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## STUDIES IN SECOND LANGUAGE LEARNING AND TEACHING



**Studies in Second Language Learning and Teaching** is a refereed journal published four times a year by the Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz, Poland. The language of publication is English. The journal is devoted to reporting previously unpublished highest quality theoretical and empirical research on learning and teaching second and foreign languages. It deals with the learning and teaching of any language, not only English, and focuses on a variety of topics ranging from the processes underlying second language acquisition, various aspects of language learning in instructed and non-instructed settings, as well as different facets of the teaching process, including syllabus choice, materials design, classroom practices and evaluation.



Each issue carries about 6 papers, 6000-8000 words in length, as well as reply articles and reviews. Submissions are subjected to an anonymous review process conducted by at least two referees who may be members of the Editorial Board and other leading specialists in the field. Authors are notified of acceptance or rejection of their papers within three months of the submission date.

One of the four issues per year is a special focus issue devoted to a particular area of second language learning and teaching, sometimes with a guest editor who is an expert on a specific topic. The special focus issue in the year 2011 was devoted to teaching and learning grammar, and in the year 2012 it will deal with affective factors in second language acquisition.

**Vol. 1 No. 1 April 2011 (selected articles)**

Sarah Mercer – *The self as a complex dynamic system*

Edit H. Kontra, Kata Csizér – *“They can achieve their aims without native skills in the field of work or studies”: Hungarian students’ views on English as a lingua franca*

**Vol. 1 No. 2 August 2011 (selected articles)**

Ewa Waniek-Klimczak – *Acculturation strategy and language experience in expert ESL speakers: An exploratory study*

Christina Gkonou – *Anxiety over EFL speaking and writing: A view from language classrooms*

**Vol. 1 No. 3 October 2011 (selected articles)**

Hossein Nassaji – *Correcting students’ written grammatical errors: The effects of negotiated versus non-negotiated feedback*

Terence Odlin – *In ‘other’ words: Some thoughts on the transferability of collocations*

**Vol. 1 No. 4 December 2011 (selected articles)**

Adriana Biedroń – *Personality factors as predictors of foreign language aptitude*

Małgorzata Baran-Lucarz – *The relationship between language anxiety and the actual and perceived levels of foreign language pronunciation*

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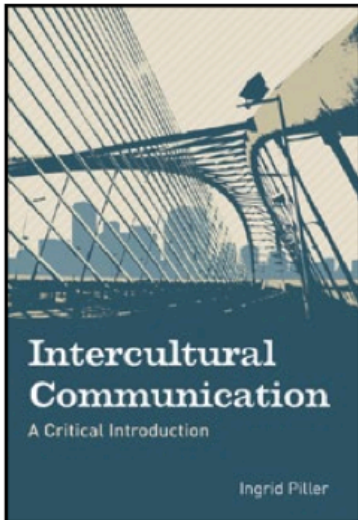
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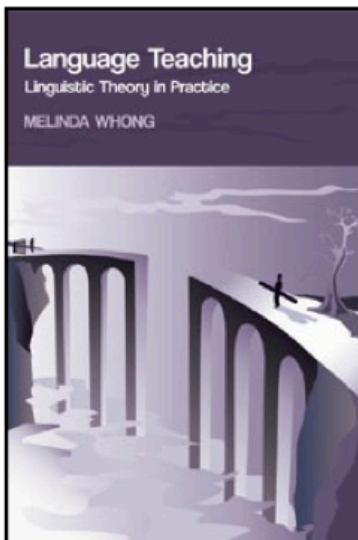
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# **Plenary Speakers**

## **Multilingual resourcefulness: case studies in educational linguistics**

### **Rosemarie Tracy**

University of Mannheim; rtracy@mail.uni-mannheim.de

Whatever it is knowledge societies know, knowledge about the systematic properties of natural languages, about language acquisition and language use in a monolingual or bi-/multilingual setting does not figure prominently on this list. While Europe embraces visions of trilingual citizens (European Commission 2008), of the return on investment of even acquiring Europe's less prominent languages, and of the contribution of linguistic diversity to tolerance and mutual understanding, the spectrum of linguistic resources coexisting already in the heads of those who attend schools and preschool institutions in Europe is often disregarded and even considered a problem rather than an asset.

In the context of this presentation I will discuss results from research projects funded by the German Research Foundation (DFG), the German Federal Ministry of Education and Research (BMBF), and from transfer and practical cooperation projects with schools. I will highlight what I would consider a marked discrepancy between what we—as researchers—know about the linguistic and metalinguistic competence of bi-/multilingual individuals (children and adults) on the one hand, and the explicit knowledge of educators working in preschools and schools, on the other. I will focus on the question of what can be done to overcome these limitations and to encourage educators (and multilingual speakers themselves) to explore linguistic resources which are – at least in principle – readily available.

## **The bilingual mind**

### **Aneta Pavlenko**

Temple University; [aneta.pavlenko@temple.edu](mailto:aneta.pavlenko@temple.edu)

Does learning a new language change the way we think? Do bilinguals think about the world in different ways? And what do we mean by ‘thinking’ in the context of bilingualism? To provide empirical answers to these questions, I will offer a state-of-the-art review of recent neo-Whorfian explorations conducted with bilingual speakers in the domain of lexical and morphosyntactic categories and then expand this exploration into the domains of inner speech and autobiographical memory. I will also point to theoretical and methodological challenges facing this inquiry, outline a framework for interaction between languages and cognition in the bi-/multilingual mind and discuss productive directions for future inquiry.

## **Speaking English in a multilingual context: The case of ELF**

**Anna Mauranen**

University of Helsinki; [anna.mauranen@helsinki.fi](mailto:anna.mauranen@helsinki.fi)

A lingua franca is used in situations where speakers don't share a first language. It follows that such contexts involve language contact and the presence of more than one language. Other languages may surface in lingua franca discourse via code-switching, metalingual comments, or less directly via discourse practices that reflect the complexity of the linguistic context. As English has achieved the widest global reach of any lingua franca ever, it is important to appreciate the complexity of the language contact involved: we can speak of 'second-order language contact' between different lects. This talk will focus on ELF as a particular kind of complex language contact, and look at some of the principal ways in which other languages make themselves felt in ELF communication.



# **Invited Colloquia**

## **Translation studies**

The papers in this colloquium seek to offer insights into the rapidly changing modes of (written) translation and (spoken) interpreting, which are dominating and revolutionizing the field.

**Jeremy Munday** will discuss the relation of translation studies and applied linguistics, which dates back to James Holmes' "The name and nature of translation studies" in the 1970s. He will discuss the development of linguistic translation theory and of more recent cultural translation studies, but the focus will be on the usefulness of models taken from applied linguistics for the text analysis of translation.

**Serge Sharoff** will speak about the growing use of comparable corpora for the analysis of translated language and its role as an essential terminological tool for the practising translator who seeks translation equivalents of specific source-text segments.

The other three contributions present very specific and new interpreting scenarios, illustrating the dynamic evolution of both practice and research in the sub-discipline of interpreting studies. **Peter Llewellyn-Jones** will look at interpreter positioning with specific reference to signed language. **Sabine Braun** will discuss remote video- conference interpreting in multilingual legal proceedings and **Li Shuangyu** will adopt a conversation analysis approach to the analysis of medical interpreting of GP consultations in Bradford.

It is hoped that this colloquium will stimulate greater engagement and collaboration between the disciplines of translation studies and applied linguistics.

## **Paper 1: Translation studies and applied linguistics**

### **Jeremy Munday**

University of Leeds; J.Munday@LEEDS.AC.UK

This paper will discuss and question the relation of translation studies and applied linguistics. This relation dates back to 1972 when James Holmes presented his "The name and nature of translation studies" (now sometimes called the founding statement of the discipline of translation studies) to an applied linguistics conference in Denmark. Holmes divided translation studies into a "pure" branch (itself sub- divided into "theoretical" and "descriptive") and "applied" (central to the practice of translation).

The paper will give an overview of the development of linguistic translation theory (concepts such as equivalence, genre, text type, purpose, function) and of more recent cultural and sociological translation studies, identifying new trends and directions in the field. The focus will be on the relevance of models taken from applied linguistics for the analysis of translation, in particular whether it is justified to import such models, often based on English, for the analysis of multilingual texts sometimes produced under very different constraints. The paper will conclude with suggestions of where translation studies might contribute more centrally to the development of applied linguistics.

## **Paper 2: Terminology, translation and comparable corpora**

### **Serge Sharoff**

University of Leeds; s.sharoff@leeds.ac.uk

Terminology often escapes attention of academic linguistics, while it is extremely important in translation practice. Computational methods for automatic extraction of terms from raw

texts are actively developed in the field of Natural Language Processing, while this research missed the linguistic dimensions of term formation and use. This talk will bridge the two perspectives by discussing the relationship between the terms and their use, as well as aspects of term variation within a language and across the languages. Term variation covers abbreviations, absolute and approximate synonyms, recurrent elliptic expressions and coordination. Research presented in this talk stems from experience gained in the EU TTC project (Terminology Extraction, Translation Tools and Comparable Corpora), which aims at automatic generation and alignment of bilingual terminology lists from comparable corpora, i.e. texts, which are written independently on the same topic in different languages, but which are not translations of each other.

### **Paper 3: Interpreter positioning: the concept of role-space in signed-spoken language interpreting**

**Peter Llewellyn-Jones**

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The role of the sign language interpreter is typically prescribed by the strict codes of conduct adopted by the professional associations and employing agencies. Based on the relatively clearly defined role of simultaneous interpreters working in conference settings, the codes share an underlying premise that the interpreter's role is simply one of language transfer.

Experienced interpreters, though, find that the codes are too prescriptive when working with deaf people trying to access health, social work, education, employment and other statutory services. They often speak of having to 'step out of role' to give the interlocutors the opportunity of a successful interaction.

This short presentation will describe the development of a three dimensional model of role space, or the room for manoeuvre an interpreter has in different dialogic interactions. This 'space' is created by identifying appropriate points along three axes; participant alignment, presentation of 'self' and interaction management. With reference to accommodation (e.g. Giles, Coupland and Coupland 1991), politeness (e.g. Brown and Levinson 1987), situation alignment (e.g. Garrod and Pickering 2007) and portrayal of 'self' (e.g. Goffman 1959/90), and illustrated with real-life examples, the presentation will argue that the notion of a role-space more usefully describes the various interpreter behaviours that are appropriate in a wide range of settings.

### **Paper 4: Videoconference-based remote interpreting in legal proceedings: an analysis and assessment of a growing trend**

**Sabine Braun**

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Greater migration and mobility rates across the globe have entailed an increase in the number of bi- and multilingual legal proceedings. As a consequence, gaining access to legal interpreters has become a critical issue. Traditionally, an interpreter who works in legal proceedings such as police interviews or court hearings is co-present with the interlocutors, but in order to cope with the increasing demand for legal interpreting and/or to make the access to an interpreter more timely and cost-efficient, criminal justice institutions are increasingly turning to 'remote interpreting', whereby the interpreter works from a central interpreting hub rather than travelling long distances. In this form of interpreting, the interpreter is linked to the main location (e.g. a police interview room or a court room) via

videoconference link or telephone. Whilst the general problems of legal interpreting are well-known, the additional challenges arising from the remoteness of the interpreter in such situations have only recently received attention (Braun & Taylor 2011).

This presentation will focus on remote interpreting via videoconference link and will analyse some of the challenges that this form of interpreting creates, using examples from a comparative study that contrasted traditional and remote interpreting in (simulated) police interviews and combined linguistic and visual methods of analysis. Particular emphasis will be on the problems in the interpreters' performance and the challenges for the communicative interaction as a whole. After providing an overview of the quantitative and qualitative findings of the study, the possible linguistic and legal consequences of remote interpreting in legal settings will be discussed.

## **Paper 5: Take turns to speak—A conversation analysis of interpreter-mediated GP consultations and its implications for medical education**

### **Dr Shuangyu Li**

King's College London; Shuangyu.li@kcl.ac.uk

**Background:** The use of professional and ad hoc medical interpreters has imposed new challenges on the doctor-patient communication in medical consultations in the UK. The need for training is increasing but has not yet been adequately responded to, due to a lack of research of the generic features of medical interpreting and an effective communication model that can be used in teaching and practice without having to distinguish the language, culture, and type of interpreter involved in a consultation.

**Objectives:** This research aimed to identify the generic features of interpreter-mediated GP consultations and the correlation between these features and the quality of the communication; and to develop a new communication model for teaching and practice.

**Methods:** Conversation analysis was used to analyse seven naturally recorded GP consultations in two general practices in Bradford, the UK. Participants consisted of 2 GPs, 7 Patients, 3 professional and ad hoc interpreters. The languages used in the research include English, Urdu, Mirpuri Punjabi and Slovak.

**Findings:** I identified nine types of turn-taking organisation, by which participants conducted their communication disregarding the variations of language, culture and type of interpreter. Certain types of organisations are associated with more positive outcomes than others. GP's strategic use of these turn-taking organisations can improve their communication with the patient.

**Implications:** The findings of the turn-taking mechanism shed light on the development of a verbal behaviour-oriented communication model for education and practice of medical communication. It also informs further research with a framework to investigate other issues in medical communication across cultural and linguistic barriers, such as patient empowerment, inequality in health care, evaluative study of patient centredness, etc.

## **Multilingualism in the Community: Promoting a community-based approach to research on linguistic diversity and contact**

**Li Wei**

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This thematic colloquium aims to promote a community-based approach to the study of linguistic diversity and contact. A community-based approach has a number of defining characteristics. First, the research is grounded within a community; the data are collected, analysed and interpreted in situ with reference to the history and structure of the community. Second, the research questions are of direct relevance to members of the community, in addition to the researcher. Third, the research process is managed collaboratively and equitably between the community members and the researcher through active and reciprocal involvement in the research design, implementation and dissemination. Fourth, the research, both the process and the outcome, is useful to the community in making positive social change and to promote social equity. Whilst there is wide-spread recognition that multilingualism is not simply an individual, cognitive process or state but also a social phenomenon, research on multilingualism, despite drawing data from specific communities, is not always community-based as defined above. There is a need for research whose process goes beyond paying lip-service to respect for diversity and is driven by values such as empowerment and social change. Research on multilingualism can and should make a real impact on the social, economic and cultural life of the communities it is concerned with.

### **Paper 1: The impact of linguistic super-diversity in the urban workplace on language practices and policy: a study of the City of Southampton**

**Clare Mar-Molinero & Linda Cadier**

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This paper explores the impact of linguistic super-diversity in Southampton (UK), and seeks to highlight policy implications particularly for languages in the workplace. Southampton is characterized by 21st century social mobilities typical of a port city, with a workforce that consists both of those who have settled here for decades, as well as others who are part of the European 'new' migration, or belong to the large international university student population.

Our findings arise from a series of linked ethnographic studies exploring social and linguistic cohesion in Southampton. These provide us with data on language practices and their relationship to existing and developing policies (formal and non-formal) from the perspective of large and small private enterprise and the public sector. We explore the workforce of these sites, comprising a range of nationalities, ethnicities and languages, and representing microcosms of complex, interacting social hierarchies. Our approach is a grassroots, participatory one, seeking to involve our informants with our findings and sharing our analyses and recommendations.

### **Paper 2: Heteroglossia in a Panjabi complementary school 'community'**

**Angela Creese, Adrian Blackledge, and Jaspreet Kaur Takhi**

University of Birmingham; a.creese@bham.ac.uk

This paper reports the UK-based part of a multi-site ethnographic research project which investigated multilingualism in four European countries (09-HERA-JRP-CD-OP-051). We

spent ten months observing in classes in the school. Students, teachers and teaching assistants were issued with digital voice recorders to audio-record themselves during class time and outside of the classroom. We invited analytical comments from our collaborators, and incorporated their discussions into our outcomes. We heard daily interactional work that constructed and reconstructed a version, or versions, of the 'Panjabi community'. In the borderlands between these co-existing representations of 'community', spaces for negotiation opened up. They were filled with heteroglossic practice, as students, teachers, and parents engaged in linguistic practices which were often creative, imaginative, and playful, while also satirical, parodic, and stylised. After two years of engagement in and around the Panjabi school, we found that the notion of a unified, immutable 'Panjabi community' did not hold true. We conclude that 'community' should not be viewed as a fixed entity, but as voices which circulate through social, institutional, and family spaces, and which bear the traces of their histories.

### **Paper 3: Visions of community: How does bilingual education contribute to shaping views of society?**

**Gabriele Budach**

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This talk looks at bilingual education and its societal impact from a community oriented perspective. It investigates views on community as they are articulated by young learners and their parents involved in bilingual education in Frankfurt/Germany. The study follows on from a long-term collaborative ethnographic research which was conducted from 2003-2008 with the pilot class of a German-Italian two-way-immersion programme at a primary state school in inner Frankfurt. The present study involves the same participants, young learners and their parents, whose immediate involvement with the primary school ended four years ago. Focusing on selected student trajectories the talk investigates the formation of discourses on community alongside the unfolding of mechanisms of social structuration both determining the impact of two-way-immersion in a German context. This research contributes to studies on bilingual education which seek to understand the social implications and consequences of learning in a multilingual environment (Budach et al. 2008, Cummins 2005, 2008, García et al. 2007, Hélot et al. 2008, Kenner, Mahera & Gregory 2010, García et al. 2006, Torres-Guzmán & Gomez 2009, Blackledge & Creese 2010).

### **Paper 4: Complementary Schools in Action: networking for language development in east London**

**Raymonde Sneddon**

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In a challenging economic and political context complementary schools in east London are mentoring each other and forming networks across communities to gain recognition and status for community languages in education and the wider community. As issues of power and status impact in different ways on differently situated communities, complementary schools are uniquely positioned to support the needs of new communities as they discover how quickly their children become dominant in English and lose the active use of the family language when they start school.

The study is focused around an Albanian organisation that has developed a strong model of partnership by which mainstream and complementary schools work closely together to



develop children's multilingual skills. The study explores how the mentoring process supported Polish, Somali, Portuguese and Lithuanian complementary schools to meet language needs of their communities, to raise their local profile of their culture, to raise awareness of the importance and value of bilingualism in community languages and to support pupils to engage directly with examination boards and policy makers at both local and national level.

### **Paper 5: Researching funds of knowledge with families, pupils and teachers in a multilingual city in the north of England**

**Jean Conteh & Saiqa Riasat**

University of Leeds, Bilingual Learning and Teaching Association, Bradford; J.Conteh@leeds.ac.uk

Our paper presents collaborative work between a university and a non-profit making charity. The focal context is a complementary, bilingual Saturday class, where the teachers aim to promote a 'bilingual pedagogy' which includes working with their families to open out funds of knowledge (Gonzalez et al. 2005). As co-researchers, we benefit from our different expertise and professional experience. We have collected data of individual children in home, mainstream school and the complementary class. Our data reveal the family histories, both locally and globally, showing how their identities are constructed as multilingual British and EU citizens. They demonstrate how the children's rich experiences of home and community learning are often invisible in their mainstream classrooms and in assessment. They also show how their mainstream teachers construct their professional identities in multilingual classrooms within in a monolingualising system.

Using a linguistic ethnographic framework, our analysis reveals the tensions between the two policy and pedagogic goals of promoting 'diversity' while striving for 'inclusion' for all pupils in education in England. Drawing on the concept of 'funds of knowledge' and cultural-historical activity theory (CHAT), we show how tensions between diversity and inclusion play out in the lives of the families (Conteh, 2011).

### **Paper 6: On Not Taking Language Inequality for Granted: Hymesian Traces in an Ethnographic Monitoring of South Africa's Multilingual Language Policy**

**Nancy Hornberger**

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The University of KwaZulu-Natal (UKZN) is at a critical juncture in implementation of South Africa's multilingual language policy promoting institutional status for nine African languages, English and Afrikaans. Drawing on more than a decade of short-term ethnographic work in South Africa, I recently engaged in observation and dialogue with UKZN faculty, administrators, and post-graduate students to assess current implementation and identify next steps for making the university truly multilingual in teaching, learning and research. Concurring with Hymes that ethnographic monitoring can be of great importance with regard to educational success and political consequences, I undertook my work from a collaborative stance, in which the participants and I jointly sought to describe and analyze current communicative conduct, uncover emergent patterns in implementation of the policy, and evaluate the policy in terms of its social meanings. Hymes often reminded us that despite the potential equality of all languages, differences in language and language use can become a basis for social discrimination and actual inequality. While linguistic anthropologists may take these insights for granted, we nevertheless have our work cut out in raising critical

language awareness more broadly. Ethnographic monitoring in education offers one means toward not taking language inequality for granted.

## **Language development of bilingual speakers**

### **Virginia C. Mueller Gathercole**

Bangor University & Florida International University; v.c.gathercole@bangor.ac.uk

This colloquium examines language development in bilingual and multilingual speakers across the world. The issues addressed concern the roles of complexity, input, language-specific structure, and cross-language influence in development. Data come from Basque-Spanish-English trilinguals in the Basque Country, Welsh-English bilinguals in North Wales, Welsh-Spanish bilinguals in Patagonia, Spanish-English bilinguals in Miami, bilingual Swedish preschoolers, and bilingual Turkish-English immigrant children in the UK. The speakers present theoretical perspectives for interpreting the developmental phenomena – including a focus on “multilingualism”, processability theory, and emergentism.

### **Paper 1: The development of multilingual competence in Basque, Spanish and English**

#### **Jasone Cenoz**

University of the Basque Country, UPV/EHU; jasone.cenoz@ehu.es

This presentation analyses the complexity of multilingual competence as related to “Focus on multilingualism”, a holistic approach to the study of multilingualism in educational contexts. “Focus on Multilingualism” considers multilingual speakers as different from monolingual speakers of different languages and proposes to look at the different ways these speakers learn and use their languages without comparing them to ideal native speakers of different languages. “Focus on Multilingualism” also looks at all the languages in the multilingual speakers’ repertoire and the way the different subsystems are connected across the languages and support each other.

The complexity of multilingual competence will be shown by providing evidence on the development of multilingual competence in Basque, Spanish and English by primary and secondary school children in bilingual programmes in the Basque Country. Evaluations of multilingual competence carried out over the last years in the Basque Country indicate that balanced multilingualism is exceptional but at the same time indicate that there is a relationship between the languages. Moreover, examples of the multidirectionality of cross-linguistic interaction will show that multilingual speakers navigate between languages and use them as a resource.

### **Paper 2: Language development in sequential bilingual children: Same or different from children with Specific Language Impairment**

#### **Theo Marinis,**

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Sequential bilingual children have difficulties in acquiring a range of morpho-syntactic phenomena in their second language (L2), such as tense marking (Paradis, 2005; Marinis & Chondrogianni, 2010), gender marking (Chondrogianni, 2008; Unsworth et al., 2011), and passives (Marinis, 2007). Most studies have used production tasks to address the children’s grammatical development. In this talk, I will present a study on how L2 Turkish-English children acquire English passives using an off-line picture selection task (van der Lely, 1996) and a self-paced listening task with picture verification (Marinis, 2007). Thirty-two L2

typically developing (TD) children and 29 monolingual (L1) TD children of the same age took part in this study. The data will be compared to a group of 25 L1 children with Specific Language Impairment (SLI). The results showed that L2 TD children and L1 children with SLI have difficulties in the comprehension of passives off-line. In terms of speed of processing, L2 TD children had shorter RTs than L1 TD children and children with SLI. However, all groups showed sensitivity to the morphological cues when children processed passives in real-time. Difficulties in off-line accuracy are likely to be caused by deficits in end-of-sentence processes rather than a processing breakdown.

### **Paper 3: Effects of language exposure in the grammatical development of bilinguals**

#### **Rocío Pérez Tattam**

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A key issue regarding the acquisition of language in bilingual children is the extent to which the two languages the child is learning influence each other in development. Some research on crosslinguistic influence has focused on language-internal conditions (e.g., partial overlap across the surface structures of the two languages - Hulk & Müller, 2000; Döpke, 2000; Paradis & Genesee, 1996; “external interfaces” vs. “internal interfaces” of the grammar – Sorace, 2003; White, 2009; Tsimpli & Sorace, 2006; Hulk & Müller, 2000). Other research has viewed crosslinguistic influence within the broader perspective of other factors (e.g., frequency of exposure to the language – Gathercole, 2007; Gathercole & Hoff, 2007).

This study examines grammatical development in bilingual children and adults from North Wales (Welsh-English) and Patagonia (Welsh-Spanish) in the data from receptive grammatical tests. It looks at overall performance in the light of differential language exposure, defined in terms of the languages used in the family home from birth until school age (Only Welsh at Home, Welsh & English at Home, Only English at Home, L2 Welsh). It also looks at crosslinguistic influence for individual structures, to determine the extent to which bilinguals “bootstrap” from one language to the other.

### **Paper 4: Applying processability theory to the development of two languages**

#### **Gisela Håkansson**

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The basic assumption of Processability Theory (Pienemann 1998, 2005) is that morpho-syntactic structures emerge as the language processing capacities develop. This can be observed as developmental sequences, which all language learners follow on their way towards a target language. The non language-specific nature of PT makes it a particularly suitable tool for measuring bilingual language development, simultaneous as well as sequential. It provides a yardstick to measure the development of both languages, which is important in assessing language proficiency in bilingual children with suspected language impairment.

Analyses of longitudinal data show that the timing of the stages may differ in the two languages of bilingual children with typical development, so that a particular stage emerges earlier in one of the languages, with the later language catching up (Itani-Adams 2011). This is not to be confused with language impairment, which is characterized by low stages in both languages (Håkansson, Salameh & Nettelbladt 2003). In my paper, I will present data from

bilingual preschool children in Sweden and discuss how they can be placed along a developmental continuum.

## **Paper 5: Emergentism and the construction of a system incorporating two languages**

**Virginia C. Mueller Gathercole**

Bangor University & Florida International University; v.c.gathercole@bangor.ac.uk

This talk examines data from Welsh-English and Spanish-English bilinguals and argues that several phenomena observed in bilingual acquisition and ultimate attainment fall out naturally as emergent properties of the development of two systems concurrently. Data from vocabulary knowledge, grammatical knowledge, semantic categorization, and metalinguistic awareness will be presented. Phenomena such as (a) different home language groups following similar patterns, but different timing, in the course of acquisition, (b) complex aspects being learned later than simpler ones, (c) early separation of the two languages, (d) general long-term parity across groups, but (e) lasting differences in ultimate attainment are natural outcomes of acquisitional principles based on an emergentist perspective of language development. These include principles such as piecemeal acquisition, acquisition in context, the influence of the language being learned on the timing and sequence of acquisition, a role of exposure in the timing of development, and the concurrent development of language, cognition, and social cognition— common to both languages.





# Colloquia

## Mapping multilingualism in research practice: The view from two networks

Prue Holmes<sup>1</sup>, Deirdre Martin<sup>2</sup>, Jane Andrews<sup>3</sup>, Marilyn Martin-Jones<sup>2</sup>, Mariam Attia<sup>1</sup>, Richard Fay<sup>4</sup>

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The colloquium presents perspectives of researching multilingualism from the seminar series of two funded projects: (i) *Researching multilingualism, multilingualism in research practice*, funded by the Economic and Social Research Council (ESRC) under its Researcher Development Initiative (RDI) programme (Round 4), a three year project (2010-13) in advanced research training; and (ii) *Researching multilingually*, funded by the Arts and Humanities Research Council (AHRC) under the Translating Cultures theme, a one year project (2011-12) exploring researcher experiences of researching multilingually. The aims of the colloquium are to (i) expose the complexities and constraints multilingual researchers face in new times of globalisation and change, (ii) explore new ways of researching multilingually—through research design and practice—in these new times; and (iii) offer insights on new possibilities for multilingual research design, practice and policy.

Drawing on the thematic focus of the ESRC RDI project on new research practice in multilingual settings, and the AHRC network's focus on researcher experiences of researching multilingually, we propose the following four papers. The first paper, **Developing multilingual research practice for new times: A challenge to the institutional status quo**, by Jane Andrews (University of the West of England) and Marilyn Martin Jones (University of Birmingham), exposes current institutional constraints on the development of multilingual research practice, and offers examples of new practices and methodological and epistemological advantages accruing from such changes. The second paper, **Participants' research fields, approaches and sites: The view from the ESRC RDI project on *Researching multilingualism, multilingualism in research practice***, by Deirdre Martin (University of Birmingham), draws on the backgrounds, experiences, and practices of researchers in this network to demonstrate processes of change in these new times (e.g., the internationalisation of university research), and thus, to reflect on and respond to the conceptual and methodological challenges and possibilities engendered by this change. The third paper, **Tracing researcher trajectories: The view from the AHRC research network, *Researching Multilingually***, by Mariam Attia (Durham University), draws on researcher profiles published on the website of the AHRC project and their research trajectories to increase understanding of the complexities of doing research multilingually, and how this often overlooked aspect of research practice might be represented in research texts. The final paper, **Acknowledging and making space for multilingual research design and practice: Towards a policy statement**, by Richard Fay (The University of Manchester) and Prue Holmes (Durham University), highlights some limitations multilingual researchers face (e.g., institutional constraints, and minimal support from research methods literature and training courses). Summarising insights arising from these two projects which have policy implications, the two researchers formulate a first contribution towards the development of a broad statement of support for multilingual research design and practice.

Discussant: TBA

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## **Paper 1: Developing multilingual research practice for new times: a challenge to the institutional status quo**

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It is now acknowledged that the widespread social and demographic changes ushered in by globalization pose major conceptual and methodological challenges for social science and arts and humanities research. For example, as a result of transnational population flows, there has been a diversification of diversity and an increased visibility for multilingualism. One consequence of this is increased exploration and assertion of multilingual ways of engaging in social research including sociolinguistic and applied linguistic research. At the same time there is growing internationalization of university research with increased mobility of doctoral researchers, with new and established university researchers involved in border crossing and with research activities taking on a wider scope (e.g., through international collaboration).

Whilst the cultural and linguistic complexity of social research—for example, in education, health settings or in workplaces—is ever more apparent and while new multilingual research practices are rapidly evolving as means of addressing this complexity, most higher education institutions and funding bodies remain remarkably conservative in their forms of support for and regulation of research practice. In this paper we will focus on the following:

- i) some of the current institutional constraints on the development of multilingual research practice. These are constraints we have identified through the discussions taking place within our respective research networks;
- ii) examples of local ways in which new and established researchers have sought to introduce and foster multilingual research practice;
- iii) some of the methodological and epistemological advantages that accrue from such changes.

Local initiatives in multilingual research practice are frequently made in doctoral research or local community research, e.g., local NGOs, and consequently, generally reach only a small, specialized audience. In the following papers in this colloquium we attempt to make visible some examples of such initiatives along with the trajectories of the researchers involved.

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## **Paper 2: Participants' research fields, approaches and sites: the view from the ESRC RDI project on Researching multilingualism, multilingualism in research practice.**

**Deirdre Martin**

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In this paper, we build an account of the research network that is emerging through the capacity-building activities being organised as part of the project on Researching multilingualism, multilingualism in research practice funded by the Economic and Social Research Council under its Researcher Development Initiative programme (Round 4), from May 1, 2010 to April 30, 2013. We begin with a brief account of the design of the project and the range of researcher development activities that are being undertaken. We then provide an overview of the different fields of research represented among those who have become involved in this RDI network thus far. We also consider the backgrounds of participants, including their previous experience as researchers and/or practitioners. We take a look at the range of research sites in which they are working and the specific ways in which they endeavour to engage in multilingual research practice. As we write this abstract, we are two years into the project and we see some clear patterns emerging: for example, the interest and involvement has been significantly international in nature. Participants in the residential courses have come from 25 different countries and a substantial proportion of those participating from British universities have been international doctoral researchers or visiting scholars. As it develops, the network clearly reflects the wider processes of changes taking place in these new times – processes such as the internationalisation of university research. At the same time, it provides a vital new space to reflect on and respond to the conceptual and methodological challenges ushered in by these global processes of change.

The ESRC RDI project full research team is from the MOSAIC Centre for Research on Multilingualism: Deirdre Martin(PI); Marilyn Martin-Jones, Angela Creese and Adrian Blackledge.

## **Paper 3: Tracing researcher trajectories: the view from the AHRC research network Researching Multilingually**

**Mariam Attia<sup>1</sup>, Richard Fay<sup>2</sup>**

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This paper examines what the researcher profiles published on the website of the AHRC project Researching Multilingually suggest regarding the writers' developing researcher competence (DRC) (Stelma & Fay, in process) in relation to their awareness of the complexities of multilingual research design and practice. The profiles can be understood as the writers' outward-facing performances of reflection on action (Boud & Walker, 1998; Schön, 1983, 1987), i.e. as performances of their retrospective reflections on their experiences of doing research multilingually. The profiles were produced in response to two prompts from the project team: 1) What is your experience of doing research multilingually? and 2) What is your experience of becoming aware of the complexities in this area? Related to these prompts the team explored what could be learned from the profiles separately and collectively regarding how each researcher performed their DRC profile and what particular insights their profiles present vis-à-vis researching multilingually. This paper presents the outcomes of this exploration of the profiles with view to increasing our understanding, based upon individual researcher development trajectories, of both the complexities of doing research multilingually

and the ways in which the complexities of this often overlooked aspect of research practice might be represented in research texts.

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## **Paper 4: Acknowledging and making space for multilingual research design and practice: Towards a policy statement**

**Richard Fay<sup>1</sup>, Prue Holmes<sup>2</sup>**

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Paper 1 of this Colloquium mapped out how the new times lay down a challenge for current institutional practices. Such practices - written and unwritten, codified and assumed - tend to be embodied in documents specifying, for example, ethics procedures, assessment regulations, thesis requirements, grant applications, publication guidelines, and policy statements. However, such practices do not as yet adequately acknowledge or make space for multilingual research design and practice. Similarly, research methods textbooks, research training programmes and supervisor training courses often fail to address this challenge.

In differing but complementary ways, the ESRC RDI project (Researching multilingualism, multilingualism in research practice) and the AHRC research network (Researching multilingually) have explored the challenges of researching multilingually in these new times, and of doing so within and despite current institutional constraints and with minimal support in the research methods literature and training courses. Specifically, the ESRC RDI project has had a thematic focus on new research practice in multilingual settings, and the AHRC network has elicited researcher experiences of researching multilingually. In this paper, we summarise the insights arising from these two projects which have policy implications.

Whilst a number of policy documents exist (e.g. codes of practice on research ethics), as yet no overarching policy statement exists regarding multilingual research design and practice. Until such a policy line is developed, institutions and the research community have no overall frame for promoting awareness of good practice when researching multilingually. To address this need, the networks would like to use the above-mentioned project insights to formulate a first contribution towards the development of a broad statement of support for multilingual research design and practice.

## **The complex nature of English as a lingua franca: Considering complexities in ELF research**

**Robert Drummond Baird, Will Baker, Mariko Kitazawa, Ying Wang**

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The fields of applied linguistics and English as a lingua franca (ELF), the focus of this colloquium, have for some time been struggling to adequately account for ways in which the ‘linguistic’ element of their accounts can be framed in relation to the inherently complex contextual performances they observe. It seems that current conceptual shifts in many areas of linguistics and neighbouring fields are far-reaching and can be used to inform wide areas of empirical, theoretical and pragmatic engagement with ‘language’ as a subject. Such shifts include movement towards multidisciplinary engagement, recognising the centrality of performance, and appreciating how languages work within and beyond other sociocultural acts and sociocognitive elements.

English as a lingua franca research has reached a point at which previous polemic (pro vs. anti) arguments are mostly failing to enhance research or elicit meaningful discussions for the field. Disagreements about ELF have, however, uncovered points that need to be accounted for, adapted to or refuted, so it is our feeling that the best way forward is through constructive, meaningful and self-reflective dialogue between researchers with different backgrounds, interests and orientations. The purpose of this symposium is therefore to bring together such researchers, both among the speakers and the audience, to facilitate engagement in discussions around a number of central concerns in the field.

The issues that will be addressed in this symposium relate on some level to ‘complexity’, which, in various guises, presents major obstacles for experienced and new researchers alike. This will be an important opportunity to discuss how English as a lingua franca (and the language acts observed) can be theorised, how research can be conducted from these ideas, and how this ‘phenomenon’ can be discussed while accounting for human communicative behaviour more generally, especially in relation to the situated complexity that is inherent in various aspects of communication. Complex aspects and constitutive elements of ELF communication that need to be considered include: contexts and spaces; roles and purposes; identities and attitudes/beliefs; first languages and cultural backgrounds; ‘nationality’ and notions of cultural groupings; ideologies and power relations; aspirations and orientations; competencies, styles and personalities; time-frames and iteration; and, above all, practices and performances. In addition to the embedded complexity present in all intercultural and multilingual performances, ELF research is itself multifaceted, with researchers having a variety of purposes and orientations. This colloquium constructively considers, with examples, how ELF researchers can respond to issues that arise from the diversity inherent in this area. We highlight the contribution that ELF can make to various areas of applied linguistics and suggest problems that can arise in researching language across such boundaries.



## **Paper 1: Observing English as a Lingua Franca Observations: Epistemological Considerations of ELF as a phenomenon and as a research endeavour**

**Robert Drummond Baird**

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ELF research is receiving growing recognition as an established field of enquiry that overlaps with Applied Linguistics, Sociolinguistics and other long-established areas. Now that a conceptual space has been identified, researchers concerns have shifted to ensuring their descriptions of ELF language practices are reflecting the ‘nature’ of language, and the actualities of the people, spaces and performances that are observed.

Through recognising and representing the complexity that is inherent in all sociocultural performances, and the multidimensional nature of constructs that accompany social and communicative behaviour, ELF research can provide more credible insights for those in and beyond this field. Our understanding of communicative activities can be greatly enhanced if conceptualised as part of a dynamic matrix of social behaviours, routines, ideas and rituals, which, through various performances, reinforce, alter and establish contextually bound relationships and enactments. As such, English, in various guises, is embodied in innumerable discourses, social concepts, pragmatic strategies/behaviours, gatekeeping practices, identity constructions/markings and discourses, none of which are mutually exclusive or reducible to a single variable.

ELF research presents a fresh chance to conceptualise and describe language in a way that is genuinely informative about the nature of the communicative behaviour we study. Taking a dynamic, open and context-oriented approach to language matches the pluralistic, variable and changeable linguacultural phenomena ELF embodies. As such, ‘the nature of ELF’ has to be defined in a way that is consistent with ‘the nature of language’ as it is understood in other areas of Applied Linguistics. Therefore, underlying metaphors and concepts that construct, and potentially reify, the ‘ELF’ that gets portrayed needs to be considered in relation to wider understanding of language. How ELF can be ‘applied’ is also considered vis-à-vis the discussion of the ‘linguistics’ of ELF.

## **Paper 2: Culture, complexity and emergence: understanding culture in English as a lingua franca**

**Will Baker**

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ELF (English as a lingua franca) communication, perhaps more than any other form of intercultural communication, challenges our understanding of the relationships between languages and cultures and their role in communication. Whereas previously languages were associated with particular cultures, usually at the national level, this is clearly not relevant to languages used as a lingua franca where users of the language may identify with a multitude of cultures. However, this does not render ELF communication culturally neutral. All communication takes place in particular contexts and involves participants with identities and purposes none of which are culturally ‘neutral’. Thus, culture needs to be viewed as a complex phenomenon which may or may not be drawn upon in ELF communication in dynamic and emergent ways, moving between and across individual, local, national and global associations.

This paper will explore how theories of complexity and emergence can aid our understanding of the nature of culture in ELF communication. Drawing on the notions of complex adaptive systems (CAS) and emergentism, it will be suggested that culture should be seen as a dynamic, open and emergent 'system'. Such a conception of culture entails a tension between fluidity and fixity as an inherent part of the system keeping it always in process and avoiding the totalising structuralism of other attempts to describe cultures. This perspective on culture also encompasses multiple cultural systems which exist in a network of relationships, eschewing essentialist binary oppositions such as 'our' culture - 'their' culture. However, a number of limitations and unresolved issues in viewing culture as a CAS will also be raised, in particular the danger of reductionism and false analogies with CAS in the physical sciences.

### **Paper 3: Approaching ELF users' conceptualisation of language: interpretations and implications**

**Mariko Kitazawa**

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In spite of its fundamental nature that it is hypothetical and cannot be observed directly, 'attitude' has been a central focus in various disciplines as an essential concept which helps us understand human behaviours (Ajzen 1988). Linguistics is no exception. There has been a vast range of studies on 'language attitudes' under the rubric that people's attitudes play a crucial role in language change, restoration, preservation, and decay (Carranza 1982; Baker 1992; and Preston 2002). Although various ways to approach people's language attitudes have been established which are generally categorised into 'direct approaches' and 'indirect approaches' (see e.g. Garrett 2010), what needs to be noted is that most of these approaches have been developed and adopted based on the assumption that there are 'languages' or 'varieties of language' which act as reified entities towards which participants are able to show their attitudes. A fundamental question remains whether these approaches with this assumption could be applied to studies which explore ideas, perceptions, and attitudes of ELF users who continuously encounter different first language speakers with a wide range of English proficiency levels in a wide range of contexts. Given this question, the paper discusses the need for approaching ELF users' conceptualisation of language in a holistic way which is not bound by a traditional way of studying attitudes 'towards something'. Using qualitative interview data from a fieldwork in China, Japan, and Korea, the paper will explore how ELF users conceptualise language and what influences their construction of ideas which necessarily reflect complexity and diversity embedded in language.

### **Paper 4: Understanding the complexity of ELF attitudes: a focus on Chinese speakers**

**Ying Wang**

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In the context of English globalization, there is an increasing voice criticizing the status quo whereby the minority of English knowing population, known as native English speakers (NESS), is exclusively accepted as the norm provider of English, a language that serves as a lingua franca used by people from all over the world today. A considerable body of corpus research (e.g. Mauranen 2003, Seidlhofer 2004) has justified non-native English speakers' (NNESS') use of English as a lingua franca (ELF), which is likely to be at odd with NES

norms. However, the legitimacy of NNESSs' Englishes owes a lot to the users' attitudes (Jenkins 2007). Given this, this study focuses on Chinese speakers and investigates the extent to which Chinese speakers' ELF (CHELF) is acceptable in folk perspectives. The data collected among both university students and professionals illuminate ambiguity, contradiction, inconsistency and dynamics in the participants' perceptions, validating previous studies (e.g. Jenkins 2007) on ELF attitudes in terms of the complexity nature.

This presentation will report some findings emerging in the triangulation among questionnaires, interviews and focus groups, with the focus on the complex relationships between contextual and conceptual factors, between those factors and emergent attitudes. In particular, three questions will be sought to answer: 1. how can we understand the complexity of ELF attitudes?, 2. how can we investigate the complexity of ELF attitudes?, and 3. what implications can we draw from the complexity? The discussion will lead to the conclusion that conceptual and contextual factors are interrelated and working together to influence, shape and develop the participants' attitudes. The revealing of conceptual and contextual factors will also invite the reconsideration of the appropriateness of NES norms for NNESSs.

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## **The role of social networking and social interaction in promoting language learning during residence abroad**

**Rosamond Frances Mitchell<sup>1</sup>, James A Coleman<sup>2</sup>**

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Study abroad / residence abroad (SA/ RA) are a strong feature of foreign language programmes in higher education. These programmes have been supported by longstanding beliefs that living and studying in an 'authentic' target language environment will provide rich opportunities for using and learning the language. These high expectations for SA/ RA are partly grounded in the assumption that students will form friendships and other informal social relationships with local target language users, in addition to exploiting academic, work and media opportunities to use the language. Pellegrino (1997, 1998) among others has shown that students also share these expectations.

However, research has shown that once abroad, students do not always use the target language to the degree expected, and that they often fall back on social relationships with users of their own language, and/or of other available lingua francas, notably English (DeKeyser, 2007; Dewey, 2008; Polanyi, 1995; Rivers, 1998; Wilkinson, 1998a, 1998b; Dewey et al, n.d.). A better understanding of students' social networks and how they develop is needed, to maximise language and intercultural learning during SA/ RA.

This colloquium brings together accounts of current research into social interaction and social networking during RA/ SA, which together shed light on a range of mediating factors which may influence the social networks and language use patterns evolved by students while abroad. These factors include placement type (language assistantship, other work placement, formal academic/ language study); language status (of first languages, of target languages, of available lingua francas: de Swaan 2001); sociocultural norms and expectations abroad (e.g. of politeness; of gendered behaviour); and degree of ongoing engagement with 'home' networks (e.g. through accompanying family members or the internet).

The individual papers will provide in depth insights into particular mediating factors, together with interim findings regarding their influence on language use and language learning in specific contexts. A concluding discussion will seek to develop a more integrated understanding of the dynamics of social networking while abroad, and its overall influence on language development.

Paper 1: A comparative study of social networks of British undergraduates during residence abroad in France, Spain and Mexico

Paper 2: Social networks and the learning of French and Wolof during residence abroad in Africa

Paper 3: Intercultural social networks, domestic interaction and English language learning of Saudi female students during study abroad

Paper 4: Development of the sequential organisation of requests in L2 German by British undergraduates during the Year Abroad

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## **Paper 1: A comparative study of social networks of British undergraduates during residence abroad in France, Spain and Mexico**

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Residence abroad (RA) should provide ideal conditions for L2 learning, but in practice, small scale case studies have shown that accessing naturalistic input is problematic during RA (e.g. Pellegrino Aveni, 2005; Wilkinson, 2002). One way to investigate learners' contact with the L2 on a larger scale is to systematically document learners' 'social networks' (Milroy, 1987). Isabelli-Garcia (2006) and Wiklund (2002) have shown how social network analysis can help account for L2 development in immersion settings.

This study examines the social networks of British university students undertaking RA in France, Spain and Mexico (n=50). The following questions are addressed:

- What is the nature of learners' social networks whilst abroad, and how do these networks vary by site, and over time?
- How do learners use the various languages they know whilst abroad, and how do patterns of language use vary by site, and over time?
- What is the relationship between social network density, interaction quality and L2 development?

Social network and language engagement questionnaires, as well as a range of language tests, were developed and administered to participants three times during RA. Qualitative data was also collected with selected participants. To provide preliminary answers to all three questions, selected social networking and proficiency results from different sites will be presented and compared.

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## **Paper 2: Social networks and the learning of French and Wolof during residence abroad in Africa**

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Since 2009, data has been collected from graduates who, between 1985 and today, have spent one or two semesters in Senegal as part of a languages degree. Responses to closed and open questions, and extended telephone interviews have provided insights into language gains in both French and Wolof, which can be linked to the evolving friendships and social networking of respondents. The authors have previously reported on the impact on study abroad of developing telecommunications and online social networking (Coleman and Chafer, 2010), and on some of the surprising initial findings from questionnaire data (Coleman and Chafer, 2011).

This paper will set findings in the context of existing knowledge of how friendship groups and social networks typically form during study abroad, linking this development both to relevant theories of acculturation and to the most frequently used instrument for measuring target language use, the Language Contact Profile (Freed, Dewey, Segalowitz and Halter, 2004). The presenters will explore how in-depth interviews have shed added light on the extent to which temporary immersion can promote language and cultural learning, in a country where the principal target language is not in widespread everyday use, and where social integration depends rather on the use of a third language unknown and untaught in UK universities.

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## **Paper 3: Development of the sequential organisation of requests in L2 German by British undergraduates during the Year Abroad (YA)**

**Denise Kaltschuetz**

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Successful requesting depends on various factors including linguistic skills but also the pragmalinguistic knowledge to appropriately access variables such as social distance, degree of imposition, and existing power differentials. While pragmatic knowledge can be taught (Cohen 2008), students seem to learn most when spending time abroad (Bardovi-Harlig and Dörnyei 1998).

The present study traces the request development of eight British students learning German in Germany and Austria. The research questions are:



- Do the length of pre-requests and the distribution of First Pair Parts (FPPs) and Second Pair Parts (SPPs) between interlocutors change during the YA (Al-Gahtani and Roever 2011)?
- How do students deal with interlocutor insert-expansions before and during the YA?
- How do student request realisations change over time regarding the type of requests used and the extent of external and internal mitigation?

Before going abroad, the participants acted out role-plays and completed a pre-sojourn DCT, and an online survey on prior language learning experience. During their year abroad, they completed a language engagement questionnaire and recorded authentic interactions and further role plays.

Based on a CA analysis of the sequential organisation of the interactions (Schegloff 2007) alongside coding of requests with the CCSARP coding scheme (Blum-Kulka et al. 1989), all three questions will be addressed.

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## **Paper 4: The Effects of Study Abroad Experience on Second Language Learning: Cultural,**

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Many research studies on study abroad programmes have focused on the relationship between social and cultural interaction and language learning. However, there is a gap in the scholarly literature regarding speakers of Arabic undertaking study abroad programs, and young female students in particular. For this social group, cultural and social interactions are governed by various rules and regulations; such as the requirement that females travelling abroad should be accompanied by at least one male relative. This requirement challenges the idea of total immersion in the target language culture, and has obvious implications for the intercultural social networks these students will develop, the language interactions they engage in, and ultimately perhaps for language learning opportunities.

The study reported in this paper examines a new study abroad programme being followed by 13 Saudi female undergraduate students from a leading university in Saudi Arabia. The students are attending English language classes at a university in the United States, and are accompanied during their stay by one or more family members.

This paper addresses the following questions: How does the friendship that SA students form with native speakers / other L2 learners / Arabic speakers affect their language learning? How does ongoing engagement with family members affect language learning? What types of cultural interaction promote L2 learning during this type of SA programme? Does the stress and anxiety of being in a foreign culture hinder the student's ability to learn the language? Or does having an accompanying family member lessen anxiety and promote language learning?

Data on students' language proficiency, social networks and language use patterns is being collected using a range of instruments (tests, questionnaires and interviews). Interim results will be presented reporting findings on all three dimensions, and discussing interactions among these, so as to provide preliminary answers to the listed questions.

## **Approaches to the Discourse of Interdisciplinary Research**

### **David Oakey**

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Interdisciplinary academic research is increasingly seen as a route to new knowledge, and is currently viewed as a way of solving important 21st century real-world problems such as those in the areas of health, the environment, food, and energy (National Research Council 2009). It is apparent, however, that differences in disciplinary cultures, practices, and epistemologies can impede progress in interdisciplinary work, and that these difficulties extend to issues of language and communication, as highlighted in Larson et al. (2011) in Health Research, Soutter et al (2010) in Happiness Studies, and Howard-Jones (2011) in Neuroeducation.

The majority of applied linguistic research on academic discourse over the past decades, however, has focused on discrete disciplines. The participants, processes, and practices involved in the production of academic discourse have been described from a variety of applied linguistic perspectives, e.g. Rhetoric (Bazerman 1988; Myers 1990; Russell 2002), Systemic Functional Grammar (Halliday and Martin 1993), Register Analysis (Biber 2006), and Genre Analysis & English for Specific Purposes (ESP) pedagogy (Swales 1990; 1999; Flowerdew J. 2002; Flowerdew L. 2004; Hyland 2000; 2009). Interdisciplinary discourse has, on the other hand, been relatively little researched by applied linguists, with a handful of studies on linguistic issues relating to interdisciplinary work, e.g. Samraj and Swales (2000) on Conservation Biology, Petrić (2006) on Gender Studies, Wilson and Herndl (2007) on Military Design, Teich & Holtz (2009) on Computer Science, and Oakey, Mathias & Thompson (2011) on Health and Social Care.

In view of the increasing importance of interdisciplinary research, therefore, it is time to bring together applied linguistic researchers in order to outline the agenda for current and future research on interdisciplinary discourse. The proposed colloquium will consist of theoretical and methodological papers which focus on different aspects of interdisciplinary discourse and the contexts in which it is created, with particular emphasis on investigating how applied linguistics can offer solutions to the linguistic and communicative issues encountered during interdisciplinary collaboration. Issues will be explored from the following perspectives:

- genre and register-based discourse analyses
- linguistic comparisons of grammar and lexis
- ethnography: collaborating practitioners' perspectives
- epistemology: the nature of collaboration between and across disciplines; the continuum from trans-, cross-, multi-, and interdisciplinary collaboration
- pedagogic: implications for interdisciplinary research training and ESP programs

The colloquium will consist of an introduction, four papers and a discussion:

- Paper 1: Corpus Analysis for Improving Interdisciplinary Professional Communication in Health and Social Care
- Paper 2: Figurative Language in Science: Crossing Boundaries between Disciplinary and Media Science Genres
- Paper 3: International Students, Interdisciplinarity and Academic Writing: Scoping the Issues

- Paper 4: Master's Dissertations in an Interdisciplinary Field: Supervisors' Perspectives and Expectations
- Discussant

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## **Paper 1: Corpus Analysis for Improving Interdisciplinary Professional Communication in Health and Social Care**

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### Abstract

This paper uses collocations of closed-class keywords to reveal epistemological features of interdisciplinary discourse in a corpus of journal articles in the field of Health and Social Care (HSC).

The field of HSC is by nature interdisciplinary. Practitioners must communicate effectively across differing occupations and agencies and with the public. In the UK, both the Social Care Institute for Excellence (2009) and the National Health Service Institute (2006-2011) recognize the importance of developing communication and collaboration skills for multi-agency working at undergraduate and postgraduate levels and in continuing practice. This paper is a response to these drives for greater effectiveness in cooperation; it is concerned with the discourse of inter-professional work and is itself the result of collaboration between an applied linguist, a health practitioner and an educationalist.

The paper begins by illustrating some real life problems of communication in the provision of mental health services in the UK. It suggests that an understanding of different types of inter-professional cooperation, and the underlying interdisciplinary discourse, can help to address these problems in a systematic way and provide a basis for preparatory training. The paper accordingly reviews the literature of inter-disciplinary and inter-professional cooperation in

HSC to set out a three-part framework for cooperation between disciplines and professions. We then report the results of an applied linguistic study which uses collocations of closed-class keywords (Groom 2010) to reveal the differing perspectives and epistemologies found in a corpus of interdisciplinary discourse. A corpus of 500 articles from journals in the field of HSC is compared with 500 journal articles from each of the four disciplines from which collaborators are drawn: Medicine, Education, Social Work, and Psychology. We finally relate the results of the analysis to the three-part framework of cooperation and discuss the implications for training for inter-professional collaborators.

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## **Paper 2: Figurative Language in Science: Crossing Boundaries between Disciplinary and Media Science Genres**

### **Alice Deignan**

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#### Abstract

Figurative language is recognized as an important, yet problematic tool for conveying meaning in academic discourse (eg Littlemore 2001), but, as this colloquium argues,

academic discourse shows considerable variation between disciplines and genres. Skorzynska and Deignan, 2006 showed that texts about economics written for different audiences use figurative language differently. Their results suggested that these differences concern not just ideational meaning but interpersonal, and possibly textual meanings.

This paper reports a study of exemplars of two scientific genres in the interdisciplinary field of climate science: the academic research article and the popular science report. The uses of figurative language in two research articles and one popular report were analysed in detail. The popular report was based on the findings reported in the research articles, referencing them. The research concerned the speed of melting of glaciers in Greenland. However, the topics of the texts were not identical; the research articles described scientific process and results only, while the popular report speculated on global implications.

Figurative language use was frequent in both text types, but was more frequent and more varied in the popular report. In the research articles, a number of technical terms had derived from metaphors; these were apparently fixed expressions not permitting any lexical variation. In contrast, the popular report used figurative expressions more loosely. The popular report also used figurative language for a wide range of interpersonal meanings, including to persuade, to entertain and to instruct, while its use in the research articles was largely for ideational meaning.

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### **Paper 3: International Students, Interdisciplinarity and Academic Writing: Scoping the Issues**

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Abstract

Despite recent increased attention to interdisciplinary research (Aboelala et al. 2007), little is known about the extent of international student participation. This paper reports findings from a survey of international students at a UK university. Data were collected from two cohorts attending the university's course on Academic Writing, 2009-2011. The 319 participants (90% graduates) completed a questionnaire including information on whether their study was interdisciplinary and if so, which fields were involved. In both cohorts, over 40% of students reported doing interdisciplinary work, with roughly half at doctoral and half Master's level. Thus there is substantial involvement of international students in interdisciplinary studies at both graduate levels.

30% of the doctoral students stated that their study involved 2 fields, 36% 3 fields, and 25% 4 fields. Although students' concept of 'field' varied from well-established disciplines (sociology) to more narrowly specified areas (space exploration), the data indicate the complexity and extent of interdisciplinarity encountered. Given the well-documented differences in disciplinary discourses (Hyland 2000), many students are likely to experience writing issues arising from differing discursive practices. Such issues are examined with reference to the writing of a student whose work spans engineering and social science. Corpus tools are used to shed light on the textual adjustments required as students shape their writing within an interdisciplinary context. Further details of the survey and textual data are discussed and their implications for the design and provision of academic writing support are addressed.

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### **Paper 4: Master's dissertations in an interdisciplinary field: supervisors' perspectives and expectations**

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Abstract

This presentation approaches the theme of interdisciplinarity by focusing on the perspectives of dissertation supervisors in a department of gender studies, an interdisciplinary field, at an English-medium university in central Europe. The department offers students an opportunity to conduct research on gender-related issues from a range of perspectives, including historical, sociological, legal, literary and combined approaches. Interdisciplinarity, understood as “all activities which juxtapose, apply, combine, synthesize, integrate or transcend parts of two or more disciplines” (Miller, 1982, p.6), is therefore an essential part of the programme and a requirement that students’ dissertations must fulfil. This is also made clear in the department’s Statement of purpose, which emphasizes the importance of “developing ways and forms of integrating subject fields and disciplines formerly strictly divided from each other” (2001, p.4).

The presentation will report the findings of a study based on in-depth interviews with six lecturers who supervise master’s dissertations in this department. All of the participating dissertation supervisors received previous education in a single discipline, such as history or sociology, but their research and teaching deals with some aspect of gender studies. The interviews focused on the following issues: a) the supervisors’ understandings of interdisciplinarity in general and their expectations regarding interdisciplinarity in master’s dissertations, b) their perspectives on the distinctive features of dissertation writing in gender studies, and c) their accounts of the difficulties students encounter when writing interdisciplinary dissertations. The findings will be discussed with reference to previous research on student writing in interdisciplinary fields (e.g., Baynham, 2000; Petrić, 2006; Samraj, 1995). Pedagogical implications for EAP practitioners and supervisors of interdisciplinary dissertations by both L1 and L2 students will be drawn, and directions for further applied linguistics research in this area will be outlined.

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## The History of Applied Linguistics

**Andrew Robert Linn<sup>1</sup>, Danielle Candel<sup>2</sup>, Jacqueline Leon<sup>2</sup>, Richard Smith<sup>3</sup>**

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The history (or more precisely the historiography) of linguistics has witnessed steady growth since the establishment in the 1970s of the first journals and conferences dedicated to its study. While linguistic historiography has from the outset been a truly international and multilingual enterprise, not to mention a multidisciplinary one, embracing fields as diverse as philosophy, education and modern languages, it has tended to neglect the history of practical language work and of the discipline now understood as applied linguistics. There are various reasons for this, not least being the fact that linguistic historiography came of age when generative linguistics was at its height and so the history of the theory of language took centre stage. Recently however attention has turned to the development of applied linguistics and its late nineteenth-century roots, witnessed for example by a recent issue of *Histoire Epistémologie Langage* dedicated to it and the development of the Warwick ELT archive, and in this colloquium we will present some of the fruits of this research, carried out by an Anglo-French research network.

Our contention is that, while applied linguistics became formalised as a discipline in strongly national and monolingual contexts after the Second World War (the subject of three of our papers), it actually started out as a fiercely international collaboration with concerns for a range of languages and language questions. We go on to suggest that applied linguistics has consequently lost some of the richness promised a century ago and that if applied linguists wish to look to a future characterised by ‘multilingual theory and practice’, they would do well to look to their past for inspiration.

The human and social sciences are historically conditioned, shaped by the dominant intellectual and methodological trends of their time, and understanding the ‘situatedness’ of the applied language work of the past should make us more sensitive to the impermanence of our own work and to the fact that the past of applied linguistics still has much to contribute to ongoing debates. Analysing the emergence of applied linguistics, and specifically in respect to language teaching, also shows us how slippery and contentious a notion applied linguistics has been and still remains.

Paper 1: What have we lost? How the birth of Applied Linguistics can inspire its future (Andrew Linn, University of Sheffield, UK)

Paper 2: The emergence of Applied Linguistics in France - investigated through its scientific journals (1962 -) (Danielle Candel, CNRS, Université Paris Diderot, France)

Paper 3: The emergence of Applied Linguistics in the USA: a war machine (Jacqueline Léon, CNRS, Université Paris Diderot, France)

Paper 4: The (re)emergence of Applied Linguistics in the UK (1950s-1970s): Neglected sources (Richard Smith, University of Warwick, UK)

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## **Paper 1: What have we lost? How the birth of Applied Linguistics can inspire its future**

**Andrew Linn**

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It could be argued that the practice of Applied Linguistics today is anything but multilingual. An overwhelming majority of debate and discussion takes place through the medium of English or in the context of the teaching of English. Furthermore, as the discipline of Applied Linguistics has evolved over the past half century, the development of national styles and agendas means that the practice and theory of Applied Linguistics are now characterised by national and monolingual silos. How this has come about is the topic of the other papers in this colloquium. However, it is our contention that the birth of Applied Linguistics in the Anglo-Scandinavian School (or via the wider-ranging Reform Movement) was predicated on transnational cooperation and on a highly multilingual research agenda and that perhaps progress in the discipline has in fact resulted in the loss of something valuable.

In this paper I will show how what we now recognise as Applied Linguistics emerged in the work of two generations of linguists around the turn of the 20<sup>th</sup> century. Inspired by the emergence of modern Phonetics, this community turned away from the historical-comparative work of the previous generation, seeing no limits to the potential application of phonetic insights to real-world language issues, or, in their discourse, the ‘living language’. They pioneered language teaching in universities and advocated reform in the schools. Their enthusiasm for what could be achieved led them to issues as diverse as first language acquisition and spelling reform. They knew, used and studied a plethora of languages, and I suggest that the ‘founding fathers’ of Applied Linguistics can show the modern discipline how it can again become a truly multinational and multilingual enterprise committed to the unified vision of improving the world we live in through intervention in what we do with our languages.

## **Paper 2: The emergence of Applied Linguistics in France**

**Andrew Robert Linn<sup>1</sup>, Danielle Candel<sup>2</sup>, Jacqueline Leon<sup>2</sup>, Richard Smith<sup>3</sup>**

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The history of Applied Linguistics originates in France with the creation in 1958 of the Centre de linguistique appliquée in Besançon, followed in 1962 by the journal *Etudes de linguistique appliquée* (ELA) (Linn, Candel & Léon 2011). While the Association internationale de linguistique appliquée (AILA) was initiated in 1964, the French Association (Association française de linguistique appliquée, AFLA) was founded in 1965. AFLA first published a newsletter, followed from 1996 by the journal, *Revue française de linguistique appliquée*, (RFLA).

This paper presents the development of Applied Linguistics through French publications devoted to Applied Linguistics, i.e. these two journals. Introductions to these journal issues

will be studied to investigate the topics and areas representing the core of “Applied Linguistics”. In these publications we emphasise the importance of emerging fields, such as Lexicography, Terminology and Languages for Special Purposes, as well as corpora, sometimes undervalued compared to pedagogical concerns. The evolving concept of “Applied Linguistics” will be highlighted. This will be based on an analysis of policy changes, turns in orientation, breaks and innovations, as expressed by the successive issue editors and as understood by their readers. This raises questions as to why *Études de linguistique appliquée* is now characterized as the “Revue de didactologie et de lexiculurologie des langues-cultures”, why the AFLA journal only emerges in 1996, and why it describes itself as “the first francophone magazine entirely devoted to Applied Linguistics in its diversity, on an international and an interdisciplinary level”. Following these developments, we focus on the impact of certain research areas and their evolution; it is here worth recalling the impact of particularly striking personalities in the applied linguistics sector, e.g. Bernard Quemada, Robert Galisson, and Daniel Coste.

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## **Paper 3: The emergence of Applied Linguistics in the USA**

**Andrew Robert Linn<sup>1</sup>, Jacqueline Leon<sup>2</sup>, Richard Smith<sup>3</sup>, Danielle Candel<sup>2</sup>**

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The emergence of Applied Linguistics as a discipline in the USA has been well documented (Howatt 1984, Kaplan et al. 2002, Linn et al. 2011, etc.). It is commonly acknowledged that it started in 1941 when Charles Fries established the Michigan English Language Institute and started the *Quarterly Journal of Applied Linguistics* in 1948, thus coining the term Applied Linguistics. Other centers for Applied Linguistics appeared at Georgetown (1949) and Austin. In 1958 the National Defense Education Act promulgated the Bloomfield approach in language teaching. Finally, the University of Washington Centre for Applied Linguistics was established in 1959.

In my paper, I will focus on key characteristics of the emergence of American Applied Linguistics:

- the impact of the War effort. The Intensive Language Program of the American Council of Learned Societies from 1941, followed by its military counterpart, the Army Language Section of the Army Specialized Training Program in 1943 (Moulton, 1961, Joos 1986 [1976]). It is worth noting that, after the war, Applied Linguistics, through its methods and activities, was strongly involved in the Cold War.
- the early use of technologies in language teaching (tape recorders, visual aids, spectrograms, language laboratories), growing from the interaction between language sciences (acoustic phonetics) and war sciences (physics, information theory and

computer sciences), so that early American Applied Linguistics—mainly focused on language teaching—also addressed other areas such as machine translation.

- the question of the interaction between linguistics and language teaching: how the alleged scientificity of principles and methods used in the description of Amerindian languages in the 1930s-1940s was adapted to language teaching, leading to the ‘structural approach’; the issues at stake in the conflicts between language teachers and linguists about teaching methods; finally the impact of language teaching on post-war American linguistics.

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## **Paper 4: The (re)emergence of Applied Linguistics in the UK (1950s-1970s): Neglected sources**

### **Richard Smith**

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The beginnings of applied linguistics (AL) in the UK are usually dated to the establishment of the School of Applied Linguistics at Edinburgh in 1957, but what brought this about, what preceded it, and what did it entail? In the belief that uncovering the roots of an enterprise can illuminate its subsequent development and indicate future possible directions, in this paper I reexamine early British AL on the basis of archival and other primary data.

According to Phillipson’s *Linguistic Imperialism* (OUP, 1992), British Council involvement was instrumental, reflecting a desire to bolster UK ELT expertise and increase the dominance of English in the world. However, this is just one part of the story.

A lineage for AL can be traced back to the pan-European, ‘multilingual’ Reform Movement (Linn, this colloquium). Reform emphases were mediated to the post-war era of UK AL by figures including Daniel Jones and Harold E. Palmer. Both were well-known for their work on English but, for them, other languages (including – for Palmer – international auxiliary languages) were equally important.

Whether, and if so why and how British AL became cut off from multilingual, European sources before ‘re-emerging’ after World War II in the service of monolingual, post-colonial ELT will be among the issues to be considered, along with the links early British AL had with developments in France, and the European background to the rise of CLT. One provisional conclusion is that, while in the 1950s to 1970s there may have been institutional and political concerns to establish an image of modern and distinctively British expertise, the actual ideas, approaches, materials and so on that were developed often owed inspiration less to contemporary UK research than to wider and deeper influences, including from Europe and from an underacknowledged tradition of experience theorized.

## Social Media / Social Knowledge

**Greg Myers<sup>1</sup>, Ruth Page<sup>2</sup>, Caroline Tagg<sup>3</sup>, Philip Seargeant<sup>4</sup>, Diane Potts<sup>1</sup>, Maria Georgalou<sup>1</sup>**

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The rapidly growing field of linguistic studies of social networks have considered registers, user identities, different motivations and functions, and specific interactional affordances of different platforms. In this colloquium we consider the discourse processes through which social networks represent aspects of the world: scientific facts, political events, social geographies, relations between languages and groups, and members' categorisations. Each paper draws on a large body of data on one platform, and analyses specific examples to show the social dynamics and linguistic registers through which facts, stances, and frames about the world are constructed, contested, modified, and solidified. The participants will construct a virtual discussant in a wiki discussion of each others' papers, and will provide a collective bibliography.

Paper topics:

'Developing evaluation in "The Murder of Stephen Lawrence" Wikipedia article'

'Multilingual interactions on Facebook: where speech communities meet transitory networks'

'Semiotic registers and the consequences of viewers as co-authors of digitally mediated texts'

'Place identities in a time of crisis: Greeks on Facebook'

'Tweeting science: Stance-taking, wit, and solidarity'

### **Paper 1: Developing Evaluation in 'The Murder of Stephen Lawrence' Wikipedia Article**

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The content produced in Wikipedia articles must comply with the core principle of Neutral Point of View (Myers 2010). However, the apparent 'neutrality' of perspective is determined by the selection of 'reliable sources' used to verify Wikipedia articles, sources which reflect and constitute their ideological contexts of production and reception.

This paper will examine the evolution of a particular Wikipedia Article: 'The Murder of Stephen Lawrence'. The article was first authored in 2003 and continues to be revised in 2012, with over 1000 revisions available in the page history. Through a narrative analysis of selected article revisions, this paper will show that the tellability of the article is determined by reports of the events which circulated over time in the mainstream media. While the initial stub first authored in 2003 narrated the events of Stephen Lawrence's murder as an unevaluated Recount (Martin and Plum 1997), the revised article current in 2012 is rich in evaluative statements (Labov 1972). The added evaluation influences the structural sequence of the narrated events, transforming the earlier Recount to a plot-like pattern of a 'fully formed narrative'. The added evaluation also signals the importance of the Lawrence case within wider national agendas which continue to contest racial inequality and injustice. A comparison with other Wikipedia articles ('The Disappearance of Madeleine McCann', '2010 Northumbria Police Man Hunt', '2011 England Riots') suggests that the development of evaluation in revisions to the 'Murder of Stephen Lawrence' article is not unique. Rather, the

news value of events (Fowler 1986) influences the creation of articles in Wikipedia more generally, and reflects wider, current, macro-social concerns (such as the contested role of the police in maintaining law and order).

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## **Paper 2: Multilingual interactions on Facebook: where speech communities meet transitory networks**

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This paper explores the nature of virtual ‘communities’ formed through Facebook, and the relationships between online social network sites and people’s allegiances and affiliations in the ‘real’ (offline) world. Speech communities are traditionally viewed as being relatively fixed, long-lasting, grounded in a particular space and time, and characterised by established norms of interaction and shared language patterns. It has long been recognised that virtual communities do not generally reflect their offline counterparts. On Facebook, communities are often transient, translocal and ‘collapsed’ (in that people from different parts of a user’s offline life are collectively addressed and may interact with each other). These transitory and shifting Facebook communities are characterised by new communicative practices which emerge as users negotiate the site’s functionalities and group’s emergent norms – ‘liking’ posts, tagging pictures, responding to status updates. Of particular interest in multilingual interactions is the role which language choice and code-switching play as a strategy in addressing particular individuals, excluding others, marking what is public and private, and thus carving out communities within Facebook. In the paper, we use case studies and in-depth analysis to illustrate how Facebook communities, like other virtual communities, can cut across existing speech communities and offline interactive norms.

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## **Paper 3: Semiotic registers and the consequences of viewers as co-authors of digitally mediated texts**

**Diane Potts**

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The extent to which technology affords marginalized voices a more meaningful place in public discourse remains widely contested in academic literature. Optimists emphasize access,

opportunities for networking, and the power of weak links; pessimists stress technological barriers, variances in social practices, and users' self-reinforcing viewing selections. The viewer's position as a co-author of hypermodal text, and the implications for knowledge sharing are less well-researched. In this paper, I analyse one such instance of joint authoring, and consider its impact on attempts by British Columbia teachers to participate in public accountability discourses on education. In a study funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) and supported by their school district, fifteen teachers authored hypermodal accounts of their literacies practices for educational stakeholders. Stakeholders twice participated in focus groups: once before teachers authored the accounts, when stakeholders discussed their information needs; and once after teachers authored the accounts, when stakeholders evaluated the accounts as information sources. I analyze the textual practices of both groups of authors, the original webpage creators and the viewers who determined the reading path, and consider their consequences. Using concepts of voice and register, I show how teachers' professional knowledge was diminished rather than enhanced by these practices, despite stakeholders' positive evaluations. In part, the challenges resulted from teachers' and stakeholders' use of more familiar registers, which employed categories such as subject areas and activities; referenced specific students and teachers; and generally replicated established interpersonal relations between teachers and stakeholders. However, problems were exacerbated by stakeholders' reception of the accounts as experiences not information, evidenced in their descriptions of use. I will discuss the implications of register in analyses of digital textual practices, where competing discourses with their associated practices for legitimating knowledge contest for space and preference.

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## **Paper 4: Place identities in a time of crisis: Greeks on Facebook**

### **Maria Georgalou**

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Although one of the default features of Facebook is its placelessness, networkers tend to localize it by foregrounding specific places in their discourse practices. The purpose of the present paper is to explore how geographical and relational indications of place in Greek Facebook profiles can do the rhetorical work of claiming an identity. Place identity cannot be merely viewed as a means of expressing place cognitions and attachments; it involves shared and socially negotiated knowledge. From a discursive perspective, it appears to have a double sense: a sense of belonging to places as well as a rhetorical warrant via which particular social practices and relations are legitimated (Dixon and Durrheim 2000: 33).

Relying on the precepts of discourse-centered online ethnography (Androutsopoulos 2008), I present a multimodal dataset of profile information, status updates, comments, video and article links, photos, and interview excerpts. Firstly, I consider how place identity works in routine posts about a range of topics, including users' mood, the weather, vacations and leisure activities. I then relate and compare these uploads to posts reflecting the Greek civil unrest due to economic stagnation and disappointment with domestic politics. In my analysis



I look at such features as toponyms, spatial lexis, tropes, pronouns, attitudinal vocabulary as well as visual metaphors.

I show that both direct and indirect references to place play a vital role in the construction of one's online identity, since they provide a link to past, present and future selves and actions. I argue that apart from being a self-reflexive process, place identity is also a collaborative process, shaped and reinforced by those with whom the user shares a "friendship" in Facebook.

## **Paper 5: Tweeting Science: Stance-taking, Wit, and Solidarity**

### **Greg Myers**

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The affordances of microblogging are adapted in different communities to serve different functions. Twitter is extensively used by scientists, and for many it has become an important part of teaching, research, publication, and outreach practices. The content of the messages is a mix of the public (links to news, notices of publications, calls for papers, and advertisements for jobs) and the more personal (calls for advice on practical research problems, opinions on research news, comments on work stresses, phatic communications, and messages on a range of personal interests). Tweets typically include an explicit or implicit personal comment on the highly-compressed message.

In this paper I focus on the forms of stance-taking as an index of personal style. I draw on a 50,000-word corpus of tweets from ten research scientists with popular Twitter feeds (1,000 to 5,000 followers), chosen to represent different disciplines and different stages of their careers. I compare it to a 50,000-word reference corpus from ten Twitter users with other specialist interests (also with 1,000 to 5,000 followers). First I compare corpora to highlight some features apparently characteristic of the register of science Twitter. Then I analyse the forms of stance-taking in the science tweets, their placement in the message, their use of compressed forms, shifts to a colloquial or specialist register, and development of stance-taking within an extended exchange of tweets. The stance-taking is often witty: indirect, delayed, or reliant on specialist knowledge. I argue that the practices of stance-taking, and the processes of interpreting the indirect stance-taking, support the solidarity within a group. The relevant group varies in different tweets: members of a specialised research field, a discipline, a career stage, a gender or ethnic identity, or the larger community of scientists within a political system and society that they see as lacking understanding of science.

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# **SIG Tracks**

## Corpus Linguistics SIG

### The summarising function of university Engineering lectures: a cross-cultural perspective

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English-medium lectures are delivered in universities around the world, especially in disciplines such as Engineering where emphasis is put on global language skills. If the language medium, syllabus and education stage are constant, are academic lectures roughly the same at the level of discourse, regardless of where they are delivered? Using examples from the Engineering Lecture Corpus (ELC) ([www.coventry.ac.uk/elc](http://www.coventry.ac.uk/elc)), this paper argues that cultural context affects the linguistic realisation of language used to perform a summative function. At the micro-level of the lecture, predictive devices such as enumeration and advance labelling (Tadros 1985) can be identified. At the macro-level, Young's (1994) recognition of discourse structuring and evaluation within a phasal analysis aids consideration of the use of summary in the lecture as a contained unit. We are not aware of any analysis of the use of summary in lectures across cultural contexts. The ELC contains transcripts of English-medium lectures which have been 'pragmatically' annotated for recurring functions, including 'Summarising', which is divided into two types of review (current and previous lecture content) and two types of preview (current and future lecture content). Analysis of three components of the ELC (lectures from the UK, New Zealand and Malaysia) suggests that summary is used differently in Engineering lectures delivered in different cultural contexts. Variation is noticeable in: the length of summative chunks of language, the distribution of these chunks across the components, and their specific function (as review or preview). Exploration of such variation points to the cultural specificity of Engineering lectures, despite the commonalities mentioned. The implications of this variation for those delivering and receiving lectures in different cultural contexts will be explored.

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## Exploring the spoken and written features of L2 learners' text-chat under two task conditions

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Research on online discourse has found that computer-mediated communication (CMC) such as e-mail and text-chat exhibit features of both speech and writing (Danet & Herring, 2007). Such differences reflect the influence of contextual and situational factors on language practices (Androutsopoulos, 2006). A prominent situational factor in the computer-enhanced language classroom is the type of task learners engage in using CMC. Research on L2 performance within the complexity-accuracy-fluency (CAF) framework has found that task characteristics and task conditions exert a systematic influence on learners' linguistic choices (Skehan, 2001). This study aims to identify the key linguistic characteristics of L2 learner text-chat output produced under two task conditions (on-task and off-task text-chat) and the extent to which these linguistic features are associated with speech or writing.

The study is based on a small corpus of chatscripts which were generated during text-chat interactions produced by adult high intermediate and advanced Swedish university learners of English and US English speakers, who were paired to complete two online collaborative writing tasks. After task completion, participants used the remaining time to continue chatting. Chatscripts were manually split to separate 'on-task interaction' from 'off-task interaction'. On-task chat was operationalized as chat turns bounded by task opening and task closing sequences. Off-task chat was operationalized as chat turns preceding task opening sequences and chat turns following task closing sequences.

On-task and off-task interaction were compared using the corpus-based techniques of keyword analysis (Scott, 1997) and concordancing. Preliminary findings indicate that off task interaction is characterized by frequent use of features generally associated with interpersonal and oral language (e.g., personal pronouns, inserts), while on task interaction is characterized by frequent use of features generally associated with literate language (e.g., subordinators, stance adverbs). We suggest that these linguistic differences reflect a shift in the situational characteristics and are thus functionally-motivated.

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## **‘Thingmy an aa the rest o it’: vague language in spoken Scottish English**

**Joan Cutting**

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This paper describes a study of the vague language in the spoken part of the Scottish Corpus of Texts and Speech (SCOTS). To answer the questions ‘Is the vague language in the corpus mainly Scottish Standard English or mainly Scots?’, ‘How is vague language used textually?’ and ‘What are its social functions?’, it examined general nouns (people, thing, stuff), colloquial general nouns (thingummy, thingmy, bittie), general nominal clusters (what-d’ya-call-it), vague quantifiers (lots of, muckle) and vague epistemic modifiers (sort of, kinna, a wee bit) and general extenders (or something, an things, an aa the rest o it). Frequency counts of the corpus showed that vague language is more Scottish Standard English than Scots. Analysis of the immediate co-text revealed that vague language items clustered, and also collocated with hesitation phenomena. Analysis of the interactional sequences suggested that vague quantifiers were a feature of informal talk expressing overt stance, vague modifiers were used to protect speaker’s and hearer’s face and to hedge strong opinions, vague epistemic modifiers tended to mitigate reprimands and soften indelicate expressions, insults and impositions, and general extenders mitigated claims and softened orders. This paper concludes with a consideration of whether the findings should be taught in EFL classes. It proposes that students could be encouraged to reflect on the resources that the local variety has to accomplish pragmatic functions, and to use them if they wish to indicate a desire to affiliate with Scottish people.

Joan Cutting is a Senior Lecturer in TESOL in the University of Edinburgh, specialising in EFL methodology, TESOL materials design, and text and discourse for TESOL. She researches spoken English, her main interests being vague language and in-group code, with a special emphasis on cross-cultural differences, and also international students’ interactions in spoken domains in UK Higher Education. She considers the implications for EFL/EAL/EAP teachers and for non-language-specialist staff development. She is author of *Analysing the Language of Discourse Communities* (2000), *Vague Language Explored* (2007) and *Pragmatics and Discourse* (2008), and co-editor of the *Edinburgh Textbooks in TESOL series* (2011-2015).

## Not 'letting it pass' in an ELF business meeting in South Asia: A time-aligned corpus based approach

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The construction industry accounts for 10% of global GDP, and yet there is very little research on authentic construction discourse (Handford and Matous, 2010). This study explores the discursive practices of the chair in a bridge construction design meeting in South Asia conducted in English, involving 15 participants from 7 countries, using time-aligned corpus analysis.

While Firth (1996) discusses the practice of 'let it pass' in professional English Lingua Franca (ELF) conversations, and argues that it is common in such settings, our analysis shows that the chair, and other participants, regularly use the opposite discursive practice, that of 'not letting it pass' in this ELF construction meeting.

The corpus analysis also shows that the subordinate design consultant (SDC) from Germany and the chair (from the host country) spoke most in the meeting. The SDC took relatively longer speaker turns, mainly explaining and justifying the proposed plan for the bridge; in contrast, the chair took shorter speaker turns. In several instances, the chair cut-in the conversation and corrected the other participants' anomalous choices of English words, which was followed by the speakers' acceptance/rejection of the corrections. While such actions might be interpreted as face-threatening in many professional settings, this did not seem to be the case here. By referring to interviews with the chair and other participants, we are able to offer insights on the use of this practice, and explore what it suggests about international construction discourse.

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## **Clarity and precision in the writing of analytic philosophy**

### **Valerie Hobbs**

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For over 100 years, Western philosophy has been divided into two ‘feuding’ camps: analytic and Continental. Prevalent in the literature is the assumption that precision, clarity, and systematic rigour characterize the former whereas complexity and ‘speculation’ prevail in the latter (see Critchley, 2001). And yet, there is limited and incomplete attention paid to philosophy texts by linguists, and those who have analyzed such texts have tended to ignore the now century-old division, despite the fact that analytic philosophers tend to identify themselves more with the hard sciences in their writing style, whereas continental writers identify more closely with historians and literary figures (Levy, 2003).

Relying on a corpus of 140 journal articles (approximately 1 million words) taken from both ‘camps’ as well as interview data with philosophers who identify themselves as analytic, this presentation examines the extent to which textual analysis can pin down whether and how the writing of analytic philosophers accomplishes clarity and precision. Findings have implications for those interested in genre analysis and in teaching English for specific purposes.

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## **The development of formulaic repertoires in L2 English at B2 and C1 levels: a corpus-driven and cross-linguistic comparison**

**Sylvia Jaworska<sup>1</sup>, Angeliki Salamoura<sup>2</sup>, Fiona Barker<sup>2</sup>**

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Studies in second language acquisition confirm that formulaic language is central to successful foreign language learning, but at the same time, presents a serious stumbling block (Wray 2002). Despite the considerable interest in formulaicity, to date most studies focused exclusively on advanced learners in academic contexts. With the exception of Vidaković & Barker (2010), little is known about the development of formulaic repertoires at other proficiency levels. Moreover, given that lexical choices are particularly prone to L1 transfer (Jarvis 2000), far too little attention has been paid to the influence of L1.

The aim of the presentation is to report on findings from a study concerned with the influence of L1 German, Polish and Greek on the development of formulaic sequences in L2 English at two CEFR levels: B2 and C1. The data under scrutiny consists of written exams tasks in general English (FCE and CAE) and is part of the Cambridge Learner Corpus. The analysis follows a corpus-driven design and is based on a quantitative and qualitative examination of 3- and 4-word sequences. The results offer insights into the different patterns of formulaicity produced by German, Polish and Greek learners at the two levels and will shed light on the extent to which the differences are influenced by L1 transfer.

## **The analysis of tag questions in a corpus of child bilingual language.**

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Due to the relative structural complexity of tag questions in English, much of the research published on these discourse features involves studies carried out exclusively on speakers of English (such as those by Tottie and Hoffman, 2006; Torgersen and Costas, 2009; and Moore and Podesva, 2009). Going beyond purely monolingual English discourse, the present paper examines the speech of two bilingual siblings (Brazilian/British) and analyses their use of tag questions, whether in monolingual Portuguese, monolingual English or mixed (code-switched) utterances. Recorded over 3 years, the corpus examined contains 119 recordings (approximately 24 hours), of naturalistic interactions taking place between the two main informants, a girl 'M' and her brother 'J' (aged 5 and 3 years at the beginning of data collection in 2001), and their monolingual and bilingual family relatives. Transcribed according to the CHAT system (MacWhinney, 2010), the CLAN tools (ibid) were used to retrieve both canonical and invariant tag questions from the corpus for both quantitative and qualitative analyses. After briefly detailing methodological aspects of the study including the use of the CLAN commands (FREQ, COOCCUR and KWAL) to carry out the analyses, the results will then be discussed in the light of previous research on tag questions.

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## **Anthropomorphic Metaphors in IT Support Forums and Blogs in German and English**

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In the past twenty years, IT (information technology) has become almost omnipresent and so has its LSP (language for special purposes). Traces of IT LSP have found their way into various forms of public discourse (e.g. journalism, forums, and blogs). This is particularly the case with support forums and blogs that help computer users discuss their hard- and software issues. A contrastive study (German and English) with a combined methodology has been conducted, which includes quantitative corpus methods (keyword- and frequency lists) and inductive qualitative methods of identifying and analysing the functions of the anthropomorphic metaphors that were found in a corpus of slightly under one million tokens that contains IT-related forum and blog entries of an equal number of tokens for both languages. In order to classify and structure the anthropomorphisms that have been identified in the corpus, both cognitive metaphor theory, based on Lakoff and Johnson (1980) and categories that emerged from the data have been used. The findings show how human categories are expressed in different anthropomorphisms in the corpus. This includes the overall notion that the computer is a human being, with more detailed sub-categories, such as behaviour (to misbehave), family and love anthropomorphism (e.g. a firmware is the kid; the Bootloader the mommy; database family). Computers were even referred in connection with terms of love and relationship. Users said their old laptop would always be in their heart, but they found their current love. Computer users can be in love with one device or a whole product family (e.g. Power PC Macs). The main functions of the anthropomorphisms were the concretisation and simplification of inexplicable technical aspects and expressing feelings (love), and explaining human behaviour using computer terms (e.g. upgrade brain software).

## Describing the Extended Meanings of Lexical Items in a H1N1 Corpus

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The year 2009 has witnessed a global outbreak of influenza A (H1N1). On June 11, 2009, the World Health Organization (WHO) announced the outbreak to be pandemic and a special term of Pandemic H1N1/09 virus has been given to the novel pandemic virus. Events related to influenza transmission have frequently occurred in the media which further increases the public's concern over the spread of H1N1 infection. This study described the extended meanings of six lexical items frequently occurred in the context of Pandemic H1N1 event, influenza, pandemic, cases, virus, transmission and death. A Pandemic H1N1 Corpus is compiled based on official release concerning Pandemic H1N1 by World Health Organization (WHO) and Centre for Health Protection (CHP) under the Department of Health of the Government of the Hong Kong Special Administrative Region (HKSAR). Concordances with the six keywords are then analyzed using Sinclair (1996, 2004)'s descriptive model of lexical item from five aspects: core, collocation, colligation, semantic preference and semantic prosody. The findings show that the extended meanings of the lexical items are specific in the context of H1N1 event and they are interrelated. It is also argued that it is the study of lexical items rather than the study of single words that enables learners to better understand the meanings of words used in the specific context. Further studies can be conducted in areas including comparison among the H1N1 event in Hong Kong, Mainland and the United States during the same period; the change of extended meanings of the same lexis at different stages of pandemic infection; and the extended meanings of keywords in the context of H1N1 and SARS.

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## **Gender and Language SIG**

### **The pragmatics of filipino gay compliments and compliment responses**

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Holmes (1988 p. 446 in Rees-Miller, 2011) defined compliment as a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some good (possession, characteristic, skill, etc.) which is positively valued by the speaker and the hearer. A compliment should also be viewed positively by both speaker and addressee; thus, the kind of compliment forms that are actually expressions of harassment are not included. It must also refer to the addressee, not to a third party not present at the exchange. Compliments normally attribute the valued good to the addressee, and even when a compliment apparently refers to a third person it may well be indirectly complimenting the addressee. The simplest analysis of the function of compliments treats them as positively affective speech acts directed to the addressee which serve to increase or consolidate the solidarity between the speaker and addressee. This is certainly the most obvious function they serve. They are social lubricants serving to create or maintain rapport. A number of groundbreaking studies have called to our attention various interrelationships between gender, status, and compliment behaviors. None of the studies have analyzed compliments among gay speakers to opposite genders and among themselves. This study explores the pragmatics of compliments and compliment responses produced by Philippine gay speakers in various settings and contexts, addressed to gay, male and female complimentees through written dict, interview and natural observation. Functions, situations, and major forms of gay compliments are also analyzed. Also examined are the interpretation of gay compliment responses given in various situations and the role of gender in the varieties of topics on gay compliments.

## **Sexism re-loaded...or sexism re-presented? Irrelevant precision and the British press**

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If part of the project of a feminist media studies is to explore the various ways in which sexism operates through the media, then how might this be achieved? Any answer to this question will depend upon how the concept of “sexism” is understood. Much existing research has tended to approach sexism as an etic, analyst-driven phenomenon; that is, as something to be defined by the analyst during the study of media representations that are sexist, but are very rarely about, sexism. In this article, however, attention is given to the hitherto largely unexplored idea of sexism as an emic, participant-driven phenomenon; that is, as something that gets defined within media representations that are, very directly, about incidents of sexism. Newspaper reports of an incident of sexist behaviour in the world of English Premier League football are analysed for the ways in which they re-presented complaints about that behaviour. Developing the concept of “irrelevant precision” this article shows that and how those re-presentations worked to undermine the legitimacy of the complaints and, by implication, the idea that anything sexist had taken place. The article concludes with a discussion of how this concept contributes to the project of a feminist media studies.

## **“You know how men are”: Description, categorization and common knowledge in the anatomy of a categorial practice**

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This paper contributes to the development of membership categorization and conversation analysis and, in turn, to their contribution to the gender and language field. Specifically, it shows how speakers invoke, produce, propose and sustain common sense knowledge about gender categories. Drawing on a variety of spoken and written interactional settings, detailed analyses of a categorial practice are presented, which comprises three design features: description (e.g., “he offered me a lift”), categorization (e.g., “typical guy response”) and a component that proffers the categorization as, or pursues, common knowledge (e.g., “isn’t it”, “y’know.”). The analysis shows how these features are produced by one or more speakers, within or across a sequence of turns in particular action-oriented environments, and how they work to formulate idiomatic-style phrases that ‘package’ cultural knowledge (e.g., “that’s lads for you”). The analysis therefore reveals ‘what counts’ as gendered behaviour, through the activities and predicates that get tied, in situ, to gender categories. Through this categorial practice, speakers invite recipients to display recognition of, proffer as shared, collaboratively develop, challenge or resist, the construction of a culture’s gender categories.



## **The Linguistic, Visual and Multimodal Representation of Mums and Dads in Picturebooks Featuring Two-Mum and Two-Dad Families**

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While a considerable body of work exists on gender representation in children's literature, including work with a linguistic focus (see e.g. Wharton 2005), there has been virtually no academic investigation of children's books which feature gay parents. We report the results of a study of 25 such picturebooks. We look first at the multimodal representation of physical contact between the parents in four book covers, and consider the role of and relationship between text and image, drawing on van Leeuwen's Visual Social Actor networks (2008). Secondly, we look at whether gay Mums are represented differently from gay Dads through naming, using van Leeuwen's (2008) 'Social Actor' categories of 'Nomination' and 'Categorization'. The analysis of the book covers shows how gayness is indicated multimodally through 'mutual enhancement' (Unsworth and Cléirigh 2011) of image and text, rather than either image or text being explicit or even as 'anchoring' the other. The naming practices represent the gay Mums much more explicitly as co-parents, the gay Dads as partners. The study provides empirical evidence for the special relationship between gender and sexuality, i.e. that linguistic, visual and multimodal representations of sexuality in these books point to an intersection of 'interdependence' between gender and sexuality, and that each can accordingly only be understood in terms of the other.

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# Intercultural Communication SIG

## Discourses in intercultural communication

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This paper will explore the proposition that statements about culture are governed by a variety of discourses. Within Holliday's (2011) grammar of culture, these discourses of and about culture are defined as cultural products, resulting from the social construction implicit in small culture formation. While they are the real representations of the cultures which produce them, they are projections from the culture rather than being true indications of traits and values within the culture.

The implications of such a discourse approach are as follows:

[1] What individuals say about their cultural background represent strategic moves (Grimshaw 2010) which may have a variety of underlying reasons.

[2] What people say about their cultural background represent how they construct 'culture' (Armenta in process).

[3] Individuals' apparent contradictory statements (e.g. essentialist vs. non-essentialist views of their cultural background) (Montgomery & Holliday 2012) may be the result of employing competing discourses simultaneously.

[4] Individuals may draw on different discourses to meet the particular strategic moves in [1].

The paper will be demonstrated through an ethnographic narrative reconstructed from interview and observation.

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## **Competing values and multiple selves: Making identity-development visible for assessment purposes in foreign language education**

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In foreign language education that aims to develop intercultural communicative competence (ICC), how can student identity-development be made visible in potentially assessable ways through materials design? To explore this question, a case study based on action research was conducted over fifteen weeks at a university in Japan.

Houghton's conceptualisation of ICC development as being a cyclical, spiral and ongoing process (Houghton, 2012; Houghton & Yamada, 2012) is compatible with Liddicoat and Scarino's (2010) understanding of assessment as a cyclical process that involves clarifying and operationalising the ICC construct, and making the construct 'visible' through elicitation, so that the criteria on which judgments are made can be defended.

In this study, qualitative data were gathered from 14 consenting student participants and the teacher-researcher. This included the continual assessment of student work at fixed and pre-determined assessment points during the course. As student work was assessed, reflective observations on the (in)visibility of students' dynamic competing values and multiple selves were audio-recorded using think-aloud procedures. An attempt will be made in this presentation to illustrate different ways in which competing values and/or multiple selves can come into play as identity develops over time, as evidenced in the 'visible' student production of language patterns and vocabulary that can potentially be systematized through materials design, and ultimately elicited for assessment purposes.

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## **Negotiating Effectively and “Politely” Across Cultures**

### **Fuyuko Takita Ruetenik**

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The goal of this study is to explore different styles of polite behaviors demonstrated in a negotiation setting among international students in Japan. In this study undertaken at an economics university in Japan, Indonesian, Japanese and German students participated in cross-cultural negotiation simulation exercises in International Management classes. Based on transcribed conversational data, linguistic strategies including silence, talk distribution, question asking and directness/indirectness were identified and analyzed in relation to the reported perceptions of the participants. The findings indicate that Japanese and Indonesian students may share certain cooperative negotiation strategies that show solidarity. Conversely, the German students used more direct linguistic strategies reportedly in order to be “logical” and “task-oriented”, which were perceived as “powerful” by observers. These contrasts imply that different linguistic negotiation strategies are likely to be used and interpreted very differently in different contexts and cultures.

Fuyuko Takita Ruetenik has taught International Management, cross-cultural communication courses and many other English language courses in the U.S. and Japan for over 12 years. She has a master degree of TESOL/TEFL from Birmingham University and currently working on her PhD in sociolinguistics. Fuyuko also holds two advanced business degrees including master of science in Japanese business studies and MBA.

## **Utilization of a Hybrid Intercultural Language Learning Environment: Learning through Multilingual Interactions**

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The learning context can have significant effects on language learning. However, as Kinginger (2008) argues, microgenetic approaches to data are necessary to analyze the learners' experiences and the details of the context in which the language development occurs. Language learning contexts include traditional ESL and EFL classrooms, immersion programs, and study abroad. The focus here, however, is on a new type of learning context, a hybrid intercultural language learning environment (HILLE).

Recently, several universities in Japan have invited large numbers of international students to their institutions to create a hybrid of an immersion programs and a study abroad environment. In the current research context, enrollment is controlled to balance the number of international and domestic (i.e., Japanese) students. In the dormitories, each international student share rooms with a domestic student. The impact of this unique environment, especially outside the classrooms, on students' language development remains unexplored.

A two-year longitudinal case study was conducted with four Japanese students in this HILLE. Approximately 40 hours of lingua franca conversation recordings in the dormitories, interviews, journals, and language proficiency test scores were collected and analyzed to track the language development and the details of the HILLE. Findings show the students' initial language ability affecting their motivation of utilizing the environment for language learning, thus creating a difference in their interaction patterns in conversations with international students. Students with lower proficiency expressed more interest in learning English and showed "willingness to communicate" (McCroskey & Richmond, 1987, 1990) in interaction. This research suggests the importance of documenting the initial conditions of learners before joining any language-learning contexts as well as microanalyses of the use of the context.

Aki Siegel teaches at the Department of Intercultural Communication, Rikkyo University in Japan. She has taught English at the university level in Japan, Vietnam, and the U.S. Her interests include conversation analysis, pragmatics, intercultural communication, and curriculum development and evaluation.

## **(Re)mobilizing Self in Diversified Digitally-Mediated Communication Contexts**

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In the era of globalization, an increasing number of transnational and transcultural activities (e.g. international communication, partnerships, migration, networking, and etc.) have been taking place across national borders. These activities have brought in flows of hybrid and fluid languages, communities, and cultures in the society, shaping and reshaping the communicative contexts that English language learners and users are situated in (Canagarajah, 2006; Kramsch, 2009a, 2009c; Pennycook, 2007a; Seidlhofer, 2004). ). In digitally mediated communication contexts where diverse English speakers meet and gather, and where youths around the world share interests and socialize (for a discussion, see Thorne, 2009; Warschauer, 2010), researchers also found hybrid textual and/or multimodal literate and cultural codes. Therefore, research about how English language learners respond to the hybrid and fluid English communicative contexts has become crucial in the field of English teaching and learning.

The present study aims to understand how English language learners (re)mobilize themselves in an Internet English interest community where English speakers of diverse cultural backgrounds can be found. The researcher employs ethnographic study design, collecting assignments, online discussion records, questionnaires and interviews as her data resources. Participants include 19 English language learners who join the Internet Movie Database (IMDb), an Internet English interest community where diverse English speakers meet and gather.

Grounded in Thorne, Black, and Sykes' (2009) suggestion on heterogeneity nature of Internet interest communities, Gee's (2004) emphasis on diverse participation forms, and van Lier's (2004) notion of cultural affordance, this presentation plans to focus on one of the preliminary findings that highlights participants' relocation and response to the hybrid and fluid English communicative contexts in IMDb. The researcher hopes to bring in a discussion for how divergent forms of participation and practice of affordance transformation can inform the research regarding L2 learner participation in diversified Internet interest communities.

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## **Connecting multilingual perspectives of English as Lingua Franca (ELF) to English language education for intercultural communication in Taiwan**

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English is prioritized as the global language in foreign language education at all school levels to meet intercultural communication needs (MOE, 2010). However, ‘international English’ is often linked to its original national base, namely the UK and the US, in Taiwanese EFL contexts (Chen, 2010). Besides, the monolingual perspectives of native-like competence influence Taiwanese teachers’ and/or students’ perceptions of English as used by multilingual speakers worldwide (Chang, 2008; Lai, 2008). The monolingual native-speaking English ideology upheld by Taiwanese people seems incompatible with the multilingual nature of ELF communication as Jenkins (2011) and Seidlhofer (2011) argue.

This research investigates how the multilingual nature of ELF communication connects to Taiwanese ELT. To conduct this research, the following issues are considered: a) Taiwanese teachers’ and learners’ classroom experiences vs. their perceptions of ELF communication; b) Taiwanese speakers’ language practices in ELF communication vs. their learning needs. This research thus illuminates local EFL classroom practices and ELF communication experience through an ethnographic approach, and aims to help reconceptualise the established/accepted EFL curriculum and praxis in light of the multilingual nature of Taiwanese people’s ELF communication experience.

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## Language in Africa SIG

### **'Indigenous Middle Belt Peoples and their Hausa Neighbours: Linguistic Right, Politics and Power in Nigeria'**

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This study reports on an investigation on the linguistic right of indigenous Middle Belt Peoples, politics and power in Nigeria. Nigeria is invariably 'a complex linguistic mosaic' and an 'heterogeneous linguistic community'. Research on Nigeria's actual socio-linguistic realities are ongoing just as the attempts to fully describe her challenges for survival of the so-called 'minority languages and their cultures' from danger of extinction. Successive Nigerian government variously attempted and encouraged Nigerians to learn one of the "three major languages: Hausa, Igbo and Yoruba". The study focuses on the linguistic situation of Northern Nigeria particularly the 'Middle Belt' or 'Central Nigeria' peoples. This area is regarded as one of the volatile places in the world, where religion, ethnicity, power and politics are major determinants of peace or provoke wars. In spite of the large percentage of Hausa speakers and the simplicity of the language it has yet to be recommended, accepted, and become Nigeria's national language due its socio-political and psychological views as a language of 'oppressors' and of the Islamic religion! The extremely complex Hausa-Fulani system of political organization guarantees greater economic and political power. Thus Hausa 'gobbled-up' other cultures and languages in Northern Nigeria; cultures and languages too weak to resist pressures. For the study we focus on indigenous 'Middle Belt' or 'Central Nigeria' peoples: the Gbaygi, Koro and Gade, who subordinated to dominant Hausa culture, are losing their language and culture being progressively immersed into the dominant Hausa language. Findings indicate that in Northern Nigeria there is the 'de-ethnification' of indigenous cultures'.

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## Multilingual language education policy and practice in Eritrea

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The origins of Eritrea's inclusive language policy date back to the years of resistance to domination and cultural imposition by European (Italian and British) colonialism in the first part of the 20th century and by Ethiopian rulers in the 1960s. The current policy recognizes the equality of all nine languages in the country and promotes their use in different institutions. The language in education policy of 1991 (the year of Eritrea's de facto independence from Ethiopia) allows the use of all nine languages in elementary schools in the respective language communities. All the languages that were unwritten at the time were to be written in Latin or Roman script. A typical elementary school child was expected, for example, to acquire literacy skills in his/her first/mother language, in one of the languages of wider communication in the country (Tigrinya or Arabic) and in English, the medium of instruction beyond elementary education. In many cases, this also meant acquiring literacy in three scripts (syllabic Ge'ez or Ethiopic, alphabetic Latin and Arabic scripts). This chapter outlines the practical implementation of the policy 20 years after its declaration. Painted against the official formulations of the policy in educational documents, the paper describes the different layers in the implementation processes where the provision of education in multiple languages and scripts has varied significantly (at least the number of languages taught in elementary schools). Views from different actors (policy makers, curriculum designers, textbook writers, teachers and parents) in the implementation of the language policy are incorporated. Finally, implications of these insights from the research to the theory of language policy and practice are discussed.

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## **Action research and culturally embedded practices in a developing country: a report from Ethiopia**

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In Ethiopia, English is used as medium of instruction at secondary and university level. There are concerns that students' limited proficiency in English is leading to a lowering of academic standards across disciplines, even in the country's best universities. For most university students, instruction in academic English is restricted to two 16 week courses offered in the first year of studies. One of these focuses on academic writing. This course seeks to improve students' writing skills through a focus on improving accuracy at sentence and paragraph level, leading to construction of a short essay. As part of the first phase of a project involving Addis Ababa University and Hawassa University in partnership with Coventry University, lecturers in both Ethiopian universities undertook action research into aspects of the course, including the effect of feedback and the impact of the assessment regime on students' writing.

Of central interest to the British partner is the extent to which action research is seen to have a role in professional development in a country with a very different culture of education. Official support for this methodology is contrasted with uncertainty about its aims and methods. Interviews with the teacher-researchers explored concepts of 'problematizing practice' and effecting change, seen as cornerstones of action research. Certain constraints on developing a critical culture of educational practice were identified, such as rigidity of syllabuses and lack of incentives for doing research. Against this background, opening up dialogue between the researchers, a prerequisite for establishing a working community of practice, has presented formidable difficulties. Ongoing work on the project, still in its first phase, has foregrounded the need to critically address conflicting culture-based assumptions in order to explore ways of maximising the value of partnership.

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## **Behind Closed Doors: Language in Development and Economic Participation**

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Language plays an important part in the advancement and application of knowledge as it provides the medium through which knowledge and skills are acquired. It is therefore central to processes of human resource development. Yet, as Rassool (2007) observes, many developing countries are faced with unresolved questions regarding the choice of languages that would best support economic and social development. The association of languages like English with social status, economic power and societal modernization has provided a powerful rationale for their inclusion in language-in-education policies in the belief that this will facilitate international trade, that it will stem the inter-generational transfer of poverty and, thus, promote economic development. This, as we know, is in conflict with the use of local or regional languages. A major consequence, therefore, is that in many contexts these policies have led towards the exclusion of those unable to communicate in the economically significant languages from participation in employment where these languages are required.

This presentation focuses on the role played by institutionalized value patterns, such as the choice of language of instruction, in denying a section of the population full participation in the society specifically in economic activities such as the job market. It also aims to extend our understanding by examining cause and effect relationships between language and economic participation in societies where the medium of instruction, and by extension economic engagement, is in a language with which the larger part of the population has little or no familiarity. The discussion in this paper draws largely from documentary analysis in the area of language and economic development but also employment advertisements in local languages and English medium newspapers in East Africa as well as interviews with learners from remote sites where exposure to English is problematic.

# Language Learning and Teaching SIG

## Input and output practice in instructed second language learning

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The contribution of practice to language learning has been acknowledged in cognitive psychology and applied linguistics by the Theory of Adaptive Control of Thought (Anderson, 1976 and elsewhere). According to this theory, knowledge underlying expert behavior depends on prolonged and relevant practice. While widely investigated in cognitive psychology, in applied linguistics only two strands of research have focused on the effects practice might have on the development of non-native grammatical competence: DeKeyser (1997) and the processing instruction studies motivated by VanPatten (see, VanPatten, 2002). These lines of research show that practice positively contributes to the development of grammatical competence, yet present certain weaknesses. The first one lacks ecological validity and the second one focuses on the possibilities of comprehension-based practice versus production-based practice.

This paper tries to fill a gap in the literature by investigating in an ecologically valid context, the possibilities of input-and-output-based practice on the acquisition of Spanish mood. To this end, we carried out a classroom-based study that measured the development of the participants' grammatical competence following a pre-test/post-test design. A pool of 36 German students of Spanish/L2 took part in the experiment and was split into three groups according to the teaching approach used to develop their grammatical competence: (a) practice-based approach; (b) "incidental" approach that dealt with grammar as a response to students' needs; and, (c) zero-grammar approach (control group). Main findings revealed that systematic practice activities that engage learners in communicating real meaning through certain linguistic forms are not strictly necessary but facilitative in the development of non-native grammatical competence.

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## The role of linguistic awareness in cross-linguistic interferences of L3 English

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L3 learners have more specific language uses and functions than bilingual learners. Additionally, their consciousness about certain grammar forms and rules (among many other factors) often relies on their prior language knowledge(s). OLaoire, Burke and Haslam (2000: 53) point out that learners “consciously or subconsciously draw on various sources of previous language learning in all subsequent language learning”. Two of the outcomes of the mental interplay of the languages previously acquired are the cross-linguistic influences (Angelovska&Hahn, 2012) and the types of language awareness that third language (L3) learners demonstrate.

The aim of our study is to explore which role the linguistic awareness of L3 learners plays in their cross-linguistic interferences (syntactical and lexical) occurring in written productions of L3 English.

The participants in this study are thirteen L3 learners, students of non-linguistics-related subjects, are of different mother tongues, of different levels of L3 (English) proficiency and of an advanced L2 (German) level. They have acquired L3 consecutively after L2 in an instructed setting.

The data we use is based on two sources: a) learners’ L3 written assignments (corrected by native speakers of English), and b) corresponding “language reflection” sessions, conducted with the aim to make students aware of particular language problems they encountered during the L3 writing process and to foster grammar learning by raising their language awareness.

One German-native and English-proficient linguistically trained language coach conducted the 13 language reflection sessions with each of the students individually over 5 months. Thirteen sessions of approx. 30 min each were transcribed, coded and analysed with the software MaxQda.

Taking into consideration learners’ L3 proficiencies and L1s we will answer the following research questions:

- a) Which learner “notices” cross-linguistic similarities and differences?
- b) Which kind of cross-linguistic similarities and differences are noticed?
- c) Do learners make cross-linguistic references and/or comparisons and if yes, how do they do that.

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# **Black College Students: Their motivation and anxiety levels regarding Foreign Language Learning**

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The purpose of this study is to examine the motivation and anxiety levels as it pertains to Black undergraduate students who attend a Predominantly White University (PWI) in contrast to those who attend a Historically Black College and/or University (HBCU).

Currently, there have been no studies have been conducted concurrently on Black students who attend both a predominantly white institution and a Historically Black College and University (HBCU) to assess the factors of foreign language anxiety and motivation in the classroom. The exploration of Black students' anxiety levels and their foreign language learning beliefs will provide more perspective to the area of language learning, and will provide more understanding on how to approach the foreign language classroom when it is comprised of a majority African-American population. Therefore, this content has the potential for providing steps for improving the Black language learning experience. Moreover, this study will provide to the existing literature a perspective from the Black community concerning foreign language anxiety and beliefs. Prior studies regarding language learner beliefs may have included a small percentage of Blacks in the mainstream study; however, this study will provide a representative sample of Black undergraduate college students from various regions in the United States that attend a Historically Black College and/or a University.

Results will be based on students completing the modified version of the Academic Motivation Scale (AMS) (Vallerand, 1992), as well as the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986). Descriptive statistics will also examine differences in campus as well as gender and grade classification. In addition, the results will determine if there is a positive or negative relationship between motivation and anxiety with respect to the college campus environment.

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## **Investigating the impact of a one year Masters in TESOL on developing conceptualisations of language teaching and learning**

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L2 teacher education is a relatively recent field of enquiry, divided between an emphasis on the importance of content and theory pertaining to SLA and a broader education perspective which focusses on the activity of teaching. Although teacher education within the UK context is a vibrant field of study and much has been done to develop understanding of teachers' developing identity in this context, there is little research on the impact of Masters level study on the developing conceptualisations of teachers who come from foreign countries and will, for the most part, return to the same countries. In particular, given the debate in the literature, it is relevant to examine the way in which SLA theory and teacher activity interact in L2 teachers' understandings of the profession.

This paper draws on findings from focus groups and diaries with MSc TESOL students. Data suggests that teacher identity and enthusiasm for the career are both fragile and highly susceptible to challenges and encouragements. On the other hand, a disconnect emerges between students' conceptualisation of language teaching and learning and the way they view their role as professionals within that process, whereby new learning about the former seems to have little impact on the latter.

Initial examination of the data reveals a division between teacher and researcher. Nevertheless, elements of the programme focussing on SLA theory and research were rated as highly relevant although the extent to which these are integrated into conceptualisations of language learning or of the role of language teachers seems heavily influenced by the home teaching context. This poses a particular challenge for TESOL programmes delivered out of situ to integrate contextual factors in the application of SLA theories and concepts. Participants particularly emphasise the important role played by such programmes in giving teachers choice in their practice.

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## **Pinning down an elusive construct: defining L2 interactional competence in light of diverse examination formats**

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Being able to converse and interact in the target language is a common aim of many language learners and hence there is a clear need for the development of assessment formats that present valid reflections of this oral ability. However, the underlying question of how to define interaction as a competence within the second language construct has not yet been unambiguously answered (Chalhoub-Deville, 2003). While a cognitive/psycholinguistic perspective subsumes interactional competence (IC) under general communicative language ability (Bachman, 1990, 2002) and views IC as residing within an individual, a more directly socio-interactional perspective highlights the dialogic co-construction of interactions and so assumes variability of IC in light of contextual diversity (Chalhoub-Deville, 2003; Hall, 1999, 2004; Young, 2008). Through an analysis of oral exam data, this presentation aims to show the explanatory potential of the latter perspective, while also highlighting some of the problems associated with using it as a construct in teaching and assessment (Fulcher, 2010).

This paper presents data from 18 oral exams, administered in three diverse assessment formats and collected in the educational context of Austrian upper secondary schools. Altogether 24 students aged 17-19 were recorded during their mock oral exams for English as a foreign language, which are assessed at B2 (CEFR) in the high-stakes final exams. Three diverse formats were used, reflecting current practice in Austria: firstly, a variant of the oral proficiency interview, secondly, a role-play with the teacher as interactant, and finally, a paired exam format with two students. Analyses of these exams, especially of topic management and of dis/agreements, show how the format used affects the range and type of interactional competencies performed and hence assessed.

These findings will be discussed in light of developing a clearer construct definition of IC and a positioning thereof within general models of L2 ability.

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## **The Order Effect in Second Language Speech Learning - Priority of prosodic features over individual sounds**

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There are two different approaches in pronunciation teaching: one is to teach prosodic features first; the other is to teach individual sounds first. This study aims to examine which approach is more effective in teaching natural English pronunciation.

A pretest-midtest-posttest design was used to measure the effects of two months' training (comprising 20 sessions of approximately 40 ~ 60 minutes) using original software which provided visual feedback of pitch contours, wave forms and power. The participants were 80 undergraduate student volunteers at a university in Kobe, Japan (27 male, 53female) belonging to different faculties of the university. They took a short version of the TOEIC test to assess their English proficiency, and were divided into four nearly homogeneous groups; Group A, an individual-sound-first group; Group B, a prosody-first-group; Group C, a mixed-training group; Group D, a control group . The pre/mid/posttests and the 20 sessions were individually performed using 10 computers in a self-study room at the university.

Sentence duration and F0 ranges of 17 stimuli were measured in pre/mid/posttest using waveform displays and wideband spectrograms of Praat, and the results analyzed in ANOVA. Subjective evaluations were also conducted, and ANOVA was used for analysis of the results and compared with the results of the objective evaluation above. The significant simple main effect was observed for Group B.

Findings show that repeating sentences or phrases at the beginning of a series of sessions played an important part in acquiring the prosody of a target language. Although further experiments are anticipated, it may be said that the prioritizing of suprasegmentals in the early stages of pronunciation training did not hinder the learning process of the participants, and that this training order will modify the structure of the learner's phonetic system.

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## **University English: monolingual and multilingual perspectives.**

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This paper reports on research carried out within the Curriculum Renewal in University English (CRUE) project, part of the British Council funded INSPIRE collaborative research framework. The research involves identification of curriculum renewal directions and strategies through analysis of stakeholder perspectives (teachers and students) and of actual second language pedagogic practices. The data drawn on in this paper include classroom observations, focus group discussions with students, reflective accounts of teaching by teachers, and a survey of students' perspectives on their learning experience.

The data suggest that students find that the current mix of language skills and literature courses do not align well with their needs and expectations. They identify the limited opportunities to use English, both in the class and outside, and the emphasis on literature as impediments to their learning. The teacher data is characterised by an awareness of constraints, such as class size, student expectations, and limited participation by students. Their perspective is also informed by a sense of tradition which maintains a focus on literature. This tradition aligns with identities of academic staff and with the rationale for the study of English within a prestigious university context.

The discussion explores the meanings of these data in their social and historical context. It considers the roles of English and Bangla in education in Bangladesi society, and the factors which affect the management of change in a prestigious public sector university. It examines in particular, the changing role of University English in shaping renewal, and how the undergraduate provision might change to meet both students and teacher expectations and the changing needs of students in the dynamic higher education sector.

## **Short-term ESL study abroad: Are Japanese students “more pleasant” to talk to after the programme?**

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This paper reports on some of the findings of a study that investigates the impact of short-term ESL study abroad (SA) experiences on Japanese university students' communicative competence.

The participants were twenty-four second-year Business students, who enrolled on three- to four-month ESL programmes at two US universities. One-to-one, face-to-face oral proficiency interviews were conducted by native-speaker examiners before and after SA. The interviewer-examiners were asked to rate the negative affective impact that the learners' performances had on them and to comment on the causes of such an impact. This is to explore pragmatically inappropriate learner performance features, which could potentially lead to negative social and interpersonal consequences. The learners themselves independently rated the difficulty they felt during the interviews.

The interviewers' ratings indicate that, as a group, learner performance improved significantly after SA. As to the causes of the negative affective impact, those related to inappropriate body language decreased to one-third after SA. Those due to dysfluency became less than half. Conversely, the number of comments about insufficient linguistic resources increased by 80%. No change was observed for under-elaboration. These results largely coincide with the learners' self-rating. The only exception was under-elaboration; the learners felt significantly less difficulty producing an appropriate amount of utterances after SA.

The communicative pressure and social context in the SA environment may have facilitated the development of fluency and the appropriate use of body language. However, the length and type of the SA programme may not have been adequate for these learners to develop linguistic resources to appropriately express probably more complex messages attempted after SA. Also, the SA experiences may not have been sufficient to raise the students' pragmatic awareness of the need to elaborate their utterances.

## **A Pervasive Language Learning Environment: The French Digital Kitchen**

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This paper reports on an ongoing funded research project which develops the use of digital sensors together with a Task Based Language Teaching approach to create a pervasive language learning environment.

Problems addressed by this study are a) students rehearsing the language in the classroom, rather than actually using the language to carry out physical actions b) the difficulty of bringing the foreign culture to life. The question addressed is which aspects of French are acquired by kitchen users. A summary of learning is presented, derived from analysis of video/audio data, post-tests and interviews.

We have built digital kitchens that speak to the users in French and give them step-by-step instructions on how to prepare French cuisine. Sensors (accelerometers) are attached to all kitchen equipment and ingredients so when an item is correctly or incorrectly moved, participants can be given appropriate verbal feedback. The kitchens come with a touch screen interface via which the students can request a repetition of the instruction, a translation or the written text of the instruction.

Users learn targeted grammar and vocabulary items by doing the task and are post-tested on those items on a digital screen. The pedagogical design of the kitchen means that learners are able to learn aspects of French whilst performing a meaningful real-world task and simultaneously experience the cultural aspect of learning to cook a French dish. Two students cook together; during trials, we are pairing a Catering student with a student of French. Each cooking session is filmed and recorded. The interaction is transcribed and analysed using a CA methodology for the purpose of improving the design.

The presentation provides an overview of the pedagogical and technical design of the kitchen, shows videos of it in use, and demonstrates use of sensors embedded in kitchen equipment.

## **Advancing L2 listening pedagogy: Process-based Listening Instruction**

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Second language (L2) listening instruction remains an area in need of attention. Despite advances in understanding the listening process through top-down and bottom-up approaches, listening strategies, and speech perception, these notions have yet to be transferred from academic discussions to L2 classrooms within a framework usable for teachers. In current L2 classrooms, these concepts may be developed in isolation, separated from other listening elements. L2 listening instruction that integrates these multiple aspects in a single instructional framework is desirable to better accommodate the holistic aural activity.

This presentation addresses the need for improved L2 listening instruction by promoting a methodology that teaches students “how to” listen in their L2. It describes Process-based Listening Instruction (PBLI), which involves the practical application of various listening elements in a systematic pedagogical structure. Through methods such as teacher modeling and establishing strategic competence, PBLI aids learners in developing a range of cognitive processes that contribute to successful listening. The underlying principle of PBLI is that listening cognition is comprised of various interdependent elements, which teachers can identify, demonstrate, and develop within learners.

This presentation begins by highlighting drawbacks of widely accepted practices related to L2 listening, including an overreliance on comprehension questions. Next, planning and implementation of a PBLI program in English classes at a Japanese university will be described, followed by a discussion of student data related to PBLI. Data collected over three semesters include questionnaires, interviews, and pre/post test scores, all of which suggest that PBLI is a viable L2 listening methodology. Furthermore, students believe that the listening abilities they developed through PBLI are generalizable beyond the L2 language classroom in other listening situations. The presentation closes by suggesting that PBLI marks the continuing development of L2 listening pedagogy and has the potential to supplant previous product-based approaches.

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## Linguistic Ethnography Forum

### Researching adult literacy past and present in East-Timor: reflections on multilingual research practice

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This paper presents reflections on multilingual research practice in a project on adult literacy in East-Timor\*. The project includes historical and contemporary studies. The historical study has focused on a Freire-inspired adult literacy campaign initiated in 1974/5 as East-Timor prepared for independence from Portuguese colonialism. This study has been based on oral history interviews in Tetun and Portuguese (the two official languages) and on archival research in Portugal and in East-Timor. Two contemporary studies have focused on adult literacy education today, in Tetun. They have included case studies of adult literacy classes in different multilingual settings, observation and audio-recording of multilingual classroom talk and interviews with teachers, learners and local literacy coordinators. The languages used by participants and researchers have included: Tetun, Portuguese, Fataluku and Indonesian. In this joint presentation, we reflect back on specific ways in which different members of our research team have drawn on the language and literacy resources available to them at different stages of the research (e.g. in building relationships with participants in the field, transcribing and analyzing audio-recordings and representing participants' voices in writing up the research for publication) and we consider the ways in which these languages and literacies have mediated the knowledge-building process.

\*The project "Becoming a nation of readers in Timor-Leste: Language policy and adult literacy development in a multilingual context", supported by the Netherlands Organization for Scientific Research NWO/WOTRO Science for Global Development (W01.65.315.00), is based at Tilburg University, with participation from researchers at the Universities of Birmingham and Leiden, working in collaboration with East-Timor's National Institute of Linguistics (INL). The members of the research team are: Sjaak Kroon, Jeanne Kurvers, Estêvão Cabral and Danielle Boon (Tilburg), Marilyn Martin-Jones (Birmingham), Aone van Engelenhoven and Edegar da Conceição Sávio (Leiden) and Benjamim de Araújo e Corte-Real (INL, East-Timor).

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# **The Story of Young Jae: A Sociolinguistic Study of a Korean School Age Sojourner in Tokyo**

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Bilingual individuals acquire 'language' through personal and social interaction. My study is an ethnographic case study of a bilingual child, Young Jae (YJ), who moved to a foreign country at the age of seven for a period of five years. This childhood experience brought him unimagined consequences, and it is the purpose of this study to chart those consequences.

To be able to investigate his language use and development holistically, I conducted extensive fieldwork from 2003 to 2010 in three settings: school, home and community. For the present paper, I examine how a sojourner child in Tokyo became a Korean and Japanese bilingual, with a particular focus on the first two years of his experience in Japanese state elementary school where he was given special instruction in a pullout class (Kanno, 2008). Based on transcripts and field notes made in the classroom, YJ's second language development and language use in the Japanese as a second language (JSL) classroom will be analyzed.

After two years of JSL support, YJ provides many examples of language learning: sociolinguistic competence in his Japanese speech demonstrating a surprising variety of genres for a child of his age; bilingual competence as seen in the quality of his code-switching; and language learner competence as seen in his self-monitoring and self-correction during interaction. In my linguistic data, YJ shows the influence of Japanese sub-cultural genres and gendered genres in his speech throughout his JSL learning. This embedded cultural knowledge in his Japanese clearly indicates the degree of his integration in the mainstream culture.

From both my linguistic and ethnographic data, YJ's experience of acculturation in the school and peer culture becomes the central issue of his language learning.

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## **A journey to British citizenship: monolingual ideologies and multilingual realities**

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In 2001, riots in northern England involved Asian (mostly British-born youths), far-right extremists and the police. The root cause was said to be racially-segregated communities. The solution from the British government was the reinvigoration of national citizenship.

British citizenship for migrants was tied to a language/citizenship test to demonstrate English proficiency. Blackledge (2005) argues that this was symbolic of a monolingual language ideology which viewed multilingualism and therefore multilinguals as problematic.

In 2011, this paper follows a Yemeni migrant's (W) journey to citizenship. W passed the citizenship 'Life in the UK' (LUK) test. Lacking English linguistic resources, W relied heavily on multilingual practices to prepare for this monolingual test by translating the test materials into Arabic. Furthermore, in recognition of the multilingual realities and the limited educational opportunities available to many Yemeni migrants, W became the de facto multilingual language policy maker (Shohamy 2006) in teaching others by creating a multilingual curriculum for the LUK test. Thus, some Yemeni migrants were able to pass the test with very little English. An almost identical approach was adopted by members of the local Chinese community. Faced with a monolingual challenge, these communities took responsibility for their own multilingual language planning.

This research used an ethnographically-informed case study. Emergent themes were constantly accumulated during the data collection and an auto biographical narrative was created using W's interview data.

In conclusion, despite a monolingual, top down language requirement created by the British government, the multilingual, bottom up de facto language planning response paradoxically adheres to and undermines monolingual ideologies.

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## **A threesome game? English, Japanese, Urdu and pupils at mosque complementary school**

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By analysing the language choice in asking questions changed in two different periods (2007/2009), this paper explores the dynamics of local/global language ecologies and linguistic practices by Pakistani pupils in religious complementary school English class context in Japan. The study is conducted in a mosque in Tokyo suburbs, using sets of sound-recorded data and a range of ethnographic methods.

Both the pupils and the teacher shared English, Japanese, and Urdu as their repertoires, with varying competencies in each of them. Quantitative and qualitative comparison of pupils' questions in 2007/2009 showed that (1)the frequency of utterances in Japanese increased, (2)the frequency of English and Urdu decreased, (3)English came to be used in defying the authority of the teacher rather than questions where pupils are actively seeking for help (4)Urdu has decreased to be used in confirming the meaning. In other words, the domain in using Japanese has extended, while the teacher did not use more Japanese in class despite her increased competence. When defying adults' control, pupils used Japanese and some English.

The change in pupils' uses also reflect the community's language use and ideologies. English is a prestigious language globally and an elite language in Pakistan. In addition to Islamic studies, migrants in this context consider teaching English far more important than Urdu, a language which is not considered economically useful.

Complementing studies in the UK (e.g. Blackledge & Creese, 2009), this study in religion-oriented rather than nationality/ethnicity-oriented school in non-English speaking country underlines the importance of studying the subtle language ecology associated with globalisation and the spread of English. With the community's identification towards cultural and global 'imagined communities' which can be taught without referring to the mother tongues, absence of overt linguistic ideologies may hinder the development of competence in mother tongues.

## Testing, Evaluation and Assessment SIG

### **The cognitive processes of successful and unsuccessful test-takers in onscreen IELTS reading tests: the evidence from eye tracking**

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The research project discussed in this paper investigated test-takers' cognitive processing as they completed onscreen IELTS (International English Language Testing System) reading test items. It represents the most significant attempt to date to employ eye tracking technology to research test-takers' cognitive processing while reading, and aims, among other things, to contribute to an understanding of the cognitive validity of reading test items (Glaser 1991, Field forthcoming). The research was funded by the British Council's ELTRA research scheme.

The project focussed on the variation between the reading behaviour of successful and unsuccessful candidates while completing the IELTS test items, as tracked on the eye tracker. A group of Malaysian undergraduates (n=71) took an onscreen test consisting of two IELTS reading passages with a total of 11 test items, and the eye movements of a random sample of participants (n=38) were tracked. Questionnaire and stimulated recall interview data were also collected, and were important in order to interpret and explain the eye-tracking data.

Findings demonstrated significant differences between successful and unsuccessful test-takers on a number of dimensions, including their ability to read expeditiously (Khalifa and Weir 2009), and their focus on particular aspects of the test items and the reading texts. This demonstrates the potential of eye tracking, in combination with post hoc interview and questionnaire data, to offer new insights into the cognitive processes of successful and unsuccessful candidates in a reading test. It also gives unprecedented insights into the cognitive processing of successful and unsuccessful readers doing language tests.

As a consequence, the findings should be of value to Examination Boards seeking to validate and prepare reading tests, and also to teachers and learners, as well as to psycholinguists and others interested in the cognitive processes of readers.

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## **Test-taker familiarity and paired speaking test performance: Does it make a difference?**

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It is now widely recognised that the interlocutor is a fundamental facet in face-to-face speaking tests. A growing body of literature has provided useful insights about the ‘interlocutor effect’ in speaking tests, i.e. the influence which interlocutors can exert on the discourse produced and scores received in paired and solo speaking tests (e.g. O’Sullivan 2002). The findings have at times been contradictory, suggesting that it is not possible to establish a direct and predictable effect of interlocutor variables on test performance and outcomes. Despite the difficulty of establishing a linear relationship between interlocutor variables and test performance, test providers have a responsibility to investigate such variables, since they have the potential to impact on the fairness of the test.

This study aims to contribute to the debate on the interlocutor effect through its focus on the effect of candidate familiarity on paired test performance. The majority of studies to date have employed statistical quantitative methodologies. The present study hopes to extend that body of literature by employing a mixed-method approach which draws insights both from quantitative test taker score data and from qualitative data based on candidate interviews.

This presentation will focus on the paired Cambridge English: First speaking test and will address the following two issues: (1) the effect of test taker familiarity on the scores awarded, and (2) test-taker perceptions about the effect of familiarity on their performance. The findings will draw on several sources of data, namely candidate feedback questionnaires (n=629), candidate exam marks and candidate interviews (n=16).

The presentation will fall into three parts. First, a brief literature review on the ‘interlocutor effect’ will be given. Next the methodology of the study will be discussed in more detail and the findings presented. Finally, the implications of the findings for test administration will be addressed.

## **'Hey, you've missed out a point!': Co-construction of interactional competence through contriving disagreement in peer group speaking assessment**

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Interactional competence as measured in speaking assessments has been increasingly recognized as a product of co-construction by all participants involved rather than a simple display of an individual's ability (Fulcher, 2003; May, 2009; McNamara, 1997; Swain, 2001). This paper analyses peer group interactions in the recently introduced School-based Assessment component of a high-stakes English examination in Hong Kong. Student groups given a few hours or more preparation time exhibit an overwhelming tendency to approach the task by pre-scripting the entire interaction. This often includes deliberately composing and incorporating episodes of 'disagreement' in which they question or challenge each other's ideas.

### Example 1

K: I've heard that the new products are composed of a traditional Chinese medicine. That is quite special.

T: Uhm:: but, do you think that the traditional Chinese medicine have strong and strange smell? Many people may refuse to use our product.

S: Hey. You've missed out a point. That is.....

### Example 2

T: Hmm::, I think distributing: uhm free gift uh is a good way to promote.....

S: Hmm::: But if we really distributed our new products to student, uh::m freely, uh:m it will probably add a large amount of administration cost to our company. Isn't it?

T: Uhm:: It's good point to concern. But it's the direct way to promote our product.....

This paper examines different kinds of evidence, including conversation analysis of the 'disagreement' sequences, students' own accounts of these sequences, and the teacher assessors' comments from stimulated recall. Results preliminarily suggest that the relevance of these 'disagreement' sequences lies in the perceived contribution to authenticity of the interaction, and the assessment-preferred behavior of foregrounding the contingency of responses to previous speaker's contribution. Implications for the construct of interactional competence and the validity of the assessment as a direct test of the construct are discussed.

## Gathering a priori validity evidence during the development of a speaking test

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This presentation describes two a priori validation studies of the speaking component of a new test of academic English proficiency for university entrance purposes in Japan. Drawing on Weir's socio-cognitive framework for validating speaking tests (Weir, 2005; further elaborated in Taylor, 2011), different types of a priori validity evidence were gathered during the development of the speaking test, which informed test design and validation prior to the administration of the live tests.

The two studies were a small-scale trial test involving 23 first-year university students and 3 raters (Study 1) and a large-scale pilot test involving 120 third-year high school students and 6 raters (Study 2).

Study 1 examined how well the draft test materials and rating scales operationalised the test construct described in the test specifications in terms of certain aspects of context validity and scoring validity. Different analyses were carried out on linguistic and functional features of test-takers' output language, test scores, feedback questionnaires from test-takers, interlocutors and raters, and a post-marking focus group discussion of raters. All of these sources of empirical validity evidence offered useful information to verify or modify the test specifications, test materials and rating scales for Study 2. Study 2 then focused mainly on scoring validity, to confirm that changes made after Study 1 functioned in ways that test designers intended.

These studies demonstrate the benefits of gathering a priori empirical evidence of the construct underlying a speaking test for the target context and for the language testing community, as well as presenting a model for doing so.

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## **Crossing borders: An academic literacies approach to the study of MA thesis writing on English Studies programmes in an Italian and a Hungarian University**

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This paper reports a study that explores issues of standardisation in relation to the Bologna Accord (1999), which currently has forty-seven signatory countries and aims to create a higher education space in Europe to enable mobility for study and employment. Key to this strategy is the creation of ‘comparable’, ‘compatible’ and ‘readable’ degrees, with two main degree cycles, an undergraduate and a postgraduate cycle. The project aims to interrogate notions of cross-border comparability of academic qualifications through an investigation of the literacy practices of MA thesis writing on postgraduate English studies programmes in two different national locations, Hungary and Italy.

An ‘ethnographic approach’ was adopted to collect ‘rich’ data on six MA theses, three in each location. In the analysis of the data, ‘indexicality’ ‘social positioning’ and, more particularly, ‘framing’, enabled the identification and the strength of the multiple contexts that shaped and were shaped by thesis writing practices. The findings contest ‘top-down’ approaches that purport to achieve transnational ‘comparability’ and ‘readability’.

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# Vocabulary Studies SIG

## Predicting the Study Success of International Students

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**Keywords:** Study Success of International Students, Predictive Validity of Vocabulary Measures, C-test format

The present paper reports on a study with 74 students from outside the UK where the final marks of the students in various subject areas are predicted with several measures of language proficiency. The predictive measures in this study are a gap-filling test (C-test), a measure of verbal intelligence (Sigma V5), a measure of vocabulary knowledge (Guiraud Advanced), and scores for listening and writing based on the IELTS band descriptors. C-tests consistently yield significant correlations with all other aspects of language proficiency, including oral proficiency in various studies. Further we use a test of vocabulary knowledge (Guiraud Advanced) which is based on the seminal work of Guiraud (1954). This test has been modified as “Guiraud Advanced” by Daller, van Hout and Treffers-Daller (2003), and it has been successfully used in a number of studies in L2. Most recently Mollet et al. (2010) find significant correlations ( $r = 0.407$ ,  $p < .001$ ) between marks given by examiners on students’ essays in L1 ( $n = 55$ ) as well as significant correlations ( $r = 0.555$ ,  $p < .001$ ) between “Guiraud Advanced” and a test of verbal intelligence, “Sigma (V5)”. Further scores of writing and listening tasks marked on IELTS band descriptors are included in the present study. A multiple regression based on these measures explained about 33% of the final marks of the students, for a subgroup at the upper proficiency level even 95% of the final mark in their subject area can be predicted with measures of language proficiency. Overall we conclude that language proficiency is a crucial factor for study success if international students regardless of their subject area

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## **EFL learners and vocabulary: the relationship between derivational knowledge and overall skills**

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Knowing a word entails knowing about its morphology. Derivational knowledge enhances vocabulary learning and helps a language user to expand both receptive and productive knowledge. However, little is known about the relationship between general vocabulary knowledge and derivational knowledge. This paper examines how English word derivation skills relate to vocabulary knowledge in general and to learners' writing skills. We will also discuss different areas of derivational skills, that is, receptive and productive.

The data was collected as part of the Topling project that investigates how second language proficiency develops from one Common European Framework of Reference (CEFR) level to the next and during years. The participants (N=112) were in senior secondary school and university and had studied English for 7-12 years. They completed nine different derivation tasks that included both receptive and productive tasks on words representing different parts of speech and frequency bands. Also, different difficulty levels of affixes (Bauer and Nation 1993) were taken account of. The results were compared to learners' overall vocabulary knowledge assessed using the Vocabulary Levels Test and Word Associates Test and to their overall written proficiency assessed using CEFR scales. Most of the tasks with the exception of writing were administered through an on-line learning environment designed specifically for language research and teaching purposes.

In our presentation we describe and discuss the word-formation skills of Estonian and Finnish ESL learners and their relationship with writing and more general vocabulary knowledge. Teaching derivation in the two countries is different in that in Estonia, derivation is often explicitly taught at least at senior secondary school level whereas in Finland, word-formation skills are not explicitly addressed in teaching or textbooks. Our paper will thus also discuss the effect of teaching derivational skills.

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# Word Form Variation Matters More than Frequency of Exposure in Incidental Vocabulary Acquisition

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A central issue examined in incidental L2 vocabulary acquisition research is the frequency of exposure required in order to learn a word (Huckin & Coady, 1999). Empirical studies into this question have yielded divergent conclusions (Waring & Nation, 2004). Our review of 24 studies found implicit notions of identity across multiple tokens, that is, what constitutes ‘the same word.’ This study considers the possibility that variation in the form of target word tokens matter.

We operationalize identity by defining three levels of target word tokens. From strict to permissive, they are: (1) same exact word form, (2) same lexeme with variant word forms permitted, (3) same word family. A 36,849-token unmodified novel, *The BFG*, containing nonce words was read by NNS ( $n = 32$ ) who later received two unexpected 49-item vocabulary assessments.

Two 3 x 2 RM ANOVAs examined the effects of frequency (lower, higher) and token identity (form, lexeme, family) to explain assessment scores. For meaning recall, the main effect of frequency ( $F = 8.646$ ,  $p = .006$ , partial eta-squared = .218) and token identity was statistical ( $F = 3.554$ ,  $p = .035$ , partial eta-squared = .103) as was the interaction between frequency and identity ( $F = 11.688$ ,  $p < .000$ , partial eta-squared = .274). For meaning recognition, the main effect of frequency was statistical ( $F = 14.685$ ,  $p = .001$ , partial eta-squared = .321), but the main effect of token identity was not statistical ( $F = .744$ ,  $p > .05$ , partial eta-squared = .023); however, the interaction between frequency and identity was statistical ( $F = 12.018$ ,  $p < .000$ , partial eta-squared = .279).

Results for both assessments indicate that token identity effects the acquisition of target words. Further analysis shows nuanced distinctions between frequency and form.

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## **Native-like selection among heritage speakers of Turkish in Germany**

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In this paper the focus is on native-like selection (Pawley and Syder 1983) among Turkish heritage speakers in Germany. As is well-known speakers do not create all sentences completely from scratch but rather produce a large number of fixed expressions, such as worst case scenario and I wouldn't worry about it if I were you (Foster 2009). As Foster demonstrates, L2 learners struggle with the native-like use of such patterns, as they need not only acquire what constitutes a grammatical sequence but also what constitute natural primings (Hoey 2005) for a particular word. This is particularly difficult for learners who have limited access to the target language. As Dođruöz and Backus (2009) have shown, this is also problematic for Turkish immigrants in the Netherlands as they were found to produce collocations which are partly borrowed from the contact language Dutch.

The question we are trying to answer is to what extent heritage speakers of Turkish and returnees are able to produce native-like selections in Turkish. Both these groups have had limited input in Turkish in early childhood, but the returnees have received significantly more input since returning to Turkey. The latter are no longer significantly different from Turkish native speakers in their use of Turkish grammar (Treffers-Daller, Özsoy and Van Hout 2007) but their ability to produce native-like lexical selections has not yet been investigated. In the current study we compare the use of collocations and colligations in story telling of Turkish-German bilinguals in Germany and Turkey with native speakers of Turkish with the aim to contribute to our understanding of native-like selection in heritage language contexts.

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# **Individual Papers**

## **Decision Making in Primary Care Consultations & Politeness Strategies**

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This research is concerned with patient involvement in decisions about their care, the importance of which is reflected in healthcare policy, training and research. For some patients this is threatening, and some doctors find that its facilitation demands new skills, and that increasing patients' participation conflicts with other goals (e.g. clinical guidelines and time management). Politeness theory was used to analyse the linguistic management of these threats and challenges, exploring how doctors made their propositions and patient responses to them.

Video recordings of patients consulting with their general practitioners (GPs, also known as family doctors) in the Birmingham area were transcribed. Politeness strategies were coded using NVivo. Interpretative analysis was then used to identify novel themes – guided by negative case analysis.

GPs used positive politeness to coerce agreement. Their indirectness to modify propositions resulted in examples of ambiguity and confusion. Patients' use of negative politeness when presenting medically contentious decisions demonstrated discomfort at appearing to oppose the doctor. Other instances were noted where they used positive politeness to portray self as appealing in order to obtain GP cooperation. GPs supported patients' decisions by using positive politeness to reassure and redress damage to face, conversely disagreement was conveyed by failure to attend to positive face and perform reparative work.

Analysing the use of politeness strategies in the data revealed a number of new themes. Weaknesses were identified in the way in which space for patient participation was created and managed, and the way in which information was communicated. And the contrast between the responses received by patients to their decisions highlights how subtle barriers to participation can be. The findings demonstrate the complexity of language and meaning and the need for a more sophisticated understanding of language use in communication skills and related training, as well as associated research.



## **Formality in Online Contexts**

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The blurring of traditional characteristics of spoken and written language, in digital communication, is something that has been discussed extensively in the past. However, to date, there is a limit to the availability of real-life data supporting this analysis.

Our paper will provide a detailed overview of the results of a corpus-based analysis of the use of formality in eLanguage, examining how levels of formality differ between one eLanguage type and the next, and how these collectively compare to typical spoken and written language use.

It reports on analyses of a structured one-million-word corpus of digital English taken from a variety of different resources. CANELC (The Cambridge and Nottingham eLanguage Corpus) contains communication data taken from online discussion boards, blogs, tweets, emails and SMS messages. CANELC is the first published large-scale e-Language corpus of its kind. It includes data which covers a range of different topics and themes, from the more public concerns of ‘news, media and current affairs’, through to ‘teaching, academia and education, ‘hobbies and pastimes’, ‘music’, ‘celebrity news and gossip’ to ‘personal and daily life’.

Using analyses of data from CANELC, this paper will aim to make better informed judgements about the nature and characteristics of eLanguage and its ‘best fit’ along the ‘continuum’ of formality, which is typically conceptualised as having more formal language structures and conventions on the end where written language is positioned, and the least formal towards the other, where spoken language is positioned.

## **Writing with conviction or doubt in postgraduate academic writing: Evidence from the corpus of Turkish and British Students' texts**

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This study investigates the notions of certainty and doubt in the MA dissertation abstracts written by Native Speakers of Turkish (NST) and Turkish Speakers of English (TSE) and Native Speakers of English in social sciences. It contrastively attempts to find out whether student writers from a shared cultural background (Turkish) tend to use the similar rhetorical features of their mother tongue or harmonise themselves with the language (English) they write in terms of the ways they establish a convincing or tentative dialogue with their intended audiences based on a continuum of certainty.

Metadiscourse as a rhetorical device for effective use of language facilitates writers in guiding their readers, conveying their ideas, establishing and determining the social distance of reader-writer relationship, creating an involved style of writer persona or a more remote stance. In that sense, interactional resources (including hedges and boosters) convey the personality of the writers and their assertions to target readers. Using 'more personal' resources expressing various degrees of confidence is a way of keeping the readers more intentionally within the text to interpret and judge what is proposed by the writers personally. The overall aim is to compare and contrast 90 abstracts of dissertations produced by Native Turkish Speakers (30), Native English Speakers (30) and Turkish speakers of English (30) in Social Sciences and see how writing in English (L2) deviates from (if any) writing in Turkish (L1) and closes to target language in terms of the tone (writing with conviction or doubt) of the postgraduate writers while presenting their propositions in their abstracts.

## **Interpretation of English Reflexives by Non-native Speakers**

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The ongoing debate on adult L2 learners' UG access can be empirically resolved by comparing their performance with that of child L2ers who presumably still have access to UG. This study compares Arabic- and Chinese-speaking child and adult L2ers' acquisition of English reflexives, in particular, the differences between child and adult L2ers in terms of their a) acquisition of the local binding of English reflexives, b) obedience of UG constraints on reflexives and c) knowledge of the syntactic difference between reflexives and pronouns. While English and Arabic allow only local binding of reflexives, Chinese allows local and long-distance binding of reflexives (Progovac, 1993).

60 L2ers were given a word-based MLU proficiency test (Whong-Barr and Schwartz, 2002) to confirm their intermediate proficiency level and then divided into six groups: Arabic children (n= 15), Arabic adults (n= 15), Chinese children (n= 15), Chinese adults (n= 15), an L1-English child (mean age 9.60) control group (n= 15), and an L1-English adult control group (n= 15). The mean age of L2 children was about 9.40 while the mean age of L2 adults was about 24. L2ers' interpretation of English reflexives was elicited through a 48-item Simon-Says-Game where participants individually met the experimenter to play the game.

Results showed significant differences between the performance of the L2 groups and native speakers, yet the majority of L2ers were close to an 80% threshold of acquisition. Results also showed no significant difference between the child and adult L2 groups indicating continued operation of UG. As for the syntactic difference between reflexives and pronouns, adult L2ers differentiated between them, but child L2ers did not, scoring higher in reflexives. All in all, this study supports the view that adult L2ers have access to UG in advanced stages of L2 acquisition.

## **Relationships between reading span tasks and L2 reading: Possibilities for concern involving construct equivalency**

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Reading span tasks (RSTs), with their processing and storage components, have been utilized to measure working memory capacity (WMC) in various linguistic and conceptual tasks in first-language (L1) use, including L1 reading comprehension. They have also been found to be appropriate measures of WMC in the assessment of second-language (L2) reading. Research thus far has shown that RST-based L1 and L2 WMC outcomes correlate positively and that this relationship is both language- and task-independent. However, a number of questions concerning construct equivalency are emerging as to how far WMC is language- and task-independent when measured through RSTs in the L1 vs L2 and through semantically- vs syntactically-driven tasks, particularly in light of Ullman's Declarative/Procedural model of L2 acquisition (2001). This study examines the effects of linguistic differences in span task design and the language of the task on the relationship between WMC and L2 reading. Participants were late adult Turkish learners of L2 English, with a relatively advanced proficiency level. They completed a reading comprehension test in English and two RSTs in L1 and two in L2, each having a processing component that required judging semantic plausibility or syntactic accuracy. Exploratory factor analysis indicated that the storage component of span tasks loaded on the same factor, suggesting that storage is task- and language-independent. In contrast, the processing task was affected by the linguistic nature of the task (semantic or syntactic) and the language (L1 or L2) in which the task was presented. The findings will be discussed in relation to Ullman's model.

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## **Language education and identities in multilingual, multi-ethnic and multi-religious Mauritius**

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Postcolonial, independent Mauritius is characterised by its multilingual, multi-ethnic and multi-religious population. There are Mauritians of French, English, Indian, Chinese, African origins co-habiting; there is religious diversity, with Hinduism, Islam, and Roman Catholicism co-existing; there is linguistic diversity, with European languages (English and French), oriental languages (Hindi, Arabic/Urdu, Tamil, Telugu, Marathi, Mandarin) and Kreol, a French lexifier Creole, co-habiting. While the European languages are used for official purposes and the oriental languages are “important markers of religious and ethnic identity” (Rajah-Carrim 2005), Kreol has a double identity: it is the local lingua franca, as well as the language associated with the descendants of slaves.

In the primary education system, English and French are taught as compulsory subjects and oriental languages are offered as optional subjects. It is usually the case that Mauritians choose one oriental language based on their appurtenance to specific ethno-religious groups. In January 2012, Kreol was introduced as an optional school subject, taught at the same time as the oriental languages, hence suggesting an official ethnicisation of this local lingua franca.

In this paper, I take a comparative approach to explore the ways in which Hindi, Urdu and Kreol are presented, represented and constructed as mediators of ethno-religious and/or national identity in primary school textbooks. On the one hand, the Hindi and Urdu school textbooks will be analysed to uncover the (subtle) ways in which these languages are promoted, reinforced and/or preserved as markers of ethno-religious identities. On the other hand, the Kreol textbook will be analysed to investigate how Kreol is presently being constructed in the school textbook, given the double identity of Kreol locally. The findings from this paper will shed light on the ways in which children are socialised into certain local identities.

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## **A Contrastive Rhetoric Study of Essays in a Multilingual Academic Context**

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Drawing upon text analysis theories, the purpose of this study is to explore differences/similarities in the rhetorical/organizational patterns in expository essays written by university L1 Arabic students with a multilingual background: French, English, Armenian, Spanish, and other and correlating these with writing quality through analytic and holistic scores. Essays are important for assignments and/or exams and thus the challenge. In the English tradition 'good' essays require the writer to gain audience interest, give relevant background information, perhaps define any key terms and mention or allude to the main ideas showing a clear purpose that are developed coherently in the body paragraphs. Some studies following Kaplan's (1966) seminal work have indicated that written discourse is organized in different rhetorical modes across cultures. Although this view has been contested, there are research findings that indicate that there is interference in the second language from L1 rhetorical patterns. L1 Arabic students' essays in English are found to have a 'non English feeling' about them attributed to poor organization and lack of cohesive devices with the body paragraphs often undeveloped and little or no supporting material. Although there have been studies on L1 Arabic writing rhetorical patterns, there are very few rigorous ones in Lebanon. A random sample of fifty essays from first year university student essays written on a given topic were first scored by two raters according to a rubric and then qualitatively analyzed for 'good' organization through a scale. Preliminary results indicated that L1 Arabic organizational interference was apparent. Interestingly, although results showed different organizational patterns between the L2 French student and L2 English student essays, they were not significant. There was a relationship between the quantitative scores and the text analyses. Implications are made for teaching/learning through text analysis.

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## **Conveying ‘authenticity’ on Twitter: a study of TESOL/Applied Linguistics ‘celebrities’ and their language practices on a social network.**

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Twitter, with its capacity for instant one-to-many public messages, has become a popular site for promoting business interests and providing instant updates on breaking news. It is a platform which is currently dominated by celebrities tweeting their ‘followers’. Famous individuals from the fields of TESOL/Applied Linguistics such as Stephen Krashen, Jeremy Harmer and Scott Thornbury are prominent users. One expectation which the public have of celebrities is that they should give at least the illusion of ‘authenticity’, i.e. that they are writing the tweet themselves, that they display competency in their area of expertise, that they provide seeming ‘backstage’ access into details of their personal lives, and that they show intimacy and affiliation with their ‘fan base’ by replying to their tweets and aligning with their fans’ interests. We examine a corpus consisting of the tweets of a number of ‘celebrities’ in the field over the period of a month to uncover how and to what extent they ‘perform’ authenticity, including such features as use of the pronoun ‘I’, linguistic ‘display’ of proficiency in a number of languages, the use of professional discourse, the quantity of linguistic ‘errors’, Twitter specific features such as the use of # and @, and the ways in which they interact with other Tweeters. We compare the practices of these ‘celebrity’ Tweeters to see how they compare with those of ‘ordinary’ Tweeters and media celebrities such as Lady Gaga to show that linguistic celebrity practices on Twitter occur on a continuum, with our TESOL/Applied Linguistics Tweeters somewhere in the middle.



## **Where do we go from here? Practitioners' views on the state of ELT in Kerala, Southern India**

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In today's communications-led and increasingly globalised world, there seems to be an ever-increasing importance placed on the need to communicate well in English, particularly in a business environment. This in turn is causing a re-evaluation of English language teaching (ELT) methodology and, in certain developing countries such as India, a perceived need for more communicative approaches to be more widely adopted and applied. This talk will focus on the ELT practices in the state of Kerala in Southern India, where English is seen not just as a means of communication and of improving employment prospects, but as a means of, and possibly pre-requisite for, social mobility. Principally based on interview data, the talk will highlight local practitioners' views concerning both the perceived need for a shift in methodological approach in the region and the degree to which such a shift might be desirable and/or feasible. It will also expose the tension between what is realistic in terms of changing methodology at a local level and the perceived global needs of those being taught. Finally, key considerations for implementing any methodological change in this particular context will be outlined.

## **An Investigation on Turkish / English Code-switching on Facebook**

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Facebook is not only a fairly new means of communication in our lives but also an area that has started to become an interesting and timely setting for linguistic studies in literature. Taking this social networking site as the setting, the aim of this paper is to investigate Turkish / English code-switching in the status updates of Facebook users. The data is collected from 40 native Turkish speakers' profile pages and consists of 328 sentences which are posted by the users on their walls as their status updates. In data analysis, the definition of Gumperz' "we" and "they" codes as "our language/in-group relationships/personalised content" and "their language/out-group relationships/less personal content" is essential to this study because it is this definition that establishes the guidelines for the analysis. The data is first analysed to find out which functions are present in the status updates. Then, these functions are further analysed to be labelled as "we" or "they" codes. Later, example sentences are given for each function and discussed whether Gumperz' point is valid for the data or not. The data reveals that functions of self-mocking, expressing achievements and success, celebrating religious and national festivals, thanking and apologizing, expressing hopes and wishes, expressing concerns-opinions-likes and dislikes, asking questions to convey information and asking rhetoric questions are in "we" code whereas in "they" code we have functions of sharing location and activity, giving instructions, inviting to events. This shows that Gumperz' codes are applicable to online settings as well, however, with one exception which is the shift of topics in a sentence.

## Education policy and neoliberal discourse in late capitalism

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This paper discusses the relationship between education policy under the liberal conservative coalition government and neoliberal discourse. The paper argues that neoliberal discourse provides a way of legitimising specific rationalities around a political economic agenda in which deregulated markets, free trade and individual property rights are regarded as essential for human well-being, and presents a particular set of ideas as common-sensical (Ball, 2008; Harvey, 2005). Education policy is here understood as the embodiment of a set of claims which initiate particular practices and privilege neoliberal visions. The focus of this paper is on the legitimacy of neoliberal discourse and its producers in late capitalism.

The analytical framework combines a theoretical re-formulation of the discourse-historical approach in critical discourse analysis with theories of argumentation (Van Leeuwen, 2007; Wodak, 2011). A variety of argumentative fallacies of neoliberal discourse are presented in order to illustrate the way in which they close off substantive dialogue with alternative views. The paper relates contemporary education policy to the pursuit of political strategies and to particular forms of recontextualization of social-democratic discourses and emancipatory ideals. The paper argues that this recontextualisation reveals the way in which education policy is subject to contradictory claims and dynamics of neoliberalism as well as emancipation, and that neoliberal discourse is utilised in a way which transforms and subsumes democratising claims into a functionalist rhetoric. The paper further discusses the normative backgrounds underlying argumentation and the way in which 'strategic maneuvering' functions to obscure the contradictions within education policy, by universalising and naturalising particular neoliberal ideological and moral perspectives.

The paper may be regarded as a form of discourse politics which problematises the positioning of what is valued to be 'true', 'normal' or 'good' within education policy in late capitalism. It engages with concepts and assumptions presented as givens and highlights their provisionality.

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## **Online Language Choice and Identity: The case of Arabizi, Salafi English, and Arabic**

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This paper will explore how, in written online texts, web forum posters strategically select between English, Arabic, and Latin-scripted Arabic aka ‘3arabizi’ (cf. Al Share, 2005) in order to project different identities that reflect and bolster their different ideological positions in an online debate regarding religious freedom and moral authority in Saudi Arabia.

Using Fairclough’s (2003) notion of ‘linguistically realized styles’, this paper offers a discourse analysis of the debate that occurs between four authors who form two opposing groups: 1) those who support the religious and governmental establishment in Saudi Arabia and 2) those who question its legitimacy. The findings reveal that the pro-establishment posters tend to use Standard Arabic (FusHa) as well as Salafi English (cf. sahihalbukhari.com, 2010) consistently whereas the anti-establishment posters prefer 3arabizi throughout the debate. Consequently, pro-establishment posters create identities in written texts that link them directly both to Arabic-language and English-language Islamic theology while anti-establishment posters position themselves as bona fide members of the ‘Arab street’. Also, both groups approximate face-to-face cultural references in their own written texts (cf. Hinrichs, 2005). Thus, in an entirely asynchronous online context, identity is both fluid and highly contextualized and Arabic-English bilinguals are sophisticated language users who exploit stylistic variations within their texts to project divergent identities (see Fairclough, 2003).

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## **The variability of lexical diversity and its relationship to learning style**

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What is the relationship between L2 lexis used in writing and learning style? This talk examines this theme and in doing so examines the extent to which learners recycle vocabulary (i.e. lexical diversity) and how this in turn is related to learning style as defined by a memory and analysis-orientated framework. Learners' texts are also examined from a qualitative perspective to see whether the quality of L2 English texts is associated a cognate or non-cognate L1. The results indicate that an analytic learning style is related to stability rather than variability in lexical profiles. When holistic ratings of texts are examined we find that a certain amount of recycling is necessary to maintain text quality which tends to be found in learners with a cognate L1. In fact excessive over or under recycling of words is associated with lower quality ratings. The results are interesting insofar as previous attempts to examine lexical production have not taken into account individual learner differences. In this talk I will argue that differences in learning style can give important insights into why analysis-orientated learners may be more effective at processing semantically opaque words, grammar words, which are used to complexify language.

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## Idea Generation in L1 and FL Writing

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Due to the development of technical instruments of analysis, interest in the study of production processes in writing has grown markedly in recent years. A central aspect has been the analysis of fluency in the writing process. In respect to L1 and FL writing, it was found that there are distinct differences between a writer's languages in terms of general productivity, or, for example, in the lengths of 'bursts' — the passages written without pausing or revising the text. This has an effect not only on the lengths of the texts that are generated, but also on their quality. For example, it was found that the writing process itself can help to generate new ideas and to create new knowledge and cognitive structures, but only if it takes place fluently.

In order to test the influence of the cognitive demands of FL writing on idea generation, ten German students of English philology were asked to write two English and two German academic essays each, under two different planning conditions: note-taking and freewriting. The different planning methods were chosen in order to activate the linguistic structures differently. The production process was logged using a keylog software program. It was analysed whether the writers' fluency differed under the different conditions, and whether there were differences in the number of ideas generated in the planning process and the process of formulating the final text. In addition, the number of ideas that were valued as relevant in respect to the content to be provided and that were integrated into the final texts was recorded. It was found that there is indeed a difference between L1 and FL writing, and that these differences vary according to the different planning conditions and the individual writers.

## **Student Corpus Use: Giving up or Keeping on?**

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There have been several recent reports on using corpora in teaching academic writing (Charles 2012; Gilmore 2009; Lee & Swales 2006). However attention has focused primarily on assessing the impact of courses immediately after completion. There is little or no data on whether students carry on using corpora once their course has finished.

This paper reports on 40 graduate writers who completed an email questionnaire on their use of corpora approximately 12 months after completing a course in which they built their own corpus of research articles. One of the aims of that course was to foster student autonomy by providing a resource for future independent use. The purpose of the present study is to ascertain whether students have incorporated corpus use into their regular practice as academic writers.

The data show that 28 students (70%) still use their own corpus. A further 5 students intend to do so in the future when they are at the writing stage of their work, while 2 more consult the British National Corpus. Thus non-use does not necessarily imply rejection of corpus consultation. Indeed of the 40 respondents, 35 (88%) use some form of corpora now or intend to do so when appropriate for their needs. This paper presents further data on respondents' long term use of corpora and discusses the implications for advanced EAP writing courses.

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## How Questions are Used in English Medium Lectures in Taiwan?

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English Medium Lectures in universities have widely spread around the world as a result of globalization and international competition in education. Taiwan is not an exception. To enhance our research and understanding of the subject area, the aim of this study is twofold: First, to build the Corpus of English Medium Lectures in Taiwan. Second, to explore this corpus to see how lectures and students interact via their use of questions. The corpus includes 115,358 words, 6 individual lectures and is pragmatically annotated with information of question instances. This study shows that question instances are widely distributed in the corpora. In terms of question forms, it reveals a preferential use of yes/no questions and wh-questions which are in association with the features of conversation and academic genres. Also, lecturers tend to use slightly more questions to seek responses from students than to convey information to students. A qualitative analysis discovers a great diversity of ten distinct question functions, with favoured use of particular ones. This suggests a specific lecture discourse in which lecturers frequently check students' comprehension of lectures, but less often elicit students' opinions, and rarely develop further interaction; at the same time, recurrently use questions as rhetorical devices to actively engage students in monologue-centred lectures, discussing exercises and homework questions, but seldom deploying rhetorical questions to avoid ambiguity. The findings bring new insights into the understanding of English Medium Lectures, in particular by Non-Native-English Speaking Taiwanese and the use of questions in an academic setting.

Li-Chin Chen teaches in the department of Applied English, at National Taichung University of Science and Technology, Taiwan. Her study focuses on the pragmatic aspect of interaction in Computer-Mediated Communication in higher education in the U.K., particularly related to the question functions employed by participants. More recently, she has highlighted the question use in English Medium Lectures conducted by Non-English Speaking Taiwanese. This provides a different perspective to explore how English performs as a lingua franca in academic settings. Apart from that, she has devoted herself in developing a corpus of English Medium Lecturers conducted by Non-English Speaking Taiwanese with pragmatic annotations.



## **Let me say this Yn Gymraeg - Code choice in Welsh-English Bilingual Classrooms**

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This paper will present the findings from qualitative research investigating teachers' use of codeswitching in bilingual classrooms in Wales. The results of the 2001 census show a slight increase in the proportion of Welsh speakers in Wales, to 21%. This change, combined with increasing governmental support for the Welsh language suggests that we may now be entering a period of stable Welsh-English bilingualism for those who speak Welsh.

This study is important as there is very little research into the bilingual interface in Wales. Ideally, the findings will contribute to the debate on multilingual practice as a natural and effective means of language teaching as well as a force for intercultural understanding.

The author is interested in exploring how far and in what ways teachers are aware of the positive benefits of codeswitching and to raise awareness of the relationship between code choice and wider social factors.

The study has two main objectives. Firstly, to investigate how far teachers employ codeswitching as a strategy and their reasons for doing so. Secondly, to explore how far, and in what ways, these teachers' identities undergo a process of transformation as a result of their experiences of the research process.

It is anticipated that the study will provide a number of useful insights into the dynamic interplay between codeswitching and learning as a legitimate way of using a shared language to scaffold pupils' learning.

Jessica Clapham is a lecturer in TESOL and Language Education at Bangor University and a doctoral candidate at the University of Exeter. She currently co-ordinates the University of Bangor's MA TESOL programme. Her research interests include Bilingual Education, issues of identity in language teaching and learning and intercultural communication.

## **L2: D2 Writing: An Exploration of the Challenges Facing Pupils of Immigrant Background on the Bidialectal Island of Cyprus**

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This study has explored the complexities involved in writing in a second dialect of a second language, as these are manifested in the texts of immigrant pupils in the bidialectal community of Cyprus. The target pupils, aged 11 to 12, are required to write in a linguistic variety which is not only their second language, but also structurally distant to some extent from the variety which serves as the means of oral communication in the host country. What renders school writing even more challenging for this population is the fact that the written variety encodes a register different from the familiar oral conversational language typically used for social purposes outside the classroom (Gibbons, 2006; Schleppegrell, 2004). These distinctive linguistic needs remain however unacknowledged and thus unaddressed, as pupils continue to be considered under the general category of second language learners. Cyprus was deemed an ideal setting for this study due to its bidialectal character and the large number of immigrants who have taken up residence on the island over the last decade. The bidialectal nature of the Cypriot community lies in the use of two genetically-related linguistic varieties which tend to occupy different domains of usage: the Greek Cypriot Dialect which is the mother tongue of Greek Cypriots and the means of their everyday oral interactions and Standard Modern Greek which is the educational variety and the medium of written communication (Karyolemou & Pavlou, 2001). This investigation focuses on the school written register – a register that favours the standard variety – as used by L2 learners of immigrant background immersed in the bidialectal community of Cyprus. The outcomes of this mixed-methods study will be discussed with reference to the strong language ideologies prevailing on the island, which are responsible for the monodialectal orientation of the Cypriot educational system.

## **The role of context in forming young learners' attitudes to learning French at school**

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Despite the wealth of valuable information that has been generated by motivation studies to date, there are certain limitations in the common approaches. Quantitative and psychometric approaches to motivation research that have dominated in recent decades provided epiphenomenal descriptions of learner motivation within different contexts. However, these approaches assume homogeneity within a given group and often mask the variation between learners within the same, and different, contexts. Although these studies have provided empirical data to form and validate theoretical constructs, they have failed to recognise learners as individual 'people' that interact with their context. Learning context has become increasingly explicit in motivation studies, (see Coleman et al. 2007 and Housen et al. 2011), however it is generally considered as a background variable which is pre-existing and external to the individual. Stemming from the recent 'social turn' (Block 2003) in SLA research from a more cognitive-linguistic perspective to a more context-specific view of language learning, there has been an upsurge in demand for a greater focus on the 'person in context' in motivation research (Ushioda 2011). This paper reports on the findings of a longitudinal study of young English learners of French as they transition from primary to secondary school. Over 12 months, the study employed a mixed-method approach in order to gain an in-depth understanding of how the learners' context influenced attitudes to language learning. The questionnaire results show that whilst the learners displayed some consistent and stable motivational traits over the 12 months, there were significant differences for learners within different contexts in terms of their attitudes to the language classroom and their levels of self-confidence. A subsequent examination of the qualitative focus group data provided an insight into how and why these attitudes were formed and emphasised the dynamic and complex interplay between learners and their context.

## **Text-structuring Metadiscourse Devices and Intonation Cues in Academic Spoken Monologues**

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Delivering academic spoken monologues is a key requirement for success at university for most students. Besides the fear of speaking in front of an audience, an academic monologue requires students to utilise certain prosodic cues which are not always necessary or practised in face-to-face conversations. Thompson (2003) has suggested that lengthy monologues require control over the use of text-structuring metadiscourse devices and intonation cues in order for the listener to understand the larger-scale hierarchical organisation of the discourse. Text-structuring metadiscourse includes signposting devices which direct the listener in how to interpret the discourse (e.g. 'first', 'to conclude'). Intonation cues serve to delimit the phonological paragraph (or paratone) with the separation of paragraphs being achieved through changes in pitch, pauses, lengthening of speech and possibly laryngealisation. These discourse structuring cues, when used in a native-like way, help the audience to develop a 'mental map of the overall organisation of the text' (Thompson, 2003: 6).

For international students who are not native speakers of English, the lack of control over these organisational devices means that their monologues are often perceived as flat and undifferentiated by the audience. The structuring devices and prosodic cues are often under-used or applied in ways which confuse the listener.

This paper will consider a corpus of spoken monologues from European and Chinese students at a British university. The paper will highlight how the students' use of prosodic and metadiscourse structuring devices fail to sufficiently segment the discourse into manageable chunks for the audience leading to it being perceived as monotonous and undifferentiated. Implications for teaching will be given.

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## **Discourse markers in the talk of non-native speaker teachers of English**

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Discourse markers are pervasive in spoken discourse. Recent studies have shown ubiquity of discourse markers in foreign language teacher talk. This study investigates discourse markers in the discourse of non-native speaker teachers in EFL classrooms.

The author analyses the talk of eight non-native speaker teachers in sixteen transcribed recordings of EFL classroom talk in Croatian elementary schools (grades 5 to 7). The aim of the study is to investigate the occurrence and frequency of discourse markers in teacher talk and to provide an account for the functions of discourse markers as they were used by eight non-native speaker teachers of English. The analyses address the following questions: 1.) What is the occurrence and frequency of the discourse markers in teacher talk?; 2.) What are the functions of the discourse markers and how are they distributed?

The findings of this study indicate great variation in the use of discourse markers in the spoken discourse of non-native speaker teachers of English at this level of teaching. A great variability may be noticed in the frequency of different discourse markers used to perform a particular function. The complex of reasons for differences in the frequency distribution of the various functions might be looked for in the level of teaching and in the teaching style of Croatian EFL teachers. Based on the results obtained the implications of this study for the teaching practice and teacher education are considered in the conclusive part of the paper.

## **The Effectiveness of Conversation in multilingual Learners' Pragmatic Comprehension**

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The research examined an area of pragmatic competence that is rather underrepresented in the literature of interlanguage pragmatics: pragmatic comprehension. Pragmatic comprehension involves the inferential process of understanding what a speaker intends to accomplish by making utterances. The adopted theoretical framework of pragmatic processing included the comprehension of speech acts, in which the speaker tries to do something based on his or her understanding, conversational implicatures, in which the speaker expresses attitudes and feelings using indirect utterances that must be inferred by the hearer, speakers' attitudes and registers which are variation of language differing according to the degree of formality, topic, activity, work, profession and mode under discussion among multilingual students or in classes with different language backgrounds; and communication key that is the tone manner, or spirit in which a speech act is carried out and attitudinal- tone index which is a potentially finite set of continua, each one labeled with a pair of antonymous keys which are super ordinate to the other terms in that continua. Although a growing body of second and foreign language (L2& FL) research has examined learners' abilities to understand speaker's implied intentions, most previous studies have been confined to speech acts without regarding speakers' attitudes, linguistic background and degree of formality. The present study aimed to fill the gap by adopting a listening instrument that measures pragmatic and linguistic comprehension simultaneously. The instrument incorporated general comprehension questions along with the questions assessing comprehension of degree of formality and speaker's attitudes. The learner's pragmatic comprehension, operationalized as the ability to understand appropriate language and register, was compared across advanced students with different linguistic backgrounds. Pearson correlation results indicate construct differences between linguistic and pragmatic comprehension.

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## **Students' rights in higher education classroom: An exploration of tutors' beliefs and their turn-taking practices**

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Despite the emphasis on learner-centred teaching, tutors' and students' institutional power relationship means that tutors remain largely in control of classroom 'orchestrating' (Breen 1998) classroom interaction – of when students are allowed to speak, who is allowed to speak and for long.

Using a case study approach, this paper investigates how university tutors' pedagogic beliefs with regards to students' sociality rights – social entitlements such as autonomy, fairness, involvement, empathy, respect (Spencer-Oatey 2000) – translate into their classroom practices for managing turn-taking and classroom interaction. It draws on three video-recorded higher education classroom sessions (Oral English proficiency class, Accounting tutorial, Translation lecture) and semi-structured retrospective interviews with tutors.

The analysis focuses on the following aspects:

- variations of the I–R–F structure (teacher initiation, student response, teacher feedback/follow-up)
- student self-selection and other-selection in turn-taking
- forms of address as 'cues' in the turn-taking process

The analysis shows that, while all tutors acknowledge students' social entitlements, the way in which they ensure that these entitlements are met differs widely. For instance, the Accounting tutor uses the F-turn primarily to provide immediate feedback, while the English tutor requests students to expand/follow-up on their answer. In the Translation lecture, the IRF-structure gives way to much higher degrees of student control over the interaction.

These patterns are in themselves not surprising as they reflect the learning aims of each class. However, the results of this study suggest that research on classroom interaction needs to widen the disciplinary gaze to include data gathered outside the language classroom. This would allow for the development of a differentiated model of classroom interaction in order to develop tutors' and students' classroom interactional competence, their "ability to use interaction as a tool for mediating and assisting learning" (Walsh 2011, p. 165).

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## ***“Barrack Obama, who’s he? He was nothing”*. Misunderstandings in EFL Classroom Interaction**

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In the past two decades, many studies have argued that intercultural communication is rife with misunderstandings and linguistic/cultural differences have a major impact on interlocutors’ assessment of appropriate language use (Banks et al. 1991, Gass and Varonis, House 2003, Hinnenkamp 2003). Moreover, other studies have foregrounded different causes of misunderstandings in intercultural settings such as L2 competence deficits (Schegloff 1987, Coupland et al. 1991, Hartog 2006).

Thus, it is expected that ESL classrooms, which are marked by linguistic and cultural differences, are arenas with high potential for recurring miscommunicative sequences. However, in a data sample of ESL classroom interaction, misunderstandings between teachers and learners hardly occurred. Furthermore, even though the classroom setting is one where successful communication is necessary to enhance learning outcomes, most of these misunderstandings were unrepaired.

This paper investigates communication problems in ESL classroom interaction between L1 English-speaking teachers and learners with diverse linguistic and cultural backgrounds. The paper aims to answer the following questions: 1) Are linguistic and pragmatic misunderstandings pervasive in the ESL classroom? 2) How do teachers and learners manage communication problems? 3) Why do teachers opt for non-repair when misunderstandings occur?

The initial data sample consists of twenty-six hours of audio-recorded EFL classroom interaction collected in a British University’s English language centre. This paper analyses a larger data set collected from the same language centre, in addition to data collected in a private language centre, to substantiate the findings of the initial data sample. Data is analysed utilising an eclectic Conversation Analysis – Pragmatic approach to provide a descriptive-explanatory account of misunderstandings in classroom interaction.

Considering factors such as length of teaching experience, results indicate that teachers anticipate sources of trouble and manage to prevent misunderstandings before they occur. They also avoid repair opting instead for other strategies to resolve communication problems.

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## **Conversational Formulations of In-Car Satellite Navigation Systems' Spoken Instructions**

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The 'mobilities turn', spanning linguistics, geography, sociology and technical sciences, is an increasingly active multidisciplinary field. Much recent work has centred on the car as a setting for interactive life (Laurier et al. 2008, Haddington 2010), employing conversation analysis as its primary approach. However the significance of the additional voice of in-car talking satellite navigation systems remains unexplored. I describe how people formulate (Heritage & Watson 1979, 1980) and interpret the utterances of these devices with reference to the task of navigation and the experience of social journeying, and how conceptualisation of 'the journey' provides a resource for understanding the deictic nature of formulations and their sequential responses. I draw on a corpus of naturally occurring in-car talk covering situations of both acceptance and rejection of the sat-nav instruction, and instances where formulations and responses maintain focus on the business-at-hand ('navigation') and where they instigate other topical talk.

The research forms part of a larger project aimed at producing design principles for the development of content for sat-nav voices which account for the in-car environment as one of social interaction as much as one of navigation and task engagement.

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## **The relationship between lexical richness measures and language ability**

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With the increasing importance and wide ranging uses of lexical richness measures, a validity study of these measures and their relationship to language ability requires more investigation. Many lexical richness measures are designed to compensate for their systematically decreasing rate with increasing text length (Malvern and Richards 2004; Daller, Milton and Treffers-Daller 2007), such as the D-measure, Guiraud Index and Advanced Guiraud focused in the present study. The current study's aim is to investigate the dimensions of language ability, as addressed by existing measures of lexical richness (LR measures). The essay prompts were chosen to elicit LR and narratives were used as clear prompts for productive vocabulary. After piloting the instruments and procedures during two small scale studies, 140 student participants were recruited to write narrative essays in response to a pictorial prompt (from Singleton 2011) as well as a silent movie clip, starring Charlie Chaplin (Modern Times 1931). The students also completed Vocabulary Levels Test (Nation 2001) and a Background Information Questionnaire (developed based on Freed et al. 2004). Information regarding their language ability, drawn from the latter two were analysed mainly in correlation with the scores on their LR measures. The writing skill is argued as a key skill for contexts where English is taught as a foreign language. The result combined with analysis of the construct which includes an analysis of the formulaic sequences used in samples provides varying evidence to argue for and against the validity of these measures.

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## **Bilingual Identity Negotiation in Practice: How does the practice of bilingual education in the classroom intersect with bilingual identity theory?**

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In this paper, findings from a study investigating bilingual identity negotiation are discussed around the conference theme of the link between multilingual theory and practice (Fielding, 2009). The students in this study were involved in two classroom settings within one school context: a) a bilingual classroom where two teachers were present, one a native French speaker and the other a native English speaker who each used their native language in a team-teaching setting; and b) an immersion classroom where one native-speaker French teacher conducted the classes entirely in French.

This paper discusses the observed language use of the teachers and students across the two classrooms and the associated implications for student bilingual identity negotiation within the Bilingual Identity Negotiation Framework (Fielding, 2009; Fielding, 2012; Fielding & Harbon, under review), a framework that positions bilingual identity negotiation within the three intersecting spheres of socio-cultural connection, interaction, and investment (Fielding, 2009; Fielding & Harbon, under review).

The findings of this project indicate that within each student's identity negotiation process they face certain tensions. The positioning and practices of their teachers contributes to students' development of bilingual identities. Data in this paper illustrate the types of interactions and the modelling of identity that teachers in this bilingual program demonstrated. The implications for the students in these classrooms are discussed. The teachers were found to enact identities that students either identified with in association with their own linguistic and cultural experiences or acted in ways that acknowledged the validity of a bilingual identity. In this way the various elements of the framework were addressed and the students had the opportunity to develop their bilingual identities in relation to the practices of the teachers in these classrooms.

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## **Task type and linguistic performance in assessment situations: Comparing effects on accuracy, complexity and fluency**

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In spite of a growing body of research work on task characteristics and L2 performance, the area of effect of task type on task performance remains an under-researched aspect of task-based studies. This study aims at examining how learner L2 oral performance may vary across two different task types in the current school-based assessment initiative being implemented across secondary schools in Hong Kong. The study is innovative in that the tasks in this study involve speaking in a high-stakes language assessment context but they also build on a regular reading and viewing program integrated into the school curriculum. An in-depth analysis of learner oral linguistic performance on two different task types, i.e., group interaction and individual presentation, from 30 ESL secondary school students, was conducted using a wide range of linguistic measures of accuracy, fluency and complexity derived from previous L2 speaking studies. The results of this study showed generally systematic variation in performance dimensions across the two task types, suggesting a trend in the direction of less accuracy, lower fluency and less complex language being associated with the group discussion task. In addition, differences on rater assessments also appeared in the same direction across the two tasks as those differences on the linguistic measures. Implications of the results for both test task development and classroom task design are discussed.

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Dr Zhengdong Gan is currently an assistant professor in the Department of English at the Hong Kong Institute of Education. His research interests include second language performance assessment, conversation analysis, and self-directed language learning. He has published in *Applied Linguistics*, *International Journal of Applied Linguistics*, and *Language Testing*.

## **'I don't want to talk about the bullshit': Foreigner Talk and the Quest for Authenticity**

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This paper revisits and re-defines the notion 'foreigner talk' as an ideology of authenticity and native-speakerism (Holliday 2005). 'Foreigner talk', proposed by Ferguson in 1975, refers to a simplified register used by native English speakers when interacting with linguistically incompetent non-native speakers. This structural simplicity has later led applied linguists to examine whether foreigner talk could possibly facilitate SLA. Its sociolinguistic implications, however, have rarely been discussed.

This article extends the meaning of 'foreigner talk' as a quest for authenticity from the perspective of English learners based on an ethnography in the so-called English Corner in Yangshuo, China. Since the late 1990s, Yangshuo, a tourist destination already popular among international tourists, started to establish its fame in China for its 'English educational tourism'. The program emphasizes the rare opportunity of talking with foreigners within the Chinese context and has attracted English learners from all over China. Through analyzing the data consisting of interviews with 25 students (aged 22 to 40) and seven foreigner English teachers, language schools' advertising brochures, as well as participate observation of the English Summer Camp, the article shows that the whole program is realized through mobilizing native-speakers as a strategic authentication of the English learning environment, which is linked up with the sociolinguistic imagination of authenticity among Chinese people. This practice, nevertheless, also causes tensions among different social groups, including English learners themselves, involved in this Chinese pilgrimage to English authenticity.

Through analyzing 'foreigner talk' as a quest of authenticity, this article demonstrates that our understanding of authenticity, English authenticity in particular, needs to move beyond local varieties or the lingua franca model, so as to be complemented by a mobility paradigm. Authenticity thus could be understood as an ideological construct from a practice-based perspective (Park and Wee 2011) with implications for power and inequality.

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Shuang Gao is a PhD candidate in sociolinguistics at National University of Singapore. Her research interests include sociolinguistics, tourism studies, linguistic anthropology and English in China. Her publications have appeared in *Critical Approaches to Discourse Analysis across Disciplines* and *Journal of Sociolinguistics* (forthcoming).

## **The role of multilingualism in the transition from interacting registers to new genres**

**Sheena Gardner**

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Understanding the relationships between children's home language and the academic language required for success in schools is a productive focus for research. For instance, Macken-Horarik (1996) maps a register progression for teachers to move students from everyday through academic to critical registers in several disciplines. In contrast, Gutierrez et al. (e.g. 2003) argue that it is precisely the interaction between children's everyday and academic discourses that can result in a productive space. "Because no one single language or register is privileged, the larger linguistic repertoires of participants become tools for meaning making" (Gutierrez et al. 1999, p. 89).

In this paper I examine two contexts where everyday and academic registers interact and consider the specific roles of multilingualism in the contrasting development of two new genres. In the first example, I trace elements of a play register through a literacy lesson and examine the contested argument that this has a significant influence on the success of the lesson and subsequent development of a new 'silly questions' phonics practice activity genre (Gardner 2008). I then compare this with the new researcher-initiated role play (RIRP) genres of multilingual literacy teaching which set out explicitly to encourage participants to systematically switch from pedagogic to play registers (Yaacob and Gardner 2012).

In these two contexts, when teachers or researchers bring children's play into academic contexts, subconsciously or intentionally, stable new genres develop. This does not always happen, however, and the paper concludes with consideration of stability and change among features of these cultural and situational contexts.

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## **English as a global language, and global opportunities – Are the language-learning attitudes of native-speakers of the “global language” shaped by English’s global role, and how they locate themselves globally?**

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Rhetoric about the “crisis state” of modern foreign languages in United Kingdom schools is nothing new. English-speaking countries’ language-learning attitudes are inversely proportionate to the world’s appetite for English-learning. To what extent do native English-speaking pupils’ perceptions of the future international opportunities accessible to them affect their language-learning attitudes?

Pupil interview data (n = 12) was collected between August 2011 and February 2012 from four urban Scottish secondary schools, supplemented by classroom and head teacher interviews (n = 8). Evidence shows overwhelmingly that pupils believe English will get them where they need to go, and that skills offered by other subjects are far more valuable than multilingual competence, even when they plan to travel, work and live abroad. The pupils who have already had opportunities to travel are often the ones who buy most firmly into the idea that “English is enough”.

Given the importance, in terms of language-learning attitudes, of a pupil’s perception of the (global role of the) mother tongue, Norton’s investment framework is reassessed to better incorporate a learner’s relationship with their L1 as well as their L2.

My study shows the damage being done to language-learning attitudes by the pervasive perception about English being an all-encompassing global language. Collecting data from school participants at the three different levels (pupil, classroom teacher and senior management) has indicated useful directions that may be taken in order to buck these trends in the future.

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## **An Appraisal of the Systemic Impact of Test of Oral English in Nigeria's Multilingual Education Policy**

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Nigeria's sociolinguistic features depict her as a heterolingual country. As a result, the country has a language education policy that is geared towards engendering multilingualism. One of the languages that is identified as a school subject and language of instruction is the English language. It is expected that candidates take language tests that will enable language programme administrators to establish the linguistic and communicative competence of the Nigerian learners of English as a second language. In the light of this, external examination bodies do administer Test of Oral English. This test purports to test the speaking and listening skills of the Nigerian learner of English as a second language. Thus, the aim of this paper is to appraise the veracity of the claims of the language testing instrument in addition to identifying its impact on the teaching and learning of English language in such a way that a near-balanced multilingualism in spoken English can be attained by learners of English in Nigeria. In order to achieve this, the Test of Oral English was subjected to validation. Volunteers were randomly selected and administered with the Test of Oral English and another test which purports to test the skills of listening and speaking. Furthermore, the Test of Oral English was appraised on the basis of the language skills it is actually testing. The major finding was that Test of Oral English is deficient. This is given the fact that even though the Test of Oral English appears to have high reliability, it lacks validity. This is inimical to English language education in a multilingual country like Nigeria. In consequence, it was recommended that an authentic language testing instrument should be adopted, adapted or constructed and administered so as to meet the demands of making language testing instrument a facilitator of multilingual education.



## **Age, language learning experience, and EFL classroom anxiety**

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The consequences of foreign language classroom anxiety (FLCA) on learners' performance and success in language learning have been well documented in the literature to date (cf. Horwitz, 2010). However, relatively little research has been done on the immediate effects of age on anxiety. In addition, the implementation of a mixed methods framework to the investigation of the relationship between anxiety and age is even scarce. The present study was designed to address this gap. The participants in the project were 128 EFL students enrolled in general English classes in two private language schools in Greece. The researcher adopted a sequential explanatory approach on the basis of which the quantitative data collection and analysis preceded the qualitative phase of the study. The objective of the first stage was twofold: first, to compute the relationships among variables and, second, to guide the purposive sampling of informants to be interviewed in the qualitative follow-up. Specifically, 23 students classified as high anxious took part in the interview. The quantitative results indicated a weak negative correlation that was not statistically significant ( $r = -.062$ ,  $p = .486$ ) between the participants' age and their total anxiety score. Further, the qualitative findings revealed that students viewed age as a factor associated with FLCA, but at the same time highlighted the influence of both language learning experience and life experience on their level of EFL classroom anxiety. Pedagogic implications as well as the role of the EFL teacher will be discussed.

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## **Understanding teachers' beliefs with a view to improving classroom practice: methodological perspectives for second language listening.**

**Suzanne Jane Graham<sup>1</sup>, Denise Santos<sup>2</sup>, Ellie Francis-Brophy**

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While there is a large and growing body of research into teacher cognition, very few studies have focused on teachers' beliefs about, and practices in, the teaching of second language listening. Borg and Burns (2008) comment on the 'complex nature of teachers' instructional decision making' which are 'shaped by a range of interacting factors' (p. 458). This presentation reports on a study that used insights gathered in its initial phase about this 'range of interacting factors' to develop an intervention that aimed to impact on teachers' beliefs about, and practices in second language listening within the context of Modern Foreign Languages (MFL) teaching in England

To examine teachers' beliefs about how listening can be taught effectively and how they approach it in class, we used a mixed methods data collection approach. First, questionnaire responses from 119 MFL teachers at 48 schools were collated. Second, 14 teachers from the survey sample were observed teaching listening on two occasions (n=28 classes). Third, we conducted a post-observation interview with these teachers which allowed for immediate retrospection on their specific teaching practice. These data informed the creation of an intervention in the form of materials for developing teachers' understanding of listening pedagogy and practice, which 10 teachers from six schools trialled.

Although teachers in the study before the intervention overwhelmingly agreed that the purpose of listening tasks in class is to teach learners how to listen more effectively, most teachers had difficulty applying this in practice by overtly focusing on the listening process rather than the listening product. The extent to which the intervention changed this perspective is discussed, alongside the extent to which the methods used to develop it facilitated its implementation. Overall, the intervention provided a platform to explore and test new frameworks for investigating teacher cognition and developing teachers' practice.

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## **Corpus perspectives on turn-taking in university seminars**

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The fundamental aim of seminars and other forms of small-group interaction in higher education is to get learners to talk, the underlying assumption being that the more learners talk, the more successful the seminar is. But what does ‘more talk’ mean? Is it to be measured in terms of the number of words spoken by learners, or by the number of turns that learners take, or by the average length of learners’ turns, or by the number of different student contributors to the discussion?

This paper presents the findings of a study of the British Academic Spoken English Corpus (BASE), in which we investigated learner and teacher contributions to seminars according to each of these measures. BASE is particularly well suited to our research interests not only because it includes a seminars subcorpus, but also because it is divided into four different knowledge domains: humanities, social sciences, life sciences and physical sciences.

Our main quantitative finding is that different knowledge domains perform better according to different measures. However, this does not lead us to conclude that any one of these measures might be inherently better or more desirable than the others. On the contrary, drawing on qualitative data from the BASE seminars sub corpus, we argue that each of these different versions of ‘talking more’ carries with it a different set of affordances, each of which is more or less well attuned to the particular epistemological and pedagogic goals of different academic disciplines. We conclude by considering the implications of our analysis for staff development and training programmes in higher education.

## **The contribution of lexical access and working memory to reading and incidental vocabulary learning in FL**

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This presentation reports an ongoing research project, which investigates the two competing hypotheses in FL reading: whether inefficiency lexical access (LA) and small working memory (WM) inhibits text comprehension and learning of new words (inhibition hypothesis) or whether readers could use strategies to compensate for processing and language problems so that text comprehension and incidental word learning are not influenced much (compensation hypothesis). While verbal efficiency theory suggests that inefficiency in lower-level processing inhibits text comprehension, compensatory encoding-model maintains that readers with inefficient word processing and small WM are constantly involved in applying compensatory strategies, such as guessing meaning of unknown words in reading when no time constraint is imposed on them to achieve good comprehension by simply spending more time. Four hundred and two Chinese university students were asked to perform on a computerized LA task, a computerized operation span task for WM. Additionally, they were required to read two texts in untimed reading and two texts in timed reading. Each text contained eight pseudowords and students were not told that these words were going to be tested. After completed reading comprehension questions, they were tested on the meaning and part of speech of pseudowords. A one-way repeated measure ANOVA showed that students performed significantly better in untimed reading condition than in timed condition. A series of correlation and multiple regression analyses were performed to examine the contribution of LA and WM to reading comprehension and incidental vocabulary learning in two reading conditions. The results of correlation analyses showed that the correlations between LA, WM and reading comprehension were stronger in timed reading than those in untimed reading, but the opposite was true for correlations between LA, WM and incidental vocabulary learning. The results do not seem to support either inhibition or compensation hypotheses fully.

Feifei Han is a PhD candidate (TESOL) in the Faculty of Education and Social Work, the University of Sydney. Her research interests include FL reading and second language acquisition.

## **Multilingualism, document fraud and the law in Aotearoa/New Zealand**

**Sharon Harvey**

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This paper analyses the charges, trial and judicial deliberations of a case where a Pacific Islands migrant couple with low English language and literacy proficiency were charged with fraud. The fraud was in respect of documents the couple signed allegedly in order to obtain financial benefits in respect of their government housing. The details of the case are presented here, focussing on the way in which the defendants' levels of English language proficiency and particularly literacy were assessed and reported. Raising questions of judicial understandings and interpretations of additional language proficiency across the four skills of reading, writing, speaking and listening, the paper discusses the effects of lay understandings of language and literacy in shaping high stakes legal judgements. The paper also explores the discourses of judgement pertaining to language and literacy competence and their relationship with the verdict. This case is presented as one of five the researcher has acted as an expert witness in over the last ten years.

## **Role and Significance of Urdu: The Lingua Franca of Pakistan**

### **Najma Husain**

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Pakistan came into existence in 1947 after the partition of the Indian sub-continent, having been created into two separate wings-East and West Pakistan. The eastern wing separated from the country into a new state of Bangladesh in 1971. Pakistan is a multi-lingual, multi-ethnic and multi-cultural country. The national language of Pakistan is Urdu, not an indigenous language of any of the provinces of the country. The main languages of the four provinces of Pakistan are: Sindhi (\*Sindh); Punjabi (\*Punjab); Balochi (\*Baluchistan) and Pushto (\*Khyber Pakhtun-Khwa). In addition, 59 other indigenous languages are also spoken in different parts of the country.

In this paper I share Phase I of my ongoing research which probes into the roles and significance Urdu has for the people of Pakistan. For this purpose, I conducted semi-structured interviews in Karachi (capital of Sindh) and Islamabad (federal capital of Pakistan). The interview participants comprised the Urdu scholars, policy makers, heads of higher education institutions, chief executives of workplace organisations, and heads of NGOs. Data revealed how these stakeholders perceive the role and significance of Urdu in Pakistan where English plays a very dominant role in all the major domains of the country including education, employment, judiciary etc. How this scenario impacts the social and linguistic identities of these stakeholders and the people surrounding them. How they see the future prospects for Urdu amidst the overarching role of English and other indigenous languages of Pakistan. The paper also brings to light how and why Urdu was declared the national language of Pakistan and how it achieved the status of the lingua franca of the country, being the mother tongue of only 5.75% of the total population and not an indigenous language of Pakistan.

\*Provinces of Pakistan

## **The learning of iconic gestures in child and adult L2 learners'**

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During speech gestures are accompanied unconsciously, and where languages differ in the way they syntactically encode similar meanings, these gestures will also differ. For instance, the two different ways that languages encode the motion to goal event in speech with accompanying specification of manner of motion. In English, the typical syntactic structure is a manner of motion verb (e.g. run, sprint, etc), and a complement that expresses directional meaning (e.g. across the road, into the shop, etc). So typical sentences in English are He ran across the road, She dashed into the shop. It is found that L1 English speakers produced one conflated gesture that expresses manner and path. In L1 Urdu, manner of motion to goal event is encoded by a verb that expresses directional (e.g. cross, enter, etc) and a complement that expresses manner of motion (e.g. sauntering, sprinting). So typical sentences in L1 Urdu are He crossed the road sauntering, She entered the shop sprinting. Such statements are accompanied by a different kind of gestures: one for motion and the other for manner. The present study examined the acquisition of linguistically-related gesture in L1 Urdu, L1 English and L2 English by child and adult speakers. Participants described 3 video clips depicting motion to goal events. For analysis they were divided into four groups, (i) Child L2 English starters, (ii) adults L2 English starts, (iii) L1 Urdu and (iv) L1 English speakers.

The pre-critical period L2 learners showed that they had learned the syntactic realisation of manner of motion to goal events in the L2 and accompanying gestures. Thus it is found that there is age factor for the acquisition of the communicatively relevant gestures that accompany speech in an L2.

After graduation in psychology, I studied English Literature and obtained Master Degree from University of Punjab Lahore, Pakistan. I also hold a Master degree in Applied Linguistics from University of Essex, UK. My main area of research is the acquisition of linguistically related iconic gestures. My second area of research is the acquisition of pragmatic competence in second language. Currently I am prospective candidate for PhD in University of Essex, UK.

# **Predicting Relative Difficulty through the Acquisition of ‘New’ and ‘Similar’ Phonemes in Second Language Phonology: A Case Study of L2 Zurich German Phonology**

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The aim of this research study is to investigate second language phonology through the question of phonological relatedness. Specifically, the study will examine whether phonological proximity between the mother tongue (L1) and language to be acquired (L2) results in a more target-like pronunciation, or whether phonological similarity is detrimental to the acquisition process.

Previous studies in L2 phonology have explored only the effect on acquisition when certain individual sounds are phonologically similar between the L1 and L2, and have concluded, in concordance with the Speech Learning Model (SLM) and Feature Assembly Model (FAH), that similarity is detrimental to the acquisition process. L1 transfer theory, however, hypothesises that similarities between whole language systems (that is, not only individual elements of those languages) will be a positive factor in second language acquisition (SLA).

No previous SLA study has examined the consequences for acquisition when the L1 and L2 themselves, not only the certain individual sounds, are phonologically related (that is, the sound patterns of the L1/L2 are related). The present study aims to fill this gap in an investigation of the acquisition of L2 Zurich German consonants by L1 German speakers (phonologically close languages) and by L1 English speakers (phonologically distinct languages).



## **An investigation of non-native learners' self-assessment of the speaking skill using the CEFR scales**

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There have been few studies on learner involvement in speaking assessment. Whether learners are able to reliably and validly assess their own language abilities has been a debatable issue among researchers over the past decades. Following a period of rater-training, this study attempted to determine whether learners were able to self-assess their own speaking ability by using two modified CEFR (Common European Framework of Reference) scales. Learner and teacher data was collected from adult learners of English and teachers in the UK between October 2010 and July 2011 for comparison their ratings. Four cohorts of adult learners of English (N=25) at the University of Essex were voluntarily recruited at different times during the project. Each cohort attended the rater-training workshops in the first week of a total project cycle of five or six weeks of self-assessment (SA). When the workshop was over, all learners produced 2-3 minute speaking performances on given topics, self-assessed them and then compared their ratings with the teachers' every week over the four sessions. Quantitative (ratings) and qualitative (follow-up interviews) data was obtained throughout the research project. The research findings suggest that learners can self-assess accurately depending on the scale used (i.e. learners' SA using an immediate retrospective scale is more valid than a general retrospective scale) and with appropriate and sufficient training.

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## **Comparing the academic and subject-specific vocabulary knowledge of L1 and L2 students at the outset of their undergraduate studies in a UK university**

**Aileen Irvine<sup>1</sup>, Hans Malmstrom, Spela Mezek, Diane Pecorari, Philip Shaw**

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Throughout the UK, hundreds of thousands of international students pursue undergraduate disciplinary degrees through the medium of English as a non-native language. In 2008/09, for example, over 15% of the total student population enrolled at UK higher education institutions were from outwith the UK (Universities UK, 2011). For these students, academic success depends, in part, on being able to negotiate subject-related academic discourse in English, and on being able to understand and carry out reading tasks in prescribed textbooks. A precondition for successful study reading is knowledge of vocabulary which arises in textbooks.

This study investigates differences between the subject-specific and general Academic Word List vocabulary knowledge of L1 and L2 students on commencement of such degree studies. Two hundred and forty-eight first-year Biology undergraduates were tested on their knowledge of 144 lexical items drawn from their core reading text. L2 students were found to be significantly less familiar with both AWL words and the subject-specific vocabulary required to undertake their courses than their L1 counterparts. The linguistic “gap” between L1 and L2 students was particularly apparent in knowledge of AWL words. The possible relationship between word difficulty and word frequency is also explored, and the relative difficulties of AWL and subject-specific words for L1 and L2 students investigated.

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## **The perception and processing of English morphology in SLA**

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It is widely observed that L2ers of English alternate between the inflected and stem forms of verbs in their production of third-person agreement and past tense. Some researchers hold that this non-native-like performance is due to absence of related syntactic representations (e.g., Vainikka and Young-Scholten, 1994; 1996) whereas others reject this view and attribute the alternation instead to processing failure between production of surface forms and the underlying representations (e.g., Prévost and White, 2000). The evidence for these proposals has primarily involved production data and the issue therefore remains far from being settled.

The study this paper will report on aimed to find out the source of variability in the production of English verbal agreement and past tense morphology through testing proposals against perception and processing data collected via a computerized picture-choice task supplemented with reaction time and eye-tracking data. The task consisted of 88 trials, each of which presented three pictures and an auditory sentence to the learner. Participants were asked to choose one picture, the choice of which depended on their perception of verbal morphology. Thirty-four L1 speakers of Chinese and thirty-one L1 speakers of Arabic, who were matched in L2 proficiency at low, mid and high levels, in addition to a control group of ten native speakers of English participated in the study.

The accuracy results showed that while Chinese participants perceived the morphology variably at all levels, Arab participants did so only at low and mid levels, overcoming variability at the highest proficiency level. The reaction times revealed no differences between Chinese and Arabic speakers at the same proficiency levels. The eye-movement patterns of non-native groups revealed similarities in processing verbal agreement, but robust differences in processing past tense morphology. These results will be discussed in the light of different proposals on the source of variability.

## **Beliefs about language teaching: exploring the possibilities of visual narratives**

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Applied linguistics has been witnessing a narrative (or an autobiographical) turn. For the past 15 years we have worked with verbal narratives as a means of getting at subjective experiences of learning or teaching English as a Foreign Language (EFL), and it is only more recently that we have begun experimenting with narratives in another mode (i.e., with visual ones).

More specifically, this time we asked teacher trainees (N = 65) about to graduate from a 5-year MA programme to draw a picture of themselves as giving a foreign language class (including EFL) in the near future. In addition, the teacher trainees were asked to provide a brief verbal account of their drawing on the reverse side of the task sheet: “Tell (us) what is going on in your class”.

This paper explores further the possibilities of visual narratives (with their narrative and conceptual structures) as a means of getting at what the teacher trainees (almost qualified teachers) believe about the teaching of foreign languages – the study being conducted within a sociocultural framework, teaching viewed as an intentional and goal-directed activity (e.g. Wertsch 1998). The paper reports some key findings of this study (interaction, environment, artifacts) and methodological lessons learned from this experimentation, and concludes by discussing the advantages and disadvantages of the methodology used.

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- co-editor of a special issue of *SYSTEM* (beliefs about SLA), 2011

- co-editor and co-author of a textbook on research methodology in *Applied Linguistics* (in Finnish), 2011

- co-author of an article on teacher memories (in press), *European Journal of Applied Linguistics and TEFL*

## Teaching Argumentation in an Integrated EFL Classroom

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Traditionally, academic writing skills (such as those required for argumentation and research papers) and literacy development have predominated teaching efforts in L2 university writing classrooms. In contrast, as the number of people who speak different L1s interacting in recent multilingual societies increases, more attention has been paid to the oral/aural aspects of L2 teaching/learning at the secondary level. Thus, there is a noticeable gap in the focus of L2 instruction at the secondary and university educational levels, especially in the Japanese EFL context. Recent research in applied linguistics, however, has called for the integration of the four essential language skills in EFL teaching. This paper reports on a study conducted to examine the impact of integrated EFL writing instruction on Japanese EFL students' ability to communicate their messages in English; specifically, this study's focus was geared towards written message communication to an audience with different cultural and language backgrounds.

A class of Japanese university EFL students participated in the study. As a pre-test, they wrote an argumentative essay in English, in which they argued that Japan was an attractive country in several ways. In the subsequent lessons, the students first collected reference materials to support their arguments and read them critically. They then wrote several drafts and revised them. Next, they took part in a presentation contest, where they "orally presented" (i.e. spoke) their papers. They then listened to their peers' presentations and evaluated each other's presentations. After the contest, the students submitted the written versions of their papers as a post-test. A comparative analysis of the students' pre- and post-tests revealed significant improvement, which suggests positive effects of integrated EFL instruction on Japanese students' writing performance. Actual teaching materials and sample papers used as the pre- and post-tests will be shown.

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# **An Investigation into Focused Feedback Effectiveness: Do Error Types Matter?**

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In recent years, there has been a debate on whether grammar feedback is effective for second language writers (e.g., Ferris, 1999, 2004, 2010; Truscott, 1996, 1999, 2010). A recent meta-analysis of empirical studies (Truscott 2007) found no effect of grammar feedback on L2 writing quality. Kao and Wible (2011) note that this meta-analysis conflated two sorts of studies worth distinguishing: those providing focused feedback (i.e., in which feedback was given on one or two selected error types only) and those providing unfocused feedback (i.e., feedback given unselectively on any grammar errors found). Their meta-analysis showed that when these two sorts of studies were conflated, a small effect was found for grammar feedback, but when separated, the meta-analysis of focused feedback studies showed a medium to large effect size for grammar feedback whereas the meta-analysis of unfocused studies showed nil effects.

Previous focused feedback studies, however, correct only English article errors, limiting the generalizability of the findings. Thus, this paper reports results of a new feedback study that expanded the inventory of error types: article use, subject-verb agreement, and verb-noun collocation errors. Subjects were randomly divided into one control group (no feedback) and three experimental groups according to error type targeted for focused feedback: 1) articles; 2) subject-verb agreement, and 3) verb-noun collocations. Results for the immediate posttest writing task show focused feedback to be effective for all three error types: articles ( $F = 44.297$ ;  $p < .05$ ), subject-verb agreement ( $F = 5.979$ ;  $p < .05$ ) and verb-noun collocation ( $F = 59.729$ ;  $p < .05$ ). In delayed posttest writing, the benefit persisted for article use ( $F = 27.388$ ;  $p < .05$ ) and subject-verb agreement ( $F = 25.640$ ;  $p < .05$ ), but not for collocations. This suggests a distinction in susceptibility to focused correction between rule-based versus lexically-based errors worth further investigation.

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## **Quantitative and qualitative aspects of L1 (Swedish) and L2 (English) idiom comprehension**

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According to the Dual Idiom Representation Model (Titone & Connine 1994; Abel 2003), the number of idiom entries created in a learner's L1/L2 mental lexicon depends on the decomposability and frequency of the idiom and the time of exposure to the language in question. When the idiom is comparatively opaque, the frequency relatively low and/or little time has been spent on acquiring the language, the learner, when trying to interpret idioms, instead resorts to conceptual metaphors that exist across languages. L2 learners also make use of context to a greater extent than L1 speakers. (Liu 2008) L2 idiom comprehension thus appears to entail a more heuristic approach than L1 idiom comprehension. (Liu 2008)

In the present investigation 15 first-term university students were faced with 80 context-based idioms in English (L2) and Swedish (L1) respectively (30 of which focused on the source domain of animals which is commonly used in both languages) and asked to explain their meaning. The idioms were of varying frequency and transparency. Three main research questions were thus addressed.

- 1) How well do the subjects master idioms of approximately the same total frequency in their L2 as compared to in their L1?
- 2) How do a) degrees of transparency (full transparency, semi-transparency, no transparency), b) idiom frequency and c) the choice of source domain affect the subjects' comprehension in their L2 as compared to in their L1?
- 3) To what extent is context used when interpreting the idioms in the subjects' L2 as compared to in their L1?

The students were also requested to evaluate their knowledge. In addition, native speaker results were used as a point of reference for the L2 test.

## **A multi-modal comparative analysis of British and Japanese news discourses in the representation of environmental issues**

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This paper is based on the notion that language mediates ideology, and, in modern society, language is perhaps the main medium of social control and power (Wodak, 2001; Fairclough, 2003). Through the legitimisation of power relations in society, language has contributed to producing and sustaining the present social, cultural and political problems around the globe (Chouliaraki & Fairclough, 1999).

This presentation examines and compares the news discourse of the BBC and NHK (Japan Broadcasting Corporation), which are state-funded broadcasting corporations in each nation. It analyses television news items that portray environmental issues, and seeks to clarify how specific interpretive frameworks for understanding environmental issues are produced by the linguistic elements of the news discourse.

This study investigates news items originating from the BBC's and NHK's major news programmes in the evening, broadcast mainly for people who live in each nation. This study uses critical discourse analysis as a method, and conducts a multi-modal study, examining various linguistic elements of the news discourse such as the selection of information, rhetorical features, lexical items, and syntax, in order to expose how the linguistic features of news items present environmental issues in relation to social, economic and political contexts, and how the ways the two discourses produce interpretive frameworks do and do not vary between the English language BBC news items and the Japanese language NHK news items.

This presentation focuses on the most salient patterns of similar and differing features found in the cross-cultural comparative analysis. It shows the news items from the two nations situated in different cultural and social contexts utilise various linguistic elements, which work individually or in combination, in order to construct the specific message of the prioritisation of economy over environment by foregrounding and backgrounding selected aspects of the events portrayed in the news discourse.



## **Writing assessment practices of Thai EFL teachers: Case studies**

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Over the last decade there has been a move toward teacher assessment of performance-based writing tasks in the EFL classroom. However, how teachers as raters undertake assessment in a regular classroom context does not seem to be well understood even though a considerable body of research into rating processes has been conducted internationally.

The purpose of the study on which this presentation is based is to explore the assessment practices of teachers of writing to English major students in Thai public universities in different parts of the country. Both teachers' views on assessment practices and their actual rating processes were investigated using an exploratory qualitative research design. First, a questionnaire was used to gather data about teachers' personal and professional backgrounds as well as their views on effective writing instruction and writing assessment in Thai university contexts. Then, follow-up case studies were conducted to gather in-depth data from four teachers in four different locations. Semi-structured interviews, think-aloud protocols and stimulated recall interviews were adopted to gather verbal data from each teacher. The think-aloud protocols were used to capture the teachers' thinking processes as they assessed their students' work and to clarify what aspects of writing assessment criteria were emphasised. These data were then analysed using inductive analysis to identify the major themes relating to the teachers' writing assessment practices. This presentation will focus on findings that illustrate the main rating processes the four teachers employed while assessing students' writing tasks. Commonalities and differences in their rating processes as well as their decision making will be outlined. The implications of the findings for writing assessment practices in Thai public universities will also be discussed.

## Modelling Communication in an Online Community of Cyclists

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In the popular imagination, online communication is communication in decline. Literature is being replaced by blogs, newspapers by online news snippets and letter writing by texting or tweeting. The implication is that online resources are promoting shorter attention spans, poorer literacy and weaker communication skills. This presentation challenges this notion not from a broad sociolinguistic perspective but through an exploratory description of communicative resources used by participants in an online cycling forum based in Tokyo. Communications within this forum illustrate the sophistication that is possible online by employing a range of multi-media resources, links and even smilies/emoticons in conjunction with written text. In the presentation, I outline a preliminary description of communications in the forum based on a Systemic Functional Linguistic framework. The model embraces a range of communicative styles from brief personal exchanges which overlap with texting or tweeting through narrative recount, discussion and debate to detailed technical instructions, focusing on features specific to online communications. To begin with, I will provide an overview of the forum, briefly describe my project and method of analysis and give a summary description of the proposed model. I will then introduce three short extracts: a discussion of cycling ethics; a newbie question, and a bicycle mechanics contribution. As well as highlighting features of communication that have developed in such online communications I will draw attention to some of the ways in which community and identity are signalled. Finally, I will conclude by suggesting that online communications are a rich evolving medium of communication that offers exciting fieldwork for applied linguists and is perhaps best viewed as an arena which, if only occasionally multilingual, potentially promotes literacy across multiple genres.

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## **An investigation into whether online role-playing games can help improve Korean young learners' reading skills and vocabulary**

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This paper describes an investigation into whether playing the MMORPG (Massive Multiplayer Online Role-playing Game) RuneScape can support Korean children's English learning. It argues the potential affordances of RuneScape in learning of English vocabulary and lexical phrases. This is part of a doctoral project that analyses the English text learners will encounter when playing Runescape, and using observation, attempts to describe vocabulary and reading strategies they tend to use while playing. Here I describe findings from the text analysis phase.

I sampled five Korean elementary students (1 female and 4 male, aged 10-11) in a private English institute. Each participant played RuneScape for 30 minutes per session, for 9 to 14 sessions. The texts that participants encountered whilst playing, retrieved using a screen recorder, formed my dataset. I classified the lexis in these texts into six categories: generally-used vocabulary and lexical phrases, lexis specific to computer games; RuneScape Vernacular (ie, specific to Runescape; eg, Lumbridge Home Teleport); chat speak (such as acronyms and abbreviations; eg, Lol ("Laugh out loud")); emoticons (eg, :O meaning surprise or shock); and reduplication (extending words or punctuation marks, often for pragmatic or humorous effect; eg, hmmmmm).

A significant initial finding is that participants encountered a lot of fixed lexical expressions that seem to be used for pragmatic purposes, for example, 'Can I help you at all?', 'Select an option', 'Yes, please', 'What are you selling?', 'How should I use your shop?' and 'No, thanks.' Although Korean students are taught lexical phrases alongside other vocabulary in their English lessons, time limitations and large classes mean that they do not get sufficient exposure or practice in their use especially for pragmatic purposes. I tentatively conclude therefore that RuneScape and other MMORPGs have the potential to usefully supplement classroom vocabulary teaching.

## **A case study of monologic and dialogic L2 fluency**

**Steven John Kirk**

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Even within fluency research, there is disagreement about the definition of fluency, with some researchers equating it with the psycholinguistic concept of automaticity of language production, and others relating the perception of fluency to temporal factors such as rate of speech, and still others viewing it in terms of everything that affects judgments of fluency, including prosody and nonverbals (Riggenbach, 2000).

In this presentation, it will be argued that fluency should be divided into two related senses. One is a monologic fluency corresponding to automaticity in language production, the use of formulaic sequences, and speed of retrieval of language from memory. The other is a dialogic, interactive fluency, co-constructed between participants in a conversation, which has also been called confluence (McCarthy, 2009). Dialogic fluency is the flow of the conversation as a whole, and depends on the monologic fluency of each participant, as well as the ability to predict turn endings and use turn initiators appropriately.

This argument will be supported by a review of recent literature and a case study of a single Japanese learner of English, using conversation analysis methodology. The case study involves comparing the learner in monologue and dialogue situations, and looks at how this particular learner is able to contribute to fluent conversation, while lacking many aspects of monologic fluency. Implications for teaching and testing will also be discussed.

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## Using real-life Korean narratives as transformative tools for teacher professional development

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Internationally, inclusive agendas dominate policy documents, but examples of practices that value linguistic and cultural diversity are elusive (Piller & Takahashi, 2011). Within teacher education Phillion and He (2004) contend that real-life narratives show promise in enabling teachers to see themselves as agents of educational and social transformation. The release of the 2007 New Zealand Curriculum with its principles of cultural diversity, inclusion and community engagement, prompted me to undertake an ethnographic, participatory study that aimed to explore ways of being inclusive of Korean worldviews in school policy and practice. This larger study included focus group interviews where the Korean parents and students told each other small stories. They expected me to pass on these stories to school management. Pavlenko (2007), however, cautions that social, political and educational settings shape discursive constructions, and that extricating stories from their settings may be problematic. Moreover, in ethnographic research, later developments in the participants' lives may dramatically change the stories and the resultant implications.

Excerpts from these small stories will be presented paying close attention to their textual and interactional aspects. The use of such data for teacher professional development will also be problematised. The presentation will conclude with a brief outline of how the issues were resolved in real life with the handing over of the small stories to the school. Thus the presentation will address both theory and practice in one multilingual, high school setting.

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## **Gesture and talk ‘in the wild’**

### **Dawn Knight**

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A priority for researchers investigating natural language and gesture-in-use is to define better approaches for constructing multimodal records of real-life communication that are not only naturalistic but accurate, detailed and high in quality.

This paper reports on the early stages of a project which constitutes a step-change in approach to multimodal corpus capture, proposing the construction of large-scale complex digital records of real-life human interaction occurring over extended periods of time using WAM (wearable acoustic meters) devices, a novel unobtrusive technique for the abstraction and analysis of concurrent patterns of speech and ‘gesticulation’.

WAMs are wrist-worn devices comprising an audio recorder and an inertial measurement unit (IMU) made up of a tri-axial accelerometer (mapping up-down and left-right movements) and gyroscope (mapping rotations). Outputs from WAMs include audio tracks and accurate, detailed graphical representations of hand movements ‘in the wild’.

Patterns of gesticulation derived from the WAMs can be classified according to symbolic categories then analysed in terms of its relationship to spoken discourse. This presentation discusses the practical and methodological approaches that are used to achieve this.

The paper then, specifically, outlines how we can examine gesture use as a means of holding the floor; the relationship between gesture use, speaker incipency and interruptions; and how discourse-related gesticulation varies according to social and relational contexts, based on the analyses of patterns of gesture-in-talk evidenced by a corpus of WAM outputs. This is complemented by a more general discussion of how such devices may be used to answer a range of other questions about language and gesture-in-use.

As a final, but key, line of focus, the paper begins to challenge and readdress current methodological conceptions of ‘what is ethical?’ in research, particularly when recording behaviours ‘in the wild’, for applied linguistics, the social sciences and beyond.

## **Phonological Memory on L2 Pronunciation Skills**

**Akiko Kondo**

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Numerous researches have indicated that language learning aptitudes have great influence on second or foreign language acquisition. In particular, L2 oral skills are strongly affected by individual difference. Some learners are able to produce or and recognize L2 sounds that do not exist in their L1 with less effort, while others need more efforts to produce or recognize the L2 sounds. Among various individual factors that have been claimed to influence learning of second/foreign language, the role of phonological memory, which refers to the ability to recognize and remember phonological elements and their order of occurrence, has been gaining attention as a contributing factor to L2 learning. The relationship between phonological memory and specific L2 skills, such as vocabulary (Service & Kohonen, 1995), reading (Harrington & Sawyer, 1992), listening (Tsuchihira, 2007), and grammar (Miyake & Friedman, 1998) has been investigated. However, there are few studies that examined the relationship between phonological memory and L2 pronunciation skills. Furthermore, most studies deal with phonological verbal memory, but do not with non-verbal memory or musical memory. Thus, this study investigates the extent of influence of phonological memory (both verbal and non-verbal phonological memory) on L2 pronunciation skills. The participants of this study are 40 Japanese university students majoring in English. Their phonological memory and L2 skills are examined by the computer-based instruments designed by the presenter and the data is analyzed by regression analysis. The result shows that both phonological memories have significant effects on L2 pronunciation skills.

## **The UK Language Learning Crisis in the public media: a critical analysis**

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This paper examines a corpus of recent UK newspaper articles (retrieved via Nexis UK) discussing the language learning crisis. The much-disparaged record of language learning in the UK is contextualised within Governmental policy changes over the last decade, statistics regarding the decline in language learning in all sectors, and academic contributions on this topic. The corpus of c.80 articles is organized by types of publications (Broadsheet/Tabloid), geographical target readership (National, Regional, English, Scottish, Welsh) and political orientation of target audience (political leaning of papers), using Critical Discourse Analysis (CDA) principles of combining textual (topical) and contextual analysis. Furthermore, principles of Systemic Functional Linguistics are used to analyze how the four key participants in the crisis (Government, teachers, students, UK public) are positioned in different publications. The conclusion draws together these analyses, and relates the findings to both academic and political discourse on the crisis.

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## Learning and Un-learning Object Drop: Two Languages and Two Contexts

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Previous studies in SLA suggest L1 transfer problems for Chinese learners of L2 English who may have difficulties in acquiring English object (e.g. Mary's bike has been broken. I am going to repair \*(it) for her) (Jiang 2009; Yuan 1997). English generally requires an object in a referential context whereas Chinese allows object drop when there is an antecedent. Chinese object-drop is argued to be due to Topic Deletion (Huang 2009: 249), operating at discourse level to delete the topic of a sentence identified with a topic in a preceding sentence. In generic contexts, conversely, English allows null object *e* as in Mary reads *e* every night whereas Chinese requires a pronounced object (read-book) (Yip and Matthews 2007).

The above contrast raises the questions: (1) To what extent would Chinese at different English levels use null objects as in Mary reads every night? (2) Would Chinese have difficulties determining where null objects can or cannot occur in generic and referential contexts as in Granddad likes reading comic books in public libraries. He doesn't read *e* at home? How do Chinese understand null object in this context with a possible discourse antecedent: any written materials or comic books?

This study tested 85 adult Chinese in Hong Kong (36 advanced, 34 low intermediate and 15 high beginner levels), with 22 native speaker controls. Research instruments included an Oral Production Task and an Acceptability Judgment Test (AJT); five target verbs were included: draw(-picture), drink(-alcohol), drive(-car), read(-book), iron(-clothes). The findings reveal that individual learners at advanced level have difficulties in learning null objects. The AJT results indicate that participants generally 'preferred' linking null object to a possible antecedent in L2 despite demonstrating the learning of null objects in generic contexts. The evidence from this study has implications for syntax-discourse interface accounts of (un)learning object drop.

## The practice and effects of using blog-assisted online extensive reading programme in ELT

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The pervasive use of the Internet in today's world has powerful influence on people's reading habits. For my Taiwanese EFL university students of non-English major, who are used to getting information mainly by reading online, traditional extensive reading programmes that rely solely on printed materials, particularly graded readers, are undoubtedly "out of date." To replicate their "real-life reading" and equip them with the ability and confidence to work with authentic English materials on the Internet, a blog-assisted online extensive reading programme using two hundred electronic, HTML-based English texts as the basic reading material has been developed and implemented in my Advanced University English course for non-English majors.

The students were required to choose and read a news report, magazine article, short story or a few chapters of a novel posted on the tutor's blog, and then write a summary, their feedback, and a discussion issue on their own blogs to provoke further discussion on what they read in their reading groups of five. Since blogs allow users to leave and reply comments, they were encouraged to exchange their opinions with their reading mates through asynchronous online communication, which might in turn deepen their understanding of the reading material, motivate them to write a good post for their readers, and improve their reading, writing and critical thinking skills.

A mix-method study using multiple data sources from test results, questionnaires, interviews and students' blog posts was conducted to investigate the effects of this programme on these students' English reading habits, attitudes and ability, and examine whether different English language proficiency levels, majors, or sexes would affect the students' reading preferences and their motivation to participate in the reading-writing-discussing process. The findings may provide useful pedagogical implications and suggestions for teachers and researchers interested in using blogs in ELT.

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## Embracing different semiotic modes in undergraduate assignments

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The traditional focus within English for Academic Purposes (EAP) teaching in HE is on language produced as linear prose within genres such as the essay, report or case study. While attention is increasingly paid to disciplinary variation and, to a lesser extent, the different range of genres required, little research has been conducted on additional semiotic modes. This paper focuses on how resources such as images and layout combine with language in undergraduate student writing.

Data is taken from the British Academic Written English corpus and comparisons are made between Chinese and British students' assessed writing in UK universities. Initial investigations revealed the Chinese students' far higher usage of graphs, diagrams, and images (or 'visuals'), compared with the British students' assignments in the same disciplines. Combining graphic representations with prose description may provide a more succinct way of conveying meaning than simply relying on language alone, and is particularly favoured in the more visual disciplines (e.g. Biological Sciences).

Interviews with discipline lecturers (n=58) are drawn on to investigate attitudes towards the use of visuals within student academic writing and to challenge notions of 'good' writing often held by EAP tutors. Since writing tutors usually have backgrounds within the humanities, they are more accustomed to the essayist tradition of writing and rarely teach students how to use non-linguistic semiotic modes. The resulting privileging of continuous prose over the use of graphs, diagrams, and images disadvantages not only those students who need to acquire competence in the production and comprehension of visuals in disciplines such as Biological Sciences, Economics and Engineering, but also those who may be more visually-oriented. Competence in 'graphic literacy' is increasingly important in a Web 2.0 world, and this paper argues that writing tutors and other UK academics should embrace the use of a range of semiotic modes.

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## Input multiplicity and its implications for second language learning

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Input variability is vividly present even in first language acquisition contexts (Foulkes&Docherty2006), let alone in a foreign/ second language learning context where learners are exposed to input from fellow students, a different variety from the local teacher, and possibly another variety from the institution model often representing the “native-standard norm” (Regan in press). However, little is currently known about (second) language acquisition in relation to input multiplicity.

This study set in Hong Kong (HK) investigates the L2 English acquisition of Cantonese speaking youngsters who are cared for by Filipino domestic helpers. Specifically, it aims to find out helpers’ potential influence on children’s L2 English perceptual ability in the context of choices of varieties including Filipino-, HK-, American-, and British- accented English. 31 kindergarteners aged 4:6 to 6, and 29 1st year secondary students aged 12 to 14 who had received Filipino-accented English or were still receiving ongoing input of such English at the time of data collection participated in the study alongside 34 age-matched controls. They took part in various perception tasks (picture choosing, AX sound-discrimination) that target plosives /p,t,k/ and fricatives /f,v/ which are realised differently in Filipino English and other Englishes available in HK. Filipino English stops are often unaspirated, while the labiodental fricatives are sometimes instantiated as [p] and [b] respectively (Tayao2008).

Results reveal that participants do not differ from the control in their ability to listen to HK, British- and American- English. Moreover, they are better at identifying the Filipino English sounds than the control. Together with studies (e.g. Deterding2005) which demonstrate L2 learners’ inability to cope with varieties different from the education model, this paper argues that exposing learners to diverse varieties of a target language in addition to the “native model” is facilitative to international communications in this age of ‘unprecedented geographic mobility’ (Chambers2002: 117).

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## Testing the effects of a Year Abroad on L2 Chinese

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The effects for second language (L2) learners of a year abroad (YA) are typically held to favour improvements in L2 oral fluency over grammatical development (Collentine and Freed 2004). It is not yet known how far these effects are reliably testable in L2 Chinese, which lacks robust models of oral or grammatical proficiency (Zhang 2005).

This exploratory study tracked eleven third-year L2 Chinese undergraduate students at a UK university to test their development of oral and grammatical proficiency, measured across a battery of four oral and three written tasks repeated before and after YA in China.

Total mean oral proficiency scores, measured across all tasks for accuracy and fluency, improved (at significance,  $p=.05$ ), as did speech rate ( $p<.05$ ). Fluency ratings alone did not improve significantly. One writing task (short essay) significantly improved in length ( $p<.05$ ), and increased in complex grammar (use of de-relative clause morpheme,  $p<.001$ ). A subgroup ( $n=7$ ) provided quantitative data on average L2 Chinese use at different times during YA, showing marked individual differences, though these differences had no statistical effect on test scores after YA.

This study suggests that quantitative tests for YA effects on language proficiency, especially fluency, can yield inconsistent results. Further research combining linguistic and qualitative contextual data would help clarify the interconnecting factors affecting L2 language development during YA (Regan et al. 2009), especially for L2 Chinese.

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## **Language teacher' collaborative knowledge construction in web-based discussion**

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The sociocultural perspective of learning emphasises the role of social interaction and activity in the process of knowledge construction, as well as the meditative role of tools, and the social cultural settings in which the knowledge construction occurs. This paper presents how a group of in-service language teachers co-constructed knowledge in asynchronous web-based discussion and explores the role of context in collaborative knowledge construction activity. As the focus of the paper is on the process of knowledge construction, communicative functions and contextual resources are mainly explored through thematic and discourse analysis. The results indicated that teachers are using different communicative strategies to negotiate meanings and achieve mutual understanding, and various contextual resources are exploited to facilitate and mediate the process of knowledge construction. This paper also addresses the implications in using computer-supported collaborative learning in language teacher professional development, and features of communicative strategies for successful collaborative knowledge construction.



## **Gaps between business English taught and workplace requirements in China**

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Business English used to be taught as a component of English language and literature degrees in China, but in 2007 the Chinese Ministry of Education approved Business English as a university major, and since then it has become established as an independent discipline, first at the University of International Business and Economics (UIBE) in Beijing, and now at many other Chinese universities including Jiangxi University of Finance and Economics, to which the Modern Economics and Management College (MEMC) is linked. The change in the status of Business English has not been without attendant problems. A standardized Business English test for Chinese universities has not yet been developed, for example, and there is still uncertainty about the extent to which Chinese Business English degree programmes actually prepare students for the demands of international business communication.

In order to identify any gaps between university and workplace requirements and improve course design, I interviewed recent MEMC graduates, employers of these recent graduates, and current MEMC students and teachers of Business English modules. I also collected examples of the emails produced by MEMC graduates in the workplace. Writing in the workplace was found to be very informal and interactive; employers and employees reported that English was most frequently needed for email correspondence, yet the students who were interviewed claimed that their teachers focused on developing the ability to write argumentative essays. Speaking skills were mainly required to conduct telephone conversations, something which was largely ignored on the MEMC programme. Moreover although workplace communication was in English, it was mostly with correspondents from non-English-speaking countries. The teachers at MEMC almost always worked with L1 texts.

## **More than music to our ears: the role of prosody in the use, validation, learning and memory of formulaic language**

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With the ever increasing number of studies on formulaic language, we are beginning to learn more about the processing of formulaic language, its use in speech and writing and its application in natural language processing. The problem, however, is that we know only very little about the intonation of formulaic language.

This paper calls for more attention to the intonation of formulaic language in applied linguistics. Based on a careful review of literature on child language and psychology (e.g. Fisher & Tokura 1996; Peters, 1977), it argues that intonation underlies not only the use (Aijmer, 1996) and the validation (Lin, 2010) of formulaic language, but also its learning and memory. While child first language learners' learning and memory of formulaic language is intonation-driven, English-as-a-Foreign-Language (EFL) learners cannot benefit from the same mechanism in their learning of formulaic language due to the poverty of spontaneous spoken English input. The lack of opportunity to hear the intonation of formulaic language may partly explain the various difficulties EFL learners have with formulaic language.

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## **Bilingual acquisition of opaque structures in Welsh: the case of the Welsh answering system**

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Studies on Welsh-English bilinguals have continually demonstrated delayed development of complex structures. However, many of these studies have looked at bilinguals' acquisition of structures that have few form-function mappings and provide weak cues to the target form. These delayed patterns of acquisition are also more notable among those learning Welsh as an L2/late bilingual, and for whom exposure to the language is limited to the school domain. This study looked at bilinguals' acquisition of the Welsh answering system - a complex structure that employs various cues to the target form including finite verb echo (e.g., *Wyt ti'n hoffi coffi be.2S.PRES* 'Do you like coffee?' *Ydw be.1S.PRES* 'Yes (I do)'), and non-echo forms where the syntactic form of the sentence can provide the cue (e.g., past tense questions trigger the affirmative response *do* 'yes (I did)').

In order to investigate the influences of the nature of the system (in terms of form-function mapping cues) as well as amount of exposure received, participants were given production and judgment tasks on the Welsh answering system. Welsh/English bilingual children (N=154) of varying dominance patterns (L1 Welsh, L1 English & Simultaneous bilinguals) and between the ages of 7;1 and 11;9 years old took part in this study.

Results revealed faster 'catch-up' among the L1 English bilinguals on this system than previously observed for studies of grammatical gender and plural morphology in Welsh. This catch-up was most salient for the more transparent aspects of the answering system where the cues were more reliable; whilst progression remained slow for the more opaque aspects of the system, suggesting a combination of a rule-based and piece-meal approach to learning. The implications of this study for theories of bilingual and L2 language acquisition are addressed.

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Currently a doctoral student at the college of education and lifelong learning at Bangor University, North Wales. Doctoral research explores Welsh/English bilinguals acquisition of complex structures, specifically the Welsh answering system. Previous research undertaken includes elements of code-switching, assessment and dyslexia.

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## **Language Socialization processes among Polish adolescents in Ireland**

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This paper investigates first and second language socialisation processes among two groups of adolescent Polish immigrant children attending different post-primary schools in Ireland. The focus is on how these children engage with issues of conflicting identities and competing language learning (English) and language maintenance (Polish) goals as they grow up and try to find their place in a new country and society. It examines how current socialisation goals and processes are reconciled with the maintenance of connections to their personal past, their family in Ireland, their extended family in Poland and their ethnic heritage more generally. We set out the theoretical background, methodology and preliminary results from an ongoing study involving such students, one group of whom also attend weekend Polish schools in addition to mainstream secondary schools. The results of the study are analysed in terms of culturally responsive pedagogy, describing how different educational contexts develop immigrant students' bilingualism and the construction of new knowledge and identities, and help to integrate home language and culture with the host culture's language and values. Taking this approach allows us not only to unravel social processes and relationships between human actions and social systems, but also to trace them through multiple scales of social organization (from micro family or peer interactions to macro national curricula and policy levels).

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A language socialization perspective on knowledge and identity construction in Irish post-primary education. IRAAL publication in progress

## **Attitudes towards languages of educators involved in the Kreol Morisyen program**

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In 2012, there has been a monumental change in the language educational policy of Mauritius. Since Mauritius gained its independence, English has been considered as being the obvious choice as medium of instruction due to its neutrality as well as its function as gateway to economic prosperity. However, the high failure rate of students at primary level, each year, has been partly attributed to the fact that English is the medium of instruction, as the majority of Mauritian students receive minimal exposure to it (Sonck:2005). Kreol Morisyen has, hence, been viewed by some, as the more adequate choice as it is the mother tongue of the majority of Mauritians (Sauzier-Uchida:2009) According to UNESCO (1953:11), 'it is axiomatic that the best medium for teaching a child is his mother tongue'. For many years, yet, this remained but an ideal dream due to the fact that English was viewed as being the key to success. After decades of deliberation and much endeavour to standardise Kreol Morisyen, the language has finally been introduced in the Mauritian educational system in January 2012, in primary schools at Standard One level, as an optional language. To cater for the learners' needs, eighty-three educators were trained last year. Out of these, 40 educators, enrolled on the Teacher's Diploma Primary (F/T 2010-2012) course, also opted for this particular training. It is this great shift in attitudes towards languages that is the subject of this paper. Therefore, it seeks to examine the attitudes towards languages of those educators who opted to teach Kreol Morisyen.

## **Politeness in British Sign Language: the effects of language contact**

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In the UK, language contact issues are reflected in the use of British Sign Language (BSL) in a society dominated by the use of English. The effects of language contact on BSL are a legacy of linguistic suppression and have sometimes been described in terms of a continuum, representing the differing degrees of linguistic influence from English. This influence may result in syntactic and lexical alterations in the way BSL is performed, with English borrowings occurring either through the use of fingerspelled words or the adoption of English mouthings to accompany manual signs. This presentation discusses some of these effects as they pertain to linguistic politeness in BSL. The research forms part of a study designed to address the deficit in research into politeness in BSL by exploring what politeness looks like in BSL and the influences on the way in which it is performed.

Data were collected through five semi-structured interviews with Deaf participants. The interviews comprised open questions regarding politeness in BSL and incorporated the elicitation of two speech acts commonly associated with research on politeness; requests and apologies. Interview questions explored how the use of politeness in BSL might be altered depending on the status and social distance of the interlocutor.

The presentation explores some of the lexical, syntactic and grammatical differences that occur in language contact situations: participants described the influence of English on their use of syntax and the use of non-manual grammatical components. Findings from the study also indicate that politeness markers 'please' and 'thank you' are more frequently used in interactions involving non-Deaf people, and that different forms of politeness marker may be used in Deaf-Deaf interactions. Data also suggest historical reasons for these differences and highlight some cross-cultural misunderstandings that occur when co-existing languages convey politeness so differently.

## Localization, globalization and multilingualism: avoiding dichotomies

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At present, we see two countervailing trends in the areas of language policy/language education. The first is a recognition that the majority of the world's population is multilingual, and a related recognition that the world is becoming increasingly globalized, with multiple new flows and forms of communication. This suggests the possibilities of a more multilingual and multimodal approach to language policy, particularly in relation to addressing/incorporating broader conceptions of literacy and localized language use(s). For language education, it raises the possibility of more/multiple language varieties as media of instruction – moving away from the monolingual language education models that have so dominated until now.

The second is a process of language hierarchization, which constructs language varieties as useful and/or valuable solely in relation solely to their 'reach'. Global languages (especially standardized English language varieties) are placed at the top of this language hierarchy, followed by nationally legitimated language varieties, and with local / regional / indigenous language varieties bringing up the rear. The smaller the reach, it seems, the less likely are language varieties to be recognized as useful/valuable and incorporated into language policy/language education approaches at the local level. This second trend thus directly militates against the pluralization of language policy and language education, reinforcing instead a monolingual, hierarchical approach.

In this paper, I will explore and critique the dichotomous construction of global and local language varieties that underpins this latter trend. Drawing on my work in language rights, I will argue that both global and local language varieties have a crucial role to play in the formulation of language policy and language education and that, as we move forward into the 21st century, we must adopt an overtly multilingual and multimodal approach to both if we are to more accurately reflect the actual language uses and practices of multilingual communities.

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## **“Il faut avoir l’esprit d’ouverture” : Cooperation between an English and a French school to offer bilingual education in London and work towards social integration.**

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There is an exciting project in London which pioneers English-French education of the two-way immersion type in England. This is based on the cooperation between a state primary school (Wix Primary School) and the independent Prep School for the Lycée Charles de Gaulle (École de Wix), the former being governed by the UK education ministry, the latter by the French education ministry. Thus the close cooperation between these schools requires communication across many boundaries: linguistic, national, social class, cultural and educational.

Given there have not been any two-way immersion programmes in England before Wix, and in all likelihood none at all run as joint ventures between state and fee-paying international schools, much of the research was exploratory and inductive, while loosely based on intergroup contact theory.

I interviewed 27 adults (teachers, teaching assistants, support staff and parent representatives) in the two schools to learn more about the cooperation between the two schools and their joint project.

The study shows that this cooperation has led to benefits for all but also harboured challenges. Crucial factors to make the cooperation work were the bilingual stream, leadership and open-mindedness or ‘ouverture’. Indeed, the bilingual (two-way immersion) stream seemed to have a positive effect, especially on the state-maintained primary school. Challenges included how to overcome, negotiate or accommodate differences and resistance, and how to share the limited infrastructure. The findings from this study start building a base for understanding the benefits and challenges in the field of cooperation between local state schools and international schools.

Thus the Wix project could serve as a model and the findings may be of interest to schools, as well as policy makers and parents who are interested in enabling linguistic and cultural learning, and – as I argue – in contributing to social integration of multilingual neighbourhoods.

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## **“Use the active voice whenever possible”: The impact of style-guidelines in medical journals**

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Medical writing is sometimes criticised for excessive use of the passive voice and individual journals often provide style-guidelines about the use of grammatical voice – usually, discouraging its use. Such guidelines tend to be brief and not extend beyond a single sentence – e.g. *Annals of Internal Medicine* states that authors should “[u]se active voice whenever possible”, while the *British Medical Journal* instructs authors to “[w]rite in the active and use the first person where necessary”. This advice seems to be based on the perception that the passive voice results in writing which is difficult to read. For example, the *Canadian Journal of Emergency Medicine* states that it “provides high quality content in an easy-to-read format; therefore brevity and active voice are encouraged.”

The purpose of this study is twofold: (1) to provide quantitative descriptions of how the passive voice is used in medical journals; and (2) to assess the impact of style-guidelines encouraging use of the active voice. From a corpus of 297 primary research articles published in the top five medical journals, we extracted 19,691 passive constructions. Analyses show that guidelines concerning use of voice in two of the journals have a significant effect on use of the passive voice, and that this is highly localised in the Methods and Results sections. Analyses also identify a core set of verbs which are strongly associated with the passive voice, and which play a central role in structuring the discourse. We argue that current guidelines result in changes which are superficial (i.e. simple restructuring of the clause), and that although paraphrasing a sentence in the active voice may be possible, a passive alternative is sometimes preferable. Findings demonstrate the need for formative guidelines which better reflect the reality of conventionalised usage.

## **Saying it right: Austrian-German engineering students use of get in scientific writing**

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The field of effective and unambiguous communication in scientific writing is an essential skill for engineers both during their graduate studies as well as in the workplace post-graduation. This talk focuses on a study of English language used by tertiary-level Austrian-German speakers in the composition of final year scientific reports and the subsequent adaptation of teaching materials on an ESP writing course.

It is essential that the language contained within the reports is not only correct (for the larger part), but also appropriate to the written register of the scientific community. For this reason, a small corpus of approximately 50,000 words of English language texts was assembled, written exclusively by students studying in the field automotive engineering. A frequency analysis of student use of the lemma *get* was undertaken using concordancing software with the intention of uncovering the underlying meanings intended by students in scientific writing.

Results would suggest that the German verbs *bekommen*, *werden* and *kennenlernen* as well as the misconstruction of the passive voice, comprise the majority of the uses of *get* by students in this particular corpus. Teaching materials were subsequently developed for the purpose of making a corrective intervention, which will be shown during the presentation. While to date only a small body of data exists written by students who were involved in the intervention, tentative conclusions will be drawn as to its effectiveness.

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## Researching multilingually in superdiversity

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In superdiversity (Vertovec, 2007), new forms of sociocultural diversity have led to diversity within diversity where multicultural and social phenomena can exhibit multiple forms of language practices and identity performance(s), adaptations of different forms of global popular culture(s) and communities. This brings along interesting aspects also for the theory and practice within the ethnography of multilingualism. The ethnographer can share the same heritage as the informant groups and conduct studies of one's own society (Aguilar 1981) and have an "insider" researcher position (Robson 2002). Yet, ethnography of multilingualism in superdiversity also leads the researcher into situations and spheres where one can perhaps have some knowledge of the languages in the superdiversity but where one thus remains as stranger to the cultural heritages of the informants. Ethnography of multilingualism also leads the researcher into settings where one becomes an illiterate ethnographer who is lost in translation.

By using a varied sociolinguistic ethnographic material I will discuss the role of the ethnographer and raise some implications of multilingual research practice in superdiversity among multilingual and –cultural late modern urban adolescents. Emphasis will be given to different researcher roles and perspectives, as well as, to variety of grades and poles of being a (multilingual) researcher who is an insider and/or an outsider, and often even in between. The sociolinguistic and ethnographic approach aims to contribute to the methodological and analytical development of the research field of multilingualism.

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## **Common ground between minority and majority languages: The case of identity**

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Whether implicitly or explicitly, many aspects of second language learning have received separate treatments in the contexts of minority and majority languages, e.g. motivation, methodology, syllabus design. We argue that identity is no exception. This topic has become an area of particular interest in SLA in the last 10-15 years, and consequently research in the area remains in its infancy. Recent discussions of identity have acknowledged its complex and multi-faceted nature (e.g. Blommaert 2005; Edwards 2009), and this broad conceptualisation forms the basis of the approach to identity in language learning presented in this paper.

Harris (2010) argues that there may be common ground between the two relatively discrete areas of minority and majority language research, which we argue may exist in the form of learner identity. Two studies carried out by the authors address the specific linguistic context of Ireland, in which a minority and majority language (Irish and English respectively) contribute to an increasingly multilingual environment. These studies seek to illuminate issues of learner identity as they relate to learners' aspirations towards native speaker models. The particular case of pronunciation is discussed, and, though somewhat tentative, the findings presented in this paper highlight common ground in areas of research that have traditionally been thought of as very different.

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## **Fluency development and incorporation of language into student monologues from preceding student-student dialogue**

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This study tries to see a learner's oral discourse quantitatively as well as qualitatively from cognitive and social perspectives and to find the common ground between the two analyses. Previous quantitative and qualitative research has reported on learners' language development through task repetition. However, little research has explored language development through incorporation of language from student-student interaction into student monologic speech. This presentation explores if a student's fluency development in his monologic speech is related to the exposure in the preceding dialogic interactions with different multilingual background interlocutors in a repeated task.

The task used in this study is a two-step picture carousel task consisting of a dialogue and then a monologue. This task is designed as a classroom activity. Each student is given a photo to discuss with a different interlocutor (dialogue) followed by his/her explanation of the photo (monologue). The task is repeated once a week for five weeks. The data of a student who was born and grew up in Singapore is extracted from a larger corpus of 25 students who participated in this task. His five interlocutors are three Japanese, a Korean, and a Chinese, who are studying in the same Japanese university.

First, the student's fluency development is examined by fluency measures (mean length of runs, non-juncture pauses, tokens, collocations and fillers). Then, the presenter investigates what types of incorporations (formular, same wording, or semantic) appear in each monologue, and also traces the source (self-/other-initiated self-/other-incorporations) of each incorporation. With semantic and lexical incorporations elicited in the previous interaction, the student's talk is extended, elaborated, and organized over the five iterations. The analysis suggests that part of the student's language development could reflect the close links between his use of new expressions in the monologues and initial exposure in the prior peer interactions.

## **Are interview questions agenda based or contingency informed?**

**Ian Nakamura**

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Multilingualism is not a choice, but a growing global necessity in Japan and other East Asian countries. We see the rise in exchange programs, revised textbooks and curriculum reform. The goal is to raise interactional competence in speaking foreign languages. But what can teacher-researchers do locally to contribute to this movement? The presenter collected recordings of students interviewing him on multiple occasions on subjects of their choice. What make this study unique beside the student conducting the interviews (instead of the teacher) are the longitudinal examination of interactional features and the evolution of practice and skill through the repetition of task. From this collection, he will report on findings from one case study.

The interactional challenge for the interviewer is multi-fold: Move the talk forward by having the next question ready while making sure it is related to the previous answer. Also maintain relevance to the overall theme. By examining recordings and transcripts, the presenter noticed in the first two interviews that the interviewer refers to a list for the next question regardless of the answer. However, in the third interview, the student moves away from her prepared questions and builds questions and comments based on the prior turn answer. Her efforts to sequentially organise the interview illustrate the importance of orienting language choice to the unfolding talk as next turn actions can be seen as responses to prior turns.

The presenter will conclude that an initial lack of connection between the previous answer and next turn question represents a missed opportunity to enrich the talk by seeking elaboration. Growing awareness of how responses can be contingency informed rather than agenda based draws attention to adjacency pairing of turns as a core conversational consideration. Connecting discourse analysis and practice contributes to the pursuit of greater multilingualism in social interactions.

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## **Creating spaces for language learning despite institutional conditions: research with English and Urdu teachers in two higher education contexts in Pakistan**

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The research presented in this paper aims to investigate the teaching/learning practices of English and Urdu language teachers in intermediate classes in two higher education institutions for women in Lahore District, Pakistan. These are: one public institution fully funded by the government and one semi-private institution, with partial government funding. These two types of institutions represent two different cultures. The government institutions recruit middle and lower middle class students having Urdu-medium educational backgrounds, whereas the semi-private institutions recruit students from the elite having English-medium backgrounds. In this paper, I will focus on one particular aspect of the wider comparative research project that I have conducted: that is, opportunities provided for students to practice all four language skills. The questions that I am addressing include: Are the students being given equal practice in the four language skills in English and Urdu classes? Which strategies do teachers adopt to teach language skills in class? What differences and similarities are there in the teaching methodology of the teachers? I applied a multi-method approach which enabled me to collect rich and comprehensive data. I observed four English and four Urdu teachers, following six sessions for each teacher. I also administered questionnaires to the students I observed and, in addition, I interviewed the teachers. The findings suggest that practice in all four language skills is neglected in both types of colleges, with the focus being on writing. However, some practice in speaking, reading and listening comprehension is given to the students in Urdu and English classes at the semi-private institution. This study highlights the need to redirect research to on-the-ground realities in higher education classes such as these and to investigate the ways in which teachers respond to governmental policies, syllabi and institutional conditions as they attempt to create spaces for productive language learning.

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## **Eliciting, interpreting, and integrating sociocultural information into text: The impact of online intercultural interaction on L2 academic writing**

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As the increasing application of multimedia in L2 teaching, e-learning has been recently regarded not only as a tool of assisting individual language learning but also as a source of providing sociocultural activities to language learners. Based on the email exchange project between learners of English at a Japanese university and learners of Japanese at an Australian university, this paper reports on the processes in which Japanese students undertake email interactions with their Australian partners and complete their written assignments in English. In the assignments, the Japanese students are required to ask their Australian partners several questions to gain authentic sociocultural information relevant to their own topics, and then to logically support their own arguments using the elicited information. Based on Lave and Wenger's (1991) concept of Legitimate Peripheral Participation (LPP), the EFL writing classroom community, which online intercultural interaction is incorporated into, is seen as "a community of practice" where students negotiate their identities and positionings to be fuller writers of English while engaging in various in-class and out-of-class activities. Following the Language Management Theory (LMT), which delineates the corrective adjustment processes of language learners' developing interactive competence in intercultural settings (cf. Neustupny 1985, 1994, 2004), this study investigates students' planning and implementation of strategies in the processes in which they phrase and elaborate their questions, interpret their partners' responses, and integrate the elicited information into the text. The findings indicate that there exist various cognitive and sociocultural factors which affect Japanese students' negotiating acquisition of academic literacy in English. The current study suggests how online intercultural interaction should be incorporated into classroom activities and assessment tasks and how universities should scaffold students' development of academic literacy and autonomous language management competence.

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## Sharedness and Negotiation of Identities in English as Lingua Franca

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Studies on L2 identities attempt to understand L2 learners as individuals with multiple and fluctuating identities (e.g., Jackson, 2008; Miller, 1999; Norton, 2000). Previous studies have focused on L2 learners' conversations with NSs but not with other NNSs. As a result, they have yet to examine English as lingua franca (ELF) communication. A few ELF studies have mentioned that ELF communication is relevant to L2 speakers' identity construction (e.g., Baker, 2010; Jenkins, 2007; Virkkula & Nikula, 2010). The present paper aims to add to this latter finding by illustrating how L2 speakers construct and negotiate their identities through ELF.

This paper derives its data from a recently completed doctoral thesis that explored the identities that Japanese L2 English users developed through their experience in intercultural English communication. The thesis gathered its data with a multi-method comprised of questionnaire-based interviews and diary observation (24 participants in total). It analysed the data qualitatively to reveal the emic perspective of the participants. This perspective comes mainly from the users' depictions of their experiences with language use and learning.

The participants' storytelling revealed that they recognised that they share an equal status with peer NNSs as ELF speakers, so they could regard themselves positively as English users. Some stated that being an NNS connects them to other people who possess a foreign accent, make linguistic mistakes, and sympathise with the difficulty of learning/using L2. This perception of sharedness helped them to construct ELF identities, which made them feel secure and positively affirmed in their positions as English users. They identified themselves as legitimate L2 English users in this (imagined) community of ELF users. My data further suggest that the constructed sharedness for Japanese ELF users appeared the most robust when they communicated with other East Asian ELF users.

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## **Trust, talk and the Dictaphone: Co-constructing consultation letters as a trust-building strategy in medical settings**

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Trust, interpreted by the medical profession as the patient’s willingness to accept the physician’s judgement in matters of concern to the patient (Skirbekk et al. 2011) is an interactional accomplishment. Within a patient-centred approach, trust building is cumulative involving on-going interactional work, both during a single consultation and across consultations. This paper focuses on how interpersonal trust can be established and sustained through the co-construction of consultation letters.

Ethnographic observations, interviews and audio recordings of 28 medical consultations were collected in the consulting rooms of a colo-rectal surgeon. All audio recording were transcribed and analysed for interactional features relevant to the establishment of trust using an interactional sociolinguistic approach.

Analysis revealed that the surgeon used routines around letters of referral to build trust and rapport with his patients. He elicited from the patients themselves the concerns that had brought them to his rooms rather than relying on letters of referral, and used this process to focus on the patient’s perspective. By then dictating follow-up consultation letters in front of the patient he could check and clarify the information gathered and display both his awareness of the patient’s perspective and his medical expertise in transforming the patient’s voice into the voice of medicine (Mishler, 1984). Dictating the consultation letter in front of the patient allowed him to provide full disclosure for the patient while simultaneously involving them in the construction of this crucial piece of medical information.

This close examination of how one doctor makes use of the co-constructed consultation letter offers insights into the nature of trust-building as an interactional accomplishment and also a practical strategy for clinical communication teaching.

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## **A longitudinal study of L2 motivation :Internal and external factors**

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L2 motivation has long been of great interest to SLA researchers for its linked contribution to L2 development. Recent research has proved that L2 motivation is a very complex and multifaceted phenomenon amenable to change over time therefore further exploration of its dynamic structure via qualitative inquiry over an extended period of time is required. (e.g. Ushioda, 1996). This paper reports on a small-scale exploratory research into the motivation of Turkish EFL learners at tertiary level in Turkey. Adopting a qualitative inquiry through learner diaries for an academic term with 18 university level Turkish EFL learners, this research aimed to examine the fluctuating nature of L2 motivation and identify motivational components causing this fluctuation. The qualitative data analyzed by coding revealed that L2 motivation is influenced to a great extent by internal factors such as personal competence, mastery of language, anxiety, self-concepts (e.g. self-confidence, self-efficacy) and strong motivational orientation whereas external that is contextual factors have greater influence on learners' attitudes towards the classes and attitudes towards the classes have influence on their instructed L2 learning motivation but not necessarily on their overall L2 motivation. Based on the qualitative findings, this paper will discuss external and internal factors influencing the overall L2 motivation. Some pedagogical implications and further research suggestions will also be presented.

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## **Outcomes-Based Language Teaching and Assessment: The Experience of Mapúa Institute of Technology, Philippines**

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MELT or Mapúa English Language Test is an outcomes-based language teaching and assessment adopted by Mapúa Institute of Technology, a school of higher learning in Manila, Philippines. Designed in 2005 by experts in the field of language assessment, MELT provides a scale from 1 (poor speaker) to 5 (native speaker) to assess the skills of speaking and writing. It is comprised of detailed descriptors for productive skills – speaking and writing – based on sociolinguistic theoretical principles.

The research aimed to determine the effects of MELT on the productive skills of Batch 2009 freshman students of the Institute. The entry and exit level performances of the students were compared and the results of comparison provided implications to the English language program of the Institute.

The Z-tests and ANOVA revealed that there is a significant difference between the entry and exit level performances of students for both speaking and writing. Using the MELT descriptors, the data revealed that the subjects enter with moderate speaking and average writing ability. The same group exited with already an effective and competent command of spoken language and already a good ability in written.

The data also revealed that the language program improves the skills of students regardless of gender, degree and type of high school attended although strict retention policies, high passing percentages and communication topics-rich curriculum content have been identified as factors that more positively influence language learning of specific groups.

The results of the study prove that outcomes-based language teaching and assessment is very effective in improving the speaking and writing the skills of students. Therefore, schools could benefit by adopting an outcomes-based approach in language teaching and assessment. The Mapúa English Language Test could be a very good model for benchmarking.

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## **Developing whole-class interactive teaching: the interaction patterns of Syrian EFL teachers**

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The present paper reports the findings of research on the interaction patterns of English language teachers in 3 typical Syrian secondary schools in the Governate of Homs in Syria. Along with the worldwide proliferation of communicative pedagogical practices in the field of education, the Syrian Ministry of Education (MOE) has recently introduced English for Starters, a new CLT national curriculum that promotes high degrees of teacher-student interaction. Given this, the present study set out to look at the extent at which secondary school EFL Syrian teachers are using interactive whole-class teaching approaches in their classrooms as advised by the Syrian MOE and the guidelines of the newly adopted curriculum. Qualitative and quantitative data obtained from systematic classroom observation, interviews and questionnaires were triangulated to cross-validate findings. The analysis of the video recordings of 6 secondary school English teachers shows that ELT in the Syrian classroom is still based on heavily directive form of teaching dominated by: rote learning, recitation, translation, code-switching and the transmission of facts through teacher explanation. By and large, IRF is the dominant interaction patterns inside the classroom. From a socio-cultural perspective, the teachers' tight control of the 'I' move and the 'R' move deprived students from opportunities to participate in the process of language knowledge co-construction. In addition, there is an overwhelming predominance of teacher-fronted explanations and question-answer exchanges. Achieving and/or improving the quality in the practices of Syrian school teachers necessitate training them to use interactive styles of teaching. Classroom talk has to be transformed from recitation into dialogue so as to promote the co-construction of knowledge between teachers and students.

## Local Grammar in Bilingual Learner Dictionaries

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Bilingual dictionaries are often criticised for “offering many [lexical] choices but few instructions regarding sentence structure” (Teubert 2004). My argument is that current practice in bilingual dictionary compilation needs re-thinking, and that a new practice is needed which shows lexical and syntactic information in a comparable way between two languages. Especially when we accept that learners will always relate a new language to previous knowledge of language, mainly their native language (Lightbown and Spada 1999; Nunan 1999) then, as a result, it appears to be important to provide learners with a more holistic approach to address the lexis-syntax continuum.

The premise of this paper is that the local grammar of words guides the choice of translation equivalents. The research is inspired by Firth (1957) and Sinclair (1991) who claimed that meaning depends on the environment in which a word occurs. Valency theory, the property of a word to combine with or demand a certain number of elements in forming larger units (Emons 1974), is utilised in the contrastive analysis.

A corpus linguistic approach was chosen to identify translation equivalents and their grammatical patterns. The case study presented examines the polysemous verb CONSIDER and its German translation equivalents, but the approach is suitable for a wide range of languages to highlight structural similarities and differences.

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## **Strategic communication as influenced by the type of task**

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This paper reports on a study of the communication strategies (CSs) employed by L2 Spanish learners to overcome difficulties encountered in communication. As opposed to most studies which have focused on lexical CSs and English as L2, this study attempts to thoroughly analyse the way English L2 learners of Spanish communicate face-to-face by means of CSs with other learners and native speakers of Spanish. The final aim is to examine the learners' strategic use of the language as influenced by three variables. In this presentation, I will focus on the effect of the type of task.

Learners of two levels interacted in different dyads performing two types of tasks. The data collection involved video and audio recording, and stimulated recall methodology.

Quantitative and qualitative analyses were conducted to investigate the possible associations between CSs and the variables.

Results show that the different demands imposed by each task generated specific CSs. The open task, a free-conversation activity, involved higher cognitive demands due to the lack of visual support and the linguistic freedom provided by the topics given. The learners therefore needed to invest more in the conversation by attempting to produce more L2 and more conceptually complex ideas thus making it a more grammar-oriented activity. This was reflected in a frequent restructure of their ideas as well as a tendency for abandoning and reducing their message. On the other hand, the closed task, a jigsaw activity, resulted in a more linguistically demanding task due to its linguistic restrictions through the visual context provided, in addition to being more lexis-oriented. This language specificity prompted the use of CSs such as code-switch and approximation amongst others.



## **Lyrics, scripts and languages: religious verse and song in a multilingual setting**

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The paper shares findings from a recent study examining the linguistic and social processes involved in a revival of interest in, and performance of, religious verse and song among Muslim youth in a northern city in the UK (see also Rosowsky 2010, 2011). The social processes involved in the encounter between language and religion are complex and multifaceted. The poems and songs performed are both traditional (i.e. composed originally in Punjabi or in Urdu, occasionally in Farsi) and modern (i.e. composed in English, or composed bi- or multi-lingually). This renaissance consists in the practice, online or offline, of listening to, transcribing, recording, collecting, sharing, memorising, discussing and gathering to celebrate the forms of sung or recited poetry traditionally associated with the Islamic literary heritage as it is experienced and lived both in the emerging Muslim communities of the west and in the transnational settings of the ummah, the pan-Islamic global community. Whilst there is often overlap between these socialising processes, they frequently adopt different trajectories resulting in multiple identities. For those taking part, such activity is an important element in the construction and negotiation of their religious and linguistic identities. The paper, therefore, reveals an instance of the co-sanctification of languages used for religious purposes within translingual (Garcia 2007) and transidiomatic (Jacquemet 2005) practices. The paper has two parts. The first examines to what extent such practices act as a significant bulwark in community efforts to forestall language loss or shift. In the second, this literary, linguistic and artistic process is viewed through the lens of prevailing discourses around young Muslim identities and challenges stereotyping discourses that associate young Muslims engaged in serious religious activity with so-called radicalisation.

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## The role of teacher gesture in early L2 vocabulary learning and memorisation

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This paper investigates the influence of gesture on classroom L2 vocabulary learning and memorisation. Data come from a corpus based study of young English L1 instructed learners of L2 French (aged 7 years), during the first 38 hours of instruction. Alongside regular measures of the children's French learning, all lessons were videorecorded and transcribed, with systematic tagging of teacher's gestures, and analysis of word frequency in teacher input.

In L1 acquisition, gesture facilitates language development, and vocabulary acquisition in particular (McGregor 2008). Gestures leave richer traces in working memory (Cohen and Otterbein 1992), and younger children tend to rely on visual rather than verbal recoding of memory items (use of visuo-spatial sketchpad: Gathercole and Baddeley 1996). Studies of instructed adult L2 learning suggest that teacher gesture enhances classroom input (Lazaraton 2004). However, little is known about the significance of gesture for child L2 classroom learners (but see Tellier 2008, Porter 2010).

In this study, both teacher and children used gesture frequently when introducing new words and also as an ongoing accompaniment to French interaction. Here we investigate interactions between word frequency, teacher gesture and child gesture, and their combined influence on acquisition of particular word classes (e.g. colour adjectives, animate nouns, motion verbs), as measured in a receptive vocabulary test.

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## **Construction of Identity in a successful language learner**

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Empirical studies conducted by researchers such as Norton and Toohey (2001) and Pavlenko et al (2001) among others explore various dimensions of learners' identity, in light of the social practices and contexts in which individuals learn languages. The common theme that emerges from their research is that the standard, social-psychological paradigm of language learning, where assumptions such as homogeneous, monolingual cultures are made fail to capture the complex phenomena of an individual's complex set of identities, in relation to L2 learning outcomes. If as Pavlenko (2006) argues we construct different identities in the same language when changing and negotiating in various meaning-making events, then such performances may hold more salience for a polyglot - a person with competence of three or more languages.

This paper aims to explore the construction of identity in relation to a successful, multilingual, language learner. Considering identity construction in light of the social practices and contexts in which my informant has learnt languages, I examine the aforementioned as perceived by my informant; through first person narrative interviews. The data show that my informant's success in language learning demonstrates not only individual proficiency and aptitude, but also an ability to assimilate and (re)position self.

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## **Learning to sound Bri[?]ish: immigrant teenagers' acquisition of T-glottaling as a stylistic resource**

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Non-standard accent features have been recognised as an important stylistic resource for multilingual individuals (Queen 2006; Sharma 2011), who use these features in the construction of styles, expressing stances and identities. However, these features are not immediately available to those recent immigrants who are in the process of acquiring the local variety. This study traces the developmental stages in the acquisition of T-glottaling (e.g. saying wa'er instead of water) in the speech of teenage migrants in London. Data analysis is based on conversations from 21 Polish and 24 locally-born teenagers, which we use as a benchmark for establishing the norms of variation the Polish teenagers have the most frequent exposure to. Among native Londoners the occurrence of T-glottaling follows probabilistic rules. Its occurrence is affected by the constraints of preceding and following segment, grammatical category, lexical frequency and, notably, style.

This talk pursues two questions. First, are these constraints acquired by non-native speakers, and if so when? Second, at what point are non-native speakers able to use T-glottaling as a stylistic resource? Teenagers' acquisition progress is analysed by length of time spent in London. Results indicate that the Polish teenagers do not replicate native constraints all at once but one by one. The results on style are guided by two different concepts of style: Labov's notion of style as attention paid to speech (Labov 1972) and a more recent, constructivist notion of style (e.g. Schilling-Estes 2002). While the quantitative analysis suggests that style as attention paid to speech is not acquired until after teenagers have spent at least three years in England, the qualitative analysis shows that T-glottaling is used for stylistic work much earlier. These results raise questions regarding order of constraint acquisition and the notion of style. They represent an important contribution to multilingual theory and practice.

## Conspicuous by Absence. Silence and Concealment in Political Discourse

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In the analysis of political discourse, the perception of politicians' communicative behaviour as secretive rather than open, implicit rather than clear, and distorting rather than transparent looms large. It is surprising that there have hardly been any attempts at putting the study of silence and concealment more in the focus of political discourse analysis. One of the reasons for this can be seen in the difficulties of studying silence empirically, esp. in public, mediated, asynchronous discourse. A suggested way of dealing with these difficulties could be looking at metadiscourses about politicians' silence and concealment. The talk will also emphasise the necessity to account for the communicativeness of silence systematically, taking into account intentions (to be silent), expectations (of speech) and relevance (of that what is not said). Logically, for silence to be claimed to exist or to take place, an intention to be silent needs to be assumed. Phenomenologically, perceptions of silence depend on the disappointed expectation of speech. Under these premises, a case study from German political discourse will be presented - all originally German examples are translated into English. The case study looks at media commenting on Angela Merkel's (alleged) inclination to be too silent too often. Thereby, the reasons and motivations ascribed to Merkel's silences will be analysed with a view on gender stereotypes - weak leadership vs. clever communicative strategy and clandestine removal of opponents vs. open confrontation. The metadiscourse will also be analysed with a view on the underlying expectations of speech; what, as far as the metadiscourse about Angela Merkel's silence is concerned, needs to be said by politicians in certain situations? The presentation will conclude with an outlook on the foundations for expectations of speech in political discourse; a cultural preference for openness, and the democratic requirement of transparency.

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# **The Theory and Practice of Self-Access Language Learning: Redefining Learner Autonomy in the Japanese Context**

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Students and teachers in Japan have difficulties to adapt and integrate autonomy effectively in self access language learning centers. Many Japanese students are not accustomed to working independently due to their inherited cultural values of collectivism, creating the need to provide guidance as to the use of self access language learning centers.

This paper discusses the Japanese learner autonomy from a cognitive psychological perspective, and how to promote learning efficiency by making links between teacher-guided learning and learner-initiated activities at self access language learning centers. In particular, the paper focuses on the factors influence the autonomous practice of 16 of self access language learners at a Japanese university.

Data were collected, coded and analyzed recursively through in depth semi-structured interviews and questionnaires. Three factors were indentified: The interpretations of learner autonomy and self-access learning concepts, the Japanese learners' beliefs about the purpose of self-access language centers, and the implementation methods of self-access learning in Japan. Furthermore, results showed that adapting learner autonomy and self-access learning concepts is a complex process that differs dramatically across cultures.

The paper redefines autonomy in the Japanese context and suggests guidelines and procedures in Japanese students' transition to autonomous learning that could be easily adapted in the classroom or in self access language learning centers that target the development of autonomous learning and learner proficiency in the foreign language.

Keywords: Self access, Learning centers, Learner autonomy, Implementation methods

Dr. Adam Serag is an Associate Professor of English at Hirosaki University. He received his Ph.D. of philosophy from Kagoshima University in Japan and a Master's degree in TESOL from UTS in Australia. His research interests include TESOL, Learner Autonomy, Applied Linguistics, Psycholinguistics , EAP, FL Education, CALL, and E-learning.

## **Ecologies of intentionality in the teaching of English to young learners**

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This paper develops an ecological conceptualisation of intentionality (as in purpose) operating on different levels of TEYL activity. The paper draws on existing ecological conceptualisations of TESOL, including ecology as organism, ecological systems, ecology of activity, learning and development, as well as ecology of language. The paper adds the ecology of intentionality conceptualisation to complement these existing uses of the ecological metaphor.

The ecology of intentionality conceptualisation is exemplified by three TEYL situations: a) task-based interaction in a Norwegian primary classroom; b) a Turkish teacher's first experience of teaching young learners; c) the perceptions of different stakeholders in TEYL in South Korea. In the Norwegian classroom, there is a suggested intentionality for the classroom activity communicated by the task and the teacher's instructions, and there is the intentionality that the young learners themselves infuse into their task-based activity. In the Turkish example, the teacher initially struggles with what appears to be two incompatible intentionalities: creating an orderly classroom environment and creating a fun-filled classroom environment. Over time the teacher replaces this with a refined intentionality of nurturing the children in her classroom. In the South Korean example, all stakeholders (children, parents, teachers, principals and policymakers) appear guided, with varying levels of commitment, by the overall aim of increasing the nation's competitiveness through TEYL.

The three cases also illustrate how the ecology of intentionality perspective may be combined with other ecological analyses. The understanding of the Norwegian example would benefit from a combination of ecology of activity and ecology of intentionality perspectives; the Turkish teacher's experience may be understood better by combining ecology of professional development and ecology of intentionality perspectives; a more critical understanding of the South Korean experience may be gained by combining the ecology of language and the ecology of intentionality perspectives.



## Acquisition of allophonic variance in English laterals

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The speech learning model (SLM) predicts that learners can acquire allophonic variance in L2 sounds but the phonetic category established by the learners for L2 sounds may be a little ‘deflected away from the native-like category’ (Flege 1995:239).

The aim of the current study was to test these predictions of the SLM. Saraiki is a language of Indo-Aryan family spoken in Pakistan (Masica 1993). It has [l] in its phonemic inventory but unlike English, it does not have allophonic variance in [l] (Shackle 1976). Two groups of adult Saraiki learners of English were selected for this experiment. 30 Pakistanis living in Pakistan and 30 advanced Pakistani learners of English living in UK were selected for experiments. Perception and production tests were conducted with all 60 participants. The perception test had two tasks namely identification and discrimination task while production test comprised of word-reading task. In the production test, the participants were asked to read the words ‘league’ and ‘deal’ which were recorded. A group of four native speakers of English were asked to evaluate these recordings on a Lickert scale.

An analysis of the perception and production test results shows that most of the UK participants had acquired a new phonetic representation for English lateral and that they could produce English lateral on onset and coda position with near-native-like accurately. Thus, the study confirms the predictions of the SLM that adult learners can acquire allophonic variance in L2 consonants.

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## **Communicative Outcomes of Task-Based Interaction in a Professional English Course**

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This ongoing study investigates the development of speaking skills through the use of a task-based approach with 31 nursing students from the School of Nursing, University of Phayao, Thailand, who were enrolled in a Professional English course. The focus of the study is to develop student nurses' English proficiency for professional purposes, including communication in English with English speaking patients, as well as wider international professional communication. This study employed communication skills in healthcare settings as a framework to prepare the students to meet the demand of professionally proficient communicators in clinical interactions.

Twelve classroom oral role-play tasks were introduced to the students, based on nursing practices in hospital settings. The students were also required to perform pre and post-oral role play tasks prior to the commencement and after the completion of the implementation of the task-based language teaching programme. The students' opinions towards the use of TBLT were obtained through in-session and post-session questionnaires and in-session interviews.

In this paper, a comparison is made between language used and communication skills employed by the students during the pre and post-oral role play tasks. The preliminary findings suggest that nursing students used good communication skills while interacting with simulated patients more frequently in the post role play tasks. The students' reflections on their learning during the task-based approach add a new perspective to the existing research on tasks. The implications and suggestions for further studies will be discussed.

## Lecturer interviews on content teaching in tertiary English-medium degree programmes

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English-Medium Instruction (EMI) enables tertiary institutions to offer degree programmes that facilitate internationalisation, attract regular students from around the globe and increase the employment prospects for graduates. The FH JOANNEUM University of Applied Sciences, Graz, Austria also runs masters' courses fully taught in English. Most lecturers of such programmes, however, are non-native speakers of English and therefore use a foreign language for teaching.

This contribution presents the results of small-scale qualitative research in the form of lecturer interviews carried out between May and June 2011 at the author's institution (Tatzl, 2011). The author attempted to probe into experiences and challenges connected with content teaching through the medium of English as a foreign language. For this purpose, a group of eight (n=8) lecturers affiliated with business and engineering degree programmes were interviewed by means of a semi-structured questionnaire. The transcriptions of the recorded interviews were analysed and extracts incorporated into this presentation.

The results suggest that in principle the lecturers interviewed favour English-Medium Instruction in their degree programmes. Concerning methodology, five lecturers thought that there was no difference between German mother-tongue and English-taught courses. One content teacher, however, relied on "more drill and practice" and a repetition of key issues at the end of lecture units with "some repetition in German". Another participant regretted the diminished opportunity to incorporate anecdotes, personal stories and jokes into lectures due to the foreign language of instruction. Lecturers' perceptions of English-medium education range from "extremely positive" to "like driving with a handbrake on", as expressed in the interviews.

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## Investigating the representation of migrants in the UK and Italian press

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In this paper I look at the ways in which migrants are represented in the press in the UK and Italy. To date there has been relatively little cross-linguistic discourse analysis using corpus linguistics (as addressed in Freake 2011) and therefore this case-study offers an opportunity to consider some of the issues that may arise in this multilingual environment. Within the case-study, I focus on the representation of migrants in the Italian and UK press by adopting a three stage methodological approach. In the first stage, emic accounts of racism and xenophobia are analysed to provide a background of the newspapers' own conceptualisations of these notions/labels. In the second phase, the number of references to nationalities which collocated with refugees, asylum seekers, immigrants, migrants (and Italian equivalents) were calculated and this information was subsequently used to identify any mis-match between the estimated numbers of migrants from a given country and the amount of attention that they receive in the media. In the third stage, the representations of the foregrounded nationalities were analysed and the resulting representations of migrants were then compared to the newspapers' stated stance towards racism. Moral panic narratives were found in the UK tabloid and the Italian regional press and these were not substantially challenged in the national press in either country. The findings also showed how these newspapers made extensive use of attribution in order to include racist discourses.

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## **What Listening Strategies Intermediate Listeners need to acquire in the EFL Context**

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### *Object*

To find what intermediate listeners need to acquire on the listening comprehension in the EFL context. There are two reasons that intermediate listeners are focused on. Firstly, about 90% of my students belong to the intermediate level (between 166 and 330 out of a maximum 445 on the listening parts of TOEIC®). As the second reason, according to the theories by Schneider and Shiffrin (1977) and by Anderson (1995), there are some steps available to improve both information processing ability and language comprehension.

### *Methods*

Both a summary from the literatures about LSs such as Berne (2004) and two theories by Schneider and Shiffrin (1977) and Anderson (1995) were closely studied.

### *Results*

There are seven strategies that more-proficient listeners can use but not intermediate listeners according to a research group of JACET, the Japan Association of College English Teachers.

- To understand the main topic of the conversation/the lecture
- To recognise how the conversation/the lecture goes
- To comprehend a chunk of words rather than catching every single word
- To pay attention to numbers
- To be careful with interrogatives such as when, where, how, etc.
- To use an elimination method
- To infer the content based on the words that intermediate listeners could catch

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## **“All this B-grade Russian culture”: Language, practice and ideology in a multilingual household**

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This paper explores multilingual practice between a couple living in Melbourne who share Russian as their ‘heritage’ language. Specifically, I will look at how beliefs of legitimacy (i.e., who counts as a ‘proper’ Russian speaker and what counts as ‘real’ culture) can orient not only linguistic style, such as the preference for ‘flexible’ or ‘separate’ bilingualism (Blackledge and Creese, 2010), but also mundane activities such as musical or culinary choices. The couple’s diverse experiences with Russian – as a recent expatriate from Germany and as a child of Odessan migrants from the 1970s – inevitably influence certain preferences, which often serve as a site of ideological contestation.

Excerpts of self-recorded speech are analysed alongside interviews using discourse analysis, and an ethnographically-informed angle recognises the researcher’s own stance as a 2nd generation Russian speaker co-constructing reported reality.

In particular, I aim to show how theories of multilingualism can be linked to much more than linguistic practice. I explore how language, and especially language ideologies, extend to other behavioural patterns. Despite embracing multiculturalism and multilingualism in theory, empirical evidence from my participants suggests that dominant, institutionalised perceptions of a ‘mainland’ norm – those of ‘real’ Russia – orient discourses of ‘authentic’ heritage and thus ‘authentic’ practice. Subsequently, speakers of local varieties become complicit in the reinforcement of monolingual and monocultural symbolic power (Bourdieu, 1991).

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## **Educational policy on bilingualism in public and private primary schools in Colombia: Analysis of teachers' and students' interactions in English lessons**

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As in many other world contexts, in Colombia, state policy on bilingualism is being implemented by the Ministry of Education in public schools. Bilingualism, traditionally associated with private bilingual schools is now aimed at students in public schools from early grades through the 'Programa Nacional de Bilingüismo (PNB) 2004-2019'. Although some local education authorities are carrying out pilot schemes in bilingualism in public schools in different regions throughout the country, many schools have now introduced changes in their curricula encouraged by current discourses on bilingualism circulating in Colombian society. As a result of globalizing processes and the accelerated development that the Colombian economy has been experiencing in the last decade, English speaking, understood as 'bilingualism' in this context, has become a necessary requisite for professionals and students. However, educational policy and the way it is put into practice in public schools create tensions and resistance not only among students but also among in-service teachers. In this presentation, I will discuss results of recent microethnographic studies in public and private schools in Armenia, Quindío, that explore through the analysis of teachers' and students' talk the impact of the policy being implemented, and direct attention towards issues arising from the interactional and pedagogical practices, the construction of meaning, and the linguistic, institutional and cultural resources (Luk and Lin, 2007) available in the schools. I will contend that despite efforts from official and private sectors, the gap continues to widen between public and private education and that the real outcomes of the policy on bilingualism are still far from becoming a reality.

## Semantic sequences and the V wh pattern

**Benet Vincent**

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Semantic sequences are ‘recurring sequences of meaning elements’ (Hunston, 2008:271). By allowing for a considerable variation in terms of form compared to more surface-bound methods such as lexical bundle analysis or p-frame analysis, semantic sequence analysis (SSA) may more closely reveal ‘what is often said’ in particular contexts and situations (Hunston, 2008).

This paper reports on a study that uses the British National Corpus (BNC) to investigate the main semantic sequences involving verbs with interrogative clause complementation. The 45 verbs occurring most frequently in this pattern in the BNC are analysed through qualitative investigation of their common co-texts to reveal sequences such as ‘in + piece of writing + I/we + V + wh-clause’ (e.g. In Chapter 13 we discuss/describe/examine how this is done).

The main sequences emerging from this analysis will be discussed, with a particular focus on extent to which they are linked to specific social contexts and thus a focus on the potential power of an approach that favours commonly expressed meanings, generally involving clearly defined social actors and situations. Finally, the presentation will evaluate the extent to which the SSA of the V wh pattern can contribute to a grammar of meaning of this pattern (Francis, 1993).

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## **Learner codeswitching: Can it be used as a tool for L2 fluency development?**

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Classroom codeswitching has become one of the most controversial issues in the field of second language acquisition research. With firm evidence however, that the L1 exists in various foreign language classroom settings, researchers called for the creation of a framework that indicates when codeswitching is beneficial for language learning. The present study is an attempt to contribute to the construction of this framework by looking at whether codeswitching can be used as a tool to develop L2 oral fluency. It is hypothesised that by allowing learners to codeswitch during task completion, their willingness to communicate (WTC) is enhanced, while the L1 provides additional cognitive support through metalanguage (sociocultural theory). These allow extensive L2 oral practice, which facilitates the proceduralisation processes needed for fluency development.

This is a quasi-experimental study conducted in three primary schools in Nicosia, Cyprus, each representing a different condition. A total of 75 sixth grade students (11-12-year-olds) participated in an 8-week intervention. The three groups conducted a task per week in pairs, but under different conditions. A codeswitching group was allowed to switch to Greek while completing the tasks. This group went through a recycling process of their L1 metalanguage into the L2. An English-only group completed the tasks strictly under L2 conditions. A comparison group completed the task with no language instructions.

The results of oral production tests, which were used as pre- and post-tests, will be presented and discussed in this session.

## **Scaffolding in the L2 classroom: the role of ‘shaping’**

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Much attention has been devoted in recent years to the importance of scaffolded instruction in the L2 classroom. Scaffolding refers to the linguistic support provided by teachers as and when it is needed by learners in open class interaction. When done well, scaffolding clearly benefits the ongoing interaction and provides learners with the kind of support they need to help them clarify intended meaning or express an idea or argument more clearly.

In this talk, I argue that the process of scaffolding is a complex, interactional skill which requires considerable mental agility and sensitivity on the part of the teacher. Rather than simply providing linguistic ‘props’, I suggest that a more important aspect of scaffolding is the extent to which teachers are able to ‘shape’ learner contributions. Shaping considers the ways in which teachers help learners articulate their intended meaning by, for example, paraphrasing, reformulating, extending, clarifying or simplifying a learner contribution. Using video-recordings of second language classrooms and a conversation analytic methodology, this talk will consider the ways in which shaping contributes to the co-construction of meaning in classroom talk-in-interaction. In particular, the analysis will look at what teachers ‘do’ with student contributions in open-class interaction and consider how a teacher’s ability to shape learner contributions may assist the learning process. A detailed analysis of teacher-student scaffolded interactions reveals that teachers may, through their interventions, create or hinder opportunities for learning. The paper has implications for enhancing understandings of communication in the L2 classroom and for re-assessing the importance of teacher feedback. It offers a finer-grained perspective of the process of scaffolding and highlights the need for greater understanding of the relationship between shaping and learning.

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## **“Interaction for transfer”: flexible approaches to multilingualism and their pedagogical implications for classroom interaction in linguistically diverse mainstream classes**

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This paper examines the applicability of new concepts of multilingualism to the education of low-income minority children, in a context of strong linguistic assimilation and subtractive multilingualism.

New concepts of multilingualism, such as ‘truncated multilingualism’, ‘translanguaging’ and ‘dynamic or flexible bilingualism’ find their origin in studies conducted in educational settings, or non-educational, often non-institutional settings. Previously studied educational settings, however, still largely differ from mainstream education involving a linguistically diverse low-status pupil population. While these novel approaches to educational settings challenge the assumption of ‘two solitudes’ and as such prompt a new integrative approach to multilingual education, they remain mostly theoretical and descriptive and give little empirical evidence for their applicability in mainstream, linguistically diverse educational settings.

This paper discusses whether and how these concepts can be put into practice in Flemish urban primary schools which show a high degree of linguistic diversity and as such make bilingual instruction almost entirely unfeasible. What would happen if children would be allowed to functionally use their home languages in the mainstream classroom, in schools which previously adopted a Dutch-only policy?

Taking on a conversation analytic and linguistic ethnographical point of view, this paper examines to what extent classroom interaction itself can be a directory for evaluating this new framework. Can ‘translanguaging’, enacted interactionally, become a pedagogically valuable tool? Which kind of linguistic and pedagogical practices (echoing Cummins’ notion of ‘teaching for transfer’) allow for ‘interaction for transfer’?

Results will be based on video-recorded data of classroom interaction which have been collected as part of the Home-Language-in-Education Project (Ghent).

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## **Ol problem-s blong transcription: How can the ‘flexibly bilingual’ use of English and an English-lexified pidgin best be captured?**

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A transcript of recorded speech must always be understood to be a representation of that speech. It can never be natural or objective (Roberts 1997). Decisions about what to represent and how best to do this should be made explicit. This paper will examine the representation of bilingual talk involving two closely-related languages: English and Bislama, an English-lexified pidgin.

The issue considered here is how to capture what Blackledge and Creese (2010) refer to as ‘flexible bilingualism’, i.e. ‘translanguaging’ (García 2009) between English and Bislama. This theoretical move beyond the notion of ‘code-switching’ is enormously helpful when considering the way speakers draw on the resources of these lexically similar languages, but the practical task remains of choosing the orthography with which to write each phrase, word or morpheme in a transcript. Blackledge and Creese’s solution to use the same font for the transcription of resources from all languages, in order to reflect ‘linguistic fluidity’, only addresses half of the problem in the case of a pidgin and its lexifier. Many words could be considered to belong to either language, but the spelling systems of the languages are different. This paper will present examples of data for which decisions have to be taken over whether a word, or part of a word, should be written as English or Bislama. Attempts to establish consistent ‘rules’ to determine when one phrase will be written as Bislama and another will be written as English appear to resist the very essence that ‘flexible bilingualism’ aims to encompass.

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## **“How does your multilingual interaction grow?”**

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This study explores English language interaction in the multilingual setting of international postgraduate study at UK universities. It has been claimed that “adequate” English language proficiency is one of the biggest challenges for international students (Andrade, 2006), and a common source of anxiety (Brown, 2008). But it remains unclear how successfully students can overcome these challenges during their period in the host country, especially in speaking and listening.

The findings are gathered from interviews with seven pairs of female international postgraduate students (assessed at IELTS level 6 or higher in speaking) after one month in the UK, repeated after eleven months. We use qualitative thematic analysis to explore participants’ self-perceptions of barriers and opportunities they encountered in interactions in academic and informal contexts.

Participants remained frustrated throughout the period of the study, perceiving inadequacy particularly in everyday situations, such as going to the bank. Some participants claimed to have as little as 30% comprehension in lectures, and avoided opportunities for interaction with English speakers even after eleven months. Some factors reducing interactions outside participants’ control were identified, such as university accommodation practices promoting same-country groupings. Other factors reflected participants’ own choices, e.g. preferring to socialise with compatriots to feel “more cosy”. The data reflect participants’ conflict between an awareness of opportunities to find English-speaker interactions, and reluctance to take up these opportunities that went beyond a simple definition of inadequate language proficiency.

These findings, albeit small scale and exploratory, bring useful insights for both pedagogical models of language learning and socio-cultural theories of L2 identity and language use.

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## **Investigating the Process of Translation: Humour Translation Norms, Strategies and Approaches in Children's Literature**

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This paper reports on a recent Phd study focused on the norms, strategies and approaches that translators employ when translating humour in Children's Literature. It is based on process-oriented descriptive translation studies, since the focus is on investigating the process of translation.

Viewing translation as a cognitive process and a problem solving activity, this thesis utilises Think Aloud Protocols (TAPs) –a methodology that has been gradually gaining ground in translation (ethnographic) research and process-oriented translation studies– in order to investigate the translators' minds. As it is not possible to directly observe the human mind at work, an attempt is made to ask the translators themselves to reveal their mental processes in real time by verbalising their thoughts while carrying out a humour translation task.

In this study, thirty participants at three different levels of expertise in the context of translation, i.e. ten beginners, ten competent and ten expert translators, are requested to translate two humorous extracts from the fictional diary novel 'The Secret Diary of Adrian Mole, aged 13 ¾' by Sue Townsend from English into Greek. As they translate, they are asked to verbalise their thoughts and reason them whenever possible.

The paper will attempt to present and analyse the findings of the PhD study on the basis of the main aims and objectives set and discuss the pedagogical implications and limitations. Suggestions for future directions will be given and final conclusions will be made.

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## Vocabulary Learning Strategies and Vocabulary Size

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The importance of vocabulary knowledge in second language learning has been emphasized by numerous researchers (for example, McCarthy 2012; Akbarian 2010). Students with a large vocabulary size appear to comprehend new concepts and ideas quicker than those with a more limited lexicon, suggesting a strong link between vocabulary knowledge and academic success (Sedita 2005; Xing 2009). Following on from these findings, this study investigated the English vocabulary knowledge of a sample of newly-arrived first year Chinese students at a western, English-medium university in Mainland China. It attempted to discover (1) what the students' vocabulary sizes were soon after arrival at the university; (2) what vocabulary learning strategies they used at the level of their vocabulary size; (3) whether students with large vocabulary sizes employed significantly different learning strategies to those with small vocabulary sizes; and (4) whether the strategies that male and female students used were significantly different. The participants (n=105) were from six different English classes at the university, and the Vocabulary Size Test (Beglar 2010) and a vocabulary learning strategy questionnaire (Xing 2009) were used for data collection. Data analysis was conducted using Descriptive statistics, the Wilcoxon signed-rank test, and ANOVA. The results of the study shed more light on how vocabulary learning strategies influence vocabulary acquisition, and therefore academic performance, in the Chinese context.

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# Posters



## Exploring L2 learners' productive knowledge of collocations

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Collocations are generally viewed as an area of difficulty for language learners with even advanced learners being found to struggle to produce collocations appropriately. Yet the productive collocational knowledge of learners has not been systematically charted, so teachers and researchers are not yet fully informed about the collocational knowledge of learners of different proficiency levels nor about how learners' knowledge of collocations develops with proficiency.

Barfield (2009) proposed an instrument named LexCombi to elicit, in an efficient manner, the productive collocation knowledge of English language learners of various proficiency levels. LexCombi is modelled after a word associates format using 30 frequent nouns as cues, with each cue presented before three spaces in which participants are asked to write collocates. Initial trials of LexCombi found that while it does successfully elicit collocations from learners, some learners also provide other types of associations as responses. The study reported here trialled a revised version of LexCombi in which each cue appears with space both to the left and right of it and learners are asked to place their response in one of the spaces. This linear arrangement is intended to push respondents to think syntagmatically, and thus provide for an elicitation instrument that targets learners' knowledge of collocations exclusively.

125 Japanese university students completed the revised form of LexCombi, with the participants ranging from low-intermediate to upper-intermediate levels. Their responses are analysed in terms of quantity, appropriacy and stereotypy, and the relationship between LexCombi performance and general vocabulary size is discussed. Finally, the instrument is evaluated in terms of its contribution to our understanding of the relationship between collocational knowledge and proficiency.

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## **Motivation for Learning English and Intrinsic Motivation for Learning in General among Japanese Elementary School Students**

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This study investigated children's motivation for learning English and intrinsic motivation for learning in general. The participants were 268 third-sixth graders in public elementary schools in Japan. MANOVA indicated that intrinsic motivation for studying in general as well as motivation for learning EFL of the participating students generally decline from third through sixth grades.

Multiple regression analysis was performed to assess the relationship between motivation for learning English and intrinsic motivation for learning in general. Enjoyment was a positive predictor of intrinsic motivation for learning English and interest in foreign language. Causality was a positive predictor of instrumental motivation. Attribution was a negative predictor of instrumental motivation.

Next, the regression analysis was performed separately at each grade. In third grade, intrinsic motivation for learning English was positively predicted by mastery and enjoyment. In fourth grade, intrinsic motivation for learning English was positively predicted by attribution. In fifth grade, intrinsic motivation for learning English was positively predicted by curiosity. In sixth grade, intrinsic motivation for learning English was negatively predicted by mastery and positively predicted by enjoyment. In third grade, interest in foreign countries was positively predicted by causality. In sixth grade, interest in foreign countries was negatively predicted by attribution and positively predicted by enjoyment. In third grades, instrumental motivation was positively predicted by curiosity and enjoyment. In fourth grade, instrumental motivation was positively predicted by curiosity and by challenge and negatively predicted by mastery. In fifth grade, instrumental motivation was positively predicted by causality. In sixth grade, instrumental motivation was negatively predicted by attribution and positively predicted by enjoyment. It can be suggested that a developmental decline in intrinsic motivation for studying in general might influence English lessons.

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Junko Matsuzaki Carreira received her M.A. in English Language and Literature and completed her doctoral course in Department of English and Literature at Tsuda College. She is an associate professor at Tokyo Keizai University. Her research interests include language learning using Information and Communication Technology and affective factors contributing to language learning.

## **The study of formulaic language in Chinese EFL learners' writings at university level**

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The aim of this research is to examine the usage of formulaic language (also here use the term 'lexical bundles' interchangeably.) in Chinese English foreign language learners writings at university level and the learners' perceptions on this language phenomenon.

Two classes of students in China University of Geosciences are chosen to build up three small size corpora on the basis of their writings. And these three corpora cover two different external writing contexts (homework and exam), as well as two writing genres (business writing and argumentative composition). Through the corpus-based approach employed by using the AntConc3.2.3 program, the 4-word lexical bundles in their writings are identified and categorised functionally and structurally. And then the usages of extracted formulaic language are compared among different learner groups.

On the other hand, the feedback of questionnaires and interviews also provide some information about the learners' attitude to this language phenomenon, which could probably draw some new attention to the pedagogical implications or learning strategies.

The findings of this research reveal that according to different external writing contexts, even the same learner, shows a tendency to use different formulaic language (or lexical bundles) in terms of structure and function during writing; also this study contributes to reconfirm that different types of formulaic bundles were used differently cross different writing genres. In the end, some possible direction for further study in this area is provided.

## Teaching ESP to L2 Speakers through Posters

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Quite an impressive amount of material is currently available on academic posters, ranging from how-to tips and techniques (Block 1996) to discussions of how to use posters as a tool for professional development in the workplace (Miracle 2003). A number of articles also describe the use of posters as a teaching and evaluation device within university courses (Baird 1991; Vujakovic 1995; Bracher, Cantrell, and Wilkie 1998; Denzine 1999; Hay and Thomas 1999). Although some research has been carried out on how poster presentations develop research and communication skills of L1 speakers, no literature currently exists evaluating the use of this multimodal genre as a teaching tool with L2 speakers. The present paper seeks therefore to outline and evaluate the implementation, production and assessment of academic posters in two graduate classes recently held at the University of Bergamo (Italy), within the field of Clinical Psychology and Pedagogy. It also seeks to demonstrate the importance of learning to cope with this interesting yet challenging multimodal genre in the very early stages of one's academic career, and the possibility of doing so in an L2 context.

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## **From language-in-education policy to language in-classroom practice in Timor-Leste**

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The focus of this study is on the ways in which the new language-in-education policy adopted in Timor-Leste is shaping everyday classroom practices and patterns of communication of primary schools. Timor-Leste is the eastern half of an island in Southeast Asia. The country gained its independence in 2002 after centuries of colonisation, being first a colony of Portugal, and then being occupied by Indonesia from 1975 to 1999. There are in total 16 indigenous languages in Timor-Leste. The East Timorese Constitution of 2002 declares Portuguese and Tetum to be the co-official languages with Indonesian and English as working languages.

A poststructuralist perspective of language was adopted to approach this study on multilingualism. My research questions are: What are the official discourses in policy documents about Tetum and Portuguese as the official languages of Timor-Leste? How do people within the different levels of the education hierarchy (Ministry of Education, headteachers) and primary teachers interpret the language in-education policy? How and in which ways are primary school teachers using Tetum and Portuguese in their classroom?

Participant observation, fieldnotes and semi-structured interviews were the ethnographic methods used in the fieldwork. In addition to providing a new Southeast Asian perspective on language policy implementation, this study also considers the impact of globalisation. Ultimately, my aim is to provide a bottom-up perspective and a heuristic explanation of how and to what extent practices and interactions in the classroom are connected to the discursive constructions of Tetum and Portuguese through the socio-political and socio-historical context. I try to link local situated language practices with the wider institutional and historical processes by considering language ecology and language ideology perspectives.

## **Integrating Telecollaborative Networks into Foreign Language Higher Education: Mobile Multilingualism**

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This poster will outline the INTENT project (Integrating Telecollaborative Networks into Foreign Language Higher Education) which aims to support university educators and policy makers in their endeavours of internationalisation, student mobility and the development of students' foreign language and intercultural competencies.

Telecollaboration is understood here as the activity of collaborative project work between groups of learners across time zones and geographical distance through the use of commonly available social networking Tools. It encompasses the development of language proficiency, intercultural communicative competence, and multiliteracies and can be applied to the promotion of multiple language learning.

The INTENT project aims to establish a clear overview of the levels of use of telecollaboration, explore attitudes to the activity among key stake holders across European Higher Education Institutions, and identify practical barriers to the take-up of telecollaboration. The project members will also develop a set of tools, telecollaborative models and partner networks to facilitate telecollaboration practice in multiple languages. One of these tools will be an e-portfolio to evaluate students' online exchanges.

The poster will provide the working model of the e-portfolio. A unique feature of this e-portfolio is its focus on a set of competencies to identify what the project members call the "Telecollaboratively Effective Person" (TEP). This notion encompasses the ability to cope personally and professionally with the conditions and challenges of working and 'living' with others online, a necessity in today's globalized, interconnected world. Soon, being able to communicate with others through diverse online tools in different languages will not be enough to be communicatively competent. Just as individuals need the inter- and intra-personal skills of face-to-face interaction, they need to be telecollaboratively effective persons in virtual interaction. Thus, the e-portfolio endeavours to foreground competencies that go beyond language use and include critical intercultural semiotic awareness and e-literacies.

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## **The Washback Effect of TEM-4 on Teaching of English Majors at Sport Universities and Institutes in China**

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The primary goal of objective language testing is to make an accurate and fair measurement of the language users. As a monitoring and evaluation mechanism, it maintains a positively interactive relationship with language teaching. In China, objective language testing has been widely used in some nation-wide tests, such as the Test for English Major (TEM-4), due to its quantitative design, convenient scoring and favoring fairness. Based on Alderson & Wall's fifteen washback hypotheses (1993) and empirical washback studies, the paper set out to investigate how effectively and efficiently TEM-4 can measure students' competence in language learning and how it should be used appropriately in classroom teaching. Data were collected from over 525 teachers and students majoring in English of 10 sport universities and institutes in China by means of a questionnaire survey and in-depth interviews. Findings from this study indicated TEM-4 produced more positive washback effects than negative ones in that students improved their learning strategies and language proficiency; TEM-4 offered teachers feedback and helped them foster students' comprehensive English abilities by using the test as a motivation tool. However, some discrepancies further supported that the washback effect was quite context-oriented and complicated. In sum, the paper achieved a breakthrough in carrying out a mixed (quantitative and qualitative) method from the perspective of teachers and students to investigate washback in the less explored area of Chinese sport universities and institutes, hoping the results could make some contribution to the improvement of English teaching in the sport universities and institutes in China.

Ms Han obtained her bachelor's degree in Jilin University and master's certificate in Peking University. She studied in Australia as a visiting scholar for one year. Now she is an associate professor at Beijing Sport University. 2011. "Teaching Western Culture in the classroom of China's Sport universities or institutes" in Asia TEFL 2011 Conference; 2010 "Considerations and Countermeasures of Strengthening English Studies of Athletes on National Teams"; 2010 Chief Editor for Comprehensive English Textbook for English Majors (Book 2) published by Peking University Press.

## How the profiles of words and sentences affect contextualized vocabulary learning: Validation study for Webb (2007)

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It is widely known that vocabulary in a foreign language should be learned in context. However, many studies have shown that contextualized learning is not very efficient in terms of the number of words students have to memorize in a limited time. One of the most influential studies is by Webb (2007), in which the effect of glossed context on vocabulary learning was examined. He reported that there were no significant differences between decontextualized word-pair learning and contextualized learning in a glossed sentence. Interestingly, he also suggested that the effect of contextualized learning would differ according to whether target words have highly frequent synonyms. In addition to word properties, the context quality might well affect vocabulary gain (Webb, 2008). Therefore, to generalize his results, the profiles of target words and contexts should be closely examined.

The current study examined how the profiles of learning materials affect contextualized learning. Target words and sentential contexts were chosen from Webb (2008) and learned by university students in Japan. The words and contexts were analysed in terms of conceptual factors and ease of reading: (a) word imageability, (b) context imageability as conceptual variables, (c) the ease of pronouncing words and (d) the readability of the contexts as the variables related to easy reading. As a result, the words and contexts affected the learners' vocabulary gains. The poster presentation will discuss how Webb's (2007) results can be generalized according to the profiles of learning materials.

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## **A potential measure of automaticity in the word integration skill: The application of the Coefficient of Variance**

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Two essential word-level skills involved in on-line sentence comprehension is word recognition and word integration (Fender, 2001). The latter is the ability to utilize various information contained in the recognized words to incrementally integrate the words into larger linguistic representations. Recent recognition on the importance of these word-level processes has given rise to a certain number of studies which aim to develop a measure of emerging automaticity in word recognition, namely the Coefficient of Variance (CV). Originally proposed by Segalowitz and Segalowitz (1993), the CV is an index of relative variability of response time (RT) in on-line experiments, and obtained by dividing the standard deviation of RT data of a particular participant by its corresponding mean RT. Studies like Harrington (2006) and Segalowitz and Segalowitz (1993) showed that, in lexical decision tasks, the CV values got smaller as L2 word recognition skills were more developed (as a function of proficiency and word frequency levels). CV as a measure of automaticity in word recognition skills has been well-established.

On the other hand, studies have largely neglected how we measure automaticity in word integration skills. The establishment of such measure can provide a clearer picture of how L2 sentence comprehension develops as a result of the interaction of the two important word-level processes.

The present study is an initial attempt to apply the CV to obtain a potential measure of automaticity in word integration. A total of 72 participants (Japanese learners of L2 English and English native speakers) completed a self-paced reading task. The CV of the word integration skill was obtained from word-by-word reading times of 22 simple English sentences. The initial analysis showed that the word integration CV was reduced as the participants were more proficient. The potential relation between word recognition and word integration CVs will be also discussed.

## **Profiling learner language: lexical frequency and lexical availability**

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Word frequency is regarded as an important indicator of learners' lexical competence, with general agreement among researchers that high frequency words are acquired before low frequency ones. Tools such as The Vocabulary Levels Test (Nation, 1990) assess vocabulary knowledge by grading words more precisely into thousand-word frequency bands, and measuring learner performance on each band. Lexical availability, a measure adopted from psycholinguistic assessments of child language, has also been used as an indicator of language learner proficiency. The lexical availability task requires the learner to respond with as many words as possible to a semantic domain cue (e.g. animals, school). Until now, analysis of lexical availability data from foreign language learners has focussed on the number of words produced, and the most immediately activated words. This study takes a novel approach to the analysis of lexical output, by applying a word frequency framework to data produced in a lexical availability task by learners of English as a foreign language (EFL). The learners are in Grade 6 and Grade 8 of the Spanish school system. We construct learner profiles according to the number of words produced in selected semantic domains, and the proportion of infrequent words to frequent words in each domain. Our findings indicate that the adherence of spontaneously produced lexis to graded frequency bands is not straightforward, and we question the assumption of a linear pattern of acquisition through frequency bands. We discuss implications for the use of frequency measures in the design of language testing tools, as a proxy for proficiency, and the way in which our findings contribute to our understanding of the notion of lexical competence.

## **The Use of Can-Do Statements for Assessing the Writing Skills of Japanese University Students**

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The first purpose of this study was to develop the Classroom Can-do Questionnaire for a writing course in Japanese universities and the second purpose of this study was to validate the writing section of the Eiken Can-do Questionnaire. The third purpose of this study concerned whether the students used the Eiken Can-do Questionnaire effectively as a self-assessment checklist. The final purpose was to investigate the influence of ten affective orientations on the participants' responses to the Eiken Can-do Questionnaire.

The participants of this study were 204 university students studying in two private universities in Tokyo, Japan. The Questionnaire and essay data were analyzed using the Rasch rating scale and multi-faceted Rasch model respectively. All of the participants completed the Background Questionnaire and Affective Orientation Questionnaire in April 2010 and 2011 and completed the writing section of the Eiken Can-do Questionnaire in April, July and December 2010 and 2011. 179 out of the 204 participants wrote six writing assignments during the 2010 and 2011 academic year, and 36 participants were interviewed about the writing assignments, the Eiken Can-do Questionnaire, their affective orientation, and the effects of the self-assessments. The relationship among the variables will be analyzed using path analysis or hierarchical regression.

The results indicated that the use of the Eiken Can-do Questionnaire as the proficiency level measure was appropriate for this group of university students. Second, interviews showed that the use of Eiken Can-do Questionnaire three times in one academic year provides the students with higher motivation, autonomy and meta-cognitive awareness. It is necessary to provide students with adequate guidance in using the Can-do Questionnaire in order to promote a deeper understanding of its purposes and uses. This study is a part of my dissertation, submitting to Temple University, the USA.

Wakako Kobayashi is a doctoral candidate at Temple University Japan. She is now a part time lecturer at Aoyama Gakuin University, Chuo University, and Kunitachi College of Music. Her educational background is in TESOL and applied linguistics. Her recent interest include Can-do study, ethnographic analysis, and sociocultural issues in language education. She studied English in Cambridge, the UK for 2 years.

## **Development of a Website for Online Video as English Language Teaching Materials in a Multilingual Perspective**

**Hanna Lee**

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Multilingualism, which is basically defined the ability to use more than two languages, is growing phenomenon in the world today. English has been considered as one of powerful languages for many years and it is still considered as an essential communication tool in multilingual context, so many non-native English speakers learn English as a second, third or fourth language. When English language teachers teach English in a multilingual classroom, they need to understand each learner's diversity such as their languages, cultures, religions and so on. I posed the idea that online video can be good way of teaching and learning materials. Although there are many types of research in the fields of computer-assisted language learning (CALL) and computer-assisted language teaching (CALT), it is hard to find specific studies regarding the use of online videos in English language teaching and learning. Thus, this study focuses on the use of online videos for English teachers and a website, Video Detector ([www.vdetector.com](http://www.vdetector.com)), is created and organized. The website has been created for English language teachers, and the ideas of online video search engine operating a filtering system. In other words, the website has been created to help English language teachers who want to use online videos for their classes choose the appropriate videos and design and manage their classes where video will be incorporated. The aim of the "Video Detector" website is (1) to encourage English language teachers' use of online videos as teaching material, (2) naturally to understand learners' diversity in a multilingual class through content-based appropriate use of online video, and (3) to motivate teachers to develop various language classes and learners to learn other languages and culture through English language class.

## **It is really about me! -- Using local grammar to detect the singular first person patterns in tweets**

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With more than 300 million registered users and 200 million daily posts, Twitter is a social network service that contains a massive number of users' current statuses. The language on Twitter presents a number of unique features, but these have not yet attracted much attention from academia, especially from linguistics.

Naaman, Boase & Lai (2010) suggest that, on Twitter, some specific groups exhibit common user behaviours, for instance, language differences may relate to the number of their followers. However, their research has concentrated only on some category-specific users, and has not considered the linguistic features of English tweets. The present research, therefore, attempts to supplement the story with a focus on linguistics.

Focusing on the linguistic features of tweets, the study applies local grammar to analyse the singular first person pattern and related ellipses in current English tweets, trying to investigate the relationship between the high frequency of these patterns and users' current statuses.

The study shows that the word 'I', with a high frequency of 3.20%, is the most frequent word in a fourteen-million-word tweet sample from Content Analysis in Web 2.0 Conference (CAW2, 2009). Also, it has some specific grammatical environments, for example, the gerund has a very high frequency, especially the pattern containing the word 'going'. Such language phenomena could further indicate the users' statuses. Thus, it is reasonable to infer that the high frequency of the singular first person pattern, to some extent, associates with the users' current statuses.

The poster presents some visualised results of the current findings.

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## **Cultivating Intercultural Communicative Competence (ICC) through EFL Teaching at China's Sport Universities or Institutes**

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With the growing globalization, English language has become an important media for intercultural communication. The problem is that sufficient mastery of the linguistic knowledge of the target language does not necessarily ensure successful intercultural communication. Thus, how to achieve intercultural communicative competence(ICC) through EFL teaching has become a special concern for teachers and researchers in China, yet no research has ever been done at China's sport universities or institutes. This paper focuses on the cultivation of ICC through EFL teaching at China's sport universities and institutes. Based upon a questionnaire survey and a subsequent in-depth interview with teachers and students, this paper first identifies the blocking factors in the acquisition of intercultural competence among students, which include lack of ICC knowledge, skills of interaction, critical awareness and students' attitudes towards intercultural communication. Then, with a full consideration of the main characteristics of English teaching and learning at the Chinese sport universities or institutes, the paper provides the countermeasures by exploring the explicit approaches and implicit approaches of ICC, especially the approaches of incorporating sports culture in EFL teaching and the construction of an intercultural environment through in-class and extracurricular activities, expecting to arouse students' interest in intercultural studies, and equip them with the ability to interact and mediate in the target language and culture. The fundamental objective of the paper is to increase students' cross-cultural awareness, strength their intercultural communicative competence, and help them to behave confidently in a flexible manner when confronted with international communication, in particular, intercultural communication in sports events.

Ms LIU Lirui is a lecturer at Beijing Sport University. She graduated with a Master's Degree in English Language and Literature from Hebei University. She is Chief Editor for Comprehensive English Textbooks for English Majors published by Peking University Press (2008-2010); Deputy Editor-in-Chief for College English for Sports Majors published by Higher Education Press (Book 2, 2009). In 2012, she published "A Study on the Innovative Teaching Mode of Advanced English" in the International Journal Overseas English; her latest research paper "A New Perspective on College English Education in the Context of Globalization" was published by ST.PLUM-BLOSSOM PRESS PTY.LTD. (Australia)



## **Influence of Beliefs on Content Language Integrated Learning (CLIL) Programmes: A Theoretical Framework**

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Conceptually European, CLIL is a popular vehicle for achieving the European Union's language policy articulated in the White Paper on Education (1995). CLIL is an umbrella term that describes teaching content through a foreign language, promoting a dual-focused curriculum that merges the learning of language and content. (Lorenzo et al., 2010) Thus far, research has addressed students' linguistic or academic development; individual attitudes and motivations of teachers and learners; and identified weaknesses, e.g. lack of teacher education and materials. (See Llinares & Whittaker, 2010; Aguilar & Rodríguez, 2011)

The result is 'extensive theorizing on CLIL', often with a classroom focus, instead of accounting for practical variables impacting this educational approach on micro- and macro-levels. (Pérez-Cañado, 2011:15) Accordingly, I want to discern the beliefs held by practitioners to understand the effect on CLIL programmes in multiple contexts, acknowledging and moderating for variables such as socioeconomic status, language choice, policy, etc.

As I am a postgraduate researcher, my poster will represent my theoretical framework for my project. It will outline the significance of lay theories, the principles behind CLIL and European language policy, and my research questions and planned methodology.

Aguilar, M. & Rodríguez, R. 2011. Lecturer and student perceptions on CLIL at a Spanish university. *International Journal of Bilingual Education and Bilingualism*, 15, 183-197.

Llinares, A. & Whittaker, R. 2010. Writing and speaking in the history class: A comparative analysis of CLIL and first language contexts. In: Dalton-Puffer, C., Nikula, T. & Smit, U. (eds.) *Language Use and Language Learning in CLIL Classrooms*. Amsterdam: John Benjamins Publishing Co.

Lorenzo, F., Casal, S. & Moore, P. 2010. The Effects of Content and Language Integrated Learning in European Education: Key Findings from the Andalusian Bilingual Sections Evaluation Project.

Pérez-Cañado, M. L. 2011. CLIL research in Europe: past, present, and future. *International Journal of Bilingual Education and Bilingualism*, 1-27.

## **Teacher training for the ‘digital native’ era: examining L2 teachers’ transformation for effective online facilitation to enhance language learning.**

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Since technology was incorporated to foster Second Language Acquisition, studies related to Computer Assisted Language Learning (CALL) have been conducted to test its effect upon this process (Levy and Stockwell, 2007). Learner training has also been observed (Romeo and Hubbard, 2008) in order to make the virtual world much more profitable. However, it is also relevant to explore the role the teachers in this context and the developmental processes they go through as they modify their pedagogical skills to foster language learning.

Nevertheless, a lack of formal and adequate teacher training has been noticed in terms of an effective methodology that combines theoretical and practical features to prepare teachers to actually teach using digital media in an integrated way (Hee-hong, 2010). Most of the in-service teachers today come from a ‘non-technological’ background so they have had to add it into their pedagogical practices. They are the ‘digital-immigrants’ (Palfrey and Gasser, 2008) as opposed to ‘digital-natives’ (Prensky, 2001), who are the majority of students that were born in the virtual era. Therefore, how do teachers deal with this learner profile effectively in the language classroom?

The objective of this research is to examine the transformation that school teachers from Chile experience while being part of an online teacher training course which aims to provide them with strategies to foster their abilities and opportunities for reflection to become better facilitators in virtual contexts. The methodology for this case study comprises theory, instruction and practice which will be analysed under a qualitative and quantitative research design. This investigation supports the idea that online courses with a solid framework will encourage and help language teachers to be more prepared to make choices and face the challenges when working in virtual environments to improve the language learning process.

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Romeo, K. and Hubbard, P. (2008). ‘Pervasive CALL Learner Training for Improving Listening Proficiency.’ *Proceedings of the Third WorldCALL Conference, Fukuoka, Japan, August, 2008*. Available at: <http://www.j-let.org/~wcf/proceedings/d-060.pdf>. [Accessed 3 March 2011].

## **Semantic and Causal Relatedness in the Process of Predictive Inference Generation Among Japanese EFL Readers**

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This study was conducted to examine predictive inference generation in EFL reading, which is the anticipation of the likely outcome of an event described in the text. To date, predictive inferences have received considerable attention from many researchers because of their important role in reading (e.g., Allbritton, 2004; Lassonde & O'Brien, 2009). The current study focused on the effects of two text characteristics on predictive inference generation: the semantic and causal relatedness between lexical items in the text and a suggested inference (i.e., a predicted event). Semantic relatedness was assessed by Latent Semantic Analysis, whereas causal relatedness was determined according to whether the inference related to a narrative character's goal or motive. In the experiment, 30 Japanese university students read a set of short narratives that elicited predictions of possible outcomes of events described therein. Then they performed (a) a probe recognition task after reading each passage and (b) a cued recall task after reading all the passages. The recognition task was used to evaluate the activation of predictive inferences during reading, whereas the cued recall task examined the encoding of the inferences after reading (i.e., the persistence of the inferences in text memory). The results of the recognition task demonstrated that the latencies of correct responses to inference-related probes significantly increased when both semantic and causal relatedness were high between the targeted inference and the text. On the other hand, the results of the cued recall task revealed that readers included more inferential information in their protocols when the inferences were causally, but not semantically, related to the text to a high extent. These results suggest that the activation of predictive inferences during EFL reading is facilitated by both high semantic and causal relatedness between the inference and text, whereas the encoding of these inferences concerns the causal relatedness.

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## **Modal verbs in requests written by L1 Spanish EFL learners and L1 English speakers.**

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### *Objective:*

This paper aims at comparing the use of modal verbs in requests written by L1 Spanish EFL learners and L1 English speakers.

### *Method:*

Corpora of formal and informal letters of request written by L1 Spanish B2 EFL learners and native EFL teachers were built. Modal verb frequencies and request strategies were compared using parametric and non-parametric statistical tools.

### *Results:*

Modal verb frequencies per letter were significantly lower in the learner corpus in both registers.

In informal request letters, EFL learners overused “could” and “would” as compared to EFL teachers (2.22:1 and 2.33:1 respectively). The most frequent patterns were “I would + like something to be done”, “could + you” and “you + could do something for me”. By contrast, EFL teachers employed “should” more often (2.47:1), mainly in the “should + I + do this?” pattern. Besides, while the frequencies of “will”, “ll”, “would” and “d” in EFL teachers’ informal letters were similar, EFL learners preferred “will” to “ll” (1:6) and “would” to “d” (1:14). Furthermore, 53 % of the learners’ requests were direct requests with modals.

In formal request letters, EFL teachers preferred “could” to “can” (2.72:1), whereas, in the EFL learners’ corpus, the distribution was 1.27:1. Besides, EFL teachers used “could” and “can” more often than EFL learners (3.37:1 and 1.88:1 respectively). Indeed, direct requests without modals were significantly more frequent amongst EFL learners (1.60:1), whereas indirect requests with modals amongst EFL teachers (3.5:1).

### *Conclusions:*

In informal request letters, EFL learners preferred full modal verb forms as opposed to EFL teachers, who combined them with contracted ones. Besides, while EFL teachers focused on asking for recommendations, EFL learners centered on the “I would like something = you could do something for me” interactional model. In formal request letters, L1 Spanish speakers’ preference for direct requests was observed.

## Processing of L2 collocations by Japanese EFL university learners

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The present study investigates whether or not the degree of first language (L1) reliance is different according to the difference of second language (L2) proficiency when processing L2 collocations. This study partially replicates the experiment by Yamashita and Jiang (2010) in which two types of English (L2) collocations were selected: congruent and incongruent. Congruent collocations share similar lexical elements between participants' L1 and L2 while incongruent collocations do not. The participants in their study were native speakers of English, ESL Japanese learners of English whose English proficiency is relatively high and EFL learners whose English proficiency is relatively low. They presented 24 congruent and 24 incongruent collocations and 48 fillers to the participants and asked to judge, as quickly and accurately as possible, whether the presented English sequences are acceptable or not. The reaction times and error rates were dependent variables. The result of their experiment showed that the interaction between collocation type (Congruent, Incongruent)  $\times$  group (Native speakers, ESL learners, EFL learners) was not statistically significant neither in the reaction time analysis nor the error rate analysis, suggesting that the degree of L1 reliance when processing L2 collocation is similar between the ESL and EFL participants. The present study focuses exclusively on EFL learners: high proficiency and low proficiency groups. The results showed that there was no interaction between collocation type and group, confirming the results of Yamashita and Jiang (2010). This suggests that even though the proficiency of the two groups was different, they relied on their L1 knowledge in similar degree when processing L2 collocation

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## **Bridging the gap between teachers and research**

### **Susan Sheehan**

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This poster presentation explores the gap which can develop between ELT teachers and research. The reasons for the gap are explored and the benefits for teachers who engage with research are outlined. The final section looks at the British Council ELT research papers series and how it can help to reduce the gap.

Whilst the need for ELT teachers to engage with research would seem to be self-evident teachers can sometimes find research difficult to access, hard to understand and of no immediate practical value. Teachers can find the sheer volume of research to be daunting and ambiguous results to be problematic. Furthermore, subscriptions and costs create a barrier for many teachers. It would also seem to be the case that teachers struggle to find the relevance of some research and in some cases find it to be unhelpful.

The benefits to EFL teachers of engaging in research include allowing teachers to reflect on and review their teaching and question assumptions about language learning and teaching. This can help teachers to become more informed practitioners.

There have been calls to make research more accessible with a clearly stated relationship between new research and classroom practice. The British Council have tried to address these issues through the ELT Research Papers series. The series is free to download and features reports produced from the ELT Research Partnership scheme and other British Council funded research projects. The research published in the series is:

- relevant to teacher needs and interests
- provides practical insight, e.g. credible case studies
- originates from rather than ends in classroom.

The series is available on two British Council websites EnglishAgenda <http://englishagenda.britishcouncil.org/research-papers> and TeachingEnglish. <http://www.teachingenglish.org.uk/publications>.

Thus, the ELT Research Papers series addresses the identified barriers and helps to bridge the gap.

## Facilitation Effects of Text Repetition on EFL Reading Comprehension Depend on the Hierarchical Structure of the Text

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Many studies have found that text repetition facilitates reading comprehension (e.g., Raney, 2003) and text repetition is one of the major forms of instruction used in L2 reading classrooms. This is because the repetition of text allows readers to focus on complicated top-down processing (e.g., inference generation) by releasing them from bottom-up processing (e.g., word recognition). However, previous studies have not examined in detail whether comprehension of all parts of a text is improved by text repetition. During a second reading, it may be that L2 readers deal with the various parts of the text unequally and they tend to concentrate more on the important parts of the text than the less important parts. The effects of repetition on L2 reading comprehension should be examined, taking into account the hierarchical text structure.

Therefore, the goal of the present study was to investigate the effects of text repetition on L2 reading comprehension in terms of hierarchical text structure. A total of 25 Japanese university students participated in this study. They read an expository text at their own pace and wrote a summary of it. After writing the summary, they read the text and wrote the summary again. The structure of the expository text was analyzed following the importance ratings of text information, and four clusters were constructed. In analysis, a MANOVA was used to examine whether the production rates of each cluster increased from first reading to second reading. The results showed that the production rate of the lowest cluster did not vary between the first and second summary writing, whereas those of the other clusters significantly increased in the second summary compared to the first one. These results showed that text repetition helps EFL readers comprehend only the relatively important parts of a text.

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## **Reconstructing semantic boundary in a foreign language: How L1 lexical knowledge influences on the categorization of “cutting/breaking” events in FL**

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Words in different languages reflect a different perspective on the world. For instance, languages differ in whether their verbs encode the manner or path of the motion even when the cultural background is the same. Thus, words in one language have no equivalent in other language. Previous studies have shown that cross-linguistic difference in meaning poses a considerable challenge for second language (L2) learners to acquire language-specific meaning especially when the L2 has more differentiated words than the first language (L1): a basic L2 word is preferentially used in a L1-like fashion through over-generalization. However, a question still remains as to whether and to what extent the reconstruction of meaning occurs in cases where the L2 has repertoires in the vocabularies as much as the L1.

This study investigated how L1 lexical knowledge influences the learning of verb meaning in a foreign language (FL) when there is a cross-cut relationship between words in the L1 and the FL. Using a set of 67 videos showing a range of “cutting/breaking” events, we looked at how Japanese learners of FL English label the actions in this domain, and how their naming patterns are different from those of English-speaking monolinguals and Japanese-speaking monolinguals.

Results showed that the pattern of learners’ verb use was significantly different from that of English-speaking monolinguals. Interestingly, however, discrepancies did not appear to be due to the direct mapping from their L1 knowledge because the pattern of learners’ verb use was also significantly different from that of Japanese-speaking monolinguals. These findings suggest that the learning of word meaning in L2/FL is not necessarily influenced by L1 lexical knowledge in the same manner across different semantic domains. This research also highlights the importance of systematic investigation for the L2/FL semantic development from multi-competence perspective.



## **The language needs of Chinese students in a two-site business programme, with special reference to case learning**

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This paper discusses how a two-year programme at a Chinese university prepares students for final year entry into a British business school. Many mainland Chinese students want the opportunity to study in the West, and since 2007 the Chinese Ministry of Education has established nine semi-independent International Schools linked to overseas degree programmes, especially in subjects relating to business and management. Chinese business education differs from Western business education, however, especially in its approach to the use of case studies. In China, classes are teacher-centred and case studies are used to illustrate business theories (Berrel et al., 2001). In the West case studies are taught through discussion, with the intention of developing analytical and soft management skills (Jackson, 2003, 2004; Thompson, 2000) alongside theoretical knowledge (Currie & Tempest, 2008). The Western method appears to be more concerned with professional practice, and Chinese students are advised to expect a much more practical approach to cases when they transfer to study in the West.

The paper takes a semi-insider perspective and examines written assignments, teacher feedback, classroom activities, and interview responses from students and teachers on both sites of the programme. It also draws on previous research concerning the attitudes and expectations of students and teachers. It finds that the Chinese students tend to misunderstand the purpose of case study learning in the British environment. They assume that they should simulate the reporting practices of professionals, and thus fail to demonstrate the required theoretical knowledge. The students are criticised for describing rather than analysing, but in interviews and observed class discussions they have revealed thought processes that remain unexpressed in their written reports. The paper considers the implications of these findings with regard to ESP course design and teaching methods in both parts of the programme.

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## **A qualitative study of effects of a browser-based collocation tool on learners' collocation awareness**

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Collocation is a widely acknowledged source of difficulty for L2 learners. The difficulty in mastering the subtle restrictions on word collocability (for example, heavy rain but not strong rain, and strong wind but not heavy wind) is often attributed to the fact that these restrictions cannot be derived from more general rules of grammar or semantics (Sinclair, 1991). This study investigates changes in learners' awareness of collocability (that is, awareness that, in Firth's (1957, p. 11) words, "You shall know a word by the company it keeps"). The leading idea is that a learners' (un)awareness that words are selective in the company they keep is an unexplored but potentially crucial factor in the attention they devote to noticing such selectivity, in turn possibly affecting collocation learning.

This study investigated how learners' collocation awareness changes with the use of a browser-based tool, UWiLL Collocator, developed by Wible et. al (2004; 2011). The tool is embedded on the user's web browser and detects and highlights collocations in the web page that the user is viewing. A qualitative case study approach was used to capture a situated view of the tool's use and changes in collocation awareness. Two participants used Collocator while they browsed English web pages based on their interests. They were observed and interviewed over eight sessions. The analysis of interview protocols, screen recordings, and computer logs indicate that the participants developed collocation awareness using Collocator, eventually considering word pairs as possible collocations independently of the tool.

## **Neither British nor Trinidadian: Referee Design and Stylisation in choral singing in Trinidad**

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There has been an upsurge in research regarding language and performance. Where earlier studies were limited to US and UK varieties of English, more recent scholarship includes other varieties (cf. Gibson 2011 on New Zealand English). Other work on language and musical performance includes Pennycook's (2007) work on hip-hop and rap in global contexts. The focus therefore has been on popular music, on music and language in the inner and expanding circles, and on the final, usually recorded, performance.

The research reported here looks at Western classical music in one (contentiously) outer circle location, Trinidad, and focusses on the rehearsal process. Findings from observations of school choir rehearsals, and interviews with choristers, conductors, and audiences are discussed. While local musical forms are performed in Trinidadian English Creole (TEC), informants judge this variety undesirable for choral singing, preferring an ill-defined "British" pronunciation instead, with the paradoxical proviso that the ought choirs not "sound British." Bell's (1992) Referee Design is used to account for the "misses"- features of British English that singers do not produce, which often go unnoticed by conductors and audiences. Specific instances of stylization in the data are also presented. These occur when choristers produce highly exaggerated stylised variants (Stylised British English) or are coached into producing variants that are neither RP nor TEC, but that are deemed desirable for singing (Stylised Sung English). Finally, it considers that judgements of the singers' proficiency are based on their ability to maintain the delicate balance between sounding like authentic choral singers, and sounding like authentic choral singers in Trinidad.

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## A Centering Analysis of a Comparable Learner/Native-speaker Corpus

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A comparable corpus of learner and native-speaker production has a considerable impact on language pedagogy as it can provide information about how learner production differs from a target model and thus can inform potential difficulties for learners. The aim of this corpus study is to explicate learner-specific tendencies in discourse-level features, rather than well-studied lexco-grammatical patterns, with a particular attention to coherence created by reference to discourse entities.

The data used for this study has been collected from 63 learners of English at a university in Japan (EL) and 34 native speakers of English at a U.S. university (ENS). In collecting data, a video episode of Pingu, a Swiss clay animation, was presented to students to prompt production of a written narrative (i.e., synopsis writing).

The data has then been analyzed in the framework of Centering Theory (Grosz et al., 1995). This theory proposes to model the local mechanisms that create local coherence by operating on the discourse entities in each utterance within a discourse segment. The fundamental assumption of centering is that people continuously update their local attentional focus (called CENTER) as they incrementally process a discourse. Different ways of updating CENTER are formulated as the types of TRANSITION from one utterance to the next. The types are called continuation (CON), retaining (RET) and shifting (SHIFT), in the order of preference.

The centering-based analysis results have provided us with some similarities and differences between EL and ENS data in the distribution of the TRANSITION types and their sequence patterns, and also in the syntactic positions (subjects, objects, possessives) and language forms (nouns, pronouns, demonstratives) that CENTERS take. Pedagogical insights from the results will also be discussed.

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## **Investigating spontaneous speech for language learning: an analysis of the interrelationship among topic-chains, clause-units and moves in dialogue**

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This study aims to present a scheme of annotation for dialogue data with respect to the topic-chains of discourse entities, clause-units and moves for the purpose of understanding dialogue structure. We propose that our bottom-up approach adopting these tagging not only show useful information of spontaneous speech but can provide us with a significant clue to clarify communicative and cognitive aspects of dialogue processing from perspectives on language learning.

The data to be dealt with are the task-oriented dialogue corpus of English called Map Task. The method of annotation is based on the conversational analysis mainly by Jefferson (2004) and it includes rather minor features such as fillers, errors, and disfluency. We first mark the topic-chains of discourse entities by detecting the center transition in centering framework (Grosz, Joshi, and Weinstein 1995), and observe whether the centers are realized in either clause-units or fragments in each utterance. We then analyse the function of these clause-units with respect to Carletta et al. (1997)'s coding system called 'moves'.

The findings are that utterances in dialogues consist of a chain of fragmental information units and they are not always represented by an individual speaker but are constructed as a product of collaborative effort involving more than one participant. Our analysis suggest that the initial utterances tend to carry heavier loads of planning reflecting the speaker's intention of shaping clause structure with numerous hesitations such as disfluency, while the utterances in the later stages tend to be shorter and fragmental. These results indicate that collaborative interaction (i.e. the participants' orientation to the speaker-role or the hearer-role) can affect the clause construction and the sharing of common ground in dialogue.

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## Index of Contributors

Rachel Adams	100	Michael Daller	93
Adegboye ADEYANJU	69	Alice Deignan	34
Svenja Adolphs	101	María del Pilar Núñez Delgado	73
firouzeh akbari	122	Doris Dippold	123
Erdem Akbas	102	Melinda Dooly	219
Riikka Alanen	94, 144	Yesha Devi Mahadeo Doorgakant	170
Hassna Alfayez	29	Hannele Dufva	144
Irene Alonso-Aparicio	73	Jamie Dunlea	91
Cem Alptekin	104		
Siân Alsop	48	Brian Peter Elliston	125
Jane Andrews	18, 19	Aone van Engelenhoven	84
Larissa D'Angelo	216		
Tanja Angelovska	74	Majid Fatahipour	126
Yonas Mesfun Asfaha	70	Richard Fay	18, 20, 21
Frederick Thomas Attenborough	59	Ruth Fielding	127
Mariam Attia	18, 20	Tess Fitzpatrick	94, 224
		Colin Flynn	177
Nola Nahla Bacha	106	Kenneth Fordyce	77
Richard Badger	108	Ellie Francis-Brophy	134
Robert Drummond Baird	22, 23	Sachiyo Fujita-Round	85
Will Baker	22, 23		
Kevin Balchin	109	Evelina Galaczi	89
Federica Barbieri	49	Zhengdong Gan	128
Fiona Barker	53	Shuang Gao	129
Stephen James Bax	88	Sheena Gardner	130
Burcu Benderli	110	Virginia C. Mueller Gathercole	14, 16
Anne Betzel	111	Nicholas Gatlin	75
Robert Michael Bianchi	112	Angela Mary Gayton	131
Adrian Blackledge	11, 20	Clifford Irikefe Gbeyonron	132
Danielle Boon	84	Maria Georgalou	43, 45
Paul Richard Booth	113	Sue Gilbert	89
Sabine Braun	6, 8	Silvia Valencia Giraldo	203
Esther Breuer	114	Christina Gkonou	133
Dale Colin Brown	213	Ross Graham	71
Gabriele Budach	11	Suzanne Jane Graham	134
		Nicholas Groom	135
Estêvão Cabral	84	Darwin Migano Guianan	58
Ildegrada da Costa Cabral	218		
Linda Cadier	10	Gisela Håkansson	15
Danielle Candel	38, 39, 40	Bing Han	221, 228
Matsuzaki Junko Carreira	214	Feifei Han	136
Rosa Maria Jiménez Catalán	224	Michael Handford	51
Jasone Cenoz	14	Sharon Harvey	137
Tony Chafer	28	Yusuke Hasegawa	222
Lucy Chambers	89	Ken-ichi Hashimoto	223
Maggie Charles	35, 115	Mairin Laura Hennebry	77
Jiaoyue Chen	215	Valerie Hobbs	52
Li-Chin Chen	116	Adrian Holliday	62
Jessica Clapham	117	Prue Holmes	18, 21
James Coleman	26, 28	Nancy Hornberger	13
Filio Constantinou	118	Stephanie Ann Houghton	64
Jean Conteh	12	Julia Huettner	78
Louise Mary Courtney	119	Ari Huhta	94
Angela Creese	11, 20	Najma Husain	138
Michael Cribb	120	MUZAFFAR HUSSAIN	139
Joan Cutting	50	Caroline Hyde-Simon	140
Maria R. Dahm	183	Midori Iba	79

HANA IBBERSON	141	Oliver Mason	135
Aileen Irvine	142	Peter Mathias	32
Sylvia Jaworska	53	Anna Mauranen	4
Eoin Patrick Jordan	211	Stephen May	172
Amer Ali Al Kafri	103	Mark McGlashan	61
Walid Kahoul	143	Kevin McManus	27
Paula Kalaja	144	Gabriela Meier	173
Sanja Čurković Kalebić	121	Kathryn Louise Merriken	229
Denise Kaltschuetz	28	Spela Mezek	142
Taeko Kamimura	145	Neil Millar	174
Chian-Wen Kao	146	Adrian James Millward-Sadler	175
Monica Karlsson	147	Rosamond Mitchell	26, 27, 190
Michiko Kasuya	148	Sandra Maritza Morales	230
Kamran Khan	86	Anu Maarit Muhonen	176
Somruedee Khongput	149	Jeremy Munday	6
Shusaku KIDA	233	Deirdre Murphy	177
Richard Kiely	80	Greg Myers	43, 46
Patrick James Kiernan	150	Shingo NAHATAME	231
Enas El-Sadek Kilany	124	Eiko Nakamura	178
Kwengnam Kim	151	Ian Nakamura	179
Steven John Kirk	152	Fumiyo Nakatsuhara	91
Mariko Kitazawa	22, 24	Samia Naz	180
Clare Kitchen	153	Hiroyuki Nemoto	181
Dawn Knight	101, 154	Yoko Nogami	182
Wakako Kobayashi	225	David Oakey	31, 32
Akiko Kondo	155	Catherine O'Grady	183
Sjaak Kroon	84	Crispin Wandera Ojwang	72
Jeanne Kurvers	84	Zeynep Onat-Stelma	196
Daniel M.K. Lam	90	Maximiliano Eduardo Orlando	232
Ursula Lanvers	156	Ambarin Mooznah Auleear Owodally	105
Chi Wai Lee	157, 162	Ozgul Ozbak	184
Hanna Lee	226	Ruth Page	43, 44
Wan-lun Lee	158	Aneta Pavlenko	3
Woojoo Lee	196	Diane Pecorari	142
Maria Elizabeth Leedham	159	Bojana Petrić	36
Jacqueline Leon	38, 39, 40	Diane Potts	43, 45
Dmitri Leontjev	94	Anne Preston	82
Alex Ho-Cheong Leung	160, 162	Edward Jay Mansarate Quinto	185
Li Li	164	Taha Rajab	186
Sheng Li	227	Pauline Rea-Dickins	72
Shuangyu Li	8	Renate Reichardt	187
Liang Liao	165	Barry Lee Reynolds	95, 238
Phoebe M.S. Lin	166	Saiqa Riasat	12
Andrew Robert Linn	38, 39, 40	Laurence Richard	27
Lirui Liu	221, 228	Patricia Romero	27
Peter Llewellyn-Jones	6, 7	Maritza Rosas	188
Sian Wynn Lloyd-Williams	168	Andrey Rosowsky	189
Cathy Anne Lonngren-Sampaio	54	Fuyuko Takita Ruetenik	65
Malgorzata Machowska-Kosciak	169	mehdi ruhiathar	122
Hans Malmstrom	142	Sarah Jane Rule	190
Katja Mäntylä	94	Venetia Amanda Russell	192
Rachel Mapson	171	fatemeh sahibzamani	122
Clare Mar-Molinero	10	Tatsuya SAKAUE	233
Theo Marinis,	14	Angeliki Salamoura	53
Deirdre Martin	18, 20		
Marilyn Martin-Jones	18, 19, 20, 84		

Denise Santos	134	Hui Tian	221, 228
Yoko Sato	81	Rosemarie Tracy	2
Shannon Sauro	49	Nicole Tracy-Ventura	27
Edegar da Conceição Sávio	84	Jeanine Treffers-Daller	97
Alina Schartner	209	Keiko Tsuchiya	51
Erik Schleef	193	Yugo Tsunai	236
Melani Schroeter	194		
Philip Seargeant	43, 44	Marisa Ueda	201
Carole Sedgwick	92		
Paul Seedhouse	82	Sabina Joy Vakser	202
Adam Serag	195	Benet Vincent	204
Md Shahidullah	80	Maria Vrikki	205
Serge Sharoff	6, 7		
Philip Shaw	142	Liyuan Wang	237
Susan Sheehan	234	Siou-Lan Wang	238
Aki Siegel	66	YIJIA WANG	56
Joseph Paul Siegel	83	Ying Wang	22, 24
Richard Smith	38, 39, 40, 41	Steve Walsh	206
Raymonde Sneddon	12	Li Wei	10
Juup Stelma	196	Goodith White	108
Elizabeth Stokoe	60	David Wible	95, 146
Jane Sunderland	61	Evita Willaert	207
Nasir AR Syed	197	Fiona Willans	208
		Guyanne Alexis Frances Wilson	239
Khomkrit Tachom	198	Clare Wright	162, 209
Kenji TAGASHIRA	233		
Caroline Tagg	43, 44	Elena Xenii	210
Shuichi Takaki	235	Peiling Xing	211
Jaspreet Kaur Takhi	11		
Rocío Pérez Tattam	15	Rika Yamashita	87
Dietmar Tatzl	199	Mitsuko Yamura-Takei	240, 241
Charlotte Taylor	200	Yu-Feng (Diana) Yang	67
Klaus Peter Thiele	55	Lynda Yates	183
Enlli Mon Thomas	168	Etsuko Yoshida	240, 241
Tony Thompson	32	Melissa Hui Yen Yu	68



