful frameworks for understanding culture and intercultural communication at the macro level, they fall short of capturing the richness and complexity of interpersonal communication in this medium.

The analysis of these interactions will use the lens of various discourse analytic frameworks (e.g., ethnography of communication, intercultural communication, computer-mediate communication, politeness theory, and interactional sociolinguistics) in order to adequately capture the complexity of how cultural identities are constructed in an online environment.

Paper 119

CorCenCC (Corpws Cenedlaethol Cymraeg Cyfoes – National Corpus of Contemporary Welsh): a demonstration

Dawn Knight¹, Steve Morris², Tess Fitzpatrick², Jonathan Morris¹, Paul Rayson³, Irena Spasi¹, Enlli Môn Thomas⁴, Steven Neale¹, Jennifer Needs², Scott Piao³, Mair Rees², Lowri Williams¹
¹Cardiff University, ²Swansea University, ³Lancaster University, ⁴Bangor University

This presentation provides a working demonstration of the first release of components of the ESRC/AHRC-funded CorCenCC (Corpws Cenedlaethol Cymraeg Cyfoes – National Corpus of Contemporary Welsh) corpus. The construction of CorCenCC began in 2016 and, when complete in 2019, it will be the first large-scale *general* corpus of Welsh language, comprising 10 million words of spoken, written and electronic language.

The first part of the presentation focuses on data. We will provide a discussion of the key issues and challenges faced when collecting, collating, transcribing, quality controlling and anonymising corpus data. As part of this discussion, we will also demonstrate a streamlined, searchable database system for recording information about data collection and metadata and will offer some guidelines for good practice that can be adapted to other minoritised languages. The second part of the presentation focuses on the design, construction and evaluation of taggers. Here, we will provide a working demonstration of both the recently released CorCenCC POS (part-of-speech) tagger, *CyTag*, and the Welsh-language adaptation of UCREL's Semantic Analysis System (USAS) tagger. Details of how we will integrate *CyTag* and its bespoke tagset into the semantic tagger, and how we will develop larger semantic lexicons to increase the lexical coverage of the semantic tagger will also be provided.

The third part of the presentation focuses on CorCenCC's infrastructure. The novel CorCenCC crowdsourcing app will be demonstrated, along with an early release of CorCenCC's corpus-query tools (based on the Corpus Query Processor system, CQPweb: <http://cwb.sourceforge.net/cqpweb.php>). This will illustrate how users can contribute data to the corpus, and how they can analyse the corpus to explore patterns in contemporary Welsh language usage. CorCenCC's infrastructure will shortly be integrated with an online pedagogic toolkit, provisional plans for this will also be outlined in conclusion to the presentation.

Paper 440

Beyond working memory: the role of executive functions in interaction-driven second language acquisition

Jonathan Moxon

Saga Women's Junior College, Saga, Japan

Second language (L2) acquisition research has seen a growing interest in the role of cognitive capacities, especially working memory (WM), on various domains of L2 learning and performance (see Juffs and Harrington, 2011). However, a finer-grained conception of these capacities, specifically of *executive functions* (EFs) involved in the focus of attention, may provide fresh insights into the cognitive processes involved in instances of L2 interlanguage development, such as during interaction (Long, 1996).

This paper provides an overview of EF research, with particular reference to Miyake et al.'s (2000) unity-diversity model of executive functions which posits at least three differentiable EFs: *switching* between task sets, *updating* WM representations, and *inhibition* of prepotent responses. Next, I evaluate the small body of quantitative research investigating the role of EFs in specifically interaction-driven L2 acquisition to suggest ways in which these three EFs may constrain learning at the point of intake, noticing and modified output.

In the light of this review, I makes suggestions about how research methods such as stimulated recall (Mackey & Gass, 2013) can be employed to provide quantitative evidence regarding the cognitive mechanisms at work in interaction-driven L2 acquisition. Finally, I will present the interim findings from a study examining the roles of EFs in interaction.

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Paper 282

Voice in academic writing: the rhetorical construction of author identity in Chinese and English research articles

Congjun Mu

Shanghai Maritime University, Shanghai, China

Chinese writers are often criticized for lack of their own voice in English academic writing (Bloch & Chi, 1995; Matalene, 1985). It is explained that they transfer Chinese writing conventions stressing on harmony in their English academic writing. However, such kind of assumption has never been supported with evidence. The purpose of this study is to explore how native English writers and Chinese writers construct author identity by comparing Chinese and English empirical research articles. The theoretical framework used in this study is Hyland's (2008) model of identity-in-interaction or positioning in terms of two key constructs: stance and engagement.

There are four types of corpus in this study: 1) English corpus consisting of empirical research articles written by native English writers (EC1); 2) Chinese corpus consisting of empirical research articles written by native Chinese writers (CC); 3) English corpus consisting of translated English empirical research articles from Chinese research articles (EC2); 4) English corpus consisting of English empirical research articles written by native Chinese writers but published in international journals (EC3). Based on Moreno's (2008) data collection criterion, research articles are selected from English journal *Cell* and Chinese journal *Science in China-Biology* from 2009 to 2013. The journal of *Science in China-Biology* is a bilingual one. Most of those English research articles were translated from the same Chinese articles. Research articles published by only Chinese authors in *Cell* are also collected. We will compare the linguistic features included in the framework of stance and engagement in English research articles with Chinese research articles, their corresponding English versions, and English research articles written by Chinese scholars published in international journals.

It is found that Chinese scholars construct author identity in a different way from English scholars. They indeed transfer Chinese writing conventions into English academic writing without their consciousness.

Paper 168

Translanguaging as a pedagogic competence: emerging from linguistic ethnography at Japanese as a Heritage Language school in England

Nahoko Mulvey
University of Birmingham

This paper examines teachers' translanguaging at Japanese as a heritage language (JHL) schools in England, weekend schools founded by Japanese immigrants for their children.

Translanguaging is the use of linguistic resources across language boundaries and semiotic modes. Each JHL school aims to pass on the 'authentic' Japanese language and Japaneseness it has constructed.

My research is a linguistic ethnography (Copland & Creese, 2015; Creese, 2008; Tusting & Maybin, 2007) and uses discourse analysis to focus on the pedagogy and the language used in the classroom. I visited ten JHL schools in England in 2015 for my preliminary research, and between January and July 2016, I conducted ethnographic fieldwork at two JHL schools selected from the ten. This paper arises from fieldnotes, interview transcripts and audio recordings made in a JHL school.

Teachers and parents believe that one way to be 'authentic' is to reproduce in England the monolingual learning environment that they themselves experienced in school in Japan. A Japanese-only ideology is circulating at JHL schools. Nevertheless, I observed experienced teachers actively using intentional translanguaging as a pedagogic technique, while balancing it with a Japanese-only ideology. In a translanguaging space created in the classroom, Japanese/English bilingual students could enhance their engagement and learning since their learning, as Hornberger (2005) indicates, is maximized when they are allowed to use their full communicative skills across languages. Experienced teachers could also bring out students' elaborate responses with 'bilingual label quests' (Martin, 2005) and made a setting where teachers and students maximized translanguaging collaboratively. However, one new teacher I observed tried to insist on the Japanese-only policy and did not set up a collaborative translanguaging space. I argue that translanguaging is a valuable pedagogic technique and competence and that teachers may need experience and confidence to employ it comfortably in their classroom.

Paper 160

Complex relationship between qualitative analysis of Willingness to Communicate and actual L2 communication

Yoko Munezane

Rikkyo University, Tokyo, Japan

Increasing globalization has accentuated the importance of enhancing learners' proficiency to communicate with people from various cultural backgrounds. Willingness to Communicate (WTC) in an L2, which is widely believed to facilitate the acquisition of the target language, has recently been extensively investigated (Pawlak et al., 2015; Yashima et al., 2018). In an immersion setting, the situations in which students are most willing and least willing to communicate have been investigated (MacIntyre et al., 2011). However, in an EFL setting, this remains an under-researched area.

The primary purpose of this study is to fill this gap through qualitatively investigating in what situations learners feel willing or unwilling to communicate. Additionally, the relationship between actual L2 communication behavior (observed L2 use) and individual differences (ID) factors such as WTC, linguistic self-confidence, and ought-to L2 self is explored.

A group of 372 Japanese university EFL learners participated in the study. Questionnaires were administered at the beginning of the semester (WTC and ID). An open-ended questionnaire and focus group semi-structured interviews were conducted to qualitatively explore learners' willingness to communicate. The participants were divided into two treatment groups: visualization group and visualization plus goal-setting treatment group (goal-setting group). Students' oral performance data were collected three times during the group discussions. The number of words each student produced during each discussion was counted.

The results of the analysis revealed having unique opinions to be the primary source of willingness to communicate, whereas losing confidence as the major source of unwillingness to communicate. Secondly, among individual differences factors, anxiety did not show significant correlation with observed L2 use, though anxiety had significant negative correlation with WTC and self-reported L2 use. Pedagogical implications in this global age for both teaching and learning processes will be discussed.

Poster 193

Teaching English as a Lingua Franca in the world of confusion

Tats Paul Nagasaka

Rikkyo University, Tokyo, Japan

This traditional poster will report an on-going study conducted in EFL courses focusing on enhancement of communicative competence of the participants. The poster will try to portray a project aiming to raise consciousness about the usefulness and importance of learning English as a Lingua Franca (ELF) among young learners from two colleges in Tokyo.

The development of research on ELF is now undergoing significant shifts. The days of studying the 'variety of Englishes' are consigned to the past. Focuses are now on 'communicative use' and 'trans language practice.' ELF oriented educators may very likely have common experience that they received negative reaction, suspicion and resistance from other EFL professionals and learners (e.g. "Do you want me to teach incorrect, second-grade, semi-English?" "I don't intend to speak a pidgin," and "You're not a native speaker."). Accompanied by pedagogical suggestions for ELF, the study aimed to portray the conflict between EFL and ELF in order to seek a reconciliation. From the pedagogical perspective of TESOL, special attention has been given to a reconceptualization of Communicative Language Teaching. The EFL courses attempt to create a creatively open pedagogical orientation freed from Standard (Anglo-American Native Speaker Model) English. The EFL learners have to take risks when they choose their target models of speech. How do they set criterion of communicative success using ELF? Results from questionnaires and in-depth interviews will portray the EFL learners' attitudes towards ELF together with their L2 identity and motivation for learning.

Teaching English, ELF especially, symbolizes a state of flux and confusion today, caught up in processes of globalization, increases in inequality, and discrimination. Resourceful educators can help their learners to understand the role of English in the wider world and learn it in critical ways.

Paper 269

Taking risks in opening up the conversation: the contribution of student-initiated inquiry to the progressivity of teacher-student interaction

Ian Nakamura

Okayama University, Okayama, Japan

Seeking understanding of teacher-student talk by looking for emerging and reoccurring patterns has long been recommended for professional development (e.g., Bailey, 1990; Thornbury, 1996). The focus tends to be on either what the teacher or the learner says or recalls, not on what was actually said by both parties as co-participants. For deeper understanding, we need to ask such questions as: How does the teacher's actions and timing impact not only what the learner does, but also the progress of the L2 interaction?

In this presentation, the usual roles in Initiation-Response-Feedback (IRF) are flipped to allow students to more actively participate. 'Taking risks' first involves giving the floor to students to initiate questions. Will they? Another risk in the progressivity of the talk is whether the teacher will effectively respond to student-initiated inquiry. A subsequent risk is whether students can assess if their questions have been answered and give feedback accordingly. Through the lens of conversation analysis, a teacher's efforts to empower students are investigated as the prior turn informs how the next turn is taken. The interaction will be discussed by video clips and transcript excerpts.

The presentation will conclude with a discussion of four basic conversational challenges for co-participants: (1) Create opportunities for students to initiate questions. (2) Fit responses to the questions. (3) Give feedback to the responses. (4) Be ready to self-repair responses. There are risks involved when opening up the conversation as it can be unpredictable and become stuck. The potential rewards, however, are greater student engagement and more meaningful topics. Furthermore, understanding not only what information is being sought, but also how to provide it places different expectations on teachers than initiating questions and giving feedback. When students initiate contributions, teachers gain fresh insights into the interactional practice as it unfolds.

Paper 292

Complex, but in what way? A step towards greater understanding of academic writing proficiency

Hilary Nesi, Sheena Gardner
Coventry University

It is widely acknowledged that linguistic complexity is a mark of language proficiency. Until fairly recently, however, the ability to subordinate clauses has been treated as the best way of measuring writing advancement, grade levels being associated with T-unit length (e.g. Beers and Nagy, 2011). Although Halliday (1985) drew linguists' attention to the greater phrasal density of formal writing, it has taken advances in multidimensional analysis (MDA) to demonstrate that professional academic writing is characterised by phrasal rather than clausal complexity (see e.g. Biber, Gray & Poonpon, 2011). In phrasally complex writing nominalisation allows writers to focus on things/nouns which can be "frozen in time and examined" (Parkinson & Musgrave, 2014), and, similarly, agentless passives shift attention from the performers of an action to the informational detail (Staples et al. 2016). Staples et al.'s MDA study of a subset of the BAWE corpus found a decrease in clausal features and increase in phrasal features across levels of university study, although this was more visible in science writing than in humanities texts. Our MDA study of the entire BAWE corpus builds on these findings, but also reveals a more complex picture. Two different types of phrasal complexity and two different types of clausal complexity emerged, all four types characterised by different sets of linguistic features, and occurring in different disciplines and genres. Nominalisation was strongly associated with Social Science essays at Masters level, but not with report genres in the sciences which achieved density through passivisation and premodification. Clausal complexity was favoured both by essays in the soft disciplines and more 'everyday' genres (reflections, legal problem questions), but the former achieved this through epistemic adverbials and *that*-clauses, while the latter used more stance verbs. Recognition of these differences could make a big difference to the way university-level writing is taught.

Paper 319

Communication strategies in English as a Lingua Franca

Thu Nguyen, Lynda Yates

Macquarie University, Sydney, Australia

Although the use of appropriate communication strategies (CSs) has attracted considerable research attention, they have traditionally been seen as predominantly problem-oriented, a conceptualization which does not fully reflect the nature of strategic competence in authentic communication contexts. Moreover, many previous studies focused largely on contexts which are English classrooms and on interaction involving native speakers of English. However, in international education environments, English is increasingly used as a lingua franca (ELF) (Mauranen, 2018) in which many staff and fellow students alike are non-native speakers using English as a shared additional language. Yet few studies have investigated how students use CSs in authentic communication in such contexts.

In this paper, we draw on a subset of data from a larger study investigating the use of CSs by Vietnamese international students (VISs) in their communication with academics and peers in Australia. The study makes use of multiple data sets: audio-recordings of authentic, naturally occurring supervision sessions between VISs and their supervisors; video-recordings of communication between VISs and their peers completing simulated communication tasks; and participant reflection using retrospective recall interviews. These are supplemented by insights from a questionnaire probing how VISs use and perceive CSs in their ELF environment in Australia.

Analysis of the CSs used by VISs in these contexts is based on Björkman (2014). This has allowed a focus on both the deficiency- and goal-oriented aspects of communication and highlighted the different functions they play in successful ELF communication in academic contexts. On the basis of preliminary findings, we propose an expanded reconceptualization of CSs and consider the implications for the teaching of spoken English to international students preparing for study in similar environments.

Paper 252

Interpreters in multilingual research interviews – ethical and theoretical risks

Annika Norlund Shaswar
Umeå University, Umeå, Sweden

This presentation focuses ethical and theoretical risks involved in performing multilingual research interviews where an interpreter is used. The data explored here consist of excerpts from two multilingual cross-cultural research interviews where an interpreter was brought in as a mediator because the interviewee and the researcher did not speak the same language. The interviews were performed in the context of a small-scale ethnographic study, researching the digital and multilingual literacy practices of adult L2 learners taking part in the language programme *Swedish for immigrants*. The L2 learners participating in the study lack or have very limited formal schooling.

The presentation uses Goffman's participation framework in the exploration of how the interaction between the researcher, interpreter and interviewee affects the construction of meaning in the interviews. For the analysis of the consequences of the interpreter's involvement in the research process, I have selected interview excerpts where the interaction between interviewee, interpreter, and researcher is somehow problematic, e.g. in that it results in misunderstandings or other types of miscommunications. These miscommunications are partly caused by power asymmetry between the researcher and interviewee and have a detrimental influence on the researcher's possibilities for understanding the literacy practices of the interviewee.

In the presentation I will also suggest ways of coming to terms with the ethical and theoretical risks involved in using an interpreter in multilingual research interviews. Several researchers have recommended that interpreters should be involved as co-researchers given their central position in co-constructing meaning. Is this a viable solution also in smaller multilingual literacy studies with limited funding?

Paper 144

Type frequency effects on L2 learners' canonical construction development

Yoshiyuki Notohara

Doshisha University, Kyoto, Japan

This study explores type frequency effects on L2 learners' canonical construction development through the Cambridge Learner Corpus (CLC) from Sketch Engine (Kilgarriff, et al., 2014). In the usage-based approach to SLA, the skewed frequency hypothesis (e.g., Casenhiser & Goldberg, 2005; Hilpart, 2014) assumes that linguistic properties in low type-frequency (skewed) verb(s) facilitate the related construction acquisition. Recently, however, Ellis (2014, 2016) has emphasized the importance of high type-frequency (balanced) input. Accordingly, this study describes the preferred association between verbs and canonical constructions in an adult L2 learner corpus and estimates whether L2 learners receive low (or high) type-frequency effects in terms of construction types. The procedure was as follows: (1) 1,000 usages of each target verb identified by Radden and Dirven (2007) were randomly selected from the CLC (approximately 2.9 million words) (13 × 1,000 usages); (2) each usage of a particular verb (e.g., *You have made a lot of changes.*) was respectively coded as an observed canonical construction (e.g., Action/SVO); (3) their distributional similarities of eleven canonical verbs related to thirteen canonical constructions were statistically confirmed through a cluster analysis and a correspondence analysis; (4) the association strength (odds ratio) between eleven verbs and thirteen canonical constructions were confirmed through a collocation analysis (e.g., Gries, 2011; Gries & Ellis, 2015; Schmidt, & Küchenhoff, 2013). As a result, (1) low type-frequency effects were found in six verbs with a single construction such as *have* (Possession/SVO), *like* (Emotion/SVO), *see* (Perception & Cognition/SVO), *think* (Mental/SVO), *put* (Caused-motion/SVO), and *say* (Communication/SVO); (2) high type-frequency effects were found in five verbs with multiple constructions such as *be* (Occurrence/SVC, Location/SV), *go* (Self-motion/SV, Object-motion/SV, Processes/SVC), *get* (Processes/SVC, Action/SVO, Self-motion/SV), *make* (Action /SVO, Caused-motion/SVO, SVOC), *give* (Transfer/SVO, SVOO).

Poster 422

The embodiment of empathy in ELF: a case study of primary care consultation between student doctors and simulated patients in medical English classroom

Yukako Nozawa¹, Kazuyo Yamauchi², Daniel Salcedo³

¹Waseda University, Tokyo, Japan, ²Tokyo Women's Medical University, Tokyo, Japan, ³Chiba University, Chiba, Japan

This study investigates how student doctors deliver 'empathy' to simulated patients in English as a Lingua Franca (henceforth ELF). Using the framework of conversation analysis, I have observed and analysed turn-taking and repair at doctor-patient interactions of primary care consultations at medical English classroom at a university in Japan. The use of verbal and non-verbal features which can convey 'empathy' is essential to patient-centred care. There are a large number of studies on this issue in healthcare communication, little is known about communication among doctors and patient from different lingua-cultural background. Much has focused on the interactions between doctors and patient in mono-lingual context, whereas the number of patients and doctors who use ELF has been increasing greatly. This study, therefore, observes and analyses the micro language practices of student doctors and simulated patients from different lingua-cultural background, who share English as their medium of communication. This study will present initial analysis of clinical diagnosis and delivery of treatment plan, which appear to illuminate how turn-taking and successful repair sequences contribute to co-constructing empathic communication in ELF.

Paper 150

Human-agent interaction: when L1 agents instruct L2 speakers of English during assembly tasks in Nigeria

Abdulmalik Ofemile
University of Nottingham

The Nigerian language teacher education context contends with large class sizes, few teachers and inadequate teaching and learning facilities. These encourage tertiary institutions to adopt blended systems that extend classrooms using learning technologies within dual modes of education combining full time with open and distance learning. However, Nigeria has not adequately explored the potentials of pervasive computing in education even as research indicates that it engenders increased interaction between humans and intelligent software agents (Jennings et al. 2014) which in turn, extends the boundaries of discourse to contexts where L2 speakers of English take instructions from satellite navigation systems when driving, Computer-assisted Language Learning (CALL) technology (DuoLingo) and intelligent personal assistants (Siri) designed for L1 English contexts. There is the need to understand communication occurring in these emerging contexts. This paper reports a scoping study that uses spontaneous facial actions and gestures to understand the patterns of nonverbal listenership behaviours of L2 English speakers taking instructions from L1 English-mode devices during assembly tasks. Ten participants (L2 speakers and teachers of English) were tasked with assembling two Lego models using vague verbal instructions from a computer interface (L1 agent instructor) and one human instructor (L2 speaker of English) using his voice within a 15-minute time limit per iteration. The interface used three voices of which two are synthesised and one is non-synthesised human recording by a voice actor. A 5-hour long multimodal corpus was built and analysed from these interactions. The results indicate that participants displayed context-specific and universal listenership behaviours. Participants are able to nonverbally express positive, negative and neutral attitudes towards instructors and indicate their comprehension or incomprehension of instruction during interaction. The paper outlines the implications for English Language teaching and theories of listenership in L2 blended learning contexts which are focused on human-human interaction.

Paper 364

Teaching boundedness and individuation as a distinction between count and mass nouns in English

Mutsumi Ogawa¹, Tomohiko Shirahata², Koji Suda³, Takako Kondo³, Hideki Yokota⁴

¹Nihon University, Tokyo, Japan, ²Shizuoka University, Shizuoka, Japan, ³University of Shizuoka, Shizuoka, Japan,

⁴Shizuoka University of Art and Culture, Shizuoka, Japan

This paper examines the effect of explicit grammar instruction on L2 learner's understanding the count-mass distinction in English. Boundedness and individuation are cognitive-linguistic notions to characterise the countability of nouns (Croft & Cruse, 2004; Langacker, 2008). Although the count-mass distinction is introduced at an early stage of English teaching, the distinction based on boundedness and individuation has not been emphasised enough and instruction is often limited to the classification of nouns (e.g., common, material, and abstract nouns). Some previous studies have argued the application of cognitive linguistic instruction to this domain; however, they have not agreed on whether it is effective or not (Cho and Kawase, 2011; Akamatsu, 2009).

The current study investigated to what extent and what type(s) of nouns the cognitive instruction may help. Participants were Japanese university students in an EFL environment. They were assessed as upper-beginner learners and divided into the experimental (n=23) or control group (n=25). Procedures involved a pre-test, three sessions of explicit instruction based on boundedness and individuation, post- and delayed post-tests. Test items were typical count and mass nouns (e.g., book, cat, sand, bread), and flexible nouns which can equally be count and mass depending on context (e.g., hair, stone). Results revealed a marginal interaction of Test, Noun type, and Learner group, suggesting different degrees of the effects on different types of nouns. For instance, learners were well aware of the difference between typical and flexible nouns. Typical count nouns benefitted significantly from the instruction, while flexible nouns fitted in count context did not show such an improvement. More interestingly, a developmental change was observed with mass nouns, indicating a change in how they perceived massness of nouns after the explicit instruction. More detailed results and the level of learners for which this instruction may be most effective will be discussed.

Paper 320

Academic authorial identity in two languages

Pamela Olmos

Benemérita Universidad Autónoma de Puebla, Puebla, Mexico

One of the characteristics of PhD writing is that writers “must achieve both a distinct voice and distinct stance” (Thompson, 2012). That is, the writer’s authorial identity should be present in a PhD thesis. This endeavour, however, seems to be a challenge for many doctoral students and even more to those whose first language is not English. Before enrolling in a PhD, many of these doctoral students have already developed some academic writing in their own native language, and therefore, their authorial identity has already been or started to be constructed in that language. Or, the other way round, many of these students have developed themselves as academics in an English speaking culture and go back to their home country and write academically both in their native language and in English (Shi, 2003; Casanave, 1998). I explore how five bilingual writers identify themselves after presenting their viva, once they officially awarded their doctoral degree. I focus on the perceptions of themselves in their academic community, in their discipline, and in particular, how they feel regarding their writer’s identity, and whether they perceive impact of language and cultural differences in writing in English as L2 and Spanish, their mother tongue. The awareness of their discipline, the institutional practices in PhD writing in one culture and the influence they got from their supervision play a determining role in the shaping of the writer’s authorial identity. In some cases, participants claim separate authorial identities for each language. I close the presentation with reflections on the implications for doctoral writing especially in a second language.

Paper 316

Language problems in writing in English for Research Publication Purposes: 'unfair linguistic play'?

Concepción Orna Montesinos, M. Carmen Pérez-Llantada
University of Zaragoza, Zaragoza, Spain

While there is little dispute in the literature that writing in English for Research Publication Purposes (ERPP heretofore) entails an 'additional effort' to non-native English speaking academics, the issue of 'acceptability' of English (e.g. non-canonical grammar features and language traits of academic writing cultures and rhetorical traditions) in the texts published in English by non-Anglophone academics is gaining momentum (e.g. Rozycki and Johnson, 2013; Hynninen & Kuteeva, 2017). Drawing on data from an online survey and semi-structured interviews with academics (n=40), we map the repertoire of research genres deployed by these academics in their workplace and report on the strategies and resources that they rely on when writing in ERPP. We also assess what they perceive as the most problematic language aspects they face in the writing process, which turn out to not to be dissimilar to those faced by other cohorts of non-Anglophone academics (e.g. Duszak and Lewkowicz, 2008; Lillis and Curry, 2010). As the interviewees explicitly referred to the 'foreignness' of their L2 English texts as the major impediment for getting their texts accepted for publication, we specifically focus on their comments on the 'quality' of English in their own writing and their perceptions of the language-brokers' feedback. Given that language problems were systematically associated to the pressure to publish in English-medium publications, we finally provide some pedagogical proposals to support non-Anglophone academics' writing skills development and, at the same time, raise their awareness that good use of English language resources does not necessarily mean conformity to the Anglophone norms.

Paper 32

Evaluating the content validity of high-stakes ESL tests in Ghana

Sefa Owusu

University of Education, Winneba, Winneba, Ghana

A good test should have *content validity*, that is, it should reflect the objectives and the content of the curriculum, so that the test would be representative, relevant, and comprehensive. It is said that for a test to promote *positive washback*, it should reflect the course objectives upon which the test content is based. The high-stakes English language tests in Ghana should therefore reflect the objectives of the English language curriculum. The objective of this paper is to find out whether or not the high-stakes English language tests in Ghana cover the objectives and the content of the English language curriculum. The paper makes use of the data gathered through *questionnaires* and *document analysis* to provide answers to the research question: *To what extent are the high-stakes English language tests in Ghana aligned with the English language curriculum?* The English language syllabus and past questions from 2010 to 2017 were analysed to establish the relationship between the test items and the prescribed English language syllabus. Again, a questionnaire was conducted with 24 English language teachers from 4 junior high schools and 8 senior high schools. Analysis of data revealed that the high-stakes English language tests in Ghana lacked *washback validity*. This means that the objectives of the English language curriculum were not fully reflected in the tests, since some topics or areas in the English language syllabus were not examined. This gap between the objectives of English language curriculum and the focus of the high-stakes tests encouraged the teachers to *teach to the test*, thereby concentrating on only the areas that were examined in the high-stakes tests. The teachers concentrated on *grammatical structure, reading comprehension, and essay writing* which were tested in the high-stakes tests.

Paper 478

Language education policy in a multilingual school in Italy: unveiling agency and power through scalar analysis

Carla Paciotto

Western Illinois University, Macomb, USA

Language contact contexts in increasingly “superdiverse” (Vertotec, 2016) societies necessitate epistemologies and analytical approaches apt at capturing the multilayered factors shaping language in education policies (LEP). In an attempt to overcome the widespread assumption of direct causality and unidirectionality of topdown/macro-micro LEP processes (Corson, 1999; Menken and García, 2010), scalar analysis (Blommaert, 2015; Hult, 2010) has been proposed as a productive framework particularly fitting the analysis of LEP (Mortimer, 2016) when conceived as a complex sociocultural product and process. As an emerging superdiverse country with a ten-fold increase of Italian as a second language (ISL) learners in the last two decades, Italy presents a case of recent LEP development and implementations that can shed light on the non-linear relationship occurring between LEP enactments and national/macro-level LEP. Specifically, this paper presents the preliminary results of a study of an ISL program in Rome examining how a unique local LEP developed and how enactors made sense of their LEP implementational practices. By using a scalar analysis (Hult, 2016) approach to examine LEP texts and participants’ discourse about local LEPs, the study uncovers the way these indexed a multiplicity of scales, unveiling the interconnectedness of appropriation, interpretation, and resistance of local LEPs to state mandates. In addition, it shows how local LEPs were uniquely based on local needs and local/historical experiences, indicating also ontogenetic LEP processes (Wortham, 2012; Hurdus & Lasagabaster, 2018), developed in the absence of a comprehensive and sound state LEP. Also, the paper underlines how LEP research can be strengthened by interdisciplinary theoretical perspectives and methodological approaches based on a scalar analysis framework.

Video poster 452

Transformational teaching: the agency of Indonesian Sign Language teachers in and out of the classroom

Nick Palfreyman

University of Central Lancashire

A small but growing body of research suggests that the onset of sign language documentation has a radical impact on the development of deaf communities around the world, leading to changes in both how deaf people are perceived by society, and how deaf people regard and value themselves (Hoyer 2013).

Since 2010, the author – who is deaf – has worked with the Indonesian sign community to document varieties of Indonesian Sign Language, while co-ordinating applied linguistics activities to realise the transformative potential of linguistic research for the deaf community. These include workshops in Jakarta on corpus linguistics for sign language research (February 2017) and in Solo on sign language teaching (October 2017).

This presentation constitutes a first attempt to capture the impact of this work, by applying the notion of agency to sign language teachers. Agency is defined as ‘one’s ability to pursue goals that one values’ (Alkire 2005: 122), and importantly can be regarded not only in terms of individuals, but also as the collective agency of the deaf community.

Using transdisciplinary methods such as participatory drama and visual mapping, data were collected from 18 sign language teachers several months after the October workshop. During these activities, participants were invited to reflect on the attitudes that they have encountered since they began teaching Indonesian Sign Language – from those around them and from the hearing students they teach – and to consider how their own perspectives have changed. The upshot offers an insight into an example of ‘empowering research’ (Cameron et al. 1992): a series of candid insights into how applied linguistics can unlock the potential of marginalised linguistic communities.

Paper 308

Effects of using translanguaging strategies during pre-task planning on EFL learners' complexity, accuracy and fluency: implications for narrative tasks

Pierre Luc Paquet, Emmanuell Edgar Garcia Ponce
Universidad de Guanajuato, Guanajuato, Mexico

Task-Based Language Teaching (TBLT) has gained recognition as a language teaching and learning approach. More specifically, the concept of a task has revealed itself as a reliable tool regarding the different dimensions of learners' interlanguage development, namely, complexity, accuracy and fluency (CAF) (Skehan & Foster, 2018). However, several studies have shown that during task performance, learners tend to be oriented towards some of these dimensions, but not the three simultaneously (Foster & Skehan, 1996; Tavakoli & Skehan, 2011). Typically, accuracy and fluency tend to decrease when task complexity and difficulty increase. With reference to this evidence and the interest in multilingual education (García & Lin, 2014), we conducted a study which examines the potential benefits of translanguaging strategies during pre-task planning on learner pairs' CAF in an oral narrative task.

The participants of the study were 24 Mexican undergraduate learners studying English at an B1 intermediate level. The study consisted of two experimental groups (four pairs each) and one control group (four pairs). The first experimental group was asked to use pre-planning strategies accessing their multilingual repertoire, whereas the second group needed to complete the pre-planning activity only using English. As for the control group, the participants performed the oral narrative task without any planning conditions. After analyzing the interactional data, preliminary results showed an increase in the learners' accuracy and fluency in both experimental groups. It was particularly the experimental group with the pre-task planning involving translanguaging strategies which showed a greater improvement with respect to fluency, accuracy and, to some extent, complexity than the group using pre-planning strategies in the target language exclusively. In other words, the potential outcome of the activation of background languages in the pre-planning condition demonstrates the benefits of translanguaging as a teaching and learning tool to perform tasks that are cognitively demanding.

Video poster 112

Risking authenticity: Energy Return on Investment in language teaching

Richard Pinner

Sophia University, Tokyo, Japan

It is a common claim that authenticity connects to motivation in language learning and teaching. However, empirical studies of this relationship are scarce and often inconclusive. This paper sheds further light on these two elusive concepts and their relationship in the language classroom by examining them as a dynamic link between teacher and student. Borrowing from the fields of physics and ecology, I apply the notion of Energy Return on Investment (EROI) as a framework for understanding the complexities of authenticity and motivation as they construct themselves around classroom interactions. EROI is a ratio used to explain the efficiency of fuels, and is calculated by the amount of energy (defined as the ability to do work) needed in relation to the payback of energy received. A fuel that is more efficient has a higher EROI ratio. Some classes are like this also, no matter how much energy a teacher puts into the class, the students are reluctant to work, and yet other classes have a more responsive dynamic and can be mutually energising for both students and teachers. I provide data from an Exploratory Practice inquiry which focused on these issues as they unfurled in context, whilst approaching classroom interactions from an ecological perspective which incorporates the complexity of each learner's individual identity. Data comes from students' own generated materials (classwork), short interviews and teacher/researcher's reflective journals. Approaching authenticity as basically a sense of congruence between action and belief, with both social and individual levels, I found that students and teachers may work together to construct a positive group dynamic and positive culture of learning by communicating expectations and negotiating reasonable goals, and thus implying levels of investment. This study presents a narrative of my own experience of conducting the research, giving practical examples to support theoretical claims.

Paper 111

The synergies between teacher and student motivation: bridging the authenticity gap

Richard Pinner

Sophia University, Tokyo, Japan

Studies repeatedly show one of the most crucial factors affecting student motivation is *the teacher*. Teacher and student motivation is both positively or negatively synergistic, implying that to motivate students, teachers must also be motivated themselves. This paper presents an exploration of this relationship through a narrative of evidence-based practitioner reflection on teaching at a Japanese university. Field-notes, journals, class-observations and recordings were employed as data for deeper reflection by the teacher/researcher, triangulated with data from students, including short interviews, classwork and assignments. Approaching authenticity as either a bridge or a gap between positive teacher-student motivational synergy, this paper provides a practitioner's account to examine the social dynamics of the language classroom. Core beliefs were found to be crucial in maintaining a positive motivational relationship. Motivation will be approached from an ecological perspective; that is looking at the connections between people and their environment, incorporating the natural peaks and troughs of the emotional landscape of the classroom and situating that within wider social context. Particular emphasis is placed on the concept of authenticity as the sense of congruence between action and belief, and the way that teachers construct their approach according to a philosophy of practice. I posit that authenticity can either work as a gap or a bridge between positive student-teacher motivation. In other words, when students and teachers both share an appreciation of the value of classroom activity, the learning is authentic. This presentation reflects on these complex issues and begins exploring them in context. This paper attempts to be as practical as possible by sharing lived professional experiences from the classroom. Samples of students' work will be shown that indicate their level of engagement in class, with a discussion of strategies employed to help them maintain motivation, such as reflection and tasks involving metacognitive strategies.

Paper 140

Hedging in teacher's mathematical talk: an L2 classroom case study

Scarlet Poon

University of Hong Kong, Hong Kong

Underpinned by the concept "Zone of Conjectural Neutrality" (ZCN) (Rowland, 2000), this paper examines a Mathematics teacher's use of hedging in reformulating learners' talk in an L2 classroom. Hedging acknowledges uncertainty in stances. The ZCN is where conjectures can be challenged and justified openly without risks, paving way for more dialogic interaction. My paper aims to extend the scholarly conversation on ambiguity (Rowland, 2000; Barwell, 2005) by arguing that teacher's strategic use of hedging is conducive to collaborative meaning-making in L2 Mathematics classrooms. The motivation for learners to articulate mathematical thoughts in this context merits examination.

Observational data of my study was drawn from nine lessons of a Year 7 English-medium Mathematics classroom in Hong Kong where learners transit from L1 (Cantonese) primary education. Coded lesson transcripts show that the teacher tends to hedge when she represents learners' responses, in phrases such as "Chris suggested/said that...". The act of hedging appears paradoxical to the pursuit of precision in mathematics. Ambiguity is implied, given that the teacher does not explicitly tell whether students' responses are valid on the spot. She takes the opportunity to reformulate learners' responses for clarity and completeness. Notwithstanding this presumption, the classroom data illustrates that a ZCN - featuring the teacher's hedging - encourages learners' self-initiated responses and request for clarification. Learners also get credit for contributing their ideas. Triangulation with the teacher and student interview data reveals that reciprocal classroom interaction helps learners overcome linguistic and conceptual barriers. This study sheds light on how hedging in L2 Mathematics classrooms can cultivate an inclusive and non-threatening learning space for knowledge co-construction. It provides implications on student voice empowerment.

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Paper 417

Innovative English lessons for Northeastern Thai students: bridging global English and local identity

Kornwipa Poonpon

Khon Kaen University, Khon Kaen, Thailand

Despite several serious attempts, English language teaching (ELT) in Thailand has achieved only limited success. One important factor causing this is a lack of relevant English lessons that can motivate Thai learners to study English with a sense of connection with their real life. This study attempted to answer the question: How can we improve Thai students' English ability as well as maintain their Thai identity? The study employed both qualitative and quantitative approaches. First, an analysis of English education standards employed in Thailand, the English basic education core curriculum (Ministry of Education, 2014) and the adopted Common European Framework of Reference for Languages (CEFR), as well as PISA Global Competence Framework was conducted in order to set learning outcomes for Thai secondary school students. English books and lessons in Thailand were also reviewed in terms of contents, topic specificity and focused teaching and learning approach. Moreover, focused groups with teachers of secondary schools were conducted to gain insights about current teaching and learning situations and practices in their regional contexts. This triangulated data in combination with task-based learning (Poonpon, Sattamnuwong & Sameephet, 2018; Willis, 1996) and Thai identity (Sattayanurak, 2008) frameworks were used to inform the design and development of the hybrid English lessons. The lessons were implemented with approximately 2,000 Grade 7 students by 90 teachers in 45 schools in the Northeast of Thailand. A questionnaire, an interview and focused groups were used to elicit teachers' and students' opinions about these hybrid lessons. The designed lessons and their successful implementation will be presented. Advantages and limitations will also be discussed. This study sheds light on designing and developing English lessons to facilitate Thai learners to learn English and concurrently maintain their northeastern Thai identity.

Paper 390

The dehumanisation of victims in pre-massacre narratives

Emily Powell
Cardiff University

The way in which offenders position themselves as similar or different to others is thought to be linked to the likelihood of them offending. Bandura suggests that if a criminal sees themselves as similar to their victims then they may be less likely to harm them (Bandura et al. 1996), the neutralisation of victims by presenting them as deserving of the actions against them (Sykes and Matza 1957) is thought to enable an offender to either more easily commit a crime or to deal with their own conscience after the event, and the dehumanisation of those who are harmed is also a strategy used in a wide range of circumstances including warfare and terrorism.

This corpus stylistic analysis of the narratives of four perpetrators before they kill, demonstrates how they present themselves in relation to others diachronically, using Bamberg's (2012) framework for identity navigation. The study looks at key players in the narratives of four offenders and explores the key collocates and concepts surrounding them to establish how they navigate their own position in relation to others as they prepare for their crimes.

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Paper 229

Doing “cultural fit” in job interviews: the challenge of diversity in recruitment practices

Nilma Ramsahye, Zhu Hua
Birkbeck, University of London

Previous studies have identified a number of factors that lead to unsuccessful job interviews among candidates of minority backgrounds in Britain and other parts of the west. These include: ideology-based prejudice, power, limited institutional discourse, lack of social cultural knowledge and the linguistic capital required when assessing competency and job suitability (Gumperz, 1999; Roberts and Campbell, 2006; Roberts, 2011).

Focusing on the under-researched context of recruitment, this talk aims to further understand job interviews, whilst questioning the issue of ‘cultural fit’ within culturally and linguistically diverse cities such as London. It draws on the data collected from three sources: responses to a questionnaire completed by 100 recruiters and hiring managers in London; 30 sessions of real video-recorded recruitment interviews that took place in one of the world’s largest recruitment agencies; and post-job-interview questionnaires from the recruiters and candidates involved in the recorded interviews. The analysis suggests that recruitment interview success is heavily reliant on aligning or mirroring the following areas in interview interactions: ideological, linguistic alignment and performed identities. In other words, candidates need to interactively demonstrate being a good ‘cultural fit.’ Performing a culturally compatible persona requires a sophisticated level of discursive skills, cultural understanding and awareness of local, common interview practices, posing implications on the static notion of culture often found in current debates.

This study suggests that cultural alignment contributes to the success of the interview, where unawareness of cultural biases, or positioning the interlocutor as the ‘other’ can result in negative interview outcomes. Such practices could index a greater implication on the cultural diversity of the local workforce - providing scope for further future research. Finally, suggestions are put forward on how recruiters can successfully work with candidates from different backgrounds to themselves, and how candidates can align themselves interactively when competing in diverse recruitment interviews.

Paper 271

Now you see it, now you don't. Visible and invisible links between language ideologies and (neo-)nationalism in Finnish language policy

Taina Saarinen, Johanna Ennser-Kananen
University of Jyväskylä, Finland

This presentation analyzes language ideologies and the neo-national turn in Finnish language policy through a lens of risk. It presents a meta-analysis of the first author's research on the role of language in Finnish higher education policy from the 1980s on one hand, and contextualises it within the developments of Finnish constitutionally bilingual language policy since the late 1910s on the other. Finnish nation building is a historical mix between state nationalism (i.e. constructing a nation state for the purposes of institution building) and ethnic nationalism (i.e. construing a link between a particular territory and an ethnic community; language being proxy for ethnicity here). The tensions between language ideological arguments based on statist and ethnic nationalism become visible in historical and contemporary times of crises or conflicts, exposing the multi-layered nature of language ideologies in (post-/neo-)nationalism. This provides the backdrop against which we ask what (perceived or implied) risks are seen or not seen in the relationship between language(s) and nation, and how the perception of these risks has shaped Finnish language policy.

The beginnings of the newly independent state were characterized by the need to protect the potentially fragile new nation, putting language firmly on the agenda during 1920s and 1930s. Gradually, by the 1960s and 1970s, the national languages appeared more robust, which paved way to a post-national era, and implied a riskless state for the national languages. By the 2010s, it seemed that language had again become a visible and contested factor in Finnish language policies, a turn exemplified by developments in the university sector since the 2010 University Act. Ideologically, national languages - particularly Finnish - were construed as being at risk and in need of protection from the increasing use of English. This links Finland somewhat belatedly to Nordic and Western European neo-national developments.

Paper 59

A comparative study of self-regulated behaviour, self-reflective practices, and self-efficacy in writings of ESL learners with extra-curricular skills

Adil Khan, Anam Shams

Aligarh Muslim university, Aligarh, India

This paper statistically defines the level of self-regulated behaviour, self-reflective practices, and self-efficacy in writings of ESL learners with different artistic interests. The study has gone further to compare these artistic learners with the learners who do not perform any extra-curricular activities and only focuses on their usual studies. The study has tried to find out the difference in the level of self-regulated behaviour, self-reflective practices, and self-efficacy in writings among the artistically inclined learners and has statistically compared these differences. The study has focused its attention towards the extent to which the learners with different extra-curricular interests differ from the learners who are solely fixated on academics. Learners with extra-curricular skills, like drama, music, creative writing, and art have been included in the study. The study has tried to emphasize the importance of extra-curricular activities in enhancing the 'self' and 'identity' of the learners. The study focuses on the importance of extra-curricular engagements of the learners which indirectly aid their self-regulatory behaviour, self-reflective practices, and self-efficacy. Barry A. Oreck's (2004) works have emphasized the importance of an arts-infused curriculum to develop the self-regulated behaviour and efficiency in the performance of the learners. The researcher collected the data through a self-developed questionnaire, carefully divided it into three sections covering self-regulation, self-reflection, and self-efficacy in writing. The data were analyzed using SPSS and various tests were applied. Independent t-test, Mann Whitney's U test, ANOVA and Kruskal Wallis test were applied to find out the statistical relevance of the results. The findings of the study conclude that extra-curricular skills boost cognitive and learning skills. An arts infused curriculum is encouraged to develop self-regulation, self-reflection, and self-efficacy among learners.

Paper 387

Is it time for a 'mobile turn' in majority-language education?

Robert Sharples
University of Edinburgh

Recent changes in migration patterns mean that large numbers of young people are joining mainstream school in mid-adolescence, and that those schools can be poorly equipped to support them. Teaching often focuses on a (perceived) lack of competence in the majority language and expectations are lower if the young person's schooling has been disrupted. This pays insufficient attention to the complex sociolinguistic reality of majority-language classrooms, and to the ways that young people can draw 'life outside' into their classroom interactions.

This paper takes a South London, UK, school as a case study – the site of a two-year ethnographic study. The participants are an enormously diverse group: they may have strong track records or be encountering formal education for the first time. They may have migrated alone or with family, and they may be joining a settled community here or find themselves isolated in an unfamiliar environment. Language is often treated as a key need (and the young people consequently identified primarily as having 'English as an Additional Language'), but it is only one aspect of a complex range of needs and experiences that schools have to engage with. That diversity of experience needs further research and – crucially – new approaches to how language operates 'in contact', where the young people's experiences of language and migration encounter the norms and power relations of the classroom. I discuss an ontological distinction between immobile (or 'settled') schools and highly mobile young people, and suggest that mobility is a key force shaping our schools and teaching. I propose that a 'mobile turn' is needed, in which the tradition of early and intensive formal schooling is disrupted so that young migrants' experiences can be more fully recognised.

Paper 367

The roles of non-words, presentation modality and context condition in Yes/No vocabulary tests: a subject-based analysis

Toshihiko Shiotsu¹, John Read²

¹Kurume University, Kurume, Japan, ²University of Auckland, Auckland, New Zealand

The Yes/No test format has attracted attention as a practical means of measuring the vocabulary size or growth. The present study aims to examine the format's relatively unexplored aspects of (1) the word presentation modality and (2) the use of contextual cues.

A total of 345 EFL students at Japanese universities took two forms (A and B) of a computer-based test of English vocabulary size, each containing different sets of words sampled from a wide range of frequency bands, and each form was prepared in six versions differing in presentation modality (Written vs Oral) and context condition (None vs Syntactic vs Semantic).

As criterion measures, most of the students additionally took a reading and a listening comprehension test, while the remaining sub-sample were given translation tests of the target words. With the translation test scores as a criterion for actual knowledge of the words, Yes/No scores adjusted for false alarms (reporting knowledge of non-words) correlated better than those not adjusted. Interestingly, the versions of the Yes/No test presented in oral mode correlated better with the translation tests than those presented in the written mode.

The results of ANOVA and ANCOVAs showed that the context condition does not have a significant impact while the modality does, with the written presentation of target words resulting in higher vocabulary size estimates than did their oral counterparts.

While more research is recommended, several notable implications obtained so far include the following: (1) adjusting Yes/No test scores based on false alarm rate and oral presentation of the target words can improve accuracy of knowledge estimates, (2) oral versions of Yes/No tests can result in lower estimates of vocabulary knowledge as compared to written versions presenting the same words, and (3) providing contextual cues may have little effect on knowledge estimates.

Paper 358

Automated fluency measurement: difficulty in detecting syllables in Japanese speech automatically

Miki Shrosbree

Rikkyo University, Tokyo, Japan

Most studies on fluency use manual transcription and count the number of syllables phonologically by hand for measures of speed fluency, such as speech rate. However, counting speech rate manually is a lot of work, so automated syllable detection has been developed. De Jong & Wempe (2009) introduced automated syllable detection using a Praat script and reported that the number of syllables between automated counts and counting by hand correlate highly in Dutch speech samples. Recently, some studies use this software for other languages, such as German, Turkish, French, Danish, Norwegian and Swedish (Daller et al., 2011; Préfontaine, Kormos, & Johnson, 2015; Hilton, Schuppert & Gooskens, 2011). Furthermore, because of recent findings about the relationship between L1 fluency and L2 fluency (Derwing, 2009; De Jong, 2015), there is a need to investigate whether the automated syllable detection software is suitable for many other languages. The present study examined how speech rate is different when measured with three different methods: (1) phonological counts based on manual transcripts; (2) manual phonetic counts based on spectrograms; and (3) automated counts by the Praat script (De Jong & Wempe, 2009) for two languages, Japanese and English. Casual read speech of twelve native speakers of Japanese and twelve native speakers of English was analyzed. As a result, speech rate was faster in order of: (1) phonological count; (2) manual phonetic count; and (3) automated count. Between the two languages, the difference in the number of syllables among the three methods is much larger in Japanese than in English. The present study suggests that automated syllable count using the Praat script might not be suitable for languages such as Japanese.

Paper 152

Digital literacies and the construction of the “language barrier”

Patrick Smith

Texas State University, San Marcos, USA

Bilingual/multilingual schoolchildren in the U.S. are officially marked as “at risk” by virtue of being home speakers of a language other than English, or for low scores on standardized tests of reading in English. Like the constructs “language gap” (Avineri et al., 2015) and “word gap” (Otheguy & García, 2017), the term “language barrier” reflects how bilingualism comes to be equated with incapacity and deficit in schools. The objective of the study was to explore how language barriers might be created, reinforced, or challenged through the use of digital literacies and educational technology.

This qualitative case study was conducted in a Spanish/English dual language (DL) school in the U.S. Midwest. Data consisted of field notes taken during weekly participant observation of library instruction during the 2016-2017 school year, yielding a corpus of 28 observations with 65 students in primary grades 3-5. Excerpts selected for analysis focused on children’s use of digital technologies (Chromebooks) and educational software (World Book Online and Google Classroom) during instructional activities in which children sought information on bilingual websites and paraphrased their findings using both languages. By helping children as they worked on these projects, I identified aspects of digital technologies that were familiar to students and others they found challenging.

Barriers to learning took the form of two related challenges: (1) the linguistic and physical demands of using Chromebooks, and (2) students’ stratified levels of familiarity with digitally-mediated literacy tasks, due to inequitable home access. For some learners, the adoption of online curriculum and the technologies needed for access made it harder, rather than easier, to learn. The study contributes to scholarship on dual language school libraries and opportunities for biliteracy development. Research on the topic is potentially risky because critique could be seen to undermine support for school libraries and qualified bilingual librarians.

Paper 237

“Stupid bitches” and “old girls chewing the fat” - female journalists and discourses of abuse online

Philippa Smith, Helen Sissons

Auckland University of Technology, Auckland, New Zealand

Social media and the ability for audiences to respond directly to journalists have been regarded by some as contributing to the formation of a new public sphere of political communication. However, online participation has its darker side when those comments targeting journalists are offensive or abusive. Although news organisations initially appeared to ignore such negative feedback on their websites, with many also outsourcing comments to Facebook, more recently journalists have taken to publicly exposing their antagonists. In this paper we focus specifically on women journalists in New Zealand who, in contrast to their male counterparts, have experienced gendered harassment through social media and have borne the brunt of comments such as ‘stupid bitches’. Our research investigates the ways in which these journalists respond by publicly outing their abusers and in doing so, we argue, they reconstruct their identity within the profession as participants and not just the facilitators of the news. We draw on two sources of data for our research: (1) video ethnographic data from three large New Zealand news organisations and (2) a sample of news stories addressing online harassment of women journalists. Using critical discourse analysis we analyse the linguistic features within journalistic discourse including the *narratives of newsroom practice* in the handling of comments and *self-presentation* in terms of female journalistic identity. Our findings identify a shift in journalistic identity whereby journalists, who have traditionally positioned themselves at the centre of public discourses acting as “orchestrators” of the news (Scollon, 2004:161), have stepped out of the shadows of their profession to defend their trade and show solidarity with others in their community of practice.

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Paper 306

How to elicit the passive voice in L2 speaking tasks: a task complexity perspective

Fazilet Sönmez, Şebnem Yalçın
Boğaziçi University, İstanbul, Turkey

Eliciting targeted L2 structures in ISLA (Instructed Second Language Acquisition) studies is rather challenging for L2 researchers. English Passive voice is one of those target structures that are very difficult to elicit in oral performance (Spada, Jessop, Tomita, Suzuki & Valeo, 2014; Yalçın & Spada, 2016).

The present study attempts to investigate the role of animacy as a major factor in an oral production task (OPT) task specifically designed to elicit passive voice construction in English. Eighteen Turkish students of English as a second language in a Turkish state high school participated in the study. The study examined the passive voice structure in English in an oral picture description task with two dimensions (+/- animacy). The tasks were designed using the visuals of a real life advertisement for a cargo company. Two versions were created with and without people in the visuals. Playing with the animacy factor in the pictures, two comparable versions with or without human figures in the task (+/-) animacy versions were created. After piloting the task with a group of Turkish and English speakers, the final task was administered to the participants in the present study. Half of participants took (-) animacy and half took (+) version. Oral data was scored following Spada et al. (2014). In order to explore learners' views about the two tasks, semi-structured interviews were conducted.

The study revealed that animacy is a factor that affects the production of passive voice in L2 oral performance. The results showed a difference in oral passive voice production scores between the participants in -animacy group and the participants in +animacy group. The participants used more active voice sentences especially in +animacy task more frequently. The findings will be discussed in relation to relevant literature on task complexity and L2 oral task design for research purposes.

Paper 334

Insights from replication on the factors affecting task engagement in mobile-based learning activities

Glenn Stockwell, Phuong Tran
Waseda University, Tokyo, Japan

A common problem that has long been seen in the CALL literature is that many tasks and activities that are reported are small scale studies taking place in a single environment with a limited number of subjects, often as a result of teachers investigating the outcomes of their own teaching (see Warschauer, 1997; Hubbard, 2005). Given the nature of the environments in which many teachers find themselves, it is in some way inevitable that studies tend to be of a smaller scale and often undertaken within a single class. It is possible to gain deeper insights into the tasks used through replication studies (Porte, 2013). This presentation discusses the potential insights gained from replicating approximately the same basic language learning tasks in varied contexts. Research on vocabulary and listening tasks was carried out in Japan over an 8-year period from 2010 through 2017 for Japanese learners of English. In addition, the same tasks were adapted for Australian learners of Japanese in 2012 and Taiwanese learners of English in 2013, with a total of 419 participants. Data were collected through post-treatment surveys, semi-structured interviews and server logs recording the times spent on the tasks, the scores achieved, and the devices used to engage in the tasks. The same methods of data collection were used in each of the studies, using primarily the same tasks apart from adaptations made for developments in technology and for the different language learning contexts. Carrying out the same tasks in subsequent years with increasingly newer technologies and with teachers and learners from different cultural backgrounds provided insights into the effect of the context, the technology, and role of both teachers and learners in successfully implementing the tasks.

Paper 114

Examining the effect of test order on passive recall versus active recall vocabulary tests

Raymond Stubbe

Nagasaki University, Nagasaki, Japan

Laufer and Goldstein (2004) and Laufer and McLean (2016) reported that an active recall (L1 to L2) vocabulary test was significantly more difficult than a passive recall (L2 to L1). Recalling the form of a word based on an L1 prompt is more a more challenging task than recalling the meaning (in L1) of a word based on an L2 prompt. However, in those studies participants took the active test before the passive test, which may have inflated the difference in scores between the two recall tests due to a learning effect. It is possible that test-takers learned from the active recall test because the first three (or fewer) letters of the L2 target word were “provided to prevent the student from supplying nontarget words that have the same meaning” (Laufer & Goldstein, 2004, p. 406). Having already thought of possible L2 words beginning with those starting letters after viewing the L1 prompt may have helped students on the subsequent passive recall where they would see the full L2 word and need to recall an L1 meaning – including the same meaning provided in the active recall test. This study aims to examine the effect of test order on passive recall versus active recall tests. Two vocabulary tests were created: an active recall test of 50 English words; and, a passive recall test of the same 50 items. Items were selected from the students’ textbooks and randomly ordered in each test. Participants (n=203, 107 high beginners and 96 low intermediates) took either the active recall or the passive recall test of 50 items at the beginning of class. Later in that same class, the students took the other test (passive recall or active recall) of the same 50 items. Results and implications for vocabulary assessment will be presented.

Paper 167

Writing in post-compulsory teacher education: student teachers' writing lives

Rachel Stubley
University of South Wales

I am undertaking a research project in my own professional context: a post-compulsory (FE) education department at a post-1992 university in South Wales. My aim is to make more visible the underlying expectations of students and teacher educators regarding academic writing, and extend the possibilities for dialogic, student-centred approaches to writing which support developing professional identities. I am examining student academic writing from a number of perspectives:

- (1) using focus groups with colleagues, I have explored the expectations and attitudes of teacher educators regarding student academic writing, linked to conceptions of teacher identity, including social class;
- (2) from recordings of my own writing tutorials with student teachers, I plan to identify and critique our engagement in 'dialogues of participation' (Lillis 2001) and to analyse the construction of power relations in these events;
- (3) from extended interviews with six mature trainee teachers (both in-service and novice), I examine how their life experiences, identities and practices as writers (both within and outside of educational contexts) play out in their experiences of, and approaches to, writing on their teacher education courses (inspired by the Literacies for Learning in Further Education project, Ivanic et al 2009).

I would like to present findings from this third data set at the BAAL conference. The student teachers I interviewed are all (aspiring) English, ESOL and literacy specialists. In our conversations, many reveal 'writing lives' imbued with personal meanings and purposes: as emotional/therapeutic outlet; as a means of maintaining relationships over time and distance; as political and social acts of identity and creativity. But alongside these practices there emerge (often deficit) judgements of their own writing, from childhood, school and other experiences, and from their own sense of identity, including social class. These affect their experience of engaging with academic writing in teacher education.

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Paper 323

Bride price: a conflict of couplehood and parenthood in media

Ke Sun

National University of Singapore, Singapore

The practice of bride price is a long-held pre-wedding custom in China and remains as one of the most heated topics that involve (a)symmetrical gender relations and intergenerational support. In media, bride price is constantly negotiated in the discourse of marriage and intergenerational relationship, since it seems to create a conflict between the couples, and each of them stands up for the core interests of their own family of origin. This paper looks at conflict talk between couples about to get married, in which bride price seems to be the deal breaker, and how bride price plays out in constructing the gendered and (dis)empowered identities of couples and their parents in media discourse.

I intend to situate this topic under two broader under-researched areas in the Chinese context. One relates to media discourse, in which bride price is constructed as not only a personal practice but part of a moral paradigm. The other is identity-in-interaction. Bride price provides a perspective from which the intricate mediatized interactions between couples and their parents are revealed. This study is based on data from six episodes of a Chinese TV program *Love Battle*, which feature the major problem of bride price. Focusing on discursive legitimation (van Leeuwen 2008) from the perspective of critical discourse studies (Wodak and Meyer 2016), this study analyzes data from couples, hosts and invited guests on the TV program. The study finds bride price is legitimized in two ways: through the discourse of tradition, parents are constructed as authorities and children as followers; and the discourse of emotion, gendered couplehood is foregrounded. Bride price is delegitimized in two ways: through the discourse of money, gendered couplehood is constructed on the basis of disempowered parents; and the discourse of face, in which empowered parents are prioritized over gendered couplehood.

Paper 101

Is learning phrasal verbs through a collaborative task helpful for English as a Foreign Language learners?

Natsuyo Suzuki

Rikkyo University, Tokyo, Japan

This study investigates to what extent learning phrasal verbs through a collaborative task can be of help for English as a foreign language (EFL) learners, instead of just getting learners to memorize as an explicit item learning. Phrasal verbs (PVs), mainly consist of a small number of common verbs (e.g., get, go, come, put) in combination with adverbs or prepositional (e.g., in, out, off, up), often confuses, since there are idiomatic (non-literal) PVs whose 'meaning of the combination cannot be built up from the meanings of the individual verb and adverb' (Leech & Svartvik, 2002). Nevertheless, PVs are an important component of fluent speech in L2 communication, just like other examples such as collocations and chunks, and it is necessary to investigate the process by which PVs are learnt in the interactive EFL (Japanese) context. Twenty-eight university students at a beginner level were provided opportunities to engage in a dictogloss task in which they listened to the texts focused on PVs followed by a reconstruction of the texts by discussing the forms using some metalinguistic knowledge with other peers. The following research questions are addressed: 1) Does a dictogloss task facilitate developing phrasal verbs? 2) To what extent are phrasal verbs negotiated during learners' metalinguistic talk? The development of PVs was statistically analyzed in a pre/post test design and negotiations during performance of the task was audio-recorded, transcribed and coded based on language-related episodes (LREs). The findings of written tests over six weeks did not show a significant difference; the learners paid little attention to adverbs of PVs even when doing a form-focused task. This may suggest that Japanese learners take a long time to learn PVs implicitly and some suggestions for mixed methods of explicit and implicit learning for PVs will be discussed.

Paper 181

Constructing visual belief models for images of language and language learning

Sakae Suzuki¹, Mahiru Matsuzaki², Takahisa Mito³

¹Tokyo Woman's Christian University, Tokyo, Japan, ²Fukuoka University, Fukuoka, Japan, ³Beppu Mizobe Gakuen College, Beppu, Japan

Language learners hold beliefs about language and learning. To anticipate their behaviors and help their learning, researchers and educators can learn from learners' implicit beliefs. Learners' beliefs have been widely studied since the 1980s, but studies using a visual narrative approach are scant. This exploratory study of learners' beliefs via visual narratives aimed at finding three language learners' belief models. To elicit beliefs about the language and the language learning, a questionnaire was distributed to 180 learners of English, Korean and Japanese (60 learners for each language) at three private universities in Japan in 2017. An open-ended questionnaire comprised 1) drawing images of the target language and 2) drawing images of learning the target language. To analyze data, the "Diverse Joint Method (DJM)" (Yamada & Kido, 2017) for visual narratives was used. Three researchers worked in parallel to construct belief models for the language and the language learning. The identified belief models for the language were summarized under broad-ranging categories. Beliefs such as "the language is a key to the new world", "stereotypes", and "learning strategies" were common among three language learners but "the language has power" was unique to English learners. On the other hand, "the language is familiar" and "the language includes pop culture" were found among Japanese and Korean learners. The identified beliefs about the language learning included "learning needs strategies", "learning occurs outside of the classrooms", "there are aims of language learning" were common among three language learners. "Teachers exist" was observed only among Korean and Japanese learners, "learning involves duties" was found only among English learners, "learning language is easy" was observed among Korean learners and "language learning involves living abroad" was found only among Japanese learners. Teachers' reflections on learners' beliefs, implications for teaching and potentials of belief study via visual narratives shall be discussed.

Video poster 214

The use of Biblio Tournament in an extensive reading class

Masashi Takemura

Hokusei Gakuen University Junior College, Sapporo, Japan

This presentation reports on the use of biblio battle (tournament) in an extensive reading class. This is a kind of book-review game, in which each participant in turn introduces his or her favorite book to the audience in English. Following that, all the participants vote to select the best or most interesting book. This game, when practiced in Japanese, has been reported to have the advantages of sharing information about attractive books, helping students to discover excellent books suited to themselves, training students in speech making and facilitating students' understanding of each other in groups (2013, Taniguchi). In this study, this biblio battle was implemented for approximately 20 minutes per class for one semester in reading skills classes for 131 college student English majors. This screen poster demonstrates the effectiveness of this game in improving students' speaking ability and enhancing their motivation, through the analysis of student answers to rating scale and open-ended survey questions.

Paper 429

A new approach to an old challenge: strengthening the Romanian Roma community on the basis of language

Maria Tarau (BAAL PhD/ECR Scholar)

University of Auckland, Auckland, New Zealand

The past few decades have seen great strides in revitalising indigenous languages around the world, with spectacular results from Wales to New Zealand (May, 2013). Work in Europe continues in this respect, but the focus remains on indigenous groups (the Sami, the Basque people). However, since the 12th century, Europe has also been home to a group that is not considered indigenous, nor are they regarded as new migrants in European policy. Since their arrival in Europe, the *Roma* have always lived at the periphery of society; today, large Roma communities live in *de facto* statelessness and segregation (McGarry, 2013). Recently, there has been increased focus across Europe on granting the Roma individual human rights (education, housing, health care); their language, however, seems to have been left out of Roma-focused policy. This paper investigates whether addressing the needs of the Roma as a *group* through *Romani*, their language, would bridge the gap in the design, application and outcomes of policy regarding the Roma. Using a narrative inquiry-shaped approach to language planning and policy in western Romania, I analysed public policy to identify the status of Romani in Romania; I interviewed Romanian and Roma politicians and representatives in order to see how policy is applied by national and Roma institutions; and I engaged both Romanian and Roma citizens in extended narratives/stories of their lives to see how Roma-focused policy and institutional practices are experienced by the people in the region. The study revealed that Romanian policy and its enactment are aligned to European standards; Romani language and culture are taught in schools with high numbers of Roma pupils; and there are even some Romani-immersion schools operating in the region. The most interesting aspects, however, came from the life stories of my participants; these will be the focus of this presentation.

Paper 163

The oral proficiency threshold for Japan's secondary school English teachers: an analysis of the Eiken Pre-1st Grade Interview

Keiso Tatsukawa

Hiroshima University, Hiroshima, Japan

This paper aims to analyze test items in the Eiken Pre-1st Grade Interview, which is considered a threshold level test needed for being a secondary school English teacher in Japan. The Eiken Foundation of Japan was established in Tokyo in 1963, and produces and administers English-proficiency tests with the backing of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) and local boards of education. Therefore, students are often encouraged to take Eiken English-proficiency tests, and also English teachers of public secondary schools are expected to reach a threshold level of Pre-1st grade or 1st grade. Threshold levels expected for English teachers vary from nation to nation, but hopefully this study is useful for discussing the language policies in different countries.

In this presentation, a brief history of Eiken is reported and the proficiency level of Pre-1st Grade and the contents of its first-stage test and second-stage oral interview are summarized. Then, features of picture cards used for the interviews from 2007 through 2015 are analyzed. There were 54 picture cards over the nine years, and the interviews involved 216 question items in total. There are two categories to be analyzed and discussed: (1) a series of four pictures for narration performance, and (2) four questions to be asked afterwards. Some unique linguistic features are reported as well as popular topics or themes. The present study has identified several key words for Eiken Pre-1st Grade Interview tests: social, abstract, and logical. It has also found that interview questions have a number of featured sentence patterns, and that they contain both topic-related and many basic-level vocabulary items. Passing this grade is very challenging and demanding, but this research will be of great help for discussing the English language teaching policies.

Paper 96

Lecture capture use: implications for teaching and learning English as a Second Language (ESOL) to higher education students in the UK

Oris Tom Lawyer

Igbinedion University, Benin, Nigeria

The study will investigate the impact of lecture capture on the teaching and learning of English as a Second Language (ESOL) among higher education African students in the UK. The status of English as global language and its educational role have informed this interest. Several universities in the UK amongst others as well as 70% US Pharmacy Schools have launched various software packages for lecture capture (Maynor, Barrickman, Stamatakis & Elliot, 2013). The use of lecture capture is gaining currency. The rationale for its use are the support for collaborative teaching/ part of a support plan for the disabled (E-Learning Development Team, 2016) and supplementary/ revision purposes (Witthaus & Robinson, 2015). Other reasons are missed classes, examination revision and better comprehension of course contents (Traphagan et al, 2009 cited in Karnad, 2013).

The objectives of the research are to investigate the use of lecture capture in relation to the attendance and performance (presence based learning) of ESOL students, identify the pedagogical implications of using lecture capture for the teaching and learning of ESOL and examine how the knowledge can support the learning of ESOL in the Nigerian context. Academic literature has focused on lecture capture in relation to student learning generally and an exploration of its use in different disciplines. However, not much detail has been given to its use by ESOL speakers. This study seeks to fill the gap in knowledge by researching the implications of the concept on ESOL learning in UK Universities. The study will adopt a mixed methods approach as qualitative and quantitative data will be collected from lecturers and students in six British universities (A representative sample of Russel Group, post-92s and regional providers of HE).

Paper 343

Student's engagement with language in Italian secondary schools

Zuzana Toth
INVALSI, Rome, Italy

The present study focuses on a qualitative analysis of the results of the grammatical questions within the standardised tests carried out by INVALSI, the institute responsible for the evaluation of the Italian school system.

The INVALSI tests are compulsory for all Italian students of specific school grades, and measure the student's attainment in Mathematics and Italian language. The present study focuses on the grammar section within the Italian tests carried out in the second year of upper secondary schools, in the period between 2012 and 2017.

The test results are calculated using the Rasch Model, which allows for the ranking of questions based on their difficulty at the national level. However, their difficulty may vary according to school type (grammar schools, technical institutes and professional institutes), because grammar schools outperform technical schools, while the latter perform better than professional institutes. This pattern remains constant and is observable in all the INVALSI grammar tests.

The gap between the performance of grammar schools and professional institutes in terms of percentages of correct answers is highly variable, ranging between 14% and 45%. Such high variability implies that a question that is easy for students of grammar schools may be challenging for students of professional institutes. However, according to the data obtained in the period between 2012 and 2017, there is no direct relationship between the variation in results derived from different school types and the difficulty of the questions on the national level, or the grammatical phenomena the questions focus on.

The present study, based on an analysis of the student's engagement in grammatical tasks and semi-structured interviews, suggests that the student's ability to answer the questions is influenced by their social, affective and cognitive engagement with language (Svalberg, 2016). The disadvantage of professional institutes cannot be explained in purely cognitive terms.

Paper 370

Towards an efficient meta-level processing: the effects of concept mapping and summarization on L2 readers' metacognitive accuracy and comprehension monitoring of expository texts

Nour Elhouda Toumi
Lancaster University

Readers' ability to evaluate and regulate their comprehension (comprehension monitoring) during reading is critical for their literacy development. Similarly, readers' accuracy in evaluating their actual state of learning/comprehension (metacognitive accuracy) plays a fundamental role in the effectiveness of the regulatory strategies employed to achieve the target level of comprehension. Active comprehension monitoring and metacognitive accuracy are central to successful reading comprehension both in L1 and L2. Findings from reading research have indicated that second language (L2) readers encounter more difficulties in reading than first language (L1) readers. This can be due to their cognitive (decoding skills, comprehension skills and working memory) or metacognitive (monitoring and control) processes. An extensive body of research literature exists about the contribution of these cognitive processes to both L1 and L2 reading. To date, however, little is known about comprehension monitoring and metacognitive accuracy in the L2 context. In addition, many L2 reading researchers have adopted an exploratory approach in investigating these metacognitive abilities and there is a lack of converging empirical evidence on the most effective ways to improve readers' comprehension monitoring when they read in L2. Subsequently, further intervention studies on L2 comprehension monitoring and metacognitive accuracy are needed. This research is a mixed-method intervention study, which examines the effects of concept mapping and summarization on L2 readers' metacognitive accuracy and comprehension monitoring of the micro structure, macro structure and the situation model of expository texts. This study also investigates the contribution of working memory (WM) to students' comprehension monitoring process.

To answer the research questions, the researcher used a combination of offline and online measures including: the error detection task, confidence judgments task and an operation span task. In addition, the present research uses a technology-supported online instrument (eye tracker) to stimulate readers to verbally recall their thoughts during reading.

Paper 130

New media in and beyond the university classroom: teachers' and students' practices

Ruth Trinder, Katia Carraro

Vienna University of Economics and Business, Vienna, Austria

Digitalisation and globalisation have transformed how we acquire foreign languages, not least by extending learning environments far beyond classroom walls. As today so much of L2 English learning and use takes place outside formal learning spaces, it seemed timely to investigate stakeholders' take on the facilities provided by our (Austrian) university on campus: lecture halls equipped with the latest technology as well as a state-of-the-art self-access Language Learning Centre (LLC). Research has shown that the mere provision of technology does not guarantee its utilisation by stakeholders, particularly since English and, to a lesser degree, other languages have become constantly available via online media. The emergence of new research areas such as OILE (Online Informal Learning of English) and MALU (Mobile-Assisted Language Use) indicates that, through the internet, learners are likely to spend much more time using English for their daily activities related to leisure and work than in institutional settings.

In this presentation, we will first discuss to what extent the available classroom facilities (PC and projector, internet and smart boards) are actually used by teachers, and will focus on the rationale governing uptake or rejection of the tools. Drawing on interviews conducted with teachers, we will pinpoint similarities and differences in use according to variables such as age, language taught, and individual teacher beliefs. Second, we explore the question as to whether students' everyday access to authentic language resources influences their views of teacher-controlled technology in class or their motivation to visit the LLC. Based on surveys and the results of the annual LLC monitoring, we will juxtapose students' perceptions of the benefits of technology use in formal spaces with their informal, independent practices, thus presenting data from three interlinked learning environments as well as from the perspectives of both teachers and students.

Paper 466

Towards reconceptualising the pedagogical potentials of Non-Native English Speaker Teachers in English language teaching in the age of translanguaging

Chun Sum Samuel Tsang, Victoria Murphy
University of Oxford

In 1998, the Teacher of English to Speakers of Other Languages (TESOL) International Association established a caucus for Non-native English Speaker Teachers (NNESTs) to promote a nondiscriminatory professional environment for NNESTs around the globe whilst pioneering a new area of research (i.e., NNEST Studies) and advocacy (i.e., NNEST Movement). The last decade, with multiple research communities' critiques of native-speakerism and linguistic imperialism, has witnessed the rise of translanguaging as a theory of practice and, in multilingual societies or linguistically diverse classroom settings, an accepted *modus operandi* for classroom interaction. With cross-linguistic pedagogical practices enjoying a renaissance of scholarly and pedagogical attention, this paper argues how NNESTs in Hong Kong's English-as-a-second-language (ESL) classrooms can be reconceptualised as Bilingual English Teachers (BETs) with an analysis of their cross-linguistic language awareness. Participants were secondary school in-service BETs (n=105) in Hong Kong. Mixed method design was adopted to collect quantitative and qualitative data sequentially. Findings revealed that although BETs showed robust cross-linguistic knowledge and were ready for cross-linguistic pedagogical practices, no such systematic practices were identified in follow-up interviews of a maximum heterogeneous sample (n=4) – BETs in Hong Kong were expected to teach like Monolingual English Teachers (METs). Despite a proliferation of research studies testifying to the potential benefits of cross-linguistic pedagogies, BETs remain angels with wings clipped. This paper concludes with a critique of the pedagogical homogeneity as a legacy of old ideologies, and a call for further empowering BETs and reconceptualising their pedagogical participation in the 21st century ESL classrooms.

Video poster 46

A comparison between the effectiveness of interviews and goal-based tasks in the elicitation of English native speakers' morpho-syntactic structures

Ho Kan Tsui

Ludwigsburg University of Education, Ludwigsburg, Germany

This study is a pilot study which investigates the effects of goal-based tasks on the elicitation of English native speakers' morpho-syntactic structures in their first language, as compared to conversational interviews used for the same purpose. The study serves as a continuation of Mackey (1994), which examines the same topic with English L2 children. This study aims to find out whether certain basic morpho-syntactic structures would be produced in greater quantities by certain tasks, and whether goal-based tasks in general would generate more of these structures than conversational interviews. These two hypotheses were confirmed by Mackey. As these structures are benchmarks of developmental stages in the Processability Theory, it is important to know how they can be elicited most effectively in order to make an accurate assessment of a learner's language proficiency. Since native speakers are supposed to have a good command of these basic structures, it would be of interest to know whether they would produce them more frequently with the help of tasks compared to interviews.

Subjects of this study will be 10 adult English native speakers, who are divided equally into two groups. In Group 1, one long conversational interview will be conducted, while in Group 2, the subjects will be working on three goal-based tasks and participating in an interview.

This study aims to confirm whether Mackey's hypotheses on English L2 children also apply to native speakers, namely:

- The density of total structures in the task would not be higher than in the informal interview.
- 3person singulars would be produced in greatest quantities by the habitual action task.
- *-ing* and question forms would be produced in greatest quantities by the picture differences task.
- The picture differences tasks would elicit a range of different question types.
- Group 1 would produce fewer total structures than Group 2.

Video poster 88

From visual to language communication teaching: a sample of EAP for architects

Paloma Úbeda Mansilla, Ana M^ª Roldán-Riejos
Univeridad Politécnica de Madrid, Madrid, Spain

This poster deals with the language and communication used in the field of Architecture. It looks at the concept of language and communication from a linguistic and cognitive point of view (Lakoff 1987; Fauconnier and Turner 2001) paying special attention to the use of imagery and figurative language, such as metaphor, to highlight the most relevant types found in this area. Our main aim is to show our students an example of the implications of thought and language in communication and in daily professional practice, and how visual image design can be effortlessly used in thought and language. The perception of physical elements such as dimensions, surface, contour, light, sound, colour and texture of materials jointly make up the visual impact of the structure (Roldan & Ubeda 2017). Also, the lexical words worked out from the building image are easier to understand. The examples provided in this poster have been classified according to the most frequent constitutive and explanatory metaphors used in architecture. These categories belong to conceptual maps shared by architects and refer to their mental understanding of a building.

Video poster 241

Words of conflict: how language uses spark economic and political instability in Nigeria

Crescentia Ugwuona

University of Nigeria, Nsukka, Enugu, Nigeria

Nigeria is currently facing unsettling times immensely and, inappropriate and obfuscate use of the language is at the peak of the lots of the political and economic instability but has hitherto been neglected by researchers. This paper investigates words of conflict and inappropriate use of the language by political leaders and newspaper commentators in Nigeria print media to unveil how they create and sustain economic and political instability in contemporary Nigeria. The study also examines the forms and functions of words of conflict and inappropriate use of the language in public Nigeria print media, and how they influence economic, political, and security in Nigeria. The data is drawn from the three most widely read Nigeria print media: The Sun newspaper, The Vanguard, The Punch; as well as the Internet; and is to be analysed through Moghaddam and Harré's (2010) positioning theory. The study reveals that words of conflict and inappropriate use of the language by politicians and political leaders are the major cause of economic and political instability such as insecurity, Boko haram insurgence, illegal oil bunkering, abductions, and elections malpractices in contemporary Nigeria. It also discovers shades of language of conflict to include hate speeches, impolite, ideological, obfuscate, and manipulative use of the language. The researcher therefore recommends that language of peace, unity, and progress should be the watchword of the politicians and political leaders in Nigeria and the world over. The study offers infiltrate insights into a hitherto neglected and inadequately understood of the words of conflict and inappropriate use of the language. It will also be welcomed by investigators and students in linguistics, psychology, as well as sociolinguistics.

Paper 116

Written feedback in the ELT classroom: a case study of teachers' beliefs and practices across teaching contexts

Antonella Valeo, Khaled Barkaoui
York University, Toronto, Canada

Feedback on writing occupies a great deal of time and energy for teachers in ELT classrooms. The decisions teachers make about how, when and what kind of feedback to provide are mediated by their beliefs about teaching and learning and the contexts in which they work (Ferris, 2014; Goldstein, 2006; Lee, 2008). Teaching and learning contexts vary widely in learner profiles and curriculum, as well as program policies and institutional culture. Each of these factors may have a significant impact on teacher practices and how these practices are mediated by their beliefs. This study draws on data collected as part of a large-scale research project examining teacher beliefs and practices relevant to writing assessment; it focusses specifically on findings relevant to ELT teachers' beliefs and practices about feedback on writing across three teaching contexts: undergraduate credit-bearing programs, university preparation programs for international students, and settlement programs for immigrants.

A case study approach was adopted to investigate the beliefs and practices of 12 teachers teaching in one of these contexts, four in each context. A case study was constructed for each of the teachers using data from classroom observations related to feedback on English language writing; analyses of teacher feedback on students' writing; stimulated recalls by teachers about students' papers with teacher feedback; and in-depth interviews with teachers. We examined teacher's educational and professional background and experiences, and beliefs about writing feedback to understand how factors that characterize their individual teaching contexts shaped their beliefs and practices concerning feedback.

Findings confirms that the context in which teachers work has a significant impact on why and how they give writing feedback, and underscored the complex ways in which teachers' beliefs are mediated through this context. Discussion will highlight the implications for language teacher development as well as classroom assessment practice and policy.

Paper 55

Vocabulary learning strategies, ages, genders, vocabulary knowledge, and language proficiency of Vietnamese EFL learners

Duy Van Vu

Vietnam National University, Hanoi, Vietnam

Vocabulary learning strategies (VLSs) play an important role in foreign/second language (L2) vocabulary learning because it can facilitate L2 learners' acquisition of and access to vocabulary knowledge for use (Oxford, 2017). There have been a number of studies on VLSs used by L2 learners in different contexts with varying results. However, there is a lack of research done on this topic for Vietnamese learners of English as a foreign language (EFL), which may be attributable to inadequate attention to VLSs in EFL learning and teaching in Vietnam. In addition, there are few empirical studies investigating the relationship between VLS, ages, genders, vocabulary knowledge and language proficiency of L2 learners (e.g. Gu, 2002) and their results may not be generalisable for L2 learners in other contexts. For those two reasons, this study is implemented to examine what common VLSs are used by Vietnamese EFL learners compared with learners in other contexts and whether there are any differences in the use of VLSs among Vietnamese EFL learners of different ages, genders and levels of proficiency with varying levels of vocabulary knowledge. The instruments used in this study include the updated Vocabulary Levels Test (Webb et al., 2017) and 26-item vocabulary learning strategy questionnaires adapted from Schmit (1996) on 150 Vietnamese learners with levels of English proficiency ranging from elementary to advanced, followed by semi-structured interviews with 15 of them. The findings will demonstrate the major vocabulary learning strategies reportedly employed by Vietnamese EFL learners of varying levels of proficiency as well as the relationship between their VLSs, ages, genders, vocabulary knowledge and language proficiency. This study can make significant theoretical and pedagogical contributions to existing research on VLSs in particular and the teaching of L2 vocabulary in general.

Paper 274

“A space in between two major points in my life”: identity construction through liminality in blogs about transnational relocation

Linda Walz
York St John University

Relocating to another country can be a transformative experience in a person's life, leading them to engage with who they are. This is evident in the practice of so-called 'expatriate blogging': individuals may keep a blog to share their experiences abroad in personal narratives, thereby constructing identity in phases of transition. Yet despite the prevalence of such blogs, little research has investigated how being in-between or liminal is discursively negotiated in this context.

This paper addresses this issue by exploring the discursive practices of twelve expatriate bloggers in England. Adopting a sociocultural linguistic understanding of identity as constructed and interactionally emergent (Bucholtz and Hall 2005), it takes an interdisciplinary approach by integrating two rarely combined frameworks: tactics of intersubjectivity (Bucholtz and Hall 2004) and membership categorisation analysis (Sacks 1992).

The analysis focuses on how participants denaturalise their current circumstances and create similarity and difference with regard to both their country of origin and their new sociocultural environment. Individuals position themselves as neither completely local nor completely foreign, thus as “betwixt and between” (Turner 1969: 95). Further, they categorise themselves as liminal with regard to space, identity and structures such as arrangements, routines and relationships, predominantly during the period of relocation, but also throughout their first year abroad. This paper argues that the sequential sharing of personal narratives afforded by expatriate blogging functions as a coping mechanism in periods of transition and contributes to individuals' wellbeing. The findings are therefore of interest not only to scholars exploring the discursive construction of identity in phases of transition, but also to institutions catering to individuals who are undergoing transnational relocation, such as human resources departments and online communities.

Paper 341

Language learning, interaction and interculturality: insights from tandem learning

Jane Woodin

University of Sheffield

This paper opens up new lines of debate in language learning and intercultural communication through an investigation of tandem language learning (a method of language learning based on mutual language exchange between native speakers and learners of each other's language) in connection with intercultural learning and identity construction. Through an empirical study of face-to-face tandem conversations, the paper will provide compelling evidence for the re-definition of the tandem partnership beyond the traditional native speaker—non-native speaker (NS-NNS) paradigm. Through analysing conversation shapes, learner identification of self and other and participants' own focus on culture, this paper will reveal how interactants themselves address the complexities of language, learning, ownership and meaning. The paper also questions the prevalence of models of intercultural competence which describe the competence of the individual, with little recognition of the role of the relationship or interaction, and argues that the time is right for taking the risk of removing native speaker criteria for assessment in favour of the intercultural speaker in context. The broader applicability of the tandem framework of autonomy and reciprocity will be discussed in relation to creation of spaces in everyday life for intercultural dialogue.

Paper 212

A cognitive validation study of picture matching task used in measuring English listening comprehension for eighth graders in China

Luna Yang, Zunmin Wu

Beijing Normal University, Beijing, China

Although pictures are used widely in English language assessment, there are mixed attitudes towards the effects of pictures in language assessment as well as disputes on the construct in listening tasks with pictures (Buck, 2001; Geranpayeh & Taylor 2008; Ginther, 2002; Green, 2017; Latifi, 2014; Ockey, 2007; Suvorov, 2009). This study aims to collect cognitive validity evidences for the use and interpretation of test scores of a picture matching task, which is used for assessing listening proficiency of eighth graders in China. A mixed-method research design was employed to collect qualitative and quantitative data to determine how comprehensive the processing in representing the range of processes and how well graded is the cognitive load placed upon test takers of different language abilities. Test performance data of 361 eighth graders on two picture matching tasks were collected and analyzed. Then the cognitive processes of language testing experts and students at different language proficiency levels were collected through retrospective recall. The results demonstrated that the cognitive demands of the picture matching tasks imposed upon are well graded to a certain extent in terms of the recorded material, task methods and items. The high-achieving students' were identical to the experts', revealing processes of input decoding of both pictures and audio input, lexical search and parsing. The high-achieving group were clear about the goal of the tasks, and were competent to identify the task focus and to initiate hierarchical structures rather than the linear structures built by the lower-achieving group. It further revealed possible explanations for differences in students' performance. This study suggests the use of pictures in assessing listening still merits concern and calls for further work to explore the actual cognitive processing of students at different language proficiency in the real-world listening tasks with pictures or other visuals in assessing listening comprehension.

Paper 464

Anxiety and motivation in English language learning: a case study of a Korean EFL learner

Su Yon Yim

Chinju National University, Chinju, Republic of Korea

This paper presents an 8-year longitudinal study of a Korean EFL learner's anxiety and motivation in learning English. Both quantitative and qualitative data were collected to track any changes in her English learning anxiety and motivation. For the quantitative data, the participant was asked annually from 2011 till 2018 to respond the same survey which consists of the adapted foreign language classroom anxiety scale and motivation scale during the period. For the qualitative data, the participant was interviewed about her English learning anxiety and motivation with the consideration of her experience of learning English. Results show that the participant maintained low levels of anxiety throughout the eight years while her motivation had been gradually reduced over the years. The changes in motivation appear to be related mainly with her perception on English; during her primary school days, she viewed English as a communication tool and enjoyed learning English. But in secondary school days, her view on English has changed from a communication tool to a test subject, which caused her demotivation. This findings challenge previous research on the negative relationship between anxiety and motivation and offer new insights into the relationship between students' perception on English and their motivation in learning English. This study highlights the need to examine students' learning practices inside and outside the classroom to better understand their views on English and its effect on English learning motivation.

Poster 366

Exploring gendered representations of professional tennis players in the new media through a corpus-assisted critical discourse analytic methodology

Adrian Yip (BAAL PhD/ECR Scholar)
Queen Mary, University of London

Mediated sport continues to be one of the most crucial sites where gender ideologies and power relations are actively constructed and contested (Messner, 2013). Female athletes are almost always rendered invisible and their athleticism is often overshadowed by traditional gender roles with the use of gender-specific descriptors. Nonetheless, the increasingly popular new media represent a potential site that facilitates women's agency and counters traditional gendered discourses. It engages more participants in the representations of genders and challenges the polarization of athleticism and feminism such that female athletes can be both "pretty and powerful" (Bruce, 2016).

In light of the inadequate attention given to the new media, this study aims to investigate how female and male professional tennis players are represented by five groups of participants: a) tournament organizers; b) tennis associations; c) sports news media; d) tennis players; and e) spectators. The dataset involves mainly texts and images, and it is assembled during the 2018 Wimbledon from six websites and three social networking platforms including Facebook, Twitter and Instagram. The analytical framework is based on Fairclough's (1995) sociocultural approach to critical discourse analysis, where dialectical relationships between text, discourse practice and social context are examined. Kress & Van Leeuwen's (2006) visual grammar and Goffman's (1969) theorization of self-presentation are also drawn on specifically for photographic analysis. In addition, several techniques of corpus linguistics, including frequency lists, keywords, concordances and collocations, are integrated to complement the qualitative analysis, resulting in a virtuous research cycle (Baker et al., 2008).

Through triangulating gender representations from multiple perspectives, this study attempts to connect the dots and demonstrate how hegemonic masculinity is reinforced and contested in view of the rapidly changing mediascape. The co-construction of meanings by texts and images, affordances of different modal resources and challenges of conducting multimodal analysis are discussed.

Paper 189

Is that what you meant? Towards a formative evaluation framework for content classrooms

Sally Zacharias
University of Glasgow

Effectively evaluating students' understandings of abstract concepts in subject classrooms for formative assessment purposes can be challenging. This talk presents an innovative framework that offers content teachers the possibility to formatively assess their students' understandings of discipline specific abstract concepts. The framework is derived from cognitive linguistics principles, including prototype theory and construction grammars, as well as the 'situation model' first advanced by Van Dijk and Kintsch (1983). By examining their students' written and spoken language, as well as drawings with this framework, teachers are potentially in a position to evaluate their learners' linguistic representations of their concepts, thus providing them the means to formatively assess their conceptual understandings of the subject matter.

The framework resulted from a four month longitudinal study in a science secondary class in the UK in which the spoken and written language of the learners was both recorded and analysed from a socio-cognitive discursive perspective. Specifically focussing on a group writing task, in which the learners wrote an explanation, the resulting framework reflects the linguistic knowledge required to complete the activity.

In our current socio and political climate, where there is an emphasis on performativity and high stake testing, there is a need for a robust formative evaluation framework that may be easily integrated into present classroom practice if teachers are to provide effective feedback on their students' work. Thus, it is hoped that this framework will contribute towards building a strong theoretical knowledge base for practitioners, on which both they and the research community can build, to meet the assessment challenges that many teachers presently face.

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Paper 312

Intertextuality practices in reading English scientific texts

Nur Shahida Zakaria, Nadia Mifka Profozic

University of York

Intertextuality is referred to as the juxtaposition of manifold texts that facilitate meaning-making process, particularly in reading. While much research has been conducted in the field of literary and discourse studies (e.g. Bax, 2013; Hartman, 1995; Lenski, 2001) there is a paucity of research on how intertextual reading operates, especially in reading scientific texts. The current study contributes to our understanding of intertextuality practices employed by second language readers at a postgraduate level, whose reading of English scientific texts was closely observed and analysed. The research focused on identifying the intertextual patterns in scientific reading and the location of links made during the reading. Six postgraduate students, enrolled in chemistry and biology PhD programmes at a university in a South-East Asian country, participated in the study. The study employed qualitative data collection techniques where the participants carried out three scientific reading tasks using think-aloud protocols. The reading sessions were followed by retrospective interviews. Data collected were transcribed and analysed using ATLAS.ti 7.0, a qualitative analysis software.

The results showed that participants were employing various types of intertextual connections and diverse sources of intertextuality, in which they demonstrated their own distinctive ways of making meaning. Eight intertextual patterns (association, integration, evaluation, projection, affirmation, query, analysis and correction), while three locations of intertextuality were identified (intratextuality, intertextuality and extratextuality). One of the investigated variables relating to the differences between less experienced and more experienced readers showed, for example, that less experienced readers make connections that are mostly intratextually located, whereas more experienced readers make connections at extratextual levels. The examination of these patterns offers valuable insights into the processes of interpreting scientific texts and also provides opportunities for scientific readers to evaluate and reform their reading practices in order to facilitate comprehension of scientific texts.

Paper 191

Narratives for Transition

Qian Zhang, Dave Burnapp
University of Northampton, Northampton, United Kingdom

This paper applies the concept of Imaginative Education (Egan, 1997) and 'possible selves' to explore a new way of improving the engagement of international students with pre-sessional English courses.

Attempts to engage international students with these courses can be frustrating. Students may not see the relevance of the learning activities which are intended to enable them to navigate the transition from the learning situations they were familiar with, to the changed sets of demands and expectations of their new situation, such as future employment. This was previously attributed to perceived ideas concerning students' personalities or motivations, or to deterministic ideas of culture.

According to the psychological theory of 'possible selves', individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming 'provide a conceptual link between the self-concept and motivation' (Markus & Nurius, 1987, p157). Research shows that language learners' vivid and realistic images of their successful L2 speaking future selves are one of the most powerful forces that shape their engagement in the learning process (e.g. Dörnyei & Kubanyiova, 2014).

A five-week teaching programme was piloted with a group of 15 students between February and March 2018. Teaching materials were created by using narratives from recent graduates. An end of course evaluation (interview, recorded reflection) will be carried out.

The intended outcomes are to develop and evaluate an online course pack including short films, co-created by the alumni and a cohort of students on the pre-sessional course, to encourage new students to imagine their own future possible selves, and hence to invest in realising this new identity. This will enable retention and progression of these students both in the university and in their lives beyond.

Poster 208

Exploring Chinese senior high school EFL teachers' classroom discourse patterns from Bloom's taxonomy

Hongying Zheng

Sichuan Normal University, Chengdu, China

Developing students' thinking skills in EFL (English as a Foreign Language) teaching has for the first time been promoted as one of the major teaching objectives in the new National English Curriculum Standards for Senior High School in China in 2018. However, EFL teachers in senior high schools in China are discovered to be in great lack of both the awareness of teaching thinking and techniques in teaching thinking. The study of EFL teachers' discourse aims to reveal how teacher discourse patterns influence students' thinking in relation to teacher questioning and feedback, and how students engage in thinking in the process of interaction with teachers with the lenses of revised Bloom's taxonomy. A case study on six senior high school EFL teachers in China was carried out with classroom observations. About 18 hours' classroom discourses were audio-recorded, transcribed, and analysed with EFL Teachers' Discourse Analysis Tool (TDAT). TDAT was developed on the basis of revised Bloom's taxonomy to identify different levels of teachers' discourses and students' level of engagement of thinking. The research reveals a lack of dynamic interactions between teachers and students as the teachers mainly dominate in discourses and students are discovered to passively respond to teachers with constant rhythm without much variations in discourse patterns. Moreover, EFL teachers' discourse is characterized with the emphasis on lower-order thinking skills such as questions mainly for organizing, and checking understanding. Accordingly students' involvement of thinking is limited to lower-order thinking skills as it strongly depends on the cognitive level of EFL teachers' questioning. The current research provides EFL teachers with visions into the issues of Chinese EFL teachers' discourse so that the teachers' awareness of developing students' thinking skills can be enhanced and teaching strategies can therefore be further explored.

Colloquia

Colloquium 467

BAAL Executive Committee Invited Colloquium

Befriending the risk(s): exploring sexuality and language in educational sites

Łukasz Pakuła¹, Mark McGlashan², Jane Sunderland³, Mike Baynham⁴, Helen Sauntson⁵

¹Adam Mickiewicz University, Poznań, Poland, ²Birmingham City University, ³Lancaster University, ⁴University of Leeds, ⁵York St John University

Despite some context-specific claims that homophobia in schools is on the decline (e.g. McCormack 2012), discriminatory behaviours, both verbal and non-verbal, in educational settings with reference to non-heteronormativity seem to be ubiquitous (see Bloomfield and Fisher 2016; Connell 2014; Meyer 2010; Pascoe 2011; Sauntson 2018). This observation especially applies to secondary schools where maturing individuals enter the (hetero)sexual marketplace (Eckert 1996). Since language has been conceived as a conduit of ideologies, also pertaining to sexuality (see King 2015), what is somewhat baffling to many is the fact that “much current work on sexuality and education lacks [...] an explicit focus on the role that language plays in constructing discourses around sexuality in schools” (Sauntson 2017: 147). There are several possible reasons for this. One being that the field is in its early stage of development, most likely due to underappreciation of the constitutive functions of discourses; another, a related one, is the risks associated with doing this research. Such risks concern putting the researcher’s career in jeopardy (see Weeks 2006), because in certain geographies and temporalities educational settings constitute hazardous sites for exploring sexuality-related issues. Both gender and sexuality are taboo concepts in the public discourse of some cultural contexts e.g. see Pakuła et al. 2011 due to a politics of fear (Wodak 2015). Another type of risk regards exploring innovative (synergies of) paradigms which may, or may not, enable the researcher to arrive at a fuller picture the language plays in shaping, constructing, and negotiating sexuality in and out of schools. This colloquium brings together researchers from the field and seeks to address the multitude of risks associated with doing language and sexuality research in the broad domain of education.

Colloquium paper 467-1

Same-sex parents in children's picturebooks: examining representations and their place in the curriculum

Mark McGlashan
Birmingham City University

Children's picturebooks featuring same-sex (lesbian and gay) parents/caregivers have been historically rare yet extremely controversial – in their short history of publication they have become some of the most requested-to-be-banned books of modern times. Despite there being few of these picturebooks in existence, frequent and consistent requests have been made to ban books such as *And Tango Makes Three* (a true story about two male penguins who 'adopt' a lone egg in New York Central Zoo) and *King and King* (a fairy tale about two princes getting married).

This talk begins by outlining some of the relationships between language, gender, sexuality, childhood, and children's literature in relation to picturebooks featuring same-sex parent families (SSPFs) before discussing corpus-assisted multimodal critical discourse analysis as an approach to the analysis of a corpus of over 50 picturebooks. Findings are discussed, which concentrate on the discursive constructions and representations of parenthood, family, and gay and lesbian sexualities, and are then related to with reference to the wider social situation of gay and lesbian people. Findings suggest that the representations of SSPFs in this picturebook corpus are underpinned by discourses of homonormativity (Duggan 2002; 2003) and attempt to position families with same-sex parents as 'a different kind of family' rather than as something radically different from families with heterosexual parents.

Using these findings, I argue that provision of SSPF picturebooks in primary schools could provide educators a vital resource for talking about familial and sexuality diversity as well as implicitly challenging discourses that marginalise lesbian and gay people, which support exclusionary practices like homophobic bullying.

Colloquium paper 467-2

Exploring the representation of sexuality in language textbooks

Jane Sunderland
Lancaster University

In contrast to the huge number of analyses of gender representation in language textbooks, there have been very few on the representation of sexuality. While this may be due to an assumption that 'of course' global publishers will not show anything other than heterosexuality (the PARSNIPS principle, see Aldridge-Morris 2016), and that what is not there cannot be analysed, the lack of critical commentary on heteronormativity in language textbooks has been notable (for exceptions see Thornbury (1999), Gray (2013), Pakula et al. (2015), Sunderland (2015)). To partially address this, here I consider and exemplify the notion of 'degrees of heteronormativity'. I contend that language textbook heteronormativity is not a monolithic entity, but can be 'more' or 'less'. For example, a highly heteronormative text/image combination would be a two-parent nuclear family, mother and father who are sitting down to dinner with their teenage son and daughter, who are talking about the son's girlfriend and the daughter's boyfriend. Much less heteronormative would be a text/image concerning a group of female and male friends – no 'pairings' specified - enjoying a 'gender-neutral' activity such as hillwalking, which allows a range of readings in class about the different possible relationships between these people. Textbook analysts can then consider a given textbook and look at the range and degrees of heteronormativities represented.

Colloquium paper 467-3

Queer voices in the ESOL classroom

Mike Baynham
University of Leeds

The focus on LGBTQ inclusion in ESOL arises in the UK as a consequence of the 2010 Equality Act. I discuss three ways of understanding the positioning of LGBTQ teachers and students in a sexually normative world, in terms of:

1. invisibility/visibility: how visible are LGBTQ lives in the activities, practices and artefacts of the ESOL classroom?
2. silencing and voice: are LGBTQ voices currently audible in ESOL classrooms and artefacts or is there a culture of silence around manifestations of non-normative sexuality?
3. space: are ESOL classrooms safe, inclusive spaces for students and teachers whose sexuality is non-normative?

I consider the ESOL classroom as part of the lifeworld of students and the trajectory that brings them to leave their countries, seeing the ESOL classroom as part of the process of queer migrations. I explore the role of narrative in “bringing the outside in”, here the experiences of queer students’ migration and adaptation to life in the UK as part of a process of queering the ESOL classroom (<https://queeringesol.wordpress.com>). I ask: What does this mean? Whose responsibility is this? What are the ethical and political issues involved? How do we protect the privacy of LGBTQ teachers and students, including their right not to be out if they don’t want to be, arguing that queering the ESOL classroom is not something to be left to LGBTQ teachers and students, it is also a project for those who are called “straight allies”, a project for all concerned with effective and inclusive language teaching and learning. I consider the role of materials and strategies, including queer lifestory narratives in opening up an inclusive conversation in the classroom, also considering what is involved if the classroom conversation turns nasty, revealing homophobic attitudes/behaviour.

Colloquium 188

Local Organising Committee Invited Colloquium

The legal recognition of signed languages – taking risks in applied linguistics

Dai O'Brien¹, Maartje De Meulder², Joseph J. Murray³, Rachel McKee⁴, Victoria Manning⁵, John Bosco Conama⁶, Kristin Snoddon⁷

¹York St John University, ²Université de Namur, Namur, Belgium, ³Gallaudet University, Washington D.C., USA,

⁴Victoria University of Wellington, Wellington, New Zealand, ⁵Deaf Aotearoa New Zealand, Wellington, New Zealand, ⁶Trinity College Dublin, Dublin, Ireland, ⁷Carleton University, Ottawa, Canada

Over the past two decades, sign language communities around the world have mobilised for the legal recognition of their signed languages in national laws. Today, over 30 countries have some form of legal recognition of their signed languages in forms ranging from constitutional amendment to independent language laws. This colloquium explores the theme of taking risks in applied linguistics from the perspective of the legal recognition of signed languages, looking at four different national contexts where signed languages have been recognised, how this recognition has been implemented, and how the dual position of many campaigners as both scholars and language activists can be seen as a specific 'taking risks' position. The colloquium will cover presentations from the following countries: the US, where American Sign Language is highly visible but the recognition has not conferred actionable rights on the users of the language; Canada, where sign language rights are currently being promoted in the context of disability legislation; New Zealand, which has bestowed official language status to New Zealand Sign Language; and Ireland, where the campaign for the 2017 Irish Sign Language Act was shaped by specific language ideologies. The colloquium will open with a presentation setting the scene, based on a collection of 19 national case studies documented for a forthcoming volume that surveys sign language recognition campaigns and implementation internationally (De Meulder, Murray and McKee, forthcoming).

Colloquium paper 188-1

Setting the scene

Maartje De Meulder¹, Joseph J. Murray², Rachel McKee³

¹Université de Namur, Namur, Belgium, ²Gallaudet University, Washington DC, USA, ³Victoria University of Wellington, Wellington, New Zealand

Over the past two decades, sign language communities around the world have mobilized for the legal recognition of their signed languages in national laws. Today, over 30 countries have some form of legal recognition of their signed languages in forms ranging from constitutional amendment to independent language laws (De Meulder 2015). Since up till now, most research on signed languages is situated in the field of linguistics and applied fields such as interpreting and education, these developments in sign language planning and policies are still being documented and are as of yet little analysed. The forthcoming volume on which this presentation is based (De Meulder, Murray and McKee forthcoming) is the first one which brings together a series of national case studies by different authors specifically devoted to the legal recognition of signed languages, with reference to present policy contexts. This presentation will give an overview of existing categories of legislation recognizing signed languages, and discuss rationales for this legislation, deaf people's intersectional rights as language minorities and peoples with disabilities, strategies and coalitions the campaigns drew upon, positive impacts, constraints and side-effects of legislation, and implementation of legislation, with specific reference to sign language boards or councils. Attention will also be given to the dual role of many campaigners as both scholars and language activists, which represents a specific position regarding 'taking risks' in applied linguistics.

Colloquium paper 188-2

Implementing legal recognition of New Zealand Sign Language: insider reflections on 2006-2017

Rachel McKee¹, Victoria Manning²

¹Victoria University of Wellington, Wellington, New Zealand, ²Deaf Aotearoa New Zealand, Wellington, New Zealand

The New Zealand Sign Language (NZSL) Act of 2006 made NZSL an official language. This step was celebrated by the NZSL community and noted internationally as a significant status gain for a signed language. Indeed, bestowing official language status on NZSL was an unusual move, given that official language status normally codifies or empowers the use of a particular language within government, which was not clearly the intent or outcome for NZSL. Moreover, status change in itself is not necessarily an end goal nor a resolution to the language-related problems experienced by the community, but is rather a platform for developing practical measures that can empower the participation of sign language users. Commentators on language planning generally observe that progress in practical implementation tends to be more problematic than the struggle to enact language law, for structural, social and political reasons. In this presentation we will describe what legal recognition of NZSL provided in relation to what the Deaf community hoped for, and discuss the implementation process that has transpired since 2006. Drawing on our direct involvement in the lead-up to recognition and ongoing policy work around NZSL, we will identify positive impacts, constraints, and side-effects of legislation. The NZSL situation eleven years post-recognition illustrates the time-scale and challenges of achieving tangible change in language status

Colloquium paper 188-3

The bumpy journey towards the Irish Sign Language Act: critical considerations and reflections

John Bosco Conama

Trinity College, University of Dublin, Dublin, Republic of Ireland

The Irish Sign Language Act 2017 was passed into law on 24th December 2017. Irish Sign Language (ISL) is now officially designated as a native and independent language in the Republic of Ireland. This presentation will chart the progress of the ISL recognition campaign and explore some critical considerations for language rights activism. These considerations will centre and reflect upon how the campaign was conducted in a politicised, and sometimes tense, climate. A brief overview of the Act will be given, and specific commentary on a few selected clauses of the Act will be provided. These clauses were the result of tense negotiations during the campaign.

In addition, concepts such as linguistic imperialism and language ideologies will be explored, features of which are identifiable and exemplified through specific incidents that occurred during the campaign. This presentation will look at how language ideologies shaped the campaign, with special focus on how obvious acts of linguistic imperialism were appropriated and sanitised. Moreover, the presenter will also examine his dual role as activist-scholar in this campaign, and reflect on how this dual role may have been viewed internally, within the community and in academia, and externally, amongst policymakers.

Colloquium paper 188-4

The legal recognition of American Sign Language in the United States

Joseph J. Murray

Gallaudet University, Washington DC, USA

American Sign Language (ASL) is the most widely used sign language in North America, migrating from use among deaf people in the United States and Canada since the early nineteenth century into the general U.S. population. Today it is the third most commonly taught language in U.S. higher education, with over 100,000 learners every year. The background to this widespread dissemination of ASL can be found in a concentrated effort by deaf people to improve the status of the language via state-level recognition legislation paired with the development of ASL courses in higher education. State-level, community-led status recognition campaigns involving partnerships between academics and local deaf communities have led to the explicit legal recognition (De Meulder 2015) of ASL in 45 of 50 states. The majority of this legislation is recognition legislation that accords ASL the status of a language to be taught in educational settings. These laws have led to a sea change in the use of ASL in educational settings, while not conferring actionable rights on users of the language. The implications of these laws can be seen in the high visibility of ASL in public spaces and in the media and entertainment industries. The impact of this legislation can be seen by contrasting the status of ASL with that of other sign languages in North America without the same legal recognition.

Colloquium paper 188-5

Taking risks in Canadian Sign Language recognition

Kristin Snoddon

Carleton University, Ottawa, Canada

This paper explores the theme of taking risks in applied linguistics from the perspective of sign language recognition in the Canadian context, where a national policy of official bilingualism in English and French neglects so-called allophone (or immigrant) and Indigenous language speakers (Churchill, 2003). In December 2016, media reports stated that official recognition of sign language had emerged in the context of federal government consultations regarding the drafting of national accessibility legislation (The Canadian Press, 2016). The issue of promoting sign language rights in the context of disability legislation, and ahead of the enactment of an Aboriginal Languages Act that is called for by the Truth and Reconciliation Commission of Canada (2015), reveals some risks in viewing sign languages as distinct from other minority languages in Canada. Principally, the construction of sign language as a disability accommodation risks reducing language rights to interpreter provision and funding instead of supporting language revitalization initiatives that parallel those for Indigenous languages and that aim at reducing a decline in child speakers (Snoddon, 2016). This paper describes the history and legislative context of the struggle for sign language rights in Canada with respect to activism by the Canadian Association of the Deaf for official recognition of sign language in Parliament and other legislative bodies, amendment of the 1969 Official Languages Act, and court decisions regarding deaf people's access rights. Next, the framework of national accessibility legislation is explained along with implications for sign language rights. Lessons from other contexts where sign languages have received official recognition warn that deaf community aspirations may not be fully achieved (Conama, in press; De Meulder, 2015; McKee, 2017), while the present Canadian policy context offers unique risks to deaf people seeking solutions to real-world problems involving language.

Colloquium 360

Creative inquiry in Applied Linguistics

Jessica Bradley¹, Lou Harvey², Emilee Moore³, Simon Coffey⁴, Cristina Aliagas⁵, Jo-Anne Sunderland Bowe⁶, Agustín Reyes-Torres⁷, Matilde Portalés-Raga⁷, Maggie Hawkins⁸, Júlia Llompart⁹, Claudia Vallejo³, Andrea Milde¹⁰, Sari Pöyhönen¹¹, Jussi Lehtonen¹², Saara Jäntti¹¹, James Simpson²

¹Leeds Trinity University, ²University of Leeds, ³Universitat Autònoma de Barcelona, Barcelona, Spain, ⁴Kings College London, ⁵Universitat Pompeu Fabra, Barcelona, Spain, ⁶University of Roehampton, ⁷Universitat de València, Valencia, Spain, ⁸University of Wisconsin-Madison, Madison, USA, ⁹Universidad Autónoma de Madrid, Madrid, Spain, ¹⁰Nottingham Trent University, ¹¹University of Jyväskylä, Jyväskylä, Finland, ¹²Finnish National Theatre, Helsinki, Finland

The papers in this colloquium take as their starting point Patricia Leavy's definition of creative inquiry as "any social research or human inquiry that adapts the tenets of the creative arts as a part of the methodology" (2014, p. 1). Creativity and the arts are becoming increasingly integrated in applied linguistics research. At a time when exclusionary discourses and ideologies are experiencing resurgence, and other social dynamics push researchers to take risks in challenging ontologies, epistemologies and methodologies, Blackledge (2017) claims that: "never have we needed the arts more than we do now". The areas of focus of the panel will be: (a) the affordances of arts-based methods for understanding and researching communication – drawing, painting, photography, collage, drama, music, creative writing, culinary arts – particularly in contexts of education, community and belonging; (b) applied linguistic methods for researching contexts of creative inquiry and artistic practices (e.g. linguistic, visual and sensory ethnography for researching creative practices, or the translation of research findings into creative modes); (c) the role of arts and creative practice in the dissemination of applied linguistics research to wider publics; (d) arts as the *objects* of communication research, e.g. as multimodal artefacts and means of communication in specific social and political; (e) the role of creative inquiry in generating new ways of thinking about the relationship between language, knowledge, and the world.

Colloquium paper 360-1

Recasting language as emotional investment through creativity projects

Simon Coffey
King's College London

Creativity has become a widely used motif in language teaching discourse. This paper reports on three recent studies which take creativity as a point of departure to appraise how the term has been taken up across the field of applied linguistics. In one study, language teachers were interviewed to ascertain how they define 'creativity' and what it means for them in their practice. The study (Coffey & Leung, 2015) allows us to see how personal identities mesh with institutional cultures to shape interpretations of creative language vs pedagogy, creativity as a personal trait vs as a professional competence. In the second study (Coffey 2015) I show how multimodal portraits can extend teachers' conceptions of language proficiency, from discrete structural competences towards embodied, emotional investment. Finally I present an inter-artistic, multilingual project *Home on the Move* (www.talkingtransformations.eu/), for which two poems of *homewere* commissioned following multilingual workshops in London and Łódź. The poems then 'migrated' to different countries being translated into different languages and into film art, being re-fashioned by new voices before returning home transformed. These three projects demonstrate different aspects of the turn to creativity for the purposes of enriching our experience of language beyond the rational, realistic mode of understanding in favour of a phenomenologically-oriented surrendering to the imagination.

Colloquium paper 360-2

Rap literacy as a space for creative inquiry: expanding students' expressive repertoire in the classroom

Cristina Aliagas

Universitat Pompeu Fabra, Barcelona, Spain

In this presentation I will show the pedagogical affordances of rap music for encouraging creative inquiry and the critical thinking of secondary school students. I will present the analysis of the rap lyrics of 75 high school students written and oralised in the context of a rhyming workshop taught by Pau Llonch, vocalist of the Catalan rap group *At Versaris*, at a multicultural and multilingual high school in Manresa (Catalonia). The rap genre gave a space for the students to express critical and deep messages making the best of their literacy repertoire and aesthetic sensibilities.

In the analysis of the educational experience, I connect three analytical constructs: (a) rap music as a complex vernacular, ideological literary practice for its textual and linguistic creativity (Newman 2005), (b) rap music understood in terms of 'funds of knowledge' (Moll and González 2011) that are valid in the classrooms and (c) rap music as a sociodiscursive 'third space' (Moje et al. 2004; Gutiérrez 2008) where it is possible to encourage creativity in classrooms, and that can also contribute to language learning and to the development of academic writing and critical thinking.

The analysis of this educational experience shows the potential of rap music as a 'bridge' to connect, through pedagogical and linguistic creativity, a musical practice that is increasingly popular among young people, with the linguistic and textual values fostered by academic culture.

Colloquium paper 360-3

Museum objects and creative inquiry

Jo-Anne Sunderland Bowe
University of Roehampton and The British Museum

Where is the intersection of object-centered learning, creative inquiry and language development in museums? This paper will address opportunities for linguistic research in this area with a specific focus on the ESOL Programme at the British Museum. It will look at possible approaches to investigating language development in this context including the use of linguistic ethnography. In addition, this paper will focus on some possible analytical frameworks that can be used to explore creative language production such as 'acts of wondering' (Chappell, 2014).

This paper addresses the notion of 'ESOL (English for Speakers of Languages) in Museums' (Clarke, 2010, 2013) as a playground for creative inquiry. Museums provide opportunities for ESOL learners for language development, social inclusion and cultural enrichment (Carr, 2013; White, 2014; Reynolds, 2017; Francis-Tanaka, 2018). By their nature and tradition, museums are places that stimulate self-led, creative inquiry (Hein, 1998) and provide opportunities for social and conversational practices between visitors (Leinhardt and Knutson, 2004). One of the ways museums engage with ESOL learners is by adopting dialogical and learner-centered approaches to language teaching to encourage a personal response to museum objects. Object-centered learning (OBL) represents the idea that by connecting to and with objects visitors make personal connections to objects that enrich their experience (Paris, 2002). OBL has its roots in museum learning, anthropology, educational psychology and pedagogy. This paper situates museum visits in relation to research around creativity in language learning and teaching by Carter (2004), Maley and Peachey (2015) and Richards and Jones (2016) by demonstrating that museums provide a platform for creative language development through the uniqueness of the learning environment, objects and collections.

Colloquium paper 360-4

Creativity, semiosis and morality in a transnational film production project with youth

Maggie Hawkins¹, Júlia Llompart², Emilee Moore³, Claudia Vallejo³

¹University of Wisconsin-Madison, Madison, USA, ²Universidad Autónoma de Madrid, Madrid, Spain,

³Universitat Autònoma de Barcelona, Barcelona, Spain

This presentation sets out from an ethical dilemma encountered in the use of film as a vehicle for creative expression and transnational communication in a global youth education and research project. The project connects young people in globally diverse sites, who represent their lived experiences in video productions that are shared with participants in other countries. The project aims, among other objectives, to develop the youth's critical cosmopolitanism (Hawkins 2014), as well as their digital literacies and their use of English as a lingua franca.

More specifically, we shall present data collected in 2016 that enable a reconstruction of the process of production and sharing of one particular fictional film produced by teenagers at a project site in Spain for peers in Uganda. The data include the video itself, and ethnographic data collected by the researchers (observations of the process, post hoc interviews with participants). The video was deemed by the researchers to be potentially compromising for the Ugandan youth participating in the project as, without access to the ethnographic data that suggests otherwise, the film might be understood tell a story of homosexuality (which is criminally persecuted in Uganda, unlike in Spain). The video was precautionarily removed from circulation.

Discourse analysis of transmodality (Hawkins 2018) will explore the cultural embeddedness of the students' production, and the cultural models implicit in the video. It will consider what these mean for transnational communication among groups from diverse cultural, ethnic and language backgrounds. How do we understand semiosis as carried by creative video representations across spaces, diverse groups of people and cultures? What new meanings and possibilities come about as communicative resources flow in transmodal, transnational exchanges? The analysis will also speak to the moral arguments for sharing the students' creative production, or for removing it from circulation.

Colloquium paper 360-5

Applied linguistics in drama practice

Andrea Milde
Nottingham Trent University

What is going on in drama productions? How do theatre groups work, learn and perform? Drama processes such as drama classes and theatre rehearsals are complex and rely on the spoken communication between the participants. Linguistic-communicative research has rarely been carried out on theatre practice and its authentic discourse, which constitutes part of the everyday working process for theatre practitioners and drama educators. In this paper I will present the general approach and method I have developed for analysing drama working processes and explain how it can be applied in the various fields of communication in drama such as in drama education. This method allows me to break drama processes down into phases and analyse them using linguistic-communicative categories.

The communication in drama processes can vary a lot, depending on the participants, a group's particular way of working, individual directing style, the rehearsal space, and other factors. I regard it as essential to investigate the communication in artistic working processes in order to find out what is actually going on in those processes and how are they embedded in the wider context. The special affordances the filmic medium provides for my research are that it enables me to show different modes of interaction and visual details of the creative discourse ecologies.

This presentation is based on a new approach to applied linguistics and drama (and to other performing arts) that uses a linguistic-communicative perspective to look at rehearsals and other preparational interactions involving a spoken artistic text production process (Milde 2007; 2012). This approach draws on a combination of spoken discourse analysis (e.g. Cameron 2001; Jaworski and Coupland 1999; Schiffrin 1994), and an adapted version of critique génétique (Grésillon 1999; Deppman, Ferrer and Groden 2004), a contemporary critical movement in France.

Colloquium paper 360-6

When Samuel Beckett became Sumael Bikit – documenting asylum politics in a theatre performance

Sari Pöyhönen¹, Jussi Lehtonen²

¹University of Jyväskylä, Jyväskylä, Finland, ²Finnish National Theatre, Helsinki, Finland

This paper documents a true story of a refugee artist, Bakr, who was seeking asylum in Finland. He is an actor, atheist, and his artistic performance has been interpreted in his home country, Iraq, as hostile to the political regime and Islamic religion. During the asylum interview in The Finnish Immigration Service, Bakr described in detail a play, *Waiting for Godot*, written by Samuel Beckett. In the written memo of the interview it became evident that neither the interpreter nor the official recognized the play or the writer. *Waiting for Godot* was written as *Fi Entethar Godot* and Samuel Beckett became Sumael Bikit. Bakr's work as an actor was defined by Finnish migration officials as something that "causes chaos and just aims at shocking people" rather than as artistic expression and freedom of speech. He received a negative decision on his application.

At the same time, artist-researcher, actor and director Jussi Lehtonen from The Finnish National Theatre initiated the idea to take part in public discussion about the so-called refugee crisis in Finland. He set up a documentary-based theatre project and invited several artists – those who have come to Finland as refugees seeking asylum and Finnish born artists – to join forces and document this particular time. Bakr was recruited to the performance, and his story was included in the performance.

In this paper we describe the affective aspects of Bakr's experience and how they are intertwined with asylum policy, the documentary theatre project and researchers' and artists' activism to support refugee artists. Methodologically, we combine artistic research and linguistic ethnography, and explore how meanings are interpreted and misinterpreted in asylum politics and brought into the performance.

Colloquium paper 360-7

Informal language learning for refugees in arts-based practice

Jessica Bradley¹, James Simpson²

¹Leeds Trinity University, ²University of Leeds

This paper asks: How do adult migrants in fast-changing settings both represent and perform their belonging through narrative and through arts-based practice? How does this relate to language learning? We address these questions through discussion of a collaborative arts-based project which took place in Leeds, UK, in 2017: *Migration and Settlement: Extending the Welcome* (M&S), instigated to support adult refugees in Leeds, participants in an ongoing educational programme led by a Leeds-based refugee education charity. Our interdisciplinary research team worked collaboratively with creative practitioners to co-produce the project, the activities for which included visual arts, collage, music and shadow puppetry. In this paper we explore how these activities – focused as they are on notions of belonging – relate to informal language learning for refugees who no longer belong and who perhaps do not yet belong, in a political sense.

Our paper takes into account two theoretical extensions of the concept of *translanguaging*: towards multimodality and towards adult migrant language education. First, we recognise that meaning is made not only through the deployment of linguistic resources, but through the use of other semiotic resources including those associated with the creative arts. Our analysis therefore adopts a *holistic* translanguaging approach. Second, we contribute to a translanguaging turn in adult migrant language education (Simpson and Cooke, 2018), one which recognises and supports in classroom practice the multilingual realities of students' everyday experiences.

Our analysis thus focuses on how participants in the M&S project, and the artists and researchers with whom they were working, express and perform their identities, their settlement, and their belonging not only through spoken language but also through creative arts practice. In so doing we exemplify the potential of a translanguaging approach to adult migrant language education, and a reconceptualisation of adult migrant language classrooms as translanguaging spaces of encounter.

Colloquium 289

Language policy in transnational-multilingual families: parents, community, and society

Xiao Lan Curdt-Christiansen¹, Jing Huang¹, Biljana Savikj², Fatma Said³, Weihong Wang⁴, Sahra Abdullahi⁵

¹University of Bath, ²University of Cambridge, ³University of York, ⁴China University of Geosciences, Wuhan, China, ⁵University College London

According to the Department of Education's School Census (2012), one in six primary school pupils in the UK come from transnational-multilingual families. With the increased transnational migration in recent years, raising bi-/multi-lingual children has become a widespread phenomenon as people cross borders, integrate into new cultural-linguistic landscapes, form intermarriages and partnerships, and create multilingual families. This increasing number of such families has raised new enquires in applied linguistics, asking questions about language use in the family domain with regard to ideology, identity, children's education, and patterns of migration settlement. For example, what kind of (socio)linguistic environment is conducive to language learning in two or more languages? What language conditions provide affordances and constraints for multilingual development? What types of language input and literacy practices facilitate children's multilingual development? Answers to these questions not only reflect parents' and other caregivers' choices and practices, they also provide an index to broader ideological, socio-cultural and political-economic orders, having implications for children's education, language socialisation, and language maintenance.

The presentations in the colloquium explores issues in the emerging field of Family Language Policy (FLP) and examines the dynamic processes of language planning and language choice in the family domain, involving both national minority languages and immigrant languages. In this colloquium, we aim to provide four concrete discussions on FLP with data from four different empirical studies in various sociocultural contexts, including various ethnic minority families in the UK (Yugoslav Macedonian, Polish, Arabic-speaking, Somali, and Chinese) and multilingual families in urban China. The four papers use the same interpretative approach to look at the impact of political, socio-cultural and economic changes on FLP with multi-level investigations. For example, in paper 4, the presenters discuss the impact of Brexit on FLP in UK's transnational-multilingual families with data generated from a national survey.

Colloquium paper 289-1

Family language policy and practice as parental mediation of habitus: an ethnographic case-study of migrant families in England

Biljana Savikj
University of Cambridge

This study, set within a context of increased levels of transnational migration and globalisation, examines how migrant families living in England establish their family language policy and practice. According to the Department for Education (DfE, 2017) in England, the percentage of pupils who are believed to be exposed to a language other than English at home has been steadily increasing since 2006, and in 2017, 20.6 per cent of primary school pupils and 16.2 per cent of secondary school pupils had English as an additional language. This has implications for research into the role of languages for education of children from migrant families. While some research has investigated how children from migrant families succeed at school by measuring their educational outcomes, few studies have explored what is happening within migrant families themselves: how and why do some migrant families in the same context practise and maintain their heritage languages, while others do not? (Curdt-Christiansen, 2009, 2016).

To examine the ways in which migrant families in England decide on their family language policy and practice, this study adopted a coherent model which integrated two theoretical frameworks, namely Family Language Policy (FLP) and Pierre Bourdieu's (1977) theory of social practice with its concepts of habitus, field and capital. The purpose of bringing together the two theoretical frameworks was to examine how family language policy and practice is mediated by the families' subjective experience and the conditions in the objective social context of which they are a part.

This study employed ethnographic methods of inquiry, including interviews, participant observations and family self-audio recordings, to allow for an in-depth exploration of the ways in which five migrant families in England set up their family language policy and practice. The mothers in the families were all Yugoslav Macedonian and the fathers were either English, Italian, Chinese, Scottish or Serbian. Ethnographic interviews were conducted with the parents in five migrant families, their children, grandparents and relatives, the parents' and the children' close social network of friends, the children's mainstream school teachers and members of the Yugoslav Macedonian community in London.

The findings suggest that the family language policy and practice in migrant families is based on the ways in which the parents mediate their past experiences, including their family upbringing, education and employment as migrants in England (habitus). The findings also suggest that while the family has been traditionally conceptualised as an independent social space capable of resisting external pressures for intergenerational transmission of heritage languages (Fishman, 1991), families are open to socio-political processes (Canagarajah, 2008) and are becoming less empowered to practise and maintain their heritage languages. The implications

of the study point to the need for collaboration between families, schools and language education policy makers to reconceptualise the role of heritage languages in education.

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Colloquium paper 289-2

Parental ideology and language input: the case of Arabic-speaking bilingual families

Fatma Said
University of York

Family language policy (Curdt-Christiansen, 2016; King & Fogle, 2013; Said & Hua, 2017; Curdt-Christiansen & Lanza, 2018) has been shown to be one of the driving forces behind parents' interaction styles and input frequencies with children (De Houwer, 2007; Luykx, 2003; De Houwer & Bornstein, 2016). Empirical studies have also proven that both the quantity and quality of input make a significant impact on bilingual children's lexical knowledge in their languages (Place & Hoff, 2011; Rowe et al, 2012; Smithson et al, 2014). This paper presents data from two longitudinal sociolinguistic studies of two nuclear bilingual English-Arabic speaking families living in different linguistic environments. One lives in Saudi Arabia (followed for 24 months, two daughters aged 3 years and 21months) and the other in the UK (followed for 12 months, two boys aged 6 and 9). The aims of both studies were to understand how the families managed their multiple languages and how parents transmitted their minority language(s) to their young bilingual children. Data were collected through monthly video recordings of family interactions, interviews with parents (and the nanny in family 1), and questionnaires. The data suggest that parental language policies (ideologies and beliefs) influence input quantity and quality and types of utterances. These policies are manifested in the parents' everyday interactions as well as in their language related practices. The data highlights the important role the nuclear and extended family and the linguistic home environment play in supporting the learning and use of the minority language. Finally, I argue that despite the challenges parents face, they can be fully aware of their ideologies and able to enact these even in a context where children exercise their own agency.

Colloquium paper 289-3

Parents as agents of multilingual education: family language planning in China

Weihong Wang

China University of Geosciences, Wuhan, P.R. China

This ethnographic study investigates the agency of parents in developing English-Chinese instead of Chinese fangyan-Putonghua bilingual children in Chinese urban cities. As a linguistically heterogeneous nation, China has 290 languages and nearly 2000 distinct fangyans (dialects or subdialects). These languages and language varieties are hierarchically ranked, based on their wider communicative and socioeconomic values. This paper reports on how Putonghua (national language), fangyans, and English are perceived by a group of Chinese middle-class parents and how parents as agents of language policy provide affordances and constraints in facilitating or limiting their children's language development in English, Putonghua and fangyan. The study involves eight Chinese city-dwelling families with children aged 5-11 years. By examining the children's family language audits, observing their language/literacy practices, and engaging in conversation about parental language ideologies, the study aims to understand how public discourse about different languages or fangyans and their perceived values shape parental involvement in their Children's language development. The results of the study suggest that parents as agents of decision making have a strong influence on the changes of linguistic ecology in urban China.

Colloquium paper 289-4

Family language policy: a multi-level investigation of multilingual practices in transnational families

Sahra Abdullahi¹, Jing Huang²

¹University College London, ²University of Bath

This study investigates how language practices and language ideologies are managed within three key communities in the UK context: the Somali, Polish and Chinese communities. It is the first comprehensive and systematic national study of family language policy (FLP) undertaken in Britain. FLP is defined as explicit/overt and implicit/covert language planning in relation to language and literacy practices within the home and among family members. Using an interdisciplinary research approach, the researchers have adopted a multi-level, multi-community, and mixed-methods design in order to gain a full understanding of language use. The research objectives are achieved firstly through a national survey which aims to take inventory of language use across all different communities in Britain, secondly through a comprehensive profiling of the three key communities which takes into account social networks, settlement and individual trajectories, and lastly through a special focus on language use in the home domain - in that it often shapes and dictates how language use manifests in all other social domains. For this last endeavour, the researchers use ethnography to observe and record ten families of different types from each key community. The impact of this research is to identify similarities and differences in FLP across these three transcultural and multilingual communities, to examine how mobility and on-going changes in sociocultural contexts impact on family language policy, to generate new knowledge by locating FLP as a field of inquiry, and finally to inform policy makers at different levels - national, institutional, community and family - about the significant role of FLP in a multilingual society.

Colloquium 322

Sign language ideologies and non-conventionalised communication: language convergence, documentation, and naming

Annelies Kusters¹, Jordan Fenlon¹, Nick Palfreyman², Erin Moriarty Harrelson¹, Theresia Hofer³
¹Heriot-Watt University, ²University of Central Lancashire, ³University of Bristol

What are the relationships between language ideologies and deaf languaging practices when these practices involve undocumented or unconventionalised sign languages? Particular ideologies and practices dominate sign language research which, in turn, have diffused in deaf communities. Ideologies manifest through the ways deaf people perceive their linguistic identities as well as their languages and/or communicative practices. They include ideas about language change, documentation and standardization, and national sign languages as bounded entities. The papers illuminate sign language ideologies/attitudes and non-conventionalised languaging practices in different settings. Fenlon and Kusters discuss the factors involved in linguistic convergence of International Sign (IS) and how ideologies about American Sign Language and English may shape processes of convergence. Palfreyman examines political pressure for signed language standardisation, alongside practical issues of how to fund language resources across the Indonesian archipelago. Moriarty Harrelson examines linguistic purism in the Cambodian Sign Language documentation project. Hofer examines notions of “natural sign” in Tibet, the role and history of formalisation of Tibetan Sign Language. These papers analyse the ways that the communicative practices of deaf people sometimes include non-conventionalised, contextual ways of communicating and the issues of power that come into play, especially as some multimodal communicative practices are marginalised or advanced. However, as ideologically driven as some of these academic and everyday practices are, they serve an important social and political purpose, especially in terms of deaf people’s argument for inclusion. Given this, what are the implications of pushing beyond disciplinary conventions in sign language linguistics to focus on deaf people’s everyday languaging practices, especially if they do not fit into neat categories? This colloquium will deliberate tensions between the importance of recognizing deaf people’s communicative practices as flexible and varied, especially given uneven access to linguistic resources, and the asymmetrical power dynamics where sign languages are concerned.

Colloquium paper 322-1

Linguistic convergence of International Sign in a remote location: the impact of sign language ideologies

Jordan Fenlon, Annelies Kusters
Heriot-Watt University

What are the factors involved in linguistic convergence of International Sign (IS)? IS takes place when signers of different (sign) linguistic backgrounds come together; its use is variable and dependent on (1.) the situational context in which it occurs and (2.) the linguistic repertoire of its participants. However, the process by which signers converge on a shared variety is not well understood. This presentation aims to describe linguistic convergence of IS by focusing on a unique setting involving 10 deaf internationals living in a remote location in Denmark while participating in a 9-month deaf-led educational course known as Frontrunners. Here, we focus on both conventionalized and less conventionalized uses of IS: conventionalized IS is typically observed in formal settings (e.g., conferences or classrooms) where there is evidence of a shared lexicon; less conventionalized IS typically involves informal conversations between signers with limited experience in using conventionalized IS. Importantly, at the beginning of the course, students who use unconventionalized IS do not always have extensive knowledge of its conventionalized uses. Over time, their use of IS while participating in Frontrunners can be expected to converge with other participants. Elicited and spontaneous data as well as interview and focus group data was collected at two time periods: the first week of the Frontrunners program and towards the end of their nine-month stay. Additional comparable data was also collected from the instructors of the course. By comparing the datasets from the two time periods, we showcase the degree of change in each student's IS. Since the course encourages a high degree of self-reflection concerning the use of IS and the influence of English and American Sign Language, we also discuss how language change may reflect underlying ideologies shared by students.

Colloquium paper 322-2

Towards a free hand: finding a way forward on sign language planning in Indonesia

Nick Palfreyman

University of Central Lancashire

Since the dawn of sign linguistics, most documentation has ignored regional variation, simply assuming the existence of 'X Sign Language', where X is the name of a country (Palfreyman 2014). This may work for many European sign languages, but several Asian countries face ongoing debates around language delineation and standardisation. In Indonesia two competing approaches to delineation are evident. The 'splitters', following methods used by Woodward (2011), refer to Jakarta Sign Language, Yogyakarta Sign Language and others (Sze et al. 2015). The 'lumpers', using a corpus-based approach, find a multidialectal situation with striking similarities between geographically distant varieties (Palfreyman 2013) yet considerable variation in a single city (Palfreyman 2016). Indonesia's national deaf association (Gerkatin) has used the term BISINDO ('Indonesian Sign Language') since 2006, but it is still not clear what BISINDO refers to (Palfreyman, in press). On one hand, Gerkatin observes rich linguistic variation across the Indonesian archipelago, while facing political pressure for standardisation, alongside practical issues of how to fund language resources. Gerkatin is also opposing the ongoing use of the manual code, SIBI ("spoken Indonesian on the hands"). In this paper I summarise activities on two fronts: ongoing (socio)linguistic research, especially on attitudes of sign community members; and the utilisation of applied sign linguistics to increase metalinguistic awareness, enabling signers to engage with language policy. I also examine the viability of bidialectalism (competence in a standard and a local variety) as a workable approach that safeguards deaf community rights (Dotter 2006, Eichmann 2009).

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Colloquium paper 322-3

Linguistic purism in the Cambodian Sign Language documentation project

Erin Moriarty Harrelson

Heriot-Watt University

In Cambodia, historical processes, especially the Khmer Rouge genocide and the total destruction of the country's infrastructure in the late 1970s, resulted in a socio-linguistic context that was understood as a situation of "lack" by NGO consultants who arrived in Phnom Penh in the 1990s. In 1997, a project was established to incubate the development of a national sign language, Cambodian Sign Language (CSL), and subsequently, a national Deaf community. This project included sign language documentation and the invention of signs by a committee. In the early days of the project, many of the consultants, who came at different times from different places, shared a concern with taxonomic classification, especially in terms of possibly foreign signs and the possibility that certain signs were invented by a hearing person. They conducted investigations to ensure these signs were not from Thai Sign Language, or one of the sign languages used in Vietnam, or invented by a hearing person. The CSL development project took place in the context of a perceived "lack" of a national sign language or a widely shared sign language in Cambodia, as well as historical processes that brought American Sign Language (ASL) to Southeast Asia in the form of deaf education projects in Bangkok in the 1950s. This paper examines the ideologies that drove the practices of the CSL documentation project. This paper asks, what is it about signed languages that drives such ideologies and practices to protect the integrity of named signed languages? Indeed, sign language varieties can emerge and disappear quickly, especially in areas experiencing violence and displacement, but the ideologies and practices involved in sign language work can constrain and devalue the creative communicative practices of deaf people, especially if it includes non-conventionalized signing or practices that do not involve a named sign language.

Colloquium paper 322-4

What is “natural sign”? Gestural languaging within and beyond the Tibetan Sign Language

Theresia Hofer
University of Bristol

During ethnographic research with deaf Tibetans in Lhasa I was often told deaf and hearing Tibetans share a repertoire of body language, gestures and signs. This repertoire was referred to as “rang-jung lag-da” or “natural sign” and in several interviews was estimated to make up approximately 30% of the sign lexicon of the Tibetan Sign Language (TSL), a recently emergent sign language. I observed that such “natural sign” also was heavily drawn on in interactions between those who are predominantly Tibetan Sign Language users and those deaf Tibetans using mainly Chinese Sign Language (CSL). The phenomenon of “natural sign” has also been reported from Nepal and analysed by Green (2014). But what is “natural sign” in Lhasa? I will pursue this large question through an investigation of communicative practices, and within these focusing on gestures, in a distinct set of interactions between deaf and hearing, and between deaf communicators in a market, a café, an educational setting and in a home. In association with these practices, I will illustrate participants’ ideologies with regard to “natural sign” and the role and history of formalisation of “natural sign” within the Tibetan Sign Language.

Colloquium 456

Going public again. Taking risks in re-popularizing Applied Linguistics

Daniel Perrin¹, Aleksandra Gnach¹, Liana Konstantinidou¹, Ursula Stadler¹, Elsa Liste Lamas¹, Marlies Whitehouse¹, Laura Delaloye², Marta Zampa¹

¹Zurich University of Applied Sciences, Winterthur, Switzerland, ²Université de Lausanne, Lausanne, Switzerland

The linguistic turn and Noam Chomsky's impact have long promoted linguistics as an especially relevant academic discipline. Applied linguistics happily benefitted from this visibility and acceptance. In consequence, when the linguistic tailwind started to decrease in the eighties, AL began to lose its popularity, too. Since the nineties, Applied Linguists across the world have faced problems to maintain their positions at universities, in funding programs, and as experts in society-at-large. This is all the more astonishing as the importance of communication in society continues to grow.

In our colloquium, we use the case of one single School of Applied Linguistics at a Swiss university to discuss how measures to foster Applied Linguistics can be mutually reinforcing. These measures include: first, focussing on transdisciplinarity in research, which results in collaboration of researchers and practitioners throughout research projects; second, developing research-based education for language professionals; and third, raising the language awareness of policy makers and society-at-large.

Besides clear advantages, such measures of re-popularizing Applied Linguistics entail risks related to all the parties involved: first, the risk of losing scientific focus, precision, and accuracy while engaging in complex real-world problems that transgress disciplinary boundaries and require methodological pragmatism; second, the risk of disappointing practitioners' expectations of having their problems solved in practically acceptable ways and reasonable timeframes; and third, the risk of getting absorbed by interesting, but exhaustive engagements with society-at-large.

The colloquium contributions offer data-based reflections of dealing with such risks of re-popularizing Applied Linguistics. By doing so, they are meant to stimulate discussions of how "doing applied linguistics" (Perrin & Kleinberger, 2017) can be orchestrated at universities in order to make our field matter again – at our own university, in academia in general, and to an increasingly critical world outside academe.

Reference

Perrin & Kleinberger (Eds.). 2017: *Doing applied linguistics*. Berlin & Boston: De Gruyter.

Colloquium paper 456-1

On, with, and for (?) practitioners. Minimizing the risks of transdisciplinary action research in AL

Aleksandra Gnach, Daniel Perrin

Zurich University of Applied Sciences, Winterthur, Switzerland

Society-at-large expects Applied Linguistics (AL) to identify and analyze socially relevant “practical problems of language and communication” (AILA mission statement, www.aila.info, 2018) and to contribute to sustainable solutions. *Sustainable* includes that the solutions add long-term value from the perspectives of researchers, practitioners, and society-at-large. When developing such solutions, AL can draw on methodological knowledge as generated in transdisciplinary research in general (Apostel, Berger, Briggs, & Michaud, 1972) and in the research framework of transdisciplinary action research (TDA) in particular (e.g., Stokols, 2006).

TDA aims at facilitating theoretically grounded and systematic collaboration between researchers and practitioners, such as Applied Linguists on the one hand and teacher educators, financial analysts, translators, journalists, and policy makers, on the other. Not surprisingly, the methodological principles and practices of TDA have included, from the very beginning of TDA, language awareness as the key success factor of a systematic collaboration between practitioners and researchers (e.g. Klein, 2008, p. 407). If this collaboration succeeds, the TDA research framework enables researchers and practitioners to jointly develop sustainable solutions to complex practical problems of, in our case, language use in general and text production in particular.

In our presentation, we outline the TDA framework (part 1) and then explain the methods we have used within the TDA framework to analyze and finally solve problems of written communication in increasingly multilingual and globally connected settings (2). A case study of longitudinal ethnography of journalistic text production in the context of the digital literacy shift illustrates risks and opportunities of identifying and solving practical problems (3). In-depth analyses from this case study explain trajectories and key risks from the problem to the solution step-by-step (4). We conclude by discussing measures of managing the risks and strengthening the quality of TDA-informed research in AL (5).

Colloquium paper 456-2

Mobility or migration? Calculating the risks of launching a novel curriculum in AL

Liana Konstantinidou, Ursula Stadler Gamsa
Zurich University of Applied Sciences, Winterthur, Switzerland

In the last decade, communication skills in the 'new' language, i.e. in the language(s) of the receiving country are at the core of political and media discourse about migration and immigrants' integration; these skills have also become major requirement for obtaining the right to enter a country, gain residency and ultimately citizenship in a growing number of countries (McNamara & Shohamy, 2008; Krumm, 2015).

In the light of the above, we assume the responsibility of Applied Linguistics towards society and take the risk of launching a novel bachelor curriculum which focuses on linguistic integration. The degree program addresses the context of migration, integration, culture and identities in global societies and provides students with theories and concepts of Applied Linguistics as well as new insights gained through research in the field of language teaching; students will thus be qualified for a new profession: Experts in linguistic integration who enable people from culturally and linguistically diverse backgrounds to fully participate in society, education and the professional world through language.

In doing so, we risk at a first glance to further exploit language within the context of selective migration policies. Furthermore, we might run the further risk of promoting a simplified understanding of linguistic integration which ignores the migration of highly-skilled work workers and focuses exclusively on lower-skilled migration from developing countries. However, the concept of linguistic integration is equally relevant for all groups of migrants into Switzerland: enabling BA-students to effectively attend to the highly diversified linguistic needs of people with different migration background is one of the core challenges.

In this paper, we will present the major aspects and considerations related to the development of a curriculum for a new profession in the spotlight of the public, politics and media. In addition, we will discuss main challenges and risks resulting from the definition of contents of the study program.

Colloquium paper 456-3

Corpus linguistics as folk linguistics? Dealing with the risks of combining AL and Word of the Year initiatives

Elsa Liste Lamas, Marlies Whitehouse

Zurich University of Applied Sciences, Winterthur, Switzerland

Word of the year initiatives can increase society-at-large's awareness of Applied Linguistics. By reflecting the public discourse of the past twelve months, words of the year can literally show what moved people most and how a society ticks. Conferences on the topic, e.g. the "Key words Conference" in Warsaw 2017, demonstrate the growing interest of scholars in the area where Applied Linguistics is tangible for society-at-large. At a first glance, this seems to be good news for re-popularizing Applied Linguistics, but a closer look reveals that such initiatives entail various risks.

We have analyzed word of the year evaluation processes around the globe and have identified several main risks. First, processes merely based on public propositions, e.g. with opinion polls, are highly engaged with society-at-large but lack grounding in empirical data and transparent evaluation methods. Second, processes that exclusively draw on corpus data and research methods risk excluding the topical view of society-at-large, let alone the contribution of language professionals. Third, the inherent need for funding and promoting word of the year initiatives bears the risk of getting absorbed by exhaustive engagements with social media and community management.

In our presentation, we define the key concepts of word of the year initiatives (part 1). Based on the largest corpus of Swiss public discourse data, Swiss AL (2), we explain the evaluation process for the Swiss words of the year 2017 in German and French as a combination of corpus analysis, public opinion poll, and a jury consisting of language professionals (3). We then discuss the advantages and difficulties of transgressing and combining disciplinary boundaries with popular AL-informed initiatives (4) and conclude by showing which measures could, from both theoretical and practical perspectives, raise the value added by twinning word of the year initiatives and AL.

Colloquium paper 456-4

The long way to success. Taking risks in promoting applied linguists as experts in society-at-large

Laura Delaloye¹, Marta Zampa²

¹Université de Lausanne, Lausanne, Switzerland, ²Zurich University of Applied Sciences, Winterthur, Switzerland

Research on the visibility of academic papers shows that meta-discourse on publications made available on platforms such as *Researchgate.net* and *Academia.edu* substantially increases impact rates. In contrast, the impact of knowledge transformation between academia, decision-makers, and society-at-large has hardly been investigated. There are some good reasons to assume that, on the one hand, neglecting such transformation increases risks of being misunderstood or even ignored. On the other hand, an overload of such measures can result in addressees' indifference.

In our presentation, we aim at contributing to closing this gap by drawing on data from the *Language Experts*(LE) case study. LE is a multilingual platform for expert-lay communication in the field of Applied Linguistics (AL). Its development has been supported by VALS-ASLA, the Swiss national affiliate of AILA. LE's purpose is to connect researchers with practitioners such as policy makers and journalists. The desired outcome includes AL-informed decisions in society-at-large and increased visibility of AL.

First, we contextualize LE by providing a short overview of recent similar initiatives. Second, we explain the strategic decisions that have guided the development of LE so far. Third, we outline opportunities and risks of further developments, such as increasing the presence in social media. Fourth, we discuss the potential of transferring LE to other AILA affiliates. We conclude by making a case for such initiatives, although they bear considerable risks. Avoiding these risks of popularization inevitably results in the fatal risk of increasing marginalization of our research and fields.

Colloquium 480

Critical approaches to English as an Additional Language (EAL)

Robert Sharples¹, Yvonne Foley¹, Dina Mehmedbegovic², Florence Bonacina Pugh¹

¹University of Edinburgh, ²University College London

The young people identified as using English as an additional language are an enormously diverse group. The majority are born in the UK to bilingual families; their needs will differ significantly from those who arrive in the UK as older children or adolescents. They may be successful students in other education systems, or taking their first steps into formal schooling. They may differ in their access to literacy, in their linguistic repertoire and in the support available in the communities they join.

The single category of 'EAL' is important – not least because it marks a professional discipline and a set of statutory responsibilities – but it is analytically problematic. This colloquium seeks to unpick some of the issues and to work towards an understanding of EAL that encompasses a critical sociolinguistic understanding of plurilingualism, current policy priorities, shifting patterns of migration and classroom reality. Such a comprehensive outlook is itself challenging – both theoretically and practically – and we hope to use the colloquium as a space to discuss its implications and opportunities.

Colloquium paper 480-1

Policy, pedagogy and learner perceptions: English as an Additional Language

Yvonne Foley
University of Edinburgh

There are increasing numbers of pupils learning English as an Additional Language (EAL) in schools in the United Kingdom. In excess of a million pupils in UK schools currently speak one or more languages in addition to English. This number has more than doubled since 1997 (DfE, 1997-2017). There are very few papers that report on research that explores EAL learners' accounts of their experiences in schooling contexts. Their voices remain silent. This study sought to begin to address those gaps.

This paper will present findings from a small-scale study that set out to foreground a linguistically diverse group of EAL learners' own voices and to discover how they represented their school experiences and their learning within an English-medium environment in their own terms. A secondary focus of attention investigated how teaching staff perceived the current situation and the needs of EAL learners and, in addition, what they viewed as appropriate responses to these needs.

A critical sociocultural lens was used to examine these perceptions and the interpretation of findings has drawn on recent theorizing on identity, belonging and migration. Four focus group discussions, ten individual student interviews, along with four teacher interviews were used to address two main questions: what are the perceptions of EAL learners of their language learning experiences? And how do these perceptions differ from those of their teachers?

Initial findings and recommendations about ways in which both learner and teacher perceptions could be used to improve classroom experiences for EAL learners, particularly in relation to a sense of place and belonging within UK schools, will be discussed.

Reference

Department for Education (DfE). (1997–2012). Pupil Level Annual School Census (PLASC). <http://www.naldic.org.uk/research-and-information/eal-statistics/eal-pupils/>. Accessed 23 May 2016.

Colloquium paper 480-2

What EAL data does (and doesn't) tell us

Robert Sharples
University of Edinburgh

This paper sets out the ways in which young migrants are systematically excluded from formal education. This exclusion is systematic, I argue, because it happens at the level of national policy, in the routines of system-wide data collection and in the policy-led expectations on which the national curriculum is based.

The paper begins outlining the different definitions of 'EAL' that are used across the education system, showing how the term can mean different things to different people. It examines how 'EAL' is constructed in policy, describing the material impact that this construction has on young people. In large part, this happens through the routines for collecting and analysing educational data: the chapter shows how 'EAL' can begin when parents talk to schools about their home languages, but ends with a label identifying whether the young person's first language is English. This distinction is also challenging for teachers, who find their work defined in terms of a binary administrative category rather than as specialist skills and knowledge. The paper therefore closes by taking account of a persistent debate over whether 'EAL' should be seen as a distinctive specialism or as an aspect of all teachers' pedagogy.

The analysis is drawn from a two-year ethnographic study of young migrants in a South London secondary school, which included interviews with analysts at the Department for Education and officials at Ofsted, the education inspectorate. By examining both data management procedures and the young people's own experiences, it aims to show the impact of broader policy on individual young people's experiences of education.

Colloquium paper 480-3

Making the case for change

Dina Mehmedbegovic
University College London

Current attitudes and practices in schools are not conducive to equal treatment of multilingual children. Change is necessary for at least four reasons:

- From a human rights perspective, the discrimination of learners based on their language violates article 2 of United Nations Convention on the Rights of the Child, which specifies non-discrimination grounds including a child's language
- From an educational equity and inclusion perspective, ensuring that bilingual and multilingual learners, in particular those who had less access to learning the language of schooling, have equal opportunities to thrive alongside their peers is a priority for any education system. Effective multilingual teaching and learning has the potential to close the achievement gap of migrant students compared to 'native' learners, while enhancing the cultural and civic education of all learners.
- From a public health perspective, various clinical studies in the area of neuroscience show positive effects of bilingualism, independent of the languages involved. Positive effects are sustained over the life-course and relate to increased cognitive abilities beyond linguistic skills.
- Finally, there is an intrinsic value of supporting learners to develop and maintain the linguistic repertoire of multilingual children with the view to value the identity of each multilingual learner.

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