BAAL 2019

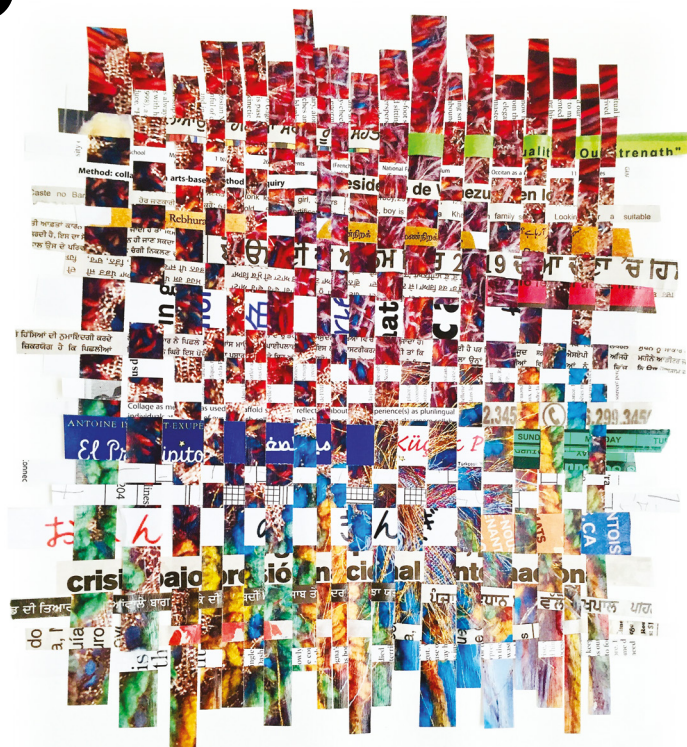## Broadening the Horizons of Applied Linguistics

MANCHESTER METROPOLITAN UNIVERSITY
Thursday 29 – Saturday 31 August 2019

CONFERENCE ABSTRACTS

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Manchester Metropolitan University

European Journal of Language Policy

11.1 [2019]   Editorial   Michael Kelly

La politique linguistique chinoise entre le 20ème et le 21ème siècle : une interprétation économique   Marco Civico

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European Journal of Language Policy

Revue européenne de politique linguistique

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INTERVENTIONS

Proposal for a Council Recommendation on a comprehensive approach to the teaching and learning of languages
European Commission

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European Journal of Language Policy is a peer-reviewed journal published by Liverpool University Press in association with the European Language Council.

The journal aims to address major developments in language policy from a European perspective, regarding multilingualism and the diversity of languages as valuable assets in the culture, politics and economics of twenty-first century societies. Its primary focus is on Europe, broadly understood, but it is alert to policy developments in the wider world.

The journal invites proposals studying any aspect of language policy, and any aspect of the area of languages for which policies may need to be developed or changed. It particularly welcomes proposals that provide greater understanding of the factors which contribute to policy-making, and proposals that examine the effects of particular policies on language learning or language use.

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Welcome message from the Local Organising Committee

Welcome to BAAL 2019 at Manchester Metropolitan University

The faculty of Education at Manchester Met are delighted to welcome you to Manchester for the 52nd annual meeting of the British Association of Applied Linguistics. This year our theme is *Broadening Horizons of Applied Linguistics*, which takes as its premise that applied linguistic underpins a vast range of disciplines. In 2019, we intend to encourage an exploration of the role that applied linguistics takes in many walks of life.

We are excited that the conference theme has drawn presentations from a wide range of disciplines and that this in turn will encourage cross-disciplinary dissemination of ideas and research.

Our Local Organising Committee includes members of departments across the university, the School of Teacher Education and Professional Development, and the School of Childhood, Youth and Education Studies within the Faculty of Education, The department of Languages, Communication and Information from within the Faculty of Arts and Humanities and the Faculty of Health, Psychology and Social Care.

The conference has yet again attracted an impressive volume of proposals, allowing us to make a selection of papers, posters and colloquia. We again welcome participants from around the world, which gives the conference a truly international perspective. With this international dimension in mind, we are encouraging participants to indicate on their conference badges the languages they speak, and to foster interaction in other languages as well as English.

In addition to individual papers, there are ten SIG tracks, five colloquia and a Postgraduate/Early Career Researcher Symposium. The BAAL executive colloquium this year is *BAAL Applying Linguistics Fund: Innovation and Impact*, which highlights the work of present and past award winners. The LOC invited colloquium this year is *Perspectives on Multilingualism*.

Special features of BAAL 2019 include:

- Visual Representations of Multilingualism Competition winners' installation in the Brooks building 'Cave' – our virtual reality environment
- BAAL book prize with live music, drinks and street food from around the world, including our own North West of England region
- Rooftop drinks reception in the Crowne Plaza hotel, followed by the conference dinner
- Special late night opening of our own 19th century pub, The Salutation, once the lodgings of the Victorian author, Charlotte Bronte

A particular welcome goes to our plenary speakers, Tim Grant, Julia Carroll, Kate Pahl and Adrian Holliday. We are also pleased to have with us the winners of five BAAL scholarships, including the Chris Brumfit International Scholar, Charles Ononiwu. An award will also be made for the best poster and the Richard Pemberton prize will go the best student presentation.

If you would like to view the conference programme online, please visit: www.www2.mmu/education/baal and click on the programme link. Here you can also find links the poster and colloquia details. You can also follow us on Twitter at @Baal2019.

Finally, we would like to thank the many people who have helped to realise this conference, including our sponsors, student and staff volunteers, the Manchester Metropolitan Conferences Office, the Faculty ESRI office team and Oxford Abstracts online support team.

We wish you all a stimulating and enjoyable conference that will, hopefully, also broaden your horizons!

The Local Organising Committee

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Plenary presentations

Plenary presentation:
Broadening the horizons of forensic linguistics: applications, audiences and theories.

Tim Grant
Aston University

In this talk I will examine the broadening horizons of forensic linguistics in three regards. First, I shall describe how we've moved from authorship analysis – determining who has written an anonymous text; to authorship synthesis – training the online undercover cops in identity disguise. Second, I will explain how we've brought forensic linguistics to new audiences moving from our engagement with lawyers and police to working commercial organisations and security services – and I'll show how the different needs of these groups shape our forensic linguistic practice. Third, I'll talk about using applied forensic linguistic practice to critique and inform linguistic theory particularly in the area of language and identity. In each of these areas I hope to show that broadening our horizons gives rise to new interesting perspectives on the discipline of forensic linguistics and allows us to ask new practical and theoretical questions.

About Tim:

Tim Grant is Director of the Aston Institute for Forensic Linguistics and Director of Research Impact for the School of Languages and Social Sciences at Aston University. His main research interests are within the area of forensic linguistics. He has particular interest and expertise in forensic authorship analysis focusing on short form messages such as SMS text messages, Twitter posts and Internet Relay Chat. Recent publications have focussed on online sexual abuse conversations. He has also published broadly across forensic linguistics including work in the linguistics of the police interview, the analysis of threatening communication and the pragmatics of non-verbal consent in rape cases. Tim is one of the world's most experienced forensic linguistic practitioners and his case work has involved the analysis of abusive and threatening communications in many different contexts including investigations into sexual assault, stalking, murder and terrorism. In 2019 he was awarded an NCA Commendation for my part in the investigation that led to the arrest and successful prosecution of Matthew Falder. He has provided evidence for both prosecution and defence in criminal cases, in commercial arbitration disputes and in civil cases involving discipline and dismissal of staff and copyright infringement and plagiarism. He has assisted in designing and presenting police media appeals such as for the BBC Crimewatch programme. He also has significant experience of working with press, TV and radio and his work has appeared in newspaper and magazine feature articles, on the BBC 1 OneShow and on the BBC Radio 4 Programme Word of Mouth. Tim regularly speaks to wider adult and schools audiences at events such as Café Scientifique and the British Festival of Science.

Plenary presentation:
Can morphology help reading and spelling development?

Julia Carroll
Coventry University

It is well established that individuals with literacy difficulties tend to have difficulties in processing phonological information. It is less well established whether they have difficulties in processing morphological information. This is of interest for various reasons: if morphological skills are relatively unaffected, this could be a route to supporting literacy development. If, on the other hand, morphological difficulties are associated with literacy difficulties, pupils should receive training in both phonology and morphology to help improve literacy.

This presentation includes a series of studies examining the morphological skills of individuals with literacy difficulties, and outlines ways in which supporting morphological knowledge may be useful in supporting students with literacy difficulties. I argue that students with literacy difficulties are sensitive to morphological information, but may have difficulties representing it in a structured way. If this is the case, then a highly structured approach to teaching morphological skills may be most effective for these students.

About Julia:

Julia Carroll joined Coventry University in September 2014 as a Reader in Child Development and Education. Prior to that she had been an Associate Professor at the University of Warwick, having joined there in 2004. She completed her DPhil in York in 2001 and stayed on to do a postdoctoral fellowship before leaving for Warwick. Julia has always been interested in how children learn to use both spoken and written language, and how these two skills may be linked. This question guides most of her research. She has held several large research grants, from the ESRC, Nuffield Foundation and British Academy. Over the past five years her research has shown that early language difficulties can result in later phonological deficits, even in children with good early phonology, and that targeted language and phonology interventions can improve early literacy development. However, it has also shown that the deficits that dyslexic children show are not fully explained by their early language profiles. Communicating research findings has always been a top priority. She is currently Editor in Chief for the Journal of Research in Reading, and in March 2014 she chaired the British Dyslexia Association International Conference, an event with over 500 delegates. Her research concerns language and literacy development. She is particularly interested in how spoken language skills and written language skills are linked. For example, why do some (but not all) children with spoken language impairments show reading impairments? Can oral language skills be used to improve reading and writing? Her most recent research concerns the phonological and morphological skills of children with dyslexia and children with hearing impairments. She hopes that her work can provide a research basis for more effective literacy support for children in schools.

Plenary presentation:
Meaning matters: multimodality, (new) materialism and co-production in applied linguistics

Kate Pahl
Manchester Metropolitan University

In this keynote I explore the intersections between multimodality, translanguaging, co-production and posthumanism, in order to make sense of a more entangled, inclusive and ontologically grounded applied linguistics of the future. I describe the intersections of visual and material phenomena with written and spoken language, as I found them entangled in home and community contexts (Pahl and Rowsell 2010). I engage with the messy and complex world of translanguaging, drawing on linguistic ethnography (Copland and Creese 2015). The complex entanglements of everyday speech, and the process of moving between and across languages and objects requires new languages of description (Budach, Kell and Patrick 2015). This involves research encounters with multimodal communicational ensembles (Maybin 2013). Co-producing ideas about language adds another layer of complexity to what applied linguistics as a field could be (Escott and Pahl 2017). A meaning infused applied linguistics can acknowledge ordinary people's understandings of speech and language (Rymes and Leone 2014) while recognising the more-than-human encounters that make up the everyday (Taylor and Hughes 2016). What does broadening the horizons in this way mean for the field of applied linguistics and how does it translate into research practices?

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Rymes, B., Leone, A., (2014). 'Citizen sociolinguistics: a new media methodology for understanding language and social life'. *Working Papers in Educational Linguistics* 29 (2), 25–43

Taylor, C. and Hughes, C (eds) (2016) *Posthuman Research Practices in Education*. Basingstoke: Palgrave MacMillan

About Kate:

Kate Pahl is Professor of Arts and Literacy at Manchester Metropolitan University. She is the author of Materialising Literacies in Communities: The Uses of Literacy Revisited (2014) Bloomsbury Academic London which is a detailed ethnographic study of literacy practices in one community, Rotherham. She has conducted ethnographic research with communities in Rotherham, funded through the AHRC's Connected Communities programme, resulting in a jointly authored book, Campbell, E., Pahl, K., Pente, E. and Rasool, Z. (2018) Re-Imagining Contested Communities: Connecting Rotherham through research. Bristol: Policy press. Her work includes an interest in the relationship between objects and stories, and the materiality of literacy practices within homes and communities, as evidenced in her jointly authored book with Jennifer Rowsell (2010) Artefactual Literacies: Every object tells a story Teachers College. She is interested in exploring reflexivity in literacy and language research, and her book with Mike Grenfell,Grenfell, M. & Pahl, K. (2019) Bourdieu, Language-Based Ethnographies and reflexivity: Putting Theory into Practice Routledge, describes her experience of reflexively analysing her own practice. Her current projects explore the experience of feeling 'Odd' in Education, with a research team led by Rachel Holmes, MMU and she is the PI of a project called 'Belonging and learning: Using co-produced arts methodologies to explore youth participation in contexts of conflict in Kenya, Uganda and the Democratic Republic of Congo (DRC)' which is looking at the potential of arts methodologies to explore, with policy-makers the experiences of refugee and street-connected young people in East Africa and DRC.

Pit Corder Lecture
Stepping away from the Centre, unrecognised hybridities, alternative methodologies

Adrian Holliday
Canterbury Christ Church University

Applied linguists, as social scientists, whether teaching or researching language in society, should address current social issues. We have things to say about a global politics where language plays a key role in the construction of polarised prejudice. We have diverse trajectories of understanding that can help us with this. For me, undergraduate sociology introduced the nature of grand narrative and social construction. This was sharpened by an applied linguistics understanding of discourses, in classroom communication, specialised English, and academic writing, which was then applied to researching the politics of the intercultural. We are becoming aware of how our own practices are also vulnerable to prejudice that spills between the professional and the everyday. Positivism, essentialism, native-speakerism and neoliberalism imply Centre forces that try to systematise identities and deny hybrid realities. We can easily be caught within or be victims of an apparently 'well-wishing' but patronisingly divisive West as steward discourse. We must therefore continue to take action against Centre structures and methodologies by finding ways of stepping outside the norm. We must not confine and fix common concepts such as the intercultural, competence, and speakerhood. We must begin with the hybrid and the margins, and search for decentred methodologies that will recognise them.

About Adrian:

Adrian Holliday is Professor of Applied Linguistics & Intercultural Education at Canterbury Christ Church University. He began his career as a teacher of English, History, Economics and Sociology in London. He went to Iran in 1973 as a teacher of English at the British Council Centre in Tehran, and then managed a small British Council curriculum unit in Ahwaz and designed technical English programmes for oil company technicians and engineers. After his master's degree at Lancaster University, between 1980 and 85 he was instrumental in setting up the English for Special Purposes Centre at Damascus University. This is now the successful Higher Languages Institute.

Between 1985 and 90 he was involved in a national university curriculum project in Egypt. Located at the Centre for Developing English Language Teaching (CDELT), Ain Shams University, this took in 18 universities across the country. This project provided the experience of the global politics of English and the ethnographic material which informed his PhD thesis at Lancaster University in 1990.While at Canterbury Christ Church University, between 2002 and 2017 he was the Head of The Graduate School, where he provided academic management for research degrees across the University. He has also been programme director for the PhDs in Applied Linguistics and in Education. In the late 1990s he was involved in regulating and accrediting British English language teaching qualifications across the university and private sectors. As Chair of the British Association of TESOL Qualifying Institutions, he was instrumental in setting up the then British Institute of English Language Teaching. Throughout his career, with a clear trajectory from his undergraduate days as a student of sociology, he has been developing his thinking and writing around the relationship between the individual, culture and social structures. His long-standing relationship with Iran and the Middle East more generally has provided him with an acute awareness of the global politics which surround these relationships, and of the profound lack of Western understanding of non-Western realities despite the massive proliferation of global information and communication.

Papers and Posters

Paper 5

The role of metaphors and the art of management in an educational institution in a culture-specific context

Adam Warchol

Maria Curie-Sklodowska University of Lublin, Lublin, Poland

The aim of this presentation is twofold. First, the presentation highlights the role of metaphoric language played in communication and management in an educational institution, and discusses the conceptual metaphors that John Henry Newman (1801-1890) uses to reveal his conception of university, as laid down in his *The Idea of a University* (1852) delivered at the Catholic University of Ireland almost two centuries ago. Second, the presentation tries to establish which of these metaphors are "valid" even today and can thus be thought of as relating to contemporary university education and communication-enterprise, being pursued in a completely different culture-specific context, namely in Poland. My Corpus-based study appears to indicate that some of Newman's metaphors, e.g. UNIVERSITY AS A BATTLE FIELD, KNOWLEDGE IS TRUTH, KNOWLEDGE IS BEAUTY seem to be valid in the Polish context as well. A number of metaphors are novel though, e.g., UNIVERSITY IS A PLACE TO PRESERVE RARE SPECIES, UNIVERSITY IS AID TO THOSE IN NEED, UNIVERSITY IS AN OASIS OF TOLERANCE, etc. Importantly, many present-day metaphors seem to be active not only in Polish culture, but also in other cultures as well, forming coherent wholes, networks of ideas (Kövecses 2015). As far as linguistic metaphors are concerned, they add vividness to speech (cf. Gibbs 1994; Sopory and Dillard 2002). Seen through the prism of figurative language, the opposition: "conventional-novel" is believed to constitute "a cline of metaphoricity" (cf. Lakoff and Johnson 1980; Urquidi 2015: 221-222). Indeed, conceptual metaphors vary along two major dimensions: intercultural (cross-cultural) and intracultural (within-culture) (Kövecses 2009: 24), and they are an important part in management of an educational institution.

Selected references:

Newman, John Henry. 1852. *The Idea of a University.* London: Longmans, available at:http://www.newmanreader.org/works/idea/in dex.html

Kövecses, Z. 2015. *Where Metaphors Come from*? Oxford: Oxford University Press

Paper 6

Stepping into the writing mystery: What are the Chinese writing difficulties of the South Asian ethnic minority students in Hong Kong?

Shiu-kee Mark Shum[1], Dan Shi[2]

[1]The University of Hong Kong, Hong Kong, China. [2]The University of Nottingham Ningbo China, Ningbo, China

Chinese language, with its heightened status in Hong Kong, holds a key for South Asians with low socio-economic status to obtain upward mobility. Especially recent years in Hong Kong, more and more non-Chinese speaking ethnic minority students with South Asian origin have entered into the secondary stage of schooling, facing a higher requirement of Chinese language proficiency in local mainstream education. However, South Asian ethnic minority students, as a disadvantaged group of second language learners, lack sufficient pedagogic support in Chinese language learning in Hong Kong. In order to help enhance ethnic minority students' writing performance in Chinese, this paper aims to understand the Chinese writing difficulties of the South Asian ethnic minority students in Hong Kong and prepare them for targeted pedagogic interventions for better Chinese language acquisition, especially in Chinese language writing.

The current study got inspiration from Halliday's (1985) Sydney School genre-based approach applied to the field of second language learning and teaching for ethnic minorities in Hong Kong. Our work attempts to enhance teaching and learning Chinese as a Second Language (CSL) by making use of a genre-based approach, with the South Asian ethnic minority students in Hong Kong as our research participants. Based on the students' pre-tests and their interview data, the genre-based "Reading to Learn, Learning to Write" assessment criteria were used to evaluate and identify the deficiency existing in the students' writing. The students' writing difficulties at the word level, sentence level, and whole text level have been revealed by examining students with different learning abilities. It is hoped that the finding serves as a crucial key to gaining access to the ways that further improve the students' writing capacity, and laying a foundation for teaching references specific to the need of language learning of South Asian ethnic minority students in Hong Kong.

Paper 7

Exploring the communication styles of online medical consultations: high-rated vs. low-rated cases

Ming-Yu Tseng[1], Grace Zhang[2]

[1]National Sun Yat-sen University, Kaohsiung, Taiwan. [2]Curtin University, Perth, Australia

Although doctor-patient communication is an important part of medical discourse, the question remains as to how the paradigm operates when communication shifts from face-to-face interactions to the digital environment. This study investigates how Taiwanese medical doctors explored situational affordances when engaging in online medical consultation (OMC). Data of OMC, written in traditional Chinese, were selected from an official site. Forty cases were collected. The replies to 20 of the inquiring posts received a five-star or four-star rating from the inquiring persons, while the other 20 received a one-star or two-star rating. Based on satisfaction ratings provided by online inquirers, this study also examines the contributing factors for a favourable or unfavourable reception of a reply in OMC, adopting the conceptual frameworks of pragmeme theory (Mey, 2001), adaptability (Verschueren and Brisard, 2009) and elasticity of language use (i.e., stretching language on a continua between being cooperative and competitive, firm and flexible) (Zhang, 2015). These concepts are useful because they connect language use on different levels, ranging from a macro level (a broad viewpoint that considers situations where speech acting is performed), through a meso-level perspective that examines how interlocutors mediate between situational affordances and constraints, to a micro level which looks at words that contribute to making statements flexible. It proposes a model for analysing acts performed in the pragmeme of OMC, and reveals how high-performance cases were characterized by a set of discourse features (e.g. a fitted question-answer match, personalized information for a specific inquirer, appropriate stretching of speech act range and of language) different from those found in low-performance cases (e.g. a question-answer mismatch, general public health information not tailored for individuals, no or little stretching of speech act range and of language). The study sheds light on effective OMC given the online, non-clinical constraints

Paper 13

The Mid-level Constructions of Academic Vocabulary: Towards a Pedagogical Resource

Clarence Green

Nanyang Technological University, Singapore, Singapore

This talk reports on the lexico-grammar of vocabulary in two academic wordlists, the *Academic Wordlist* (Coxhead, 2000) and the *Secondary Vocabulary Lists* (Green & Lambert, 2018). It extends these previous wordlists by taking the AWL and SVL and determining through corpus analysis which of these vocabulary items participate in mid-level constructions; mid-level constructions being those involving both a word and an abstract grammatical schema (Hunston & Su, 2017). The study describes the constructional schemas associated with particular academic vocabulary and develops a preliminary pedagogical list to supplement teaching of this vocabulary. Organized as a spreadsheet, the pedagogical list contains: the AWL/SVL vocabulary lemma; a list of the constructions it patterns with; frequencies of constructions, lemmas and lemma-construction interactions; collexeme values (Stefanowitsch & Gries, 2003), and an authentic example drawn from corpora of the lexico-grammatical pattern. A corpus of 206 secondary school textbooks constitutes the data for this study, consisting approximately 16 million words and covering 8 disciplines. The data was parsed using the NLP tool TAASSC (Kyle, 2018) and all verb-argument constructions (Römer et al., 2015) and complex noun phrases were extracted. The output was filtered by extracting only constructions patterning with AWL/SVL vocabulary at a frequency higher than 10 times per million words. Collexeme values were then computed for constructions and vocabulary items using the *collostructions* package in R (Flach, 2017), and patterns with values below 1.3 excluded, typically taken as the threshold for statistically significant relationships. Further, to work towards a pedagogical list of useful constructions, only constructions with more than three constituents were retained (e.g. *absorb*+direct_object excluded, but passive-subject+*absorb*+preposition_into retained, as in "Glycerol is absorbed into the lacteal of the villus"). The final pedagogical lists are also discipline-specific. For example, biology constructions from biology textbooks. For the AWL, the general academic corpus was used.

Paper 14

Do Answers of English to Japanese Translation Tests Differ between Native Japanese Speakers and Non-native Japanese Speakers?

Satoshi Kurokawa

The University of Tokyo, Tokyo, Japan

In Japan, the number of immigrant children has risen, and some in high schools find it difficult to have a good command of the Japanese language. Nevertheless, immigrant schoolchildren who want to enter established universities in Japan are likely to take English–Japanese translation tests. For some immigrant children, translation answers are difficult to express in Japanese; hence, some might have scored lower on the tests than native Japanese speakers. Although this situation is unfair to some immigrant children, few researchers have shed light on the issue.

One reason is that previous researchers did not point out explicit differences between Japanese native speakers and non-native speakers' translations. Therefore, this paper reveals whether Japanese native speakers' translations differed from those of non-Japanese native speakers' on English–Japanese translation tests.

Four English–Japanese translation tests were used. A total of 10 Japanese native speakers, 10 non-native speakers and 1 Chinese–Japanese bilingual person participated in the study. To distinguish translations objectively, we used cluster analysis and correspondence analysis—both widely used in text mining. Cluster analysis found six clusters, most comprising participants who shared the same native tongue. Thus, the study revealed that Japanese native speakers' translation answers differed from those of non-native speakers. Correspondence analysis revealed that translated Japanese words might differ among participants' native tongues, and answers to translation tests may differ between non-native and native speakers.

Thus, to assess immigrant children's test achievements fairly, both immigrant schoolchildren and test administrators' points of view must be considered.

Paper 15

LEXICAL COHESION IN THE WRITINGS OF ESL UNDERGRADUATE STUDENTS

Mohammed Asabe Sadiya

Bauchi State University, Gadau, Nigeria, Gadau - Azare, Nigeria

Nigeria is a multilingual country with the English Language playing many roles. It functions as a second language as well as the language for official communications and Education. It is taught as a subject as well as the language of instruction to other subjects. However, a lot of concerns have been raised over the inability of students and even graduates to use the language effectively, particularly in written compositions. This failure has led to breakdown in academic performances at the secondary and tertiary levels. One of the identified problems is in the area of cohesion, an essential feature of well written texts that links different ideas together. Improper use of cohesion results in communication breakdown. This paper using Halliday (1976, 2014) as its frame work, investigated (50) essays of undergraduate students with focus on Lexical Cohesion and discovered that all the writings were marred by repetitions, because the writers fail to use other forms of Lexical items like synonymy, superordinates etc. The results were ambiguous sentences and monotonous essays. Based on the findings, a student centred approach was introduced, where the students were fully engaged in the essay writings and their assessments, as individuals and as groups, with the teacher serving as a guide. The use of computers and dictionaries were also encouraged. In this study, the students were given topics on which they wrote. They were then led to discover their lapses and made contributions for improvement through the provision of lexical items that would substitute the wrongly used ones. In this process, the students were able to add to their lexico-grammar and produce more flowing and grammatical essays than their earlier ones.

Key words: Compositions, Lexical Cohesion, Task based Approach

Paper 19

Embodying ANGER. The creative power of metaphor

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In the recent cognitive linguistic view, metaphor is understood as "conceptualizing one domain of experience in terms of another" (Kövecses 2015: 2). The conceptual metaphor ANGER IS (BODY) HEAT / PRESSURE has a number of linguistic manifestations, among which *metaphorical idioms* have become the material of my research. The aim of my study is to analyse the context in which metaphorical idioms pertaining to *anger* occur most frequently. The data set of my study comprises the top 50 anger-related idioms, which first have been extracted from dictionaries of idioms and the COCA Corpus. The idioms have been compared in terms of their occurrence in five different types of register, namely those offered by the COCA, i.e. spoken discourse, fiction, popular magazines, newspapers, and academic texts. The results obtained from my research reveal that the most popular context in which anger idioms occur is fiction discourse (33%), then spoken discourse (24%), magazines (22%), newspaper (19%), and the least favourable for idioms are academic texts (2%). The top frequent anger idioms for all the COCA registers include, e.g. *to be up in arms*; *to see red*; *to go ballistic*; *to rant and rave*; or *to stick in one's throat*. The anger-related idioms yielded in the study do function as metaphors. Yet some further research needs to be made to analyse in detail the colloquial registers in which idioms most likely occur. Then, as expected, colloquial idiomatic phrases may provide deep insight into a writer's society, culture and the real language they use.

Paper 21

The use of World Englishes to teach inner-circle English

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The spread of the English language has resulted in several 'new' varieties that are used beyond inner circle countries (e.g. the USA and Britain). As such, these varieties, such as Indian English and Singlish, exhibit their own unique grammar and lexis, as we might expect. A longstanding issue, however, is the negative stigma that is often attached to them, with views including the belief that these are deficient varieties of English, and that they are somehow not 'proper'. If we consider such negativity against a backdrop of respect for diversity and equality in society, then we might apply this on a linguistic level also; in doing so, international varieties of English are recognised as fully legitimate (McIntyre, 2009; Hildgendorf, 2015). To that end, the current study obtained the questionnaire responses of 36 EFL teachers and students, representing all three circles of English, in order to determine the following:

- What are the participants' views regarding the status of international Englishes?
- Should these varieties be used within the EFL classroom, as a means to help teach inner circle English (to include being taught in their own right);
- If so, how can we incorporate international Englishes into the EFL classroom – how can they become part of the pedagogic approach to EFL?

From the results, all but one participant regards international Englishes as authentic and proper, and thus, legitimate, with the majority view being that language, as a proxy for the culture which uses it (Hino, 2017), must be respected and recognised; and all but four participants saw a clear role for international Englishes within the EFL classroom, offering specific ideas as to how one can be used to teach the other, while also recognising the need for students to be aware of more than just inner circle English in today's world.

Poster 22

Changing perspectives towards intercultural communication from short-term overseas study programmes among Japanese university students

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Providing students with opportunities to use English language in international contexts is an important aim of short-term overseas study programmes. These programmes, typically involving language study, research on EMI programmes, or cultural tours, are increasingly promoted among Japanese students in HE settings on the perception that these opportunities lead to linguistic and intercultural developments. However, this promotion tends to simplistically associate learning with 'native speaker' English 'standards' and destination national cultures. This is problematic as it does not acknowledge the diversity of English use among diverse users in effective intercultural communication; furthermore, this handling of culture risks a reification of stereotypes as it highlights nationality and does not account for individual differences. As these study programmes often take place in settings where English is not the dominant language or in settings where more meaningful intercultural interactions involve other international students, participants find themselves in multilingual and multicultural contexts of communication. These can represent important learning opportunities.

This qualitative longitudinal study involved fifteen Japanese students on different overseas programmes, interviewed at three points: (1) pre-sojourn, (2) immediately post-sojourn, and (3) six months later. A thematic analysis of their accounts revealed that these short programmes can contribute to awareness and acceptance of English as a lingua franca use among diverse users. However, these intercultural communication experiences were characterised by national associations of English use, the continued correlation of 'authenticity' with 'native speakers', and culturally essentialist observations. The research concludes that more development may occur following principled intercultural pre-departure support taking a Global Englishes orientation. This would expose students to diversity in English use and among users to reflect communication experiences on these programmes.

Paper 23

Teachers' Concepts of Professional Development & Distance Teacher-Training Course Effectiveness in Enhancing Pedagogical Practices

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It is beyond doubt that teacher training and professional development, if conditions exist, have a positive effect on teaching performances. However, the ultimate success or failure of both teacher training and teacher development depends on the trainees' attitudes. This empirical study, therefore, investigates the attitudes of the newly recruited ESP teachers towards professional development and the online teacher-training program implemented by the Ministry of Higher Education and Scientific Research (MHESR henceforth). The starting point of this inquiry is a conversation took place between the researcher and some colleagues where a kind of refusal towards the aforementioned training was directly or/and indirectly expressed. The research' scope, nevertheless, goes beyond that conversation to probe into the attitudes of those colleagues who have been recently recruited by different engineering colleges across the country. The concerned teachers were surveyed by a questionnaire. The obtained results revealed various attitudes towards teacher development and teacher training as well. Based on the attained results, some recommendations were made to improve the current situation of ESP teacher education and encourage professional development.

Paper 25

Just Google it! Digital literacy and the epistemology of ignorance

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In this paper I present the findings of a study which examines digital literacy in higher education and explicate how it relates to the philosophical study of ignorance. Using data drawn from a study which explores the knowledge producing work of undergraduate students as they wrote course assignments, I argue that a social practice approach to digital literacy can help explain how epistemologies of ignorance may be sustained in online environments. If students are restricted in what they can know because they are unaware of exogenous actors (e.g. algorithms), and how they guide choices and shape experiences online, then a key issue with which theorists of digital literacy should contend is how to educate students to be critically aware of how power operates in online spaces. Ignorance, in this respect, can be sponsored and upheld by those who have a stake in the way information is organised and made accessible to those who seek it online through, for example, search engines. The challenge for applied linguistics and education is twofold: to understand how particular forms of digital literacy practices pave the way for the construction of ignorance, and to develop approaches to counter it.

Paper 29

Examining the Impact of a Process/Genre Approach on EFL Writing Development

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Developing students' ability to write-to-learn and learn-to-write simultaneously is challenging for teachers in L2 contexts (Manchón, 2012; Zhang et al., 2016). To resolve this dilemma, several researchers proposed the integration of the process and the genre approaches (Badger & White, 2000; Martin & Rose, 2012). With the process/genre debate moving beyond false dichotomies, a growing number of scholars have discussed possibilities of teaching writing following a process-genre approach. However, studies on how the process-genre approach can reconcile in actual classroom teaching (Racelis & Matsuda, 2013) and if such a synthesis approach can work well in improving students' writing performance still remain under-researched.

In this presentation we first describe a process-genre writing instructional framework that we have developed based on the Teaching and Learning Cycle (Rothery & Stenglin, 1995) and the writing process model (Flower & Hayes, 198; Hayes, 2012). We then examine its impact on Chinese EFL learners' argumentative writing performance through an intervention study, which was conducted in two intact English classes in a university in central China. Quasi-experimental in design, the study had an experimental-group (n=40) that received the process-genre writing instruction and a comparison-group (n=32) receiving writing instruction that did not closely follow any specific teaching approaches. Students' written texts in the pre-, post-, and delayed post-tests were evaluated against a marking rubric comprising content, organization, language use, vocabulary and mechanics.

Findings reveal that the process-genre instruction enhanced students' writing performance scores and improvement in four of the five aspects of the rubric (content, organization, language use, vocabulary). The intervention was proven to be effective. Students receiving traditional instruction were outperformed by their peers in the intervention in the post- and delayed post-tests. We conclude the presentation with a discussion on the pedagogical implications for other contexts.

Paper 33

Problem-solving in collaborative writing tasks: effects on peer interaction and L2 writing

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Collaborative dialogue that involves learners engaging in problem-solving and knowledge-building is said to be conducive to L2 learning because it encourages learners' co-construction and re-construction of knowledge through collaboration and peer assistance. In research, collaborative dialogue is usually operationalised as language-related episodes (LREs) in which language learners talk about the language they producing, question their language use, or correct themselves or others. However, LREs are limited to linguistic problem-solving, that is, they only pay attention to the linguistic issues initiated in pair talk, and tend to ignore an even larger proportion of the peer interaction where language is used as a tool to solve all kinds of problems (not simply limited to linguistic ones) emerging from conversation. Therefore, to uncover the myth of these overlooked parts of collaborative dialogue, this presentation investigates learners' problem solving (again, not constrained to linguistic problem solving) in collaborative writing tasks and its effect on their written output.

The study compared the peer interaction in two collaborative writing tasks by learners working in pairs (n = 16), focusing on their resolution of uncertainties and the co-constructed text. Findings indicate that learners' success in problem solving and their task performance is impacted by the patterns of interaction they form. Whereas collaborative pairs tend to jointly resolve their uncertainties using a range of strategies such as inferring, orthography, and text-based guesses and associations, learners establishing a non-collaborative relationship left a majority of uncertainties unresolved. When learners repeatedly failed to address the uncertainties, frustration and boredom ensued in their interaction. With regard to the written product, the co-constructed texts by the collaborative pairs are more precise with the model passage than those composed by the non-collaborative dyads.

Paper 39

Developing college students' critical literacy and autonomy in blended language learning

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Critical literacy and autonomy play a key role in active learning for academic success. This study aimed to investigate how college students' ability in identifying social justice and active learning behaviours were developed with critical pedagogy in an onsite and online blended language learning instruction. A sample of 101 college students who studied English as a Foreign Language (EFL) voluntarily participated to learn and discuss global issues in the blended instruction. Reflective journals, a semi-structured interview, and oral log files of the teacher-student interaction were collected and analysed. The results reveal that the blended instruction was identified by the students as effective for developing critical literacy and autonomy. First, the students started to form social connections with different online native speaking-English teachers through experience sharing and discussion over global issues, which made learning global issues meaningful by relating the students' past experiences to construct new knowledge. Second, the students became aware that their learning goals were achievable in the blended instruction and thus actively took more responsible learning strategies (e.g. memorizing the vocabulary words and making guesses of teachers' questions) to preview for the online instruction. Finally, the students were able to distinguish just behaviours from unjust ones and make reflections on themselves for having positive impacts on others. This study suggested that critical pedagogy of the blended instruction facilitated students' autonomy and identifying social justice.

Paper 47

Problematizing Recent Developments in Language other than English Education in Chinese Universities

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The rise of English as an international language has dominated foreign language education in universities in many contexts, particularly in Asia. Because of this English dominance, languages other than English are in decline in universities globally. In contrast to the gloomy prospects for languages other than English in many contexts, Languages other than English (LOTEs) have recently become foci for efforts by the Chinese government to implement its ambitious development strategy linking China with other countries on historical trading routes(the 'Belt and Road' initiative). In light of China's 'Belt and Road' initiative, many mainland Chinese universities have been promoting LOTE degree programs at the undergraduate level. This study examines the growth of these LOTE programs by collecting and analysing a variety of data on curriculum design, teachers and learners through online and archive research. Our analysis has focused on the curriculum development, teachers, and students in these programs. Our examination has revealed considerable aspirations for success, evident in the rapid expansion of these programs. However, we have also identified significant challenges that might have been undermining the growth of these programs. We found that many of these programs need to address a variety of challenges including 'unrealistic' curriculum objectives, teacher shortages, and attracting high quality applicants. While the rapid expansion of LOTE degree programs potentially enables Chinese universities to play a critical role in promoting the learning and teaching of LOTEs in China, it has become imperative for these universities to engage in carefully coordinated efforts so that this growth can be sustained.

Poster 49

Understanding EFL Teachers' Motivational Awareness: A Qualitative Study

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Teaching seems to be a profession in crisis (Hiver & Dörnyei, 2015). In Spain, Betoret (2016, p. 535) found that workload, lack of rewards, school authority guidelines, classroom learning environment and relationship with colleagues "accounted for a greater portion of variance in teacher anxiety, job satisfaction and teacher motivation". Teachers who are anxious, dissatisfied and demotivated could affect students (Frenzel & Stephens, 2013); therefore, a closer exploration of EFL teachers' motivational awareness and (de)motivation is needed. In-depth online and face-to-face semi-structured interviews with interview prompts, an innovative data collection instrument, and classroom observations were used in secondary state schools in Spain to examine in-service teachers' demotivation, uncover possible solutions and comprehend teachers' motivational awareness. Participants were asked questions about the concept of motivation, their (de)motivation and its importance in the learning process.

The findings revealed motivators and demotivators, such as teachers' meeting their own expectations and goals as a motivator and the complex system to access teaching in state schools as a key demotivator. Improvements in the classroom context and changes needed in the educational system were proposed by participants. A more disciplinary teaching approach or empathising with students were identified as solutions to teachers' motivational problems, which were in turn, influenced by students' behaviour and motivation. Increasing teachers' motivational awareness and fostering changes, such as reducing the number of students in the classroom, might benefit teachers and their performance and could, as a result, have a positive effect on students and their learning of a foreign language. Other results revealed participants' understanding of the concept of motivation, but the lack of importance they attached to it in the classroom environment was also shown. Teachers' well-being and (de)motivation were explored concerning participants' emotional intelligence by linking the fields of Linguistics, Psychology and Education.

Paper 53

Strategies for promoting collaboration and mutual support in academic communication in English as a lingua franca

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In the current globalized world, English is increasingly used as a lingua franca (ELF) by people from a variety of language and cultural backgrounds in different international settings, including in academia. Communication strategies (CS) have been well-researched in Second Language Acquisition studies in which they are predominantly considered problem-solving devices, which does not fully what is happening in different authentic communication contexts. CS have been recently discussed in ELF research for the last decade, most of which have been conducted in Europe or Asia. Findings from studies suggest that CS in ELF is characterized by its collaborative and supportive nature. This paper takes a qualitative approach to investigate how international students use CS strategically to build mutual cooperation and support with peers in their academic communication in an Australian higher education context.

In this paper, we draw on a subset of data from a larger study investigating the use of CSs among international students. The data comprise ten video-recordings of authentic small-group communication among international students from different disciplines at an Australian university. The participants include native and non-native speakers of English. They were recorded discussing topics taken from their units of study. The recordings were transcribed using ELAN (5.2) software following the general principles of a Conversational Analytic approach, and the data analysed qualitatively for the use of CS.

Our findings show that in order to cooperate with and support one another to achieve their common communication goals, participants used a range of CS strategically. These include backchannels, direct questions, utterance completion, collaborative overlap, different ways of topic management, and some non-verbal strategic behaviours. On the basis of these findings, we propose an evidence base for the development of a curriculum and pedagogy addressing the needs of learners preparing for study and work in a multicultural ELF environment.

Paper 59

Desire for L1 support in the EFL classroom: Exploring connections with L2 proficiency, L2 ambiguity tolerance, L2 learning motivation and gender

Paul Joyce

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The role of the first language (L1) in the second language (L2) acquisition is a controversial topic. This study investigated the issue of L1 classroom support in the L2 classroom from the students' perspective. Classroom L1 support refers to instructors using the learners' L1 themselves, but also includes the teacher allowing the students to speak their L1 to confirm their understanding, and the use of L2 class materials containing the L1. While there exists a broad range of opinions on the matter (see Kim & Petraki, 2009), the notion that the learner's L1 should be banned from EFL classrooms has been heavily criticised over the past 30 years (e.g. Butzkamm & Caldwell, 2009). However, there is great variability in how much students indicate should be used (Stephens, 2006). The focus for this study was on learning about the characteristics of learners who desire L1 classroom support in their L2 learning. For the purposes of the study, 380 Japanese university-level EFL participants completed a series of questionnaires and a L2 proficiency test. After the data had been subjected to descriptive and inferential analysis, the results showed that there was an inverse relationship between student desire for L1 support in the EFL classroom and L2 proficiency, L2 ambiguity tolerance, and L2 learning motivation. The strongest predictor was found to be L2 proficiency, followed by L2 ambiguity tolerance, and L2 learning motivation. Gender was not found to be a statistically significant variable. It was concluded that although exposure to the L2 provides the impetus for successful language acquisition, there is a role for judicious use of the L1 to scaffold student learning. The findings from this study have implications for teachers and curriculum designers.

Paper 60

Informal language learning in the digital age: A case study from ecological perspectives

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Recently, with the development of technology, media and the internet, learning ecology has expanded to out-of-class settings. People have acknowledged the limitations of classroom-based learning as there are restricted affordances and opportunities for learning practices (Richards, 2015). From this perspective, this mixed-method study empirically investigates how Vietnamese university students take advantages of affordances to learn English informally. In order to collect data, a learning technology questionnaire was distributed to 254 students and followed up by in-depth interviews and online journaling with a focus group. For data analysis, this study adopts both quantitative and qualitative methods using the SPSS and Nvivo softwares as analytical tools. It is concluded that the students employ technological affordances for educational, entertainment and communication purposes and consider them as learning opportunities outside the class. Interestingly, the students are more fascinated to learn informally and they see both the connection and separation between in-class and out-of-class learning. It is suggested that several aspects of ecological perspectives should be considered to facilitate language learning in similar educational contexts.

Paper 61

Primary Language Education and Applied Linguistics: Exploring Primary School Pupils' Metalinguistic Awareness

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This paper presents the results of an ethnographic, long duration research work with P6 and P7 pupils in a Scottish school. "Metalinguistic awareness has been identified as one or even *the* key factor of multilingual learning" (Jessner, 2018:257). The research aimed to explore the manifestations of metalinguistic awareness of primary school pupils who were learning French under the auspices of the recently promulgated Scottish language policy, the "1+2 Language Approach". 53 pupil participants took part and were engaged with questionnaires, diaries and focus group interviews during an academic year. The research showed that pupils consciously expressed detailed reflections on language analysis, learning strategies and could compare French with English, demonstrating multilingual behaviour. The paper concludes with some recommendations for teachers and educationalists towards the enhancement of the language teaching and learning experience, and the improvement of both teaching materials and teaching methods in the primary school language classroom. Cross-language approaches to language education are suggested as simple ways to foster cross-fertilisation through cooperation between languages, school subjects and, finally, education and applied linguistics.

Paper 66

English L2 vocabulary development in high-poverty South African classrooms: a multidisciplinary analysis

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One of the key building blocks for becoming a skilled reader is vocabulary knowledge. Although reading comprehension levels of Grade 4 learners in South Africa have shown to be consistently low, little is known about the levels of Grade 3 learners. This paper reports on a research project that was designed to explore the English L2 vocabulary development of Grade 3 learners in poorly resourced South African township schools. Insights from the fields of language testing, second-language acquisition, and language pedagogy informed our research. Firstly, the project measured the active and receptive English vocabulary development of Grade 3 students (n=284) and their teachers (n=8) over the period of one year. Secondly, linguistic features in eight classrooms were studied in detail. A corpus linguistics study was used to investigate learners' exposure to English through written and spoken language. Classroom observations and teacher interviews were used to explore vocabulary teaching strategies. A discourse analysis study was used to investigate classroom interactions and the practice of choral responses.

Results showed that students increased their active word knowledge by about 9% per year, but did not sufficiently master Grade 4 English high frequency words by the end of Grade 3. Although some L2 teachers showed high levels of vocabulary, their knowledge of lower frequency levels was limited. In spite of restricted print exposure inside the classrooms, oral language could not compensate for the richness of written vocabulary. Finally, a highly ritualized system of chorally produced classroom responses showed limited opportunities for students' productive vocabulary use.

The project shows that, if reading proficiency at primary level in South Africa is to be improved, learners' vocabulary needs to be strengthened through the teaching of high frequency words, support of teachers' vocabulary knowledge and improved knowledge of language pedagogy, and more interactive and in-depth instruction of words.

Paper 70

The development of the linguistic repertoire of primary school learners within the Mauritian multilingual educational system

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The study was conducted to understand the development of the linguistic repertoire of the multilingual primary school learners within the changing Mauritian education system, which underwent a major policy redirection with the official introduction of Kreol Morisien (KM), a dominant lingua franca, taught as an optional language, in 2012.

This study adopted a linguistic ethnographic approach to produce data with learners aged from 6-8 years in a Mauritian primary school. Linguistic ethnographic data with the participants was produced through classroom observations, audio-recording of different instances of interaction of the participants in numerous contexts, including informal chats with the participants. The data was produced to gain a better understanding of how the linguistic repertoire of learners develops within a multilingual educational system and why it develops the way it does. The ethnographic data was then analysed through comparative discourse analytical strategies emanating from the linguistic field.

The analysis revealed that the linguistic repertoire of the learners was shaped by the *space* in which they used it, by the *participants* (dominantly peers and teachers) who formed part of the interactional acts, and by the *semiotised objects* which originated within these acts.

A thesis emerged to explain the emergent linguistic repertoire of these learners: when learners start their schooling, they carry with them into their learning spaces a fluid, dynamic linguistic repertoire drawing from the various resources within their unique linguistic backgrounds. Such a repertoire consists of a multiplicity of voices. However, the multilingual educational system works as a rigid system, separating the dynamism of the linguistic repertoire, and extrapolates the fluidity and multiplicity into discrete languages. Consequently, the multiplicity of voices becomes unified into one single voice which correlates with that of the system (educational, social, cultural), and this in turn resonates with the voice of the state (political, ideological).

Paper 80

E-NAWL: Building of an Enlarged, Emotional, Electronic NAWL

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Emotion is a pervasive phenomenon whose enhancing effects on learning have been well recognized in cognitive psychology under the name of Emotionally Enhanced Memory (EEM; Talmi et al., 2012). Although Truscott (2015) tried applying EEM to SLA by renaming it "Affective Input Enhancement", there has been scarce studies on it. Likewise in the field of second language vocabulary acquisition (SLVA), although the importance of elaboration, which also includes emotional elaboration, is acknowledged (Nation, 2014), the facilitating effect of emotion on SLVA has been under investigated with the exceptions of the Emotion-Involved Processing Hypothesis (Kanazawa, 2017) and Deep Positivity Hypothesis (Kanazawa, 2018). This study investigates emotion in SLVA through new perspectives such as context and valence (whether the target word/context is positive (+), neutral (=), or negative (-) in meaning). For example, the following contexts may well have different effects on the learning of the target word item "infectious".

1. Thousands of people died of the infectious disease. (negatively-valenced context)

2. There is a debate as to whether it is infectious. (neutrally-valenced context)

3. The medicine saved thousands of people from the infectious disease. (positively-valenced context)

It is not only theoretically worthwhile but also pedagogically implicative to investigate how different emotional contexts affect the memorization of vocabulary with differences in valence. For this presentation, the preliminary yet essential part of this large project, building of an enlarged, emotional, electronic version of the New Academic Word List (E-NAWL) is delineated. Following the theoretical background, the methods of lexical data accumulation (viz., emotional context, valence, frequency, & familiarity) will be explained. Data is collected through an online survey as well as publicly available corpus resources for the items on the NAWL, which was selected for its high pedagogical value in tertiary L2 education. Finally, the results of correlational analysis between lexical attributes will be reported.

Paper 83

Academic literacies as mental health literacy practices: the interaction between academic literacy practices and mental health literacy practices for students in HE

Emily Peach

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Student mental health is becoming an ever-greater concern for institutions, the government and students themselves, with questions being asked about how students can be best supported during their time at university (Macaskill, 2013). Links between mental health and academic success, have been made in research literature and are often discussed anecdotally in institutions (Andrews & Wilding, 2004; Eisenberg, Golberstein, & Hunt, 2009; Hunt & Eisenberg, 2010; Mojtabai et al., 2015). Previous work has also linked academic literacy practices and mental health (Donovan & Erskine-Shaw, 2019), although there has been little qualitative ethnographic work done on this interaction, particularly from a social practice perspective.

This presentation discusses initial thematic analysis of part of the data collected for my PhD thesis. My research involved exploring the mental health literacy practices of students at a HE institution. This was achieved through repeated semi-structured interviews with students with mental health conditions across an academic year alongside contextualising work of document collection and interviews with campus stakeholders. Participants came from all levels of study (UG, PGT, PGR) and a wide range of disciplines.

Emerging findings on the links between mental health literacy practices of the participants and their academic literacy practices include:

- mental health literacy practices as avoidance of academic literacy practices;
- academic literacy practices as therapeutic or destructive for the self-management of mental health;
- academic literacy practices as a set of resources forming a wider bricolage of health information seeking practices.

The complex interaction between academic and mental health literacy practices in students has implications for practice in student support services both centrally and within academic departments. These implications are discussed with suggestions given for further areas of interest for literacy research.

Paper 91

Recognition, mimesis and subjectification: academic writing literacies for 'doctoralness'

Amanda French

Birmingham City University , Birmingham , United Kingdom

This presentation, drawing on a qualitative study into academic perceptions of academic writing in higher education, analyses the ways in which doctoral students learn to recognise and reproduce academic writing practices that ultimately inform and confirm them in professional academic writing identities. The concepts of 'recognition', 'mimesis' and 'subjectification' are used, as an extension of academic literacies theory, as terms to describe how doctoral candidates are inducted into academic writing practices. It argues that like earlier, educational experiences in school and as undergraduates becoming a doctoral candidate involves a conscious transition into disciplinary-congruent doctoral academic writing practices which in turn, inform a distinct doctoral writing identity.

However, the role of the doctoral supervisor as a writing developer is very under-rated as it is their subject expertise that is always seen as the most important aspect of the role.   However, this presentation treats the act of writing a thesis as a set of academic and technical processes that places particular disciplinary expectations and boundaries on the writer which are both tacit, in that they are not explicitly taught, yet unnegotiable, as adherence to them is a gateway to professional status and an enhanced academic identity. Moreover, this professional identity-work, conducted through the production of a prestigious academic writing form like the doctoral thesis, can be understood as a further development of what I have in called an 'academic writing in higher education habitus' (French, 2019).

In practical terms the presentation concludes by suggests new possibilities for writing development for doctoral students which refute the idea that academic writing is ever a neutral conduit for knowledge: writer to reader. Rather it seeks to show how writing processes and disciplinary expectations need to be made visible and tangible, so that they can become a topic for thinking and discussing in a supervisory context.

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Paper 94

Learner beliefs and strategies – constants in changing (formal and informal) learning environments?

Ruth Trinder, Martin Herles

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It is widely accepted that successful language learning is rarely the product of classroom instruction alone, but needs to be supported by independent language use and practice. Due to advances in technology and the ensuing "mobile learning revolution", learners nowadays accumulate learning experiences in a multiplicity of out-of-class settings that far exceed classroom contact hours. In the particular university context we are reporting on, the exponential growth in informal learning opportunities characterizing the past decade coincided with a move to a new campus (with up-to-date technological infrastructure) 5 years ago.

These fundamental changes in our students' formal and informal learning environments prompted us to explore what, if anything, remains constant. Learners are still at the centre of their learning environment, with learner attributes and cognitions determining approaches, behaviours, and choice of learning resources and strategies. Research has shown that learners differ in their awareness of what available resources offer in terms of language learning potential; yet these affordances need to be recognized if resources are to be integrated into individual learner ecologies.

Revisiting our 2011 study on business students' language learning beliefs and learning activities beyond the classroom, we collected fresh qualitative data on how students select, perceive and use informal resources to complement classroom learning. We furthermore focused on the question of whether their digital practices affect their views on the role/importance of formal teaching. Given their everyday use of and exposure to English for leisure, work and social/communicative purposes, we sought to establish if students still had the same perceptions of what constitutes good and useful English - and good and useful English teaching. Based on focus group interviews with advanced business students, we have traced changes and constants in students' beliefs and behaviours and identified factors responsible for how they construct their personal learning spaces.

Paper 95

'I'm so worried about my son's language options! 'A critical discourse analysis of MUMSNET discussions of language choices at UK Secondary schools.

Ursula Lanvers

University of York, York, United Kingdom

In the context of continuing decline of language learning in the UK, concerns are mounting that the negative public discourses around language learning in the UK, propagation of essentialist learner beliefs, and negative discussions of language learner experiences in school contexts, all contribute to, and thus exacerbate, the continuing unpopularity of MFLs as a school subject. On MUMSNET, discussions around the difficulties of deciding for/against a MFL GCSE or A level abound, serving as both an echo chamber and buttress of a plethora of (mostly pessimistic) language learning beliefs -some grounded in evidence, some not.

Using Critical Discourse Analysis and Corpus Linguistics (concordances, frequencies, keywords) , this paper presents a project investigating how choices for /against a GCSE or A level MFL option are discussed. A large corpus of postings was created, using keywords such as GCSE options/GCSE option blocks/choosing language X (different target languages)/language and UCAS application/language and university, and evaluated against the current backdrop of continual decline in language learning.

Results are interpreted in the context of current pedagogical and governmental efforts to increase uptake, and to address negative reputations of MFLs in the context of school curricula, and Brexit.

Poster 97

The Use of a Radio Drama in English Writing Courses

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This paper aims to report the usefulness of using a radio drama in general English writing classes at the university level. Authentic audio-visual materials often motivate learners to watch and listen to the information provided in the target language. A lot of research has identified the merits of using films, TV dramas, and other visual materials for developing students' listening abilities. However, there have been very few papers reporting on the usefulness of radio dramas used in ESL/EFL classrooms, especially the use of them as input to stimulate writing practice. Also, teachers often have a lot of difficulty finding appropriate input materials to promote output activities.

A radio-style drama of 11 episodes, Acapulco Vacation, was used for an English writing course in the autumn semesters from 2013 through 2018. Seven different groups of students (in total 167 students) took it as a compulsory subject. The students were expected to listen to one of the 11 episodes before each class, and worked on open-type comprehension questions, writing their answers on a worksheet in each lesson. Also, they wrote a 500-word summary of the whole story as an assignment at the end of the course. A questionnaire was conducted in the last lesson to evaluate the course.

The results of the survey indicated that most of the students found it useful to use the radio drama to practice writing as well as listening, regardless of the differences in their English proficiency or their majors. They also felt that their writing abilities had improved. In addition, many students commented that the use of the radio drama created positive attitudes and motivation for second/foreign language learning. These results indicate that radio dramas have a powerful potential as useful materials to broaden the horizon of ELT.

Paper 98

The Relevance of Hofstede's Uncertainty Avoidance

Christian Burrows

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

Paper 99

i-lex 2: an improved method of assessing L2 learner ability to see connections between words.

Ian Munby

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Knowing a word's associations is considered an aspect of word knowledge (Nation, 2001). It follows that L2 learner ability to see connections between words may improve with gains in vocabulary knowledge and proficiency. It has also been suggested that WATs (word association tests) may measure the degree of organization of the L2 learner lexicon which plays a role in the growth of lexical competence.

The aim of this study is to develop a new WAT inspired by Meara (1994), who mused upon possible uses of a Spanish word association norms list. He suggests presenting learners with the three most common associates of a cue word and asking them to supply the missing word. Following this format a test was developed using sets of three cue words (CWs) chosen from the five most common associates to 50 target words (TWs) listed in the Edinburgh Associative Thesaurus, or EAT (Kiss et al, 1973).

Results showed that, on average, a group of 25 native speakers outperformed an experimental group comprising 98 Japanese learners of English who ranged in level from elementary to intermediate. Further, non-native i-lex scores were compared with a *kanji* translation test. Pearson correlations among non-native i-lex scores and translation test scores are .729 (1-sided *p* value, significant at *p* < 0.01). This indicates that the ability of this group of subjects to see links between highly frequent English words is related to their vocabulary knowledge.

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Paper 105

Introducing duoethnographic research in English language teaching

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Within English language teaching there has been an increased interest in recent years in forms of qualitative research which utilize life histories and personal stories as a primary source of data. Both narrative research and autoethnography have been used by researchers to explore issues in language learning and teaching through the lens of personal experience. Following this trend, this presentation will introduce duoethnography; a collaborative research method involving researchers contrasting and juxtaposing their life histories to explore the complexity of a given issue, which has only recently begun to feature in the landscape of ELT research. The presenters will outline the theoretical underpinnings and trace the antecedents of the research method as well as providing a practical overview of what engaging in a duoethnographic study actually entails, using examples of original data to illustrate this. They will then examine some of the ways that it has been used in ELT research to date and discuss potential future avenues for duoethnographic research in ELT and applied linguistics, particularly focusing on the potential it might hold for exploring critical issues, aspects of personal and professional identity, and for challenging established grand narratives in the field.

Paper 108

Thinking aloud – bringing cognition to classroom-based language assessment

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This presentation discusses a project which investigated EFL teachers' cognitions about assessment. Following Borg's (2006) definition of cognition as what teachers think, know and believe about a matter, we examined how teachers develop their cognitions about assessment, and how these cognitions influence classroom practice. We aimed to help teacher educators to better understand the factors which promote or prevent effective assessment, and thus develop teacher education.

Departing from previous survey-based research which sought to capture teacher assessment knowledge levels (e.g. Fulcher 2012), we utilized a qualitatively orientated multi-method strategy to data collection. 251 teachers from 57 different countries completed our questionnaire which had been inspired by a survey of teachers' beliefs about teaching grammar (Borg and Burns, 2008). The questionnaire explored the participants' experiences of assessment as language learners and their beliefs about assessment. Ten follow-up interviews were held. Four classroom observations with follow-up interviews were conducted to explore assessment practices.

We had anticipated that assessment experiences as a language learner would be influential on teachers' assessment practices with teachers testing as they had been tested (Vogt and Tsagari, 2014). However, the participant teachers made a conscious decision not to replicate these practices as they were aware of the shortcomings of pen-and-paper tests even though they had tended to score high marks on such tests. Instead, teachers used a range of assessment methods associated with assessment for learning. The participants expressed discomfort when grading students. We contend that the discomfort is based on an awareness of the limitations of the assessments they were required to use and not insufficient assessment knowledge (Fulcher, 2012). Experiences in the classroom and participation in continuous professional development courses were found to be more influential in the development of teachers' assessment practices and beliefs than either their schooling or initial teacher training qualifications.

Paper 110

Can ear witnesses reliably identify accents?

Natalie Braber, Harriet Smith

Nottingham Trent University, Nottingham, United Kingdom

Witnesses to a crime are often asked to describe the perpetrator involved. In cases when the witness only hears the perpetrator, they would be asked to provide information about identifying features of the perpetrator's voice, such as accent. A lay listener's perception of accent can be crucial to the police investigation and such evidence can heavily influence trial outcomes, even though it is prone to error.

While accent is an important part of a voice description, the ability of lay speakers to accurately describe and locate an accent is not well established. The aim of this study was to investigate the accuracy of accent identification by lay speakers. In Experiment 1, participants had to identify 12 British accents from young native English voices with relatively non-distinctive regional accents. The voices were taken from the Centre for Speech-Technology Research (VCTK) corpus. Results showed that participants found it very hard to place where these speakers were from.

In Experiment 2, participants were asked to identify the same accents of older native English voices with more regionally distinctive accents. The voices were taken from our own recordings. In both experiments, participants were asked locations they had lived and if they had heard the accent before. They were also asked how they recognised the accents and to indicate how confident they were.

Overall, our findings showed that participants were not accurate at recognising these accents, especially in Experiment 1 and that their confidence did not reflect their accuracy. However, even with speakers with very distinctive regional accents, the participants varied in their accuracy.

Our research will help to address the accuracy of judgements and assess whether any methods can be implemented to improve these judgements and increase the validity of ear witness evidence, thereby reducing the risk of miscarriages of justice.

Paper 114

L2 teachers generating theories during training: A case study of the concept of learner engagement in L2 task-based interaction

Mai Nguyen[1], Phung Dao[2], Noriko Iwashita[3], Franciele Spinelli[3]

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Teachers' theories are a form of personal practical knowledge, reflecting the individual teacher's prior knowledge that may inform their view of several aspects of teaching. Second language (L2) research on language teachers' theories have shed useful light on how teachers' prior experiences influenced how they think about teaching and learning issues. This research, however, has mainly focused on documenting theories/knowledge of pre/in-service teachers in their daily teaching practice without much direct reference to how teacher education courses could promote theory generation among teachers. To address this gap, this study investigated to what extent L2 teacher are able to generate L2 teaching and learning theories following theory-generating tasks conducted within the context of teacher education courses, and their perceptions about their participation experience in these tasks. Fifty-two pre/in-service L2 teachers completed a theory-generating task in a master's level teacher education course at an Australian university. This three-stage task involved (1) listening to recordings of learner-learner interactions, (2) rating students' engagement level, and (3) discussing in groups to formulate their own definitions of learner engagement construct. Fifteen voluntary participants subsequently participated in focus-group interviews to comment on this theory-generating experience. Findings showed the teachers were able to generate their theories of learner engagement that strongly aligned with expert theories. Notably, they reported their personal theory was formed and influenced by three main factors: their previous L2 learning/teaching experience, exposure to readings, and their knowledge about similar topics gained in the teacher education program. They reported to feel empowered to have the opportunity to generate their own theory of L2 concepts. The findings confirm the role of utilising teachers' personal practical knowledge to formulate teachers' theories about L2 learning and suggests useful implications for implementing theory-generating activities in teacher education courses.

Poster 118

Exploring ideology in ELT: A frame analysis approach.

Robert J. Lowe

Tokyo Kasei University, Tokyo, Japan

Over the past several decades, numerous works have appeared on the topic of ideology in English language teaching. These have included work on linguistic imperialism, native-speakerism, culturism, and the technocratic imposition of language teaching methods around the world. However, ideologies often operate in the margins, represented by 'common-sense' ideas and normative beliefs, making it difficult for researchers to identify ideologies in action. This presentation will present a framework for identifying ideologies through the use of frame analysis - a concept adapted from the work of Erving Goffman. 'Framing' can be understood as the process by which people mobilize their ideological resources in meaning-making, with a 'frame' describing a perceptual filter through which people interpret events and environments on the basis of their ideological presuppositions. Through analysing the frames people use to understand the world around them, researchers may be able to excavate the ideological resources being drawn upon, and thus reveal the ideologies in play. This presentation will outline the concepts of framing and frames, discuss the relationship between framing and ideology, and provide a rationale and approach to conducting frame analysis in order to identify ideologies. In order to show this framework in action, an examination will be conducted of data samples taken from a study focusing on native-speakerism and 'native speaker' framing in a Japanese university English department.

Paper 120

From learning English to learning about English: Variation in academic motivation of MA students in English Studies Program

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This study explored the academic motivation of MA students in English Studies Programs (hereafter MAEs) in China. Informed by the dynamic paradigm shift in motivation research, the motivational fluctuations over time were traced, and then an integrated theoretical perspective was used to interpret the reasons for the fluctuations.

Qualitative data were collected from 7 MAEs after they passed their MA thesis defence. Self-plotted motivational trajectories and face-to-face student interviews were conducted to trace the participants' motivational variation throughout the 3-year English Studies Program and find out how their academic motivation varied. Supervisor interviews were also conducted for the purpose of triangulation.

Drawing on the data, though individuals' motivational variation differed from each other, some commonalities in MAEs' motivational trajectories could be identified. Both the variations and the commonalities could be attributed to the interaction between internal individual factors (including self-determination, self-efficacy, identity) and external contextual factors (including peer context, educational context, social context). To be specific, macro-social context, in relation to participants' self-determination, functioned as the major trigger for MA degree pursuit. During the process of doing MA, educational and peer context, interacting with participants' self-efficacy, played a major role in shaping and reshaping participants' academic motivation. The conflict in participants' identity as EFL learners and MA candidates also mediated participants' motivational intensity.

This study concludes with some implications for MA program designers and supervisors on how to cultivate and promote MA students' academic motivation.

Paper 121

"Should you be worried about your memory?" Representations of memory loss in British news reporting of dementia

Annika Bailey

University of Nottingham, Nottingham, United Kingdom

This paper considers the depiction of memory and forgetting in news media stories about dementia. Memory has traditionally been understood as a way of reliving our experiences and expressing identity, and a loss of memory is culturally associated with a loss of self. This assumption is problematic in the context of dementia, wherein a person will experience increasing difficulties with memory along with other cognitive tasks. In this paper, the concepts of memory and forgetfulness are examined using the methods of a corpus-assisted approach to Critical Discourse Analysis, in a two-million-word corpus of British news articles about dementia published between 2012 and 2017. The keywords 'memory', 'forgetting' and 'forgetfulness' are explored in their discursive contexts, revealing a variety of linguistic devices that portray memory loss as a source of intense cultural anxiety and as the 'worst' possible symptom of dementia. Memory loss in dementia is metaphorically constructed as a failing computer system, likening people with dementia to broken technology that can be discarded. A discourse of personal responsibility is evident, with readers positioned as responsible for monitoring their own memories and identifying the difference between 'normal' forgetfulness and pathological memory problems. The paper argues that the extensive focus on memory loss above other symptoms of dementia presents a misleading and stigmatising view of the syndrome, it situates dementia as an individual rather than a social or political issue, and it does little to combat the stigma that popularly surrounds the condition.

Paper 127

Young children reproducing literacy practices in in-class social interactions: a micro-analysis

Lucy Henning

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The complexity of the task young children face when required to engage in school-assigned literacy tasks is underestimated in research approaches that narrowly focuses on children's rates of 'progress' and 'attainment' in literacy skills and knowledge. A wider view is offered by a Literacy as a Social Practice (Street 1984) perspective, which situates the deployment of such skills and knowledge in wider social processes. From this perspective, young children in classrooms are active and creative literacy practitioners. In this paper, I analyse the activity of a group of six five-and six-year-old children engaging in a school-assigned writing activity in a mainstream London mainstream Primary School. A detailed micro-analysis (Rampton 2007) of video and audio recordings of the children's social interactions enabled their classroom literacy practices to be investigated as they unfolded. Situating this investigation within longer term ethnographically-principled classroom research related the analysis to a deeper understanding of the children's classroom world. Of particular interest was the ways in which the children reproduced shared and stable values, attitudes and beliefs within an in-class peer culture (Corsaro 2011). The values, attitudes and beliefs of this peer culture did not necessarily align with those of the schooled literacy which dominated the children's everyday classroom experiences. Thus, in their social interactions with each other, the children negotiated between the priorities of peer culture and schooling in order to manage the process of being taught to read and write in school. Close examination of these interactions offers valuable insights into young children's development of literacy practices in the social context of schooling.

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Paper 128

Ghosts, agency and cups of tea: A multimodal critical discourse analysis of two non-profit adverts' contrasting depictions of experiencing dementia.

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Dementia charities occupy a unique social position as trusted "experts" and sources of support and information for dementia, not only for people experiencing dementia but also for the wider general public, news media and governments. However, they remain surprisingly understudied in relation to other media sources' representations. This paper aims to help redress the imbalance through a case study of how the identities of individuals with dementia are constructed in national charity video campaigns. Using multimodal critical discourse analysis, I compare two videos: Alzheimer's Research UK's 'Santa Forgot' (an animation imagining a world where Santa has dementia and can only be "fixed" by scientific research) with Alzheimer's Society's 'Dementia Friends' advert (a celebrity-filled rendition of the song 'With a Little Help from my Friends'). Analysis indicates that, overall, 'Santa Forgot' focuses on physical and mental decline, passivisation and the loss of an individual's identity in order to position science and its advocates as humanity's hope against dementia. In contrast, 'Dementia Friends' focuses on "living well" with dementia, orientating around someone with early-stage dementia, and emphasising the value of community involvement and support to realising this ideal.

I conclude my paper by considering balance in popular dementia representations, and emphasising the need to expand the scope of analysis beyond the analyst's own perspective. Accordingly, I describe a series of subsequent interviews that were used to explore the responses of members of the public to the same videos. Interview participants' explanations of dementia varied considerably, as did their interpretations of, and responses to, the two videos. I reflect upon what such an approach can contribute when considering interrelationships between current cultural depictions, people's perceptions and society's approaches to dementia, and outline how I am currently expanding upon my research to investigate this further.

Paper 130

The cultural hegemonic dimensions of internationalisation policy in Japanese higher education: a deconstructive and reconstructive discourse analysis.

Robert Higgins

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In educational research adopting Critical Discourse Analysis (hereafter CDA), Rogers (2017) identifies research orientations that fit into three overlapping categories: Reconstructive; Structure and Agency and Deconstructive. Historically, there has been a focus on the deconstructive orientation of CDA to explore ideological asymmetrical relationships of power. Further, Barakos and Unger (2016) have highlighted how both structure and agency hold significant conceptual importance to unpack the multiple layers of language policy. In terms of reconstructive approaches, there has been limited development of the concept of Positive Discourse Analysis (Bartlett, 2017). However, in terms of language policy research, the development of reconstructive discursive approaches is limited. In this presentation, both a critical (deconstructive) and transformational (reconstructive) lens will be applied to explore the implications of how policy makers construct policy texts through the recontextualisation of previous polices. In this study, by adopting a complimentary discourse-historical (Wodak, 2001) and dialectic-relational (Fairclough, 2009) framework for CDA, analysis identified an underlying argumentation for constructing a metanarrative of a perpetuating crisis in Japanese higher education that policy agents suggested could be rectified through the Englishisation of Japanese higher education. These policies demonstrated an underlying cultural hegemonic orientation as opposed to deeper international transcultural educational approaches. In contrast, by utilising a critical problematisation framework (Bacchi, 2012), enabled students through individual and socially informed agency to critically evaluate the processes of national policy planning and its implications for local institutional and classroom-based language practices. This reconstructive approach focused on a contextually relevant transcultural multi-lingua franca approach (Ishikawa, 2017) that seeks to comprehend the full range of multilingual and plurilingual practices in a particular higher education institution in Japan. This study focused on both vertical and horizontal conceptions of power (Gaventa, 2007) to understand the importance of critical approaches to language education that cultivate progressive policy planning spaces.

Paper 131

Online Discussion Forums: A Catalyst for Effective Learning

Charles Ononiwu

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Technology-enabled learning is fast becoming pervasive in higher education around the world and is being adopted by more and more high schools and higher educational institutions. In fact, available evidence shows that the use of Information and Communication Technology (ICT) in the educational process is spreading faster than any other form of curricula change and innovation in the world (Gilbert, 1997), and advances in technology have led to a significant shift in the instructional processes (Hu et al. 2018). The research examined the value of the Online Discussion Forums as a learning tool, using Vygotsky's Sociocultural Theory.

The study adopted the qualitative content analysis using students' textual submissions in the online discussion forum as artefacts, as an online discussion forum was set up on EasyClass (a free Learning Management System LMS), where students were invited to participate in the blended e-learning and to post their submissions on the forum (Denzin & Lincoln, 2000). The texts were examined to uncover evidence of students' learning experience (as well as cognitive skills) such as application of theory to practice, abstraction of major ideas from a text, appropriate inferences, synthesis of ideas as well as metacognitive strategies related to reflecting on experience and self-awareness.

The findings showed that peer-to-peer knowledge dissemination is best stimulated using the online discussion forum, as it gives learners opportunities to participate actively and to collaborate with their peers in the learning process. The findings also showed that online discussion forum is undoubtedly a technological tool to impact the skills of text creation, critical thinking and other cognitive skills.

Paper 132

Practical Literacies in a Multilingual Prison: A community-based approach

Rodney Jones, Suzanne Portch

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Mastering the literacies of institutions involves the complex interaction of individual competencies, institutional agendas, and the range of social practices with which these literacies are associated. Mastery of institutional literacies is even more complex in contexts in which individuals are brought together around regimes of practice over which they have limited control — contexts such as hospitals and prisons. In such contexts literacy practices sometimes act to constrain the agency of individuals or create barriers to them accessing the services they need. This paper reports on a project to examine the institutional literacy practices in a foreign-national prison in the UK. The aims of the project were to examine how literacy practices create communication problems for prisoners and prison staff, to understand the strategies people developed around these problems, and to explore ways to facilitate solving these problems by inviting prisoners and staff to work together with students and researchers in applied linguistics.

The activity reported here involved students from the University of Reading working with prisoners and staff to solve two specific problems: 1) the difficulty prisoners had in understanding the signage in the prison alerting them to the availability of various services; and 2) the difficulty prisoners had understanding the legal language in deportation notices and in completing the documentation necessary for their immigration cases. This paper describes the processes by which the students, prisoners and staff worked together to formulate ways to address these literacy challenges, each group contributing different kinds of linguistic expertise, and showcases the results: a set of redesigned signs to be placed in the corridor leading to the residential wings, and a short handbook for peer advisors helping them to deal with language related issues around immigration cases.

Implications for community based responses to issues around institutional literacies in other contexts are explored.

Paper 142

Vernacular Cosmopolitanism in the Context of Neoliberalism: The Case of Plurilingual Asian students in Japanese Higher Education

Tomoka Sato

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This study investigates Asian students who left their country to study in Japanese universities. Generally, Asian students who are studying in western countries tend to be regarded as having an affluent family background and as belonging to an elite group who are equipped with plurilingual skills. Their affluence and elite social backgrounds are due to the fact that some Asian countries have achieved rapid economic growth in the wave of the neoliberal era in Asia which began at the turn of the millennium (Park, Hill & Saito, 2012). At the same time, however, it is said that these Asian students tend to lack cultural openness, that they are often ignorant of inequality, and that they are in their character elitist. Recent applied linguistic literature only focuses on these elite cosmopolitans (e.g. Vandrick, 2011) due largely to a current preoccupation with neoliberalism. However, such a view is not well-founded in non-western contexts. Hence, the aim of this study is to understand whether, how, and to what extent they have been influenced by neoliberal modes of thinking in the development of their pluringualism and to investigate their behaviour as cosmopolitans.

Drawing the notions of vernacular cosmopolitanism (Webner, 2006, 2008) including its family concepts of cosmopolitanism for its main theoretical framework, this study challenges the popularized idea of elite (neoliberal) cosmopolitanism. A narrative-oriented approach to data collection was employed.

The findings show that the notion of neoliberal cosmopolitanism is contested by the existence and intercultural activity of vernacular cosmopolitans. However, they also reveal that the notion of vernacular cosmopolitanism focuses too much on agency, the ability and will of individuals to act in a given environment, while it neglects subjectivity arising from social power, structure, discourses and ideologies that is a precondition for agency.

Paper 144

Conceptualizations of language errors, standards, norms and nativeness: An analysis of journal submission guidelines across the disciplines

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Adherence to standards in English for research publication purposes can be a substantial barrier for second language (L2) writers in all disciplines and is an area of renewed debate in L2 writing research. As English has developed into a global academic lingua franca, academics are experiencing rising pressure "to increase international publication, where ENL [English as a Native Language] writing standards seem to be the only accepted norm" (Ingvarsdóttir & Arnbjörnsdóttir, 2013, p. 123). Conventions in academic writing are highly standardized and safeguarded by publishers, who are often resistant to change due to a long history of standardization and uniformity in commercial publishing (Galloway & Rose, 2015). In this paper, we present our study: a qualitative text analysis of author guidelines in 210 leading academic journals across 27 disciplines. It explores conceptualizations of language errors, standards, norms and nativeness in journal submission guidelines, and identifies key concepts related to so called error free writing. Findings indicate that most of the journal guidelines are inflexible in their acceptance of variant uses of English. Some guidelines state a requirement of meeting an unclear standard of good English, sometimes described as American or British English. Many guidelines specifically position L2 writers as deficient of native standards, which raises ethical considerations of access to publication in top journals. This study leads to a discussion of a need to reconceptualize error free writing for scholarly journals, and to decouple it from concepts such as nativeness. It focuses on a need to relax some author guidelines to encourage all authors to write using an English that can easily be understood by a broad, heterogeneous, global, and multilingual audience.

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Paper 145

Investigating EAP teachers' positive emotions: 'sticky objects' in two contexts

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This paper presents interim analysis and results from a British Council funded research project investigating teacher understandings and lived practices in relation to positive emotion, well-being, and quality of life in two contrasting English for Academic Purposes contexts (UK and Saudi Arabia).

Despite acknowledgement that teacher emotion is central to successful language teaching, and hence learning, teachers' positive emotion remains an under-researched area. To date, the majority of studies have focused on *learner* emotion and in particular on the impact of *negative* affect on student learning (e.g. Horowitz 2001). However, a recent rise in interest in the benefits of positive psychology (MacIntyre et al 2016) indicates that there is another essential aspect of emotion requiring attention: teacher well-being. Exploratory Practice (Allwright and Hanks 2009; Hanks 2017) conceptualises this as quality of classroom language learning life (Gieve and Miller 2006) and as a way of avoiding burn-out (Allwright & Miller 2013; Hanks 2019).

The project uses 'sticky objects' (Ahmed 2004; Benesch 2012) as a heuristic to explore teachers' understandings of emotions. 'Sticky objects' are conceived as classroom artifacts to which emotions stick and which in turn provoke further emotional responses. Analysis of teachers' multi-modal diary entries of 'sticky objects' from their daily teaching experience together with follow-up interview data provides insights into the range of stimuli for teachers' positive emotions and the power and duration of these. The paper will discuss emerging themes from the data analysis to date, and argues for a broader conceptualization of teacher education and training to incorporate a stronger focus on teacher emotion work and steps to well-being

Paper 148

Analysing teachers' ontologies of English: prospects for teacher education

Christopher Hall

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Research in World Englishes, English as an International Language, and English as a Lingua Franca has questioned conventional monolithic conceptualizations of English, recognizing the new realities of its global learning and use. Going further, critical scholars in applied linguistics have taken the more radical ontological step of arguing that English exists only as an ideological construct. Nevertheless, many teachers remain firmly committed to (and invested in) beliefs about English as a single, normed linguistic system, independently learnable and teachable. Developments in cognitively-oriented (especially usage-based) linguistic theory are relevant to this issue because they provide a potential bridge between seemingly incompatible ontologies of English in socio-/applied linguistics and in professional practice. This paper argues that for new insights from socio- and applied linguistics to have any real chance of leading to meaningful and widespread changes in ELT practice, and so to benefit global learners, teachers will need to become aware of, and to reflect on, their ontological commitments regarding the nature of English. To mediate this process in teacher education, applied linguists need to analyse these commitments, seeking to understand their contextually contingent nature and the role they play in the perpetuation of unhelpful ideological beliefs. To illustrate one approach to this endeavour which embraces both social and cognitive conceptualizations of English, I draw on qualitative data from projects I have been involved in with colleagues over recent years. The work uses interview data to infer the ideological and ontological beliefs of teachers from a variety of global contexts (EFL teachers in China, Gaza, and Japan, and educators in EAL contexts in the UK) and subjects these beliefs to ontological analysis. The paper shows how the insights gained from such analysis might be usefully incorporated into teacher education programmes.

Paper 150

'Breastfeeding. A good start in life'. Discursive constructions of 'good motherhood' in infant feeding health promotional material in Ireland.

Ornaith Rodgers

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This paper focuses on discursive constructions of 'good motherhood' in discourses of infant feeding in contemporary health promotional material in Ireland. The study examines the multisemiotic composition of two pamphlets on breast and formula feeding, routinely given to mothers in Ireland after having a baby. These pamphlets are analysed using a model of critical multimodal discourse analysis (CMDA) in order to produce a comprehensive examination of the key discursive strategies and semiotic choices employed by the producers of these texts to influence parents' decisions about infant feeding. The paper examines how mothers' choices with regard to infant feeding are constrained by the positioning of breastfeeding as the optimal choice, and the discursive legitimisation of correlations between the practice of breastfeeding and the ideal of 'good motherhood'. It also highlights that these discursive strategies and semiotic choices are underpinned by discourses of attachment parenting, total motherhood and neoliberal risk culture.

The paper argues that the health promotional texts which form the basis of this study, are part of a wider discourse of breastfeeding which is an ideologically infused, moral discourse about what it means to be a 'good mother' in an advanced capitalist society. It further concludes that the question of choice, which is central to so many women's issues is notably absent from the discourse of infant feeding, a factor that can have a strong negative impact on the wellbeing of new mothers.

Paper 151

Early years oracy assessment: Developing a test for implementation in classroom settings

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The development of oracy, or "the oral skills of speaking and listening" (Wilkinson, 1965, p. 13), is identified by researchers as a crucial element of education, being a life skill (Wilkinson, 1965), a medium of learning (Jones, 2017; Wilkinson, Davies & Berrill, 1990), and a facilitator of literacy development and second language acquisition (Amorsen & Wilson, 2016; Pinter, 2017).

However, public awareness of the importance of oracy is inadequate (Jones, 2017; Mercer, 2014). Over 1.4 million children in the UK have speech, language and communication needs (SLCN) and many children receive inadequate oracy support (I CAN & RCSLT, 2018).

This study is to develop an oracy test for Reception children to be administered as a class test by the teacher, as opposed to one-to-one. To inform its design, I will observe Reception classrooms and conduct an interactional sociolinguistics (IS) analysis of the children's interactions with each other and with the teachers, including an exploration of embodied communication. My use of the applied linguistics IS approach, which has not been employed before in work on oracy, will both develop the IS approach and enable a nuanced and multidimensional analysis of the effectiveness and appropriateness of the children's communication behaviours, in order to obtain a holistic view of the communication goals that children must meet to obtain the maximum benefit from their classroom interactions.

I will administer the test to Reception children and analyse their responses to generate scores in the areas of speaking, listening and understanding defined in the innovative Oracy Skills Framework (Mercer, Warwick & Ahmed, 2017). I will assess the validity of the test by using interviews and qualitative questionnaires to obtain judgements from teachers and caregivers of the test participants' oracy skills against which to compare the test scores. This will inform the amendment of the test design.

Paper 152

Out-of-class L2 learning activities and learners' social networks: Case studies of Australian and Swedish learners of Japanese

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It has been claimed that exposure to a target language alongside classroom learning is one of the important factors in facilitating the second language (L2) acquisition process (Ellis, 2008). A growing number of studies have investigated out-of-class language learning and use activities because the development of technology has dramatically increased the availability of such opportunities outside of the classroom (Nunan & Richards, 2015). However, the cases of students who learn a language other than English remain underexplored, despite the fact that various opportunities and resources in their target languages are accessible via the internet.

This paper explores out-of-class L2 learning activities by 18 university students of Japanese in Australia and Sweden, with a focus on the role of their social networks. The data was collected through semi-structured interviews on the participants' background, language learning journals and interviews on the journals. Drawing from the sociocultural perspectives (e.g. Lantolf & Thorne, 2006), the analysis found that the participants' peers and siblings played a significant role in shaping their out-of-class L2 use activities by providing information and materials related to Japanese pop culture. The findings also revealed that language learner peers who shared goals or interests with the participants often provided opportunities for online communication in the target language. Based on these findings, this paper discusses the pedagogical implications for developing learners' social networks and facilitating L2 learning beyond the classroom.

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Paper 153

Arabic dialects in Israel and forensic linguistics

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Subject This paper discusses the case of Arabic dialects in relation to Modern Hebrew in Israel in the context of forensic linguistics. In Israel, Arabic is not a dominant language, unlike its status in Arab states. Arabic is therefore developing in Israel in a manner different from that in Arab states. Hebrew affects the speech of native speakers of Arabic in all the linguistic fields, as found in various publications (e.g., Marʕi, 2013). Arabic-Hebrew code switching is the most noticeable feature in the speech of an Israeli native speaker of Arabic. However, can a forensic linguist be certain that an asylum seeker comes from Israel if s/he does or does not use Hebrew code-switching in her/his speech? Mother tongue dialect/language identification is an important aspect in the identification of a speaker's origin, and is applied in language analysis for determination of origin (LADO) within forensic linguistics.

Method This study examines Hebrew features in the spontaneous spoken material of young adults (male and female college students) recorded by Brand (2013). They were native speakers of various urban and rural dialects in the north of Israel, i.e., Muslim, Christian, Druze and Bedouin speakers. Examples from these recordings present pronunciation (phonetic) and other linguistic features.

Findings The examination reveals that sometimes speakers use Hebrew rather than Arabic phonetic elements or fluctuate in their pronunciation. Other Hebrew features affect the native Arabic speakers' utterances, as revealed in, e.g., syntactic agreement errors and morphological word structures.

Conclusion The findings suggest that applying linguistic considerations may contribute (to some extent) to origin identification within forensic linguistics.

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Poster 154

Variability of English articles in English as a lingua fracan (ELF)

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This study investigated the variation of article omission and overuse in English as lingua franca (ELF) academic writing among Chinese speakers of English. The researcher collected 188 short class reflection essays and 84 research paper drafts and used variable rule analysis to analyse the written data. The quantitative findings revealed that NPs assumed to be known to hearers [+HK], and countable plural nouns favoured the omission. Also, [+HK] and clause initial position favoured a/an omission and the overuse. The results indicated that universal discourse property, L1 transfer and information structure influenced nonstandard article variation and that the patterns were systematic rather than chaotic. The study concluded that more attention should be paid to variation in Asian ELF contexts and further suggested more investigation into written ELF is needed.

Paper 156

Teacher agency and didactical change in linguistically diverse classrooms

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Sweden is experiencing a growing linguistic diversity in schools due to migration. As a result, the Swedish National Agency of Education has launched teacher professional development programs in order to help schools better meet the needs of multilingual migrant students learning via a second language, particularly those who are newly arrived. These programs, which focus on language dimensions across the curriculum (Gibbons, 2002) and the role of translanguaging (e.g., García, 2009), are extensive, often spanning a year, and may involve several schools in one municipality. However, these programs are notably under-researched. This PhD project sets out to investigate the in-service training in one secondary school from a teacher perspective: what may afford and constrain professional development in this setting in terms of *didactical change,* focusing on the teachers' agency throughout the process (see Kennedy, 2016, on the need for this type of approach). The ethnographic study was conducted longitudinally over two years, during and after the in-service training. In this paper, the focus is on two teachers. Data are drawn from audio- and video recordings and field notes from the recurrent in-service training sessions, the teachers' own instruction, as well as audio-recorded interviews with the two teachers.

A salient finding is the vital role of the teachers' individual and collective agency in the complex process of dealing with a challenging and under-resourced practice, and more specifically in making new didactical choices (see also Clarke & Hollingsworth, 2002). Furthermore, the analyses not only show how agency is enacted differently by the two teachers, but also changes over time, which will be discussed in relation to structural constraints (e.g., lack of multilingual study support). This study contributes unique and much-needed longitudinal data on professional development in an educational setting.

Paper 157

Examining student silent behaviour and anxiety in the foreign language classroom

Kate Maher

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Borrowing Scollon's (1985) metaphor, silence can represent a 'malfunction' in language learners, especially in the foreign language classroom where students are generally expected to be vocally active to become proficient in the target language. However, if a student's silent behaviour conceals anxiety about speaking in the classroom, the student may struggle in their language learning; perhaps having their silence misinterpreted as cognitive malfunction or as non-participation. Despite the potential impact of silent behaviour on language learning, its various forms and functions have not been covered extensively by existing theories of foreign language learning (King, 2013). This study looked at multiple forms of silence in the foreign language classroom and explored their functions from the perspectives of students. Using the Classroom Oral Participation Scheme (COPS) developed by King (2013), I conducted structured observations of 11 EFL classes in a Japanese university to collect quantitative and qualitative data for verbal and non-verbal participation. I analysed the data using the COPS participatory categories and codes based on Jaworski's (1993) anti-essentialist perspective of silence to avoid simplistic interpretations such as non-participation. Four forms of silent behaviour were identified: short responses, use of L1, non-talk and absence from the class or activity. I carried out semi-structured follow-up interviews with 14 students whose silent behaviour I observed. In addition to facilitative functions of silence such as cognitive processing, interviewees reported using silence to navigate interpersonal interactions with their classmates and fear of negative evaluation by their peers. For example, some students used short responses to avoid revealing a different opinion to their partner that might lead to an awkward interaction. The results suggest that to understand student silence more, multiple forms and functions should be explored further, as well as the influence of social aspects of language anxiety.

Paper 160

Agency in endometriosis pain in English and Spanish: A comparative study

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This paper explores the linguistic resources women use to talk about endometriosis pain in two languages. Endometriosis is a gynaecological condition that can cause incapacitating pain and severely disempower women (Culley, et al., 2013). Despite affecting an estimated 1 in 10 women, early pain is often dismissed or normalised prolonging diagnosis, which currently averages at 7.5 years (Bullo, 2019). Research has concluded that further enquiries into the ways in which pain is conceptualised and communicated are necessary for a holistic assessment of the pain experience.

We investigate agency assigned to pain by women with endometriosis discussing their condition in English and Spanish.

We define agency as the property of those entities that have some degree of control over their own behaviour, whose actions affect others entities' and are the object of evaluation (Duranti, 2004). We take a two level analytical approach to agency. Firstly, we investigate it as a grammatical category by reference to SFL's transitivity system. At the second level, we explore the social and cultural role of pain, including its personification, using Social Actor Theory (van Leeuwen, 1996). We use interview data gathered from 30 women with endometriosis, 15 in British English and 15 in Spanish (8 Argentine/ 7 Mexican).

Findings indicate that women frequently represent pain as a violent actor with human characteristics capable of overpowering them. Cross-language differences include that pain tends to be assigned a more active agentive role in process types in Spanish than in English. The results also indicate the presence of nuances in the agentive role of pain within the two varieties of Spanish thereby revealing further cultural variation in the conceptualisation of pain. The findings of the study will provide a basis for broader enquiries on how patients conceptualise pain and inform health communication practices and intercultural studies.

Paper 171

'Technology can be a Trojan horse': metaphors for the digital in the professional practices and lives of teaching staff in higher education

Richard Bailey

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This session looks at the results of an ethnographic-style research project into the experience of academic teaching staff with the digital in a UK university. A corpus of spoken data was obtained through semi-structured interviews with a cross-section of staff from the main faculties within one institutional context. Those interviewed often talked about their understandings of the role and nature of the digital in their professional lives in metaphorical terms. This permeates understandings of, and meanings attached to, concepts such as 'digitally literacy'. In turn it underpins the use of, and rationale for, digital technologies in teaching, supporting and engaging students and in other aspects of work in the organisational setting.

A number of common metaphorical framings have emerged from our analysis which seem to reflect various conceptions of (higher) education in general, teaching and fostering student learning and the nature of academic work in the contemporary university. In addition, we have noted how metaphor use is often related to an individual's setting, role, experience and disciplinary background. Consistent with an ethnographic-style approach we have also looked at institutional discourses. In this area we have considered how metaphor analysis can combine with critical discourse perspectives. In examining and categorising the prevalent metaphors we draw on different theoretical approaches: the interactive view used to explain metaphor construction; linguistic instantiations of perceived (and frequently implicit) underlying conceptual metaphors; and how the generative theory may be applied to challenge and/or reframe thinking. We draw from our findings conclusions about the nature of discourses around technology enhanced learning and digital literacy as these notions gain traction in higher education but seem critically under-examined.

Paper 173

Below the line: Constructing a 'permanent underclass' in *YouTube* comments

John Scott Daly

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Using a critical discourse studies approach, here I analyse *YouTube* comments attached to an episode of *Benefits Street*, a Channel 4 documentary series about welfare recipients. Having qualitatively analysed over 3,000 comments, I argue that commenters use vari-directional double-voicing (Bakhtin, 1984) and enregistered emblems (Agha, 2007) to co-construct a stereotypical, embodied, and othered (Spivak, 1985) 'underclass' figure. This character is cast as permanently unemployed. Conceptions of a 'permanent underclass' are inaccurate, but also harmful, as they can lead British voters to back policies of austerity, which are not in most people's interests (Hills, 2017).

In 2012, the first reference to 'strivers' *vs.* 'skivers' emerged in political and media rhetoric. This 'immensely powerful binary' sets two essentialized social groups against each other: *workers* who 'pay into the system', and *idlers* who 'take from the system' (Jensen, 2014, p. 3). This dichotomy allows governments to conflate the interests of workers in insecure, low-paid employment with those of elites, as they are both 'strivers', contributing to society. Such rhetoric uses 'the interests of tax-payers' (Winlow & Hall, 2013, p. 102) to mobilise public support for neoliberal cuts to the welfare budget, supposedly to eliminate the draining of resources by the 'skivers', or the 'permanent underclass.' I argue that this is one reason why commenters who self-identify as 'working class' use their comments not to resist, but to impose elite hegemonic class discourses.

Long-term unemployment in the UK is around half that of the EU. Despite this, British people are twice as likely as other Europeans to agree that benefits make people 'lazy' (Hills, 2017). Jensen & Tyler (2015, p. 1) call for more research which examines everyday 'mechanisms of consent' that help form anti-welfare attitudes. By analysing social class discourses found in *YouTube* comments, this paper takes a modest step in that direction.

Paper 174

Using eye-tracking to broaden the understanding of the transfer-of-training effects of processing instruction

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Research on the primary and transfer-of-training effects of Processing Instruction (PI) proves PI to be more beneficial than Traditional Instruction (TI) in the interpretation of primary and secondary target linguistic items. It suggests PI may have "an effect on learner's developing system" (Benati, 2017). Thus far, this has been investigated through offline studies. Recent advances in online-based research, allow further research to see these effects via eye-tracking.

In the study, the fixation data of 16 adult learners of French were collected via a Tobii Pro TX300 eye-tracker. Participants were split into two instruction groups. Participants in group one, received PI and participants in group two received TI. Both groups completed the same pre-test and post-test via the eye-tracker to measure their processing behaviour before and after receiving instruction. Areas of Interest highlighted different linguistic aspects of the target sentences on the primary target linguistic feature (French Imperfect) and the secondary linguistic feature (French Subjunctive) for the pre-test and post-test. The TI group demonstrates little changes in the fixation duration on the AOIs for both target features. The PI group's fixation patterns change significantly between pre-test and post-test in the primary target feature, fixating on the verb from 33.5% of the time in the pre-test to 52.9% in the post-test, and on the content words from 21.6% of the time in the pre-test to 6.8% in the post-test. This trend is consistent throughout the secondary target feature with an increase in fixation duration on the verb from 7.5% in the pre-test to 12.7% in the post-test for the PI group.

The goal of this paper is to broaden the understanding of the effects of PI, using eye-tracking to measure learners' unconscious processing strategies before and after treatment in comparison to TI.

Paper 175

Exploring the linguistic situation in China: English learners' perceptions of institutional language policy and individual linguistic repertoire

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There are 299 living languages in China (Ethnologue, 2017). Thus, China is a multilingual country. However, the Chinese government has been promoting Mandarin as an official societal language since 1956 (Zhang, 2014). Moreover, Mandarin Chinese is also the only language which is officially used as the medium of instruction in both public and private schools in Han ethnic area (Ministry of Education, 2011). In terms of languages used in English language classes, the Chinese Ministry of Education encourages English teachers to use English as much as possible in the high school level to develop Chinese learner's communicative skills (Ministry of Education, 2003). However, the English teachers in China still tend to use Mandarin to make sure students understand everything in an English class (Ma, 2012; Lin, 2015).

There seems to be a gap between the requirement of the Chinese Ministry of Education and the reality of English classrooms in China. Thus, this poster explores Chinese English learners' perceptions of institutional language policy and their individual linguistic repertoire. This poster presents a mixed-method research design which was collected through a questionnaire survey uses both Likert Scales and open-ended questions. 306 student participants who are from the same public Chinese high school completed this survey. According to my findings, there are 41 different languages covered among 306 participants. Moreover, 237 participants gave their reasons and understanding of why they use different languages in different domains. This poster ends with a discussion on how understanding learners' perception of institutional language policy and their individual linguistic repertoire could have pedagogical implications, particularly in Chinese high school context.

Paper 176

Comparing the Use of the Demonstrative "This" as a Sentence Starter in Native and Japanese Writers of English

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Despite their key role as a cohesive device, demonstratives have not received full attention in previous studies of second-language writing, especially in those examining English as a foreign language (EFL). Recent corpus-based research has revealed that even native English writers must develop the ability to appropriately use demonstratives as both pronouns and determiners to maintain text cohesion in written discourse.

The present study, therefore, compares how Japanese EFL university students and native English writers use the demonstrative "this" (among other words) as a sentence-starting anaphor. Writing samples were sourced from the International Corpus Network of Asian Learners of English (ICNALE), which is a collection of argumentative essays produced under strictly controlled conditions by English learners in Asia and native English speakers. Quantitative and qualitative analyses were conducted with the aid of the online concordance program AntConc.

The major findings are: (1) compared to native English writers, Japanese EFL students significantly underused the demonstrative "this" as an anaphor in the sentence-initial position, (2) both groups of writers used the demonstrative "this" as a pronoun more frequently than as a determiner, (3) Japanese writers tended to use the demonstrative "this" as a pronoun more frequently as their English proficiency increased, while their use as a determiner did not change significantly, and (4) shell nouns were more varied and used more often following the demonstrative determiner "this" in the essays by native English writers than in those by Japanese EFL writers.

The results of this study suggest that the effective use of demonstratives as anaphoric pronouns or determiners must be taught and practiced in EFL writing classrooms to improve the textual cohesion of EFL writing.

Paper 177

'Science Sells the Skinny': A 'multimodal critical discourse analysis' of online herbal weight loss advertisements.

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The Internet has provided a window for the pharmaceutical industry into people's domestic spaces, and facilitated the advertisement and purchase of pharmaceutical goods (Fox *et al,* 2005d). Whilst direct to consumer marketing of pharmaceuticals, including weight loss pills, is not permitted in in the UK, these marketing restrictions are bypassed with the replacement of herbal supplement promotions (Appelbaum, 2006:446). Significantly, online sellers of potentially dangerous slimming pills are putting "desperate dieters' health at risk by seducing them with the promise of quick-fix weight loss and discreet online deliveries" (MHRA, 2017). By examining the website data of four purveyors of herbal weight-loss products, I aim to explore the persuasive, discursive strategies that marketers employ to sell commercial products. Qualitative analysis that accounts for the multiple semiotic modes of website data is increasingly urgent since 'speech and language no longer appear adequate in understanding representation and communication in contemporary global, fluid and networked society' (Jewitt, 2009:114). Accordingly, using the framework of 'multimodal critical discourse analysis', I identify visual and verbal codes of medicine and science which span the breadth of the herbal supplement websites. In particular, I illustrate the multiple ways in which the websites seek to construct representations of the doctor, and the patient, in order to legitimise a culture of drug consumption for benign bodily conditions, a process which augments the ever-increasing phenomenon of 'pharmaceuticalisation' (Abraham, 2010).

Paper 180

The significance of English-medium CLIL education as a constructor of life courses: 24 former pupils' narratives

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This presentation is based on a study that investigated the significance of CLIL education on individuals' lives by interviewing 24 former Finnish adults, who had received English-medium CLIL during their comprehensive school between 1992–2001. The long-term effects of CLIL have not been studied hitherto. In this study, we analysed the participants' life courses in relation to their English language self-concept (Mercer, 2011). The specific research question for the study was: *What role do the participants give to the English self-concept formed by CLIL as a constructor of their life courses*? The data were analysed relying on both analysis of narratives and narrative analysis (Polkinghorne, 1995). Four collective types were created based on the participants' life stories and named as '*heroes*' (n=9), '*the stable*' (n=7), '*wavers*' (n=6) and '*strugglers*' (n=2). Heroes seemed to have had a robust English self-concept which had been relatively permanent throughout their lives and supported many of their life domains such as education or work. The stable participants' English self-concept was similarly strong although English had not been equally present in their lives. Wavers' English self-concept was interpreted to have been somewhat ambivalent and situational as their lives had contained both periods of high and low self-concept. Strugglers, in turn, had had a rather negative English self-concept and the language had been in a very marginal role in their lives. On the whole, the present data indicate that CLIL has potential of creating a strong self-concept that can correspondingly work as one factor in guiding individuals' life courses. In the presentation, we will further discuss the results and their implications.

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Paper 182

Towards more egalitarian publication practices: Self-representation of novice and expert writers in the disciplines

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Much research has been carried out in the fields of scientific writing and discourse analysis considering a well-maintained division between native and non-native English speakers. This distinction, however, seems to be simplistic in nature, since there emerge academic as well as contextual reasons that make the "native vs. non-native" taxonomy obsolete (Hyland, 2018). This work considers the expert-novice distinction as a possibility to start changing a construct that reinforces the distance of language ownership. Framed within Critical Discourse Analysis (Fairclough, 1989, 1995), and resorting to the Appraisal System (Martin & White, 2005), we explore the representations that expert and novice Argentinian scientists have about themselves as they participate in the international communication of their research. This is achieved though the implementation of ten in-depth interviews done to five expert and five novice writers from three different disciplines. These were analysed according to emerging categories. Preliminary results indicate that the two groups characterize expertise according to different values related to knowledge of the writer, number of their publications, experience in supervision of dissertations and writing autonomy. Although situated in Argentina, this work may shed light on general distinctions on the expertise of writers which exceeds the native vs. non-native difference.

Poster 184

Cooperative or Collaborative: Exploring the Influence of Task Type on Learner–Learner Interaction

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The present study investigates the nature of learner–learner interaction (i.e., peer interaction) and its effects on learners' L2 development. Focusing on the task as one of the most influential variables, this study specifically compared the nature of peer interaction in two task types: cooperative and collaborative. Drawing on theories in cognitive science (e.g., Roschelle & Teasley, 1995) as well as previous studies in SLA (e.g., Storch, 2013), the present study developed two tasks named cooperative and collaborative writing: while the former was expected to assist learners' equal contribution to the task through division of labour, the latter was expected to elicit more dynamic engagement among learners without specifying their roles during the task completion. In this study, six dyads of low-intermediate students (i.e., 12 students) completed both tasks types in pairs, which was followed by an individual writing task in the subsequent week. All the conversations between pairs were recorded and transcribed. The data were then analysed by the process-product approach (e.g., Donato, 1994), which investigated how the quantity and quality of peer conversations made an influence on the writing performance later. The findings revealed that the collaborative task elicited more evidence of learners' L2 development as well as conversational turns between peers. However, more negative evidence was also found during the performance of collaborative task, which implies that collaborative tasks are more likely to both succeed and fail in comparison with cooperative ones. The results thus revealed the "double-edged sword" nature of collaboration, which has rarely been discussed in previous literature. This study aims to broaden the horizon of applied linguistics by discussing, for the first time as far as the author knows, the influence of cooperative and collaborative task types on the language development of L2 learners.

Paper 185

Discovering conventions in the occluded academic genre of conference discussion session in support of computer science novice academics

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In the past three decades, applied linguists in the field of English for Academic Purposes (EAP) have provided indispensable support in preparing novice academics from a vast range of disciplines in their scholarly writing. However, little attention has been given to scholarly spoken genres, particularly conference discussion session, despite its challenging nature and vital role in academic communication. What questions might be asked and how to respond to and persuade the audience are unaddressed questions that often leave novice academics disconcerted. This paper presents the preliminary findings of an investigation that aims to address these two questions for the computer science community. Ten computer science conference discussion sessions have been collected and transcribed so far with half of them initiated by novice academics and half initiated by experienced academics. To validate the comparison between novice academics and experienced academics, measures have been taken to control variables such as conference type, year of the conference, first language of the speaker and length of the session. The data analysis draws on Systemic Functional Linguistics (SFL); questions from the audience are categorised in terms of their ideational function (i.e., what research experience or ideas do audience seek from the presenters); presenter responses are analysed in terms of their interpersonal function (i.e., how do the presenters position themselves) using Appraisal Theory (Martin & White, 2005). The preliminary results were then brought along in an interview with a computer science professor as an 'insider' for further interpretations. This pilot study found that nine types of questions were posed by the audience and that experienced academics positioned themselves less as defenders of their research products but more as 'honest' researchers in comparison to novice academics. The findings will be tested on a larger dataset in the next phase of this investigation.

Poster 188

Common and persistently residual L1 transfer: The acquisition of English motion constructions and resultative constructions by Japanese EFL learners

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In this paper we investigated what linguistic factors influence the acceptability of English motion constructions and resultative constructions by Japanese EFL learners. The formers are usually taught more explicitly at the earlier stage of education in Japan than the latters. These two constructions can respectively be classified into two types depending on whether the main verb entails Manner of the event or not. English allows both types for each of the two constructions, while Japanese does not allow those with a manner verb. The acquisition of these two constructions by Japanese EFL learners has been investigated separately. Moreover, due to the fact that different research methods were used in previous studies, their results were not necessarily consistent. Here, we used an acceptability judgment task with pairs of pictures to measure Japanese EFL learners' acceptability of the two constructions and their peripherally paraphrased expressions. Participants consisted of 46 Japanese university students and 11 native speakers of English. They answered on a 5-point scale how natural they felt each test sentence was. Included were 52 motion-event sentences, 54 state-change-event sentences, and 30 distractors. We analysed the data using a one-way ANOVA followed by a multiple comparison test. We found that the following factors influenced Japanese EFL learners' acceptability of both of the constructions: (i) the entailment of the main verb, and (ii) the syntactic element of the goal/resultative phrase. Furthermore, we found that they tended to over accept all of the peripheral expressions, which can be translated directly into Japanese, to almost the same extent. In conclusion, these results suggest that similar L1 transfer may persist regardless of the difference of the instructional explicitness or the educational stage between the two English constructions, and that it may be pedagogically necessary to make more use of negative evidence in English education in Japan.

Paper 190

Blowing away the dust: Trained vs untrained EFL peer reviewers' cognitive processes and strategy use

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While research on various aspects of peer review in ESL/EFL writing has been burgeoning in the past two decades, studies comparing the cognitive processes and strategy use of trained and untrained L2 peer reviewers have been scant. This case study endeavoured to address this gap by recruiting ten senior EFL university students and randomly assigning them into trained and untrained groups. First, both groups received academic essay writing conventions instructions with a special focus on cause and effect essays. Next, while the trained group became familiar with think-aloud technique and learned how to evaluate an essay by providing effective feedback on it, the untrained group received no instruction on how to conduct peer response and only participated in a think-aloud training session. Finally, each member of both groups was given two identical copies of anonymous cause and effect essays (one focusing on causes and one focusing on effects) which were composed by their fellow students and was asked to assess the papers. While the participants were evaluating the essays, their voices were recorded. The analysis of the recorded think-aloud data revealed that compared with their untrained counterparts, the feedback focus, type, and quality of trained peer reviewers were different considering their cognitive processes and the strategies they employed. Grounded on the findings of the study, the researcher proposes some training procedures to better prepare student reviewers in the L2 writing classes.

Paper 191

Investigating translingual socialization through intercultural narratives: an ecological approach

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The discursive context of globalization enables international study-abroad students who move across the boundaries of languages, cultures, and the physical spaces to deploy all forms and modes of semiotic actions to perform identities and exchange values. To investigate international students' translingual socialization, this study proposes an ecological approach (e.g., Kramsch & Uryu, 2012; Kramsch & Whiteside, 2008; Steffensen, Uryu, & Kramsch, 2014; Van Lier, 2004, 2010) to intercultural narratives, emphasizing the co-construction of multilingual and multimodal repertoires in social networks. This study is part of a larger project, which draws upon ethnographic, sociolinguistic, and narrative discourse analyses to explore international students' diverse styles of talk and perceptions of life. Specifically, the study aims to understand how they express and transform voices, positions, and ideologies by interacting with various community-based peer groups and social institutions defined around diverse disciplines or places. The analyses of the intercultural narratives in the interviews focus on multiple scales and levels of life stories of the international graduate students who have already studied or stayed in Taiwan for three years. In this presentation, the researcher reports on the participants' stages of change across time and space situations and multiple sources of support in academic or everyday practices. The researcher also discusses how the students' discourse patterns and social languages are enacted to modulate the social interactions with the interviewer and various social groups and how the intercultural narratives transform their knowledge and experiences of socializing with various communities into new ideological practices. The results suggest that the affordances of translingual socialization through intercultural narratives help to create interactional opportunities for transcending existing values and ideologies.

Paper 192

The Effects of Resume-Writing Exercises on Possible L2 Selves and Career Orientation

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Dörnyei (2009) established the L2 Motivational Self System (L2MSS) based on his belief that learners' self-images as L2 users can influence their L2 acquisition. To encourage 721 first-year students to consider their future selves and to investigate how their career orientation was related to possible L2 selves, the creation of future resumes was incorporated into English classes. Future resumes were written to represent the students' possible accomplishments at the end of the third year when the job search begins. Students were required to decide on a desired career path and investigate what they needed to do to prepare to succeed on that path. Questionnaires were administered in April 2017 and January 2018, before and after the resume exercises. The questionnaire included L2MSS and career orientation items. Factor analysis identified three variables, Ideal L2 Self(IS), Ought-to L2 Self(OS), and Career Orientation(CO). Correlation analysis indicated that the relationships of CO with IS and OS were larger after the resume exercise and that CO was more strongly correlated with IS than OS, implying that after writing future resumes, students were able to connect their future careers with their ideal future self-images using English. Next, 109 high-proficiency and 103 low-proficiency students were chosen for analysis based on their TOEIC scores. For both groups, CO was correlated more strongly with IS than OS, while no significant correlation between CO and OS was found for the low proficiency group. Thus, we may conclude that resume activities caused the relationship between CO and IS/OS to become stronger, and that students who more seriously considered their future careers tended to more successfully imagine their ideal self-images, regardless of their L2 proficiency levels. On the other hand, OS was related to their career orientation to a lesser extent and only applied to higher proficiency students.

Paper 195

Individual differences in fake news: The case of Jayson Blair

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A major challenge for researchers studying the language of fake news is accessing comparable samples of real and fake news. Commonly these studies are based on fact-checked datasets, but this approach raises issues of validity. Perhaps the biggest problem is that true and fake news samples are not generally comparable in terms of register, with the fake news, drawn from fringe blogs, and true news, drawn from mainstream newspapers. In these cases, we would expect clear formality differences to exist regardless of whether they are real or fake. To address this issue, we have focused on the writings of a single journalist, Jayson Blair, who is known to have published real and fake articles in the New York Times, allowing us to control for register and authorship. Inspired by multidimensional research on register variation, which has shown that language varies systematically based on communicative function, our expectation is that the style of these articles will vary because Blair's communicative purpose varies — sometimes informing readers and sometimes deceiving them. We extracted our dataset from the Nexis news archive. It consists of 40 fake and 41 real articles authored by Blair from 2002 to 2003, around the time when he was caught. We found that Blair's real articles are characterised by frequent use of long words, nouns, and relative clauses, whereas his fake articles are characterised by frequent use of pronouns, present tense, and emphatics, suggesting that Blair's real articles are more formal and informationally dense than his fake articles.

Paper 197

Understanding why authors of medical research articles use hype

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Medical research articles increasingly employ language to emphasize or promote positive aspects of the research (e.g. *robust*, *novel*, *innovative*, *unprecedented*) (Fraser and Martin 2009; Vinkers et al. 2015). This phenomenon, which we refer to as *hype*, may bias readers' judgements and undermine objective evaluation of new knowledge. We extend prior work documenting the linguistic form and function of hype in Randomised Controlled Trials (Millar, Salager-Meyer, & Budgell, 2019), to try and understand why authors use hypes.

Based on informant interviews, we explore the writing preferences, practices and processes of authors who have recently published clinical research articles. We employ open-ended prompts to elicit perceptions of rhetorical effectiveness and community discourse conventions – e.g. emphasising methodological rigor, claiming priority, highlighting strengths. Then, focusing on instances of hype in the informants' own writing, we seek to understand why they choose similar rhetorical devices in their own writing.

Our discussion attempts to parse apart factors that influence authors' use of hype – e.g. academic competition, pressure to publish, language proficiency, editorial intervention and the influence of standardised guidelines. We seek to identify instances where hypes represent an overt promotional strategy and discuss if and how hype might encroach upon the fidelity of the reporting. Implications for the producers and consumers of the medical literature are considered.

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Paper 198

Social care in the UK press: A corpus-based study in collaboration with third-sector organisations

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This paper reports on the origins, methodology, findings and dissemination of a series of corpus-based studies of representations of social care, and of the social groups associated with it, in the UK press since 2017. This research was commissioned by representatives of activist organisations in the charity sector who are concerned about negativity and potential bias in current perceptions of social care in the UK, and who aim to develop strategies for 'reframing' discussions of social care in ways that are conducive to solutions and to positive relationship among different social groups.

We begin by explaining how the formulation of research questions and data collection were conducted in interaction between researchers and the stakeholder organisations. Following these interactions, a series of multi-million-word corpora of relevant articles from national UK newspapers were constructed and analysed via corpus linguistic techniques, including the analysis of key words, concordances and collocational patterns. We then report our key findings, including particularly: a tendency to represent social care as an increasing and unsolvable crisis; a focus on older people as both victims and causes of current and future problems; and the use of discussions of social care as a way of promoting other causes associated with the editorial policies of different newspapers. Cyclical interactions with stakeholder organisations also resulted in attempts to provide evidence of 'absences' in the data, such as any representations of adults with different kinds of disabilities as being enabled to live fulfilling lives in the context of work and/or parenting.

We conclude with some reflections on the challenges and rewards of conducting and disseminating this kind of research, and on how it fits (or otherwise) with the 'impact agenda' and the Research Excellence Framework in UK Higher Education.

Paper 201

Auditory Verbal Hallucinations as social actors: a linguistic approach

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This paper shows how a linguistic approach can lead to a better understanding of the experience of Auditory Verbal Hallucinations (AVHs), i.e. hearing voices in the absence of an external stimulus. It is based on collaborative research between the Centre for Corpus Approaches to Social Science (Lancaster University) and the 'Hearing the Voice' project (Durham University).

While voice-hearing is not necessarily linked to mental illness, it is reported by approximately 70% of people with schizophrenia diagnoses. The phenomenology of voice-hearing is known to be extremely varied. In particular, it is increasingly recognised in clinical psychology that 'voices' are often perceived to have distinct personae and agency (Alderson-Day and Fernyhough, 2016), leading to the suggestion that what counts as a 'voice' is the consistency of agency representation (Wilkinson and Bell 2015). It has also been argued that understanding AVHs as agent-like entities can have therapeutic benefits (Deamer and Wilkinson, 2015), and psychological interventions increasingly depend upon working with the personified and social qualities of AVHs. However, linguistic analysis has not yet been applied to the analysis of agency and characterfulness in first-person accounts of voice-hearing.

We present the methodology and preliminary findings of a linguistic analysis of descriptions of AVHs in 28 interviews with voice-hearers who have been referred to Early Intervention in Psychosis services in the North-East of England. Our approach combines a manual analysis of social actor representation (Darics and Koller, 2019) and linguistic markers of character construction (Culpeper and Fernandez-Quintanilla, 2017) in a subset of the data with the exploitation of corpus linguistic techniques that can potentially be applied to the whole dataset (notably, collocation analysis). We consider how this approach can add nuance to existing typologies of voices as social agents, and potentially inform therapeutic interventions aimed at reducing the distress that can be associated with voice-hearing.

Paper 203

Changing meanings of metaphoric expressions across discourses - A corpus-assisted study of scientific abstracts related to menopause

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The function of metaphor in medicine has been researched for decades and it has been proposed that metaphors can lose their metaphorical value over time within the peer-to-peer discourse and that their function in this discourse compared to e.g. a popular science discourse may vary (Knudsen, 1999. p.7). This present work compares how some lemmas that have been found to have a metaphorical meaning in one scientific article (Atwood & Ekstein, 2019) are presented with different meanings in a corpus of abstracts from scientific journals related to menopause (Abs_men, approx. 18 mill words) compared to a reference corpus containing general English evenly balances across five genres, the Corpus of Contemporary American English (Coca, approx. 570 mill words) (Davies, 2008).

The results indicate that the terms have narrow, established meanings within the medical discourse compared to the reference corpus. Whether this leads to changing meanings and functions of the terms when they are transferred to different discourses can be addressed by further studies of popular science publications and media articles.

Drawing on metaphor scenario theory (Musolff, 2006) and other work on metaphor in discourse (Semino, 2008), this work discusses presumed functions of the terms as well as their metaphorical value. Further, it will be assessed whether further work of this type can contribute with knowledge about how medical communication develops and changes when it moves between different discourses. It forms part of my PhD-work on linguistic representation of treatment of menopause in American medical and public discourses.

Paper 204

Exploring "Visual Interviewing" Techniques in Applied Linguistics Research

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Creative and interdisciplinary approaches toward data collection in applied linguistic research continue to gain momentum and provide new and fruitful lenses for exploring a range of phenomena. One relatively new stream of research, collectively referred to as "Visual Methodologies", has gained increased attention since the publication of the 2017 special issue of Applied Linguistics Review entitled, *Visual Methods in Applied Language Studies.* Building on this important work, this talk advocates for the use of visual modes of understanding to broaden the scope of methodological inquiry, particularly as it relates to interviewing techniques. The concept of "visual interviewing" will be discussed in relation to three separate studies undertaken by the researcher. The first study considers the use of video-stimulated recall with in-service Korean language teachers and focuses on its potential for stimulating reflective practice in teacher development programmes. The second study, conducted with native-speaking English teachers in Korea, explores the application of drawing as a method to better understand teacher perspectives of the physical learning environment, essentially asking teachers to illustrate how the classroom design relates to pedagogical choices and the learning culture within their school. The final study investigates Finnish learners' attitudes toward using English in various social situations and asks participants to consider how various social contexts —presented through researcher-generated photos —would impact their confidence in using English. Rather than an in-depth analysis of the participants or findings of these studies, the talk will focus on the benefits and challenges with visual interviewing techniques and will expound on the different types of data elicited with the different techniques, fundamental differences with typical interviewing procedures, and important ethical considerations when gathering and using visual data. It is hoped that this study will spark greater interest in researching second language teaching and learning through the visual.

Paper 209

Broadening the horizon of academic literacy studies: an auto-ethnography of a second language writer

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This study is an investigation into the ways in which the first author, a native speaker of Chinese, developed as a writer of academic text over one year. Studies into the development of academic literacy typically take an –etic approach, focussing on the input that writers receive and the output they produce. This study broadens the agenda of literacy because the first author has used an auto-ethnographic approach to study her own development. The study conceptualises writing as a process and focusses on changes in 1) the planning/drafting stages and 2) the ways in which the author/researcher used the feedback she received on her work and how these led to developments as measured by the criteria used for marking in this context. The study is based on six data sets: four assignment briefs, guidance provided by lecturers for the assignments, the research-author's outlines/plans for the assignments with comments from lecturers, notes and reflections on journal articles and text books, feedback provided by lecturers and personal reflections on the writing process. The different forms of feedback for tutors contributed in different ways to the author's development but had greatest impact when the feedback encouraged interaction and reflection.

Over the year, the author increased the speed at which she was able to produces plans and drafts, developed a clearer sense of how her own experience and the assignment briefs related to the literature and her planning processes became more holistic and more focussed on the assignment brief.

Paper 210

Dominant and resistant discourses of gentrification: the battle for regional identity in an English coastal town

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This paper derives from my current research into the discourses of gentrification focussing on the English coastal town of Margate (Anderson 2018). This interdisciplinary project draws on gentrification theory from urban geography using Foucauldian discourse analysis and intercultural communication. 'Gentrification', coined by Ruth Glass (1964), is the process whereby an impoverished working-class urban area is initially colonised by artists, students and bohemians eventually leading to the embourgeoisement of the area. In this case, the gentrifiers have relocated from London using their cultural capital (Bourdieu 1986) to construct a regional identity for the town on social and mass media. I argue that these texts create a powerful, dominant 'regime of truth' (Foucault 2000) that normalises the gentrification process whilst often otherising the 'locals' (i.e. pre-gentrification inhabitants). In contrast to this is a complex and multi-layered resistant discourse by 'locals' on social media in particular that is based around culture and cultural identity in terms of region and class. Following the critical paradigm of intercultural communication (Holliday & Macdonald 2019), I argue that this can be understood as an example of intercultural communication conflict. The discourses will be illustrated using examples from my gentrification corpus.

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Paper 212

The discursive construction of ugliness: playful, painful and political.

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In this paper I use corpus assisted discourse analysis to examine social media posts that contain the hashtag #ugly comparing these with posts that contain the hashtag #uglyselfie. The data comprises 2000 posts from Instagram and 2000 posts from Tumblr. Using keyword and collocational analysis, I examine how ugliness is constructed verbally in the captions across the different subcorpora. Preliminary results show that in #uglyselfie posts, *ugly* collocates most frequently with *bored* and the laughter acronym, *lol*, constructing a discourse of mundane self-mockery, whereas in #ugly posts, *ugly* collocates with *pain, fat, loneliness* and *depression*, constructing a discourse of emotional distress. Analysis of the gendered positioning that accompany these hashtags show that whilst feminine identities (e.g. *#asiangirl*) occur more often than do male identities (e.g. *#emoboy*) in both sets of data, the extent to which masculine identities are presented is greater in the #ugly posts than in the #uglyselfies. The gendered ways in which the playful and painful discourses are used are reflected in the visual analysis of the images. A multimodal analysis using visual grammar (Kress and van Leeuwen, 1996) was carried out on a smaller sample of the data (500 images). The results suggest that women use visual forms of self-mockery in ugly selfies (whilst men do not), but that women also use greater distancing strategies in images categorised as #ugly. However, there are further strategies of self deprecation that are used by both women and men, and in both the #ugly and #uglyselfie data. Comparing the results of the verbal and visual analysis, it seems that the different discourses of ugliness resist and react to the beauty ideals that are commonly found in Instagram, but do so in different ways.

Poster 213

Generic integrity: Visualizing lexicogrammatical features in scientific articles

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Research articles are a particularly challenging genre for novice writers due to their complexity and sophistication. The entry barrier for users of English as an additional language is especially high since they have to master both their research field and the unwritten rules of their community of practice. To fulfil the graduation requirements at a Japanese university, all computer science majors are required to submit a short research article in English. This is a huge hurdle for students who rarely function in English and have had little or no exposure to the target genre. A key problem for teachers is providing examples and advice suitable for all students. Some write mathematical proofs, some develop software and others conduct usability studies. An online visualization tool was created to enable students to individualize their own learning. Through this tool language features can be explored by interacting with preloaded annotated exemplars of research articles. The visualizer allows users to select practical, experimental, theoretical and empirical computer science articles from a preloaded database. Users then choose the language features to be visualized on demand. On selection, the language feature is highlighted, and video, audio and textual explanations are displayed. The visualized language features include rhetorical moves, prototypical functions, such as "referring to visuals" and cohesive devices. Verb groups can be visualized according to tense, aspect, voice and modality. Features of scientific and academic writing that are frequently referred to in the pedagogic literature, such as accuracy, brevity and clarity, can also be visualized. This pedagogic tool enables users to explore the form and function of lexicogrammatical features. Through exploring the visualizations and interacting with multimedia explanations, awareness of generic expectations is raised. This is the first freely-available online tool that visualizes multiple language features in scientific texts for pedagogical purposes.

Paper 215

Learning beyond the classroom: The impact of informal second language practices on proficiency and motivation

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The majority of research in second language acquisition has traditionally focused on teacher-led, classroom-based learning. However, with the spread of new technologies and the concomitant progressive globalisation of popular culture, informal second language contact is increasingly becoming part of the daily lives of many language learners (particularly of English). Previous studies of *Informal Second Language Learning* (ISLL) have provided evidence for a positive relationship between informal practices — such as watching TV series, online social networking, listening to music, and playing video games — and second language proficiency. Furthermore, considerable individual and group differences (e.g. relating to gender) have also been recorded, which might indicate that not all learners can benefit equally from ISLL. This presentation introduces a longitudinal mixed methods study which investigates whether the nature of learners' *engagement* in ISLL practices and their language learning motivation can explain some of the individual and group differences which have emerged in prior research.

The findings presented are derived primarily from the third stage of the research project, which involved the analysis of quantitative data collected from 354 German secondary school students via questionnaires, language learning diaries, and C-tests. The researcher employed Multilevel Confirmatory Factor Analysis and Latent Profile Analysis to explore the role of affective, behavioural, cognitive, and linguistic engagement in the participants' ISLL practices. Subsequently, Structural Equation Modelling techniques were used to study the extent to which prior language proficiency, motivation, and attitudes can predict later engagement in ISLL practices, and whether engagement, in turn, can predict changes in language proficiency over time. The findings will be of value to researchers, educational practitioners, and policy makers trying to understand, promote, and improve students' second language use outside of the classroom.

Paper 216

Introduction of English as a Medium of Instruction in Public schools in Khyber Pakhtunkhwa: Female Teachers' Perceptions, Practices and Preferences

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English serves as main source of communication, scholarship, and power around the world which help people to remain connected. However, English is also a source of social stratification and its use in education as medium of instruction on one hand provide access to latest resources, but on the other hand is proving a burden for speakers of other languages, especially ordinary people in developing country who have limited resources to acquire English. In Pakistan since colonial times English is used as medium of instruction (MOI) in elite schools while Urdu and other local languages are used as medium of instruction (MOI) in general schools. This leads the society into stratification. In order to minimize social stratification the latest education policy has implemented English medium of instruction (EMI) in all schools. However, this policy is implemented without considering the ground realities, especially the perception of teachers, who are the actual implementers of the policy. Henceforth, this study aims to know the perceptions, practices and preferences of female teachers about English as a medium of instruction (EMI) in Khyber Pakhtunkhwa (KP). The teachers may face various challenges associated with using English as medium of instruction. The study aims to understand the instructional practices while using EMI along with challenges face by female teachers in KP. There are separate schools for boys and girls and little research has been conducted in female schools, as male researchers are not allowed to visit female schools. Using linguistic imperialism as theoretical framework the study used qualitative methods for collecting data in natural settings. Teachers interviews and classroom observations were used as data collection techniques in four female public schools. This study helped to understand teachers' perceptions and practices which provide insights for policy and practices that help in providing better educational opportunities to female in Khyber Pakhtunkhwa.

Paper 225

Teacher cognition in relation to pronunciation instruction in Saudi English major programs

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Teacher cognition plays a significant role in the classroom, has tremendous value for education research, and has the potential to improve education systems. Research into language teacher cognition provides an understanding of how themes in language pedagogy interrelate, offering insights into teachers' local theories of learning. By teacher cognition we mean, "what language teachers think, know and believe" (Borg, 2015, p.1), encompassing "(a) personal, (b) practical (though informed by formal knowledge), (c) tacit, (d) systematic and (e) dynamic" features (*Ibid.* p.40). Pronunciation instruction is arguably important in language pedagogy (for review, see Darcy, 2018), thus inquiring into EFL teachers' cognition regarding pronunciation instruction is significant. Previous research has tended to focus on individual themes relevant to pronunciation instruction, such as goals, models and methods. To date, however, no research has provided a holistic understanding in which the various themes in pronunciation instruction are investigated within a single study.

This study aims to fill this important gap through an investigation of EFL teachers' cognition in relation to pronunciation instruction. Twelve respondents teaching Pronunciation, Listening and Speaking, Phonetics and Phonology courses in Saudi universities participated in the study. Each participant took part in an initial interview probing knowledge, beliefs and practices in pronunciation instruction; three classroom observations; a follow-up stimulated recall interview and a final interview to elaborate on issues that emerged from interviews and observations. The design of the initial interview schedule was based on key debates in pronunciation instruction, Shulman's (1986) concept of pedagogical content knowledge (PCK) and Borg's (2015) model of teacher cognition, which also guided a thematic analysis (Braun & Clark, 2006) of the data. Preliminary results of a thematic analysis of the interview data will be presented in this talk.

Paper 226

A usage-based investigation of the relationship between language contact and phrasal verb acquisition among international students in the UK

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Phrasal verbs (PVs), as a subcategory of formulaic language, are an omnipresent yet challenging linguistic feature for English L2 learners (Garnier & Schmitt, 2016). Existing literature has shown that competences related to social interaction –such as oral proficiency and pragmatics– witness more significant gains during study abroad than other skills (Kinginger, 2011). In 2017/18, 458,490 international students were attending university in UK (UKCISA, 2018). However, there is little research on formulaic language gains during study abroad. Thus, it is worthwhile investigating whether study abroad can exert a positive influence on phrasal verb knowledge among international students as a means of broadening the horizons of this important sub-field of applied linguistics research.

The current project, guided by a cognitive perspective and usage-based approach, adopted a sequential mixed-methods within-subjects design. 118 students in the foundation programme of a British university completed a modified language contact profile and a productive PV test. Semi-structured interviews were conducted with 9 participants to gather qualitative data. Data were analysed via descriptive statistics, correlation analysis and multiple regression analysis, using SPSS.

Results indicate a significant, moderate-size relationship between overall informal language contact and productive PV test scores. Time spent talking with international friends in English was the strongest positive predictor of PV test scores, whereas time spent writing homework in English and time spent speaking L1 were significant negative predictors. Corpus analysis revealed a moderate corresponding trend between PV frequency and test scores. Interviews revealed large individual differences in the informal language contact of learners and provided some interesting introspective examples of how they acquired PVs through interactive language contact. Overall, this study highlights the importance of social interaction during study abroad in facilitating PV acquisition and indicates a negative interaction between certain types of language contact and PV knowledge among ESL learners.

Paper 230

Adaptation of International Students in Japan

Yoko Munezane

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In today's highly globalized, multicultural world, international, and cultural experiences are increasingly important, particularly for the young generation, who are leading the future society. Studying abroad offers excellent opportunities for students to gain international experiences, language proficiency, and personal development. In higher education across the world, studying abroad has become increasingly popular in recent decades. In the 2016-17 academic year, around 4.8 million students were studying abroad worldwide, and about 260,000 international students were studying in Japan. Under this circumstance, it is worthwhile to explore the factors contributing to the adaptation of international students to the culture and life of the host country. In spite of the numerous studies concerning study abroad students, research on international students in Japan is still scarce. Moreover, the impact of either cultural intelligence, self-determined motivation (Deci & Ryan, 2000) to study abroad or language competence on the adaptation of international students in Japan has not been explored yet.

The purpose of this presentation is to investigate the role of cultural intelligence, self-determined motivation to study abroad, and language competence on the adaptation of international students in Japan. Cultural intelligence is the capability to function effectively in intercultural situations (Earley & Ang, 2002). Survey items were prepared based on previous studies. A questionnaire with a total of 63 items was set up by the researcher and was administered among 50 international students studying in Japan.

The results of regression analyses indicated that cultural intelligence, self-determined motivation to study abroad, and language competence had a positive impact on international students' adaptation, as measured by social interaction, cultural understanding, language development, and host culture identification. Implications of the study will be discussed from the perspective of the conference theme: Broadening the Horizons of Applied Linguistics.

Paper 233

Re-examination of an affix-acquisition order for EFL learners: receptive versus productive

Kazumi Aizawa, Tatsuo Iso, Paul Nadasdy

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Knowledge of affixes plays an important role in increasing vocabulary knowledge. However, few attempts have been made to identify L2 learners' acquisition order of affix knowledge. This study was designed to address three potential shortcomings of previous studies; to use actual words instead of pseudowords, to avoid asking participants' knowledge of parts of speech, and to incorporate more productive aspects of productive affix knowledge (Schmitt & Meara, 1997; Mochizuki & Aizawa, 2000; Sasao & Webb, 2017). The participants were 100 Japanese university students, majoring in Engineering. They completed a 120-item computerized vocabulary size test (VST), as well as a productive affix test (PAT) and a receptive affix test (RAT), each of which contained 30 items (15 prefixes and 15 suffixes). The results showed four interesting findings. Firstly, the acquisition orders of affixes of PAT and RAT, as well as that in the previous study, showed a number of discrepancies: post- and -ize were ranked high only in M&A, while ex- and -(a)tion were ranked low only in PAT. Secondly, only the suffix knowledge tests showed a mid-strength correlation between productive and receptive knowledge (r = .60, p < .05), while no significant correlation was observed for the prefix test scores (r = .48, n.s.). Thirdly, the VST showed a stronger correlation with the RAT compared to the PAT. Finally, the analysis of the participants' responses on PAT revealed that the frequency of affixes appearing in L1 school textbooks agreed with the high quantity of correct answers provided by the participants. These findings partly reject the results of the previous studies. They also suggested that learners' acquisition order of affixes may be influenced by the frequency of the words with certain affixes.

Paper 234

Cyberbullying or Justice? Naturalizing Doxxing in Online Forum Discussion

Carmen Lee

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This paper contributes to the growing research on harmful speech online with a focus on the lesser-researched phenomenon of *doxxing*. Doxxing is commonly defined as the act of deliberately seeking and publishing others' private information without their consent, often with malicious intent, and may cause discomfort and other forms of harassment (Chen et al., 2019). In this talk, I argue that doxxing, although often characterized in terms of intent, methods, and impact in the literature, is essentially a textually-mediated and discursive practice. The initiation and sustaining of doxxing behavior largely manifest themselves through digitally-mediated social interaction.

The data for this paper are part of an on-going project investigating the discourse of cyberbullying in Hong Kong. Based on a thread of 658 online forum posts related to the doxxing of a 12-year-old boy in Hong Kong, this paper examines how doxxing is perceived and discursively co-constructed by the doxxers (people who actively carry out doxxing) and bystander participants in the forum. Informed by the principles of computer-mediated discourse analysis (Herring, 2004) and concepts in Critical Discourse Analysis, the findings suggest that doxxing discourse shares some of the trolling strategies reported in Hardaker (2013). Specific to this study is that both the active doxxers and the onlookers would employ discourse strategies that allow them to *justify*, *legitimize* and even *naturalize* their doxxing behaviour. In addition, the few passive bystanders who express concerns about the ethics of doxxing a minor are prone to becoming the targets of further verbal attack. While it is not the aim of this paper to offer a crisp definition of doxxing, it is hoped that a discourse-analytic approach can reveal the complexity of this pervasive social issue, and uncover the covert strategies of online abuse that may be hidden in our everyday and naturalized discourse processes.

Paper 235

White Paper: Primary Languages Policy in England – The Way Forward

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In September 2018, the first cohort of primary language learners to have studied a language at KS2 following the introduction of the statutory requirement in 2014 made the transition from primary to secondary school. Research and inspection evidence to date indicates that primary schools have made valiant attempts, but have often fallen far short of full implementation as envisaged by the National Curriculum Review (2012) and the Languages Programme of Study (2013). The result has been inequity of opportunity for primary pupils across the country.

Lack of direct government support and guidance has meant that the challenges schools have faced since 2014 (time allocation, low teacher subject knowledge and language proficiency, limited access to professional development and a lack of a shared and agreed understanding of pupil progress at the point of transfer from primary to secondary schools.) look set to continue unless prompt action is taken.

There is a clear need for a coherent implementation strategy, and it is equally clear that for such a strategy to work effectively, it needs to be based on research evidence and involve all relevant stakeholders. The Research in Primary Languages (RiPL www.ripl.uk) Summit held in November 2018 brought together key players in policy making and leading practitioners and academics from across the country. The resultant RiPL White Paper presents implications for practice based on lessons from research into primary language learning, and concludes by putting forward ten realistic recommendations to support the full implementation of the primary languages policy. These include the creation of a National Taskforce for Primary Languages.

The recommendations are a call to action that involves all stakeholders, including teachers, school leaders, academics, professional associations, cultural partners, non-government organisations, as well as needing the support of central government.

Paper 237

English Medium Instruction in India: Effects on English Language Proficiency and Educational Outcomes

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English medium instruction (EMI) is increasingly being adopted at all educational phases across the globe, yet there is scant robust evidence to support its efficacy as regards English proficiency gains or broader educational outcomes. In post-colonial contexts English is the language of higher education and a marker of the educated and elite. Concordantly, demand for EMI schooling is high. However, qualitative evidence suggests that in some contexts EMI quality may be low due to, *inter alia*, low teacher proficiency (e.g., Meganathan, 2011) and little use of English in class (e.g., Erling *et al.*, 2017).

The present study broadens the horizons of EMI research by investigating the effects of EMI in a complex and to-date under-researched post-colonial context: India. Within the analytic framework of Secondary Data Analysis of Big Data, we estimate nonlinear regression models from nationally-representative, longitudinal panel data to model the effects of school-level medium of instruction (MoI) among 25,378 Indian youth. Specifically, we study the English proficiency in 2012 of Indian youth who were attending school with different MoIs in 2004-5. We further estimate by school-level MoI: (1) the probability of completing mandatory schooling; (2) the probability of completing upper secondary education; (3) the risk of school grade repetition; and (4) the final secondary education grade attained.

Results indicate that EMI significantly increases self-reported English proficiency with substantial effects compared to other MoIs and –contrary to the prevailing evidence as regards L2-medium education (e.g., Lo & Lo, 2014)– has no detrimental effect on educational outcomes, as indicated by an associated reduction of the risk of grade repetition and an increase in the probability of obtaining high marks on secondary school leaving examinations among EMI-educated youth. Findings are discussed with reference to the idiosyncrasies of EMI in the Indian context and implications for Indian language-in-education policy are drawn.

Paper 244

Projection with gaze: subjectivity and intersubjectivity in emergency care interaction

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This presentation reconsiders the concepts of *projection* and *intersubjectivity* with a case study from a healthcare setting, specifically team interaction in an emergency care simulation, focusing on a team leader's utterances and gaze, using an eye-tracking device. *Projection* is a phenomenon in which "an individual action [..] foreshadows another" (Auer, 2005, p. 8). A speaker projects their orientation in interaction with their syntax, e.g. by using pronouns, and their non-verbal behaviours, such as eye-gaze and posture. Interactants then recognise these cues, leading to intersubjectivity, which is an activity of sharing one's reality with others (Duranti, 2010). How a trauma team leader projects their subjective view to achieve intersubjectivity with their team members is our central interest. Using information from eye-tracking glasses (SMI and iMotions) and a head-mounted GoPro, this study is able to (1) identify what the leader sees and when and (2) investigate their direction of gaze during team interaction. For instance, a leader looked at a trauma booklet on a table 8 secs after entering the simulation room, and 5 minutes later he looked at it again and asked his team members to sign in. The members' action of signing in led to the closure of his projection. Thus, the leader's projection was developed over a period of time and realised with the involvement of the other participants. Although still in a preliminary stage, the analysis of a leader's gaze, correlated with utterances, visualises his projection action and its trajectory. In other words, with the recent technology of eye-tracking devices, we can now capture the leader's subjective orientation projected on their eye-gaze, which may not be observable to others yet. Thus, the trauma leader's projection seems to feature a relatively longer trajectory, which was generated by his subjective recognition and shared with others at a later stage.

Paper 245

Cognitive validity and new insights for language instruction and testing

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The notion of cognitive validity was first formulated in the 1990s in relation to testing in a range of subject areas, particularly in academic and professional contexts. It addressed an important question that had hitherto been side lined: Does a given test succeed in eliciting from candidates the types of cognitive behaviour that they would employ in a real-world context? To what extent does a test of medicine or physics test the recall of facts and to what extent does it test the ability to think like a doctor or physicist?

There are obvious implications here for the testing of second language skills; and indeed criteria based on cognitive validity have recently been used in validating major international tests. This talk will illustrate how the concept extends our awareness of the processes actually employed by test takers; and will then go on to suggest ways in which it can broaden other horizons: reshaping our approaches to syllabus design and shedding new light on how second language skills are best acquired.

Examples will relate especially to the listening skill, where there are arguably the biggest lacunae in the understanding of testers, materials writers and instructors about precisely what to target and how. However, parallels will also be traced in relation to the other three skills. The evidence presented derives from empirically based psycholinguistic principles and from the work of researchers in associated areas e.g. phoneticians, speech scientists, discourse analysts and comprehension specialists.

Paper 247

The five-filters approach: Genre-specific automated feedback on errors in scientific writing

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Viewing written work through the five filters of accuracy, brevity, clarity, objectivity and formality provides a pragmatic way to respond to academic and scientific writing. This paper describes the theoretical underpinning for an automated genre-specific error detector that adopts this five-filter approach to help undergraduate computer science majors understand how to improve their graduation theses. To write appropriately, it is necessary to adhere to the expected conventions of the target genre in terms of content, form and format, deviations may be considered as errors by the community of practice. A template analysis of the pedagogic literature on scientific writing housed in the resource centre of a research institute in Japan was conducted. This study uncovered three major criteria: accuracy, brevity and clarity; and two minor criteria: objectivity and formality. In the corpus phase, errors in a learner corpus of computer science graduation theses (n = 629) submitted to a Japanese university were annotated using these five criteria. By the fiftieth article, saturation had been reached. The annotated errors were added to a database, and assigned a weighted priority according to perceived severity, detectability and frequency. In the software development phase, pattern-matching expressions were created for errors with the highest priorities. Easy-to-understand actionable advice was written that could be displayed on matching the error. These errors were added to a database of an online error detector to enable users to received automated genre-specific feedback. Additional multimodal resources can also be accessed directly so users can access textual, audio and video explanations in either English or Japanese. Qualitative feedback from both students and teachers of technical writing has been overwhelmingly positive. Quantitatively, students undertaking a technical writing course in 2018 each received between approximately twenty and two-hundred pieces of advice on their final drafts.

Paper 249

International student participation in UK HE, university theatre societies: challenges to belonging

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This paper draws on research on international student naming practises (Edwards, 2006) to investigate the connection between names and variations in international students' sense of belonging within the extracurricular, university theatre society contexts in a UK HE.

Most research on international students presuppose social categories like race and ethnicity (e.g. Yao, 2014) while highlighting the broad benefits of belonging through participation in university societies (Hendrickson 2018). This paper demonstrates how international student names become racialised through voluntary participation in theatre games and within society contexts; creating patterns of divergence and convergence with home students. Names become sites of negotiation and struggle, over cultural differences, linguistic independence and right to self-description (Bucholtz, 2016).

Drawing from a corpus of 100+ hours of ethnographic observations and 16 hours of video recordings, in three theatre societies within a UK HE institution, gathered as part of my PhD study; I analyse the differential linguistic strategies employed by ethnically different home and international students in response to 'foreign' names, that performatively constructed the 'self' and the 'other'.

The findings indicate that Southern European and South-Asian international students ethno-racially marked names (e.g. Ignatiou, Aditya), coupled with their linguistic and phenotypical distinctiveness, triggered co-participating home students to performatively index their race and ethnicity (Alim, 2016). Variations in linguistic strategies employed by home student members highlight patterns of exclusion and inclusion that become apparent through their participation in improvised games. They indicate why South Asian international students might have chosen to engage in de-racialisation practises through indexical bleaching of names, either through truncation (e.g. Siddharth – Sid) or a shift towards English phonological system (e.g. Adi[th]ya [ɑːdɪθjɐ] – A[dit]ya [ɑːdɪjɐ]). The paper concludes by discussing how these interactional patterns impacted on white and coloured international students sense of belonging within the contexts of university theatre society groups.

Paper 250

Touching from a Distance: the Interactional Management of Skype-based PhD Supervision

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A great deal of current research into distance learning and education has focused on how technology has been deployed to assist learning communities working in different locations or to investigate how technology can be utilized to foster distance learning within groups (Delgaty, 2017). Less attention has been given to PhD supervision and distance learning, in particular, how supervisors and students separated by distance negotiate interaction mediated by technology, and their roles within that interaction. This presentation examines three PhD supervision sessions performed over Skype between a PhD supervisor and a student enrolled in a doctorate in Applied Linguistics at a university in the United Kingdom who was writing up away from the university. Each supervision session lasted approximately 30 minutes and was audio recorded by the student in question, with the knowledge of the supervisor. The argument proffered here is that supervisor and student are required to utilize a sophisticated repertoire of interactional resources to manage co-presence when separated by distance and co-construct opportunities for learning. These include signalling epistemic status to reveal current sates of understanding (Heritage, 2012) and the instructor deploying extended wait time to allow space for the student to respond to suggestions offered as part of the supervision process, regarding further actions and writing deadlines. Conversation Analysis is utilized to uncover how interaction during PhD supervision performed at a remove can be organized and managed to foster opportunities for learning. This research also adds to understanding of how to engender more effective supervision in what is becoming a more common situation; PhD students requiring supervision at a distance. This paper also addresses the conference theme by examining how teaching and learning can occur outside a traditional supervision context and how distance supervision may afford new opportunities beyond traditional face-to-face PhD supervision.

Paper 253

"There were very fine people, on both sides": Membership categorizations as practical action in the press conference, some analytic and pedagogical concerns

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The 2017 Charlottesville terror attack in the United States occurred when a white nationalist attending a 'Unite the Right' rally drove his car into a crowd of counter-protestors, striking and killing one. Three days later, U.S. President Donald Trump declared at a press conference that "there were very fine people, on both sides" of the conflict. The apparent move by Mr. Trump to condone white nationalism generated considerable media discussion. Much of it focused on the identity and character of the people included in his description, as well as attempts to determine the degree to which his personal beliefs could be considered racist.

Adopting a discursive constructionist (Potter & Hepburn, 2008) perspective, this project employs discursive psychology (Wiggins, 2016; Potter & Edwards, 1992) and membership categorization analysis (Stokoe, 2012; Sacks, 1992) of the transcript to suggest that the both-sides remark and others in the locally-occasioned interaction order (Rawls, 2015) of the press conference are better understood not as evidence about the content of Mr. Trump's beliefs, but rather as a call to particular persons to take up particular forms of action. This analysis of categorization practices (Watson, 1997) will be confirmed by a selection of Mr. Trump's subsequent Tweets.

By challenging prevailing ideologies of the interview (Briggs, 2007) or press conference as primarily a channel for information delivery, rather than a hearable call to action, I propose that applied linguistics and linguists can help build vital understanding of the connection between discourse and (inter-)action in the public sphere. I hope to prompt some reconsideration of the role that interviews, including press conferences, often play in enabling high-profile persons to achieve practical objectives in today's hyperreal (Luke, 2003) media environment. The full implications will extend also to the practice of using of public interviews (e.g. TED talks) as content for additional-language pedagogy.

Paper 257

Discursive positioning: A teacher-educator's online identity and agency negotiation

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Positioning theory (e.g., Davies & Harre, 1990, 1999) has received notable interest due to its ability to illuminate language teacher identity development, the achievement of agency, and the power dynamics that occurs within the classroom (e.g., Kayi-Aydar & Miller, 2018). While earlier work (e.g., Kayi-Aydar, 2015; Pavlenko, 2003) has helped use better understand how power dynamics inform development of certain identities, there has been little investigation as to how teachers handle these power dynamics in the online classroom. Also lacking in the literature is how positioning occurs discursively through social interaction instead of the cognitive ontology affiliated with social representations that govern practices as proposed by Korobov (2010).

Given the online classrooms have grown 14.2% increase since the 2003 to represent 29.8% of courses taught at university (NCES, 2018), it is timely that we examine how teacher identity and agency development are mediated in a virtual classroom setting. To address this gap, I investigate how through computer-mediated interaction a teacher educator positions himself and his professional in-service students within the online classroom. Specifically using Korobov's (2010) approach to positioning theory, I illustrate how identity positions and agency were developed discursively in computer-mediated social interaction. Adopting a netnographic (Kozinets, 2010) case study approach, I conducted classroom observations and semi-structured interviews, and collected discussion forum posts and materials made within the purely asynchronous online course hosted by a Midwestern U.S. university. My findings revealed that the teacher-educator's discursive position shaped the structure and content of the course and how he positioned his students as professional and independent learners. However, conflicts arose within the course when positioning identities were not fully able to be implemented or enacted. Based on these findings, teacher education needs to consider the online dynamics and resources needed for teachers to negotiate their identity and agency within this context.

Paper 265

Providing feedback in online collaborative writing activities: A comparison of the effectiveness of Google Docs and Wiki-based feedback on students' individual writing

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Peer feedback plays a crucial role in encouraging students' participation in writing and developing their writing skills. The use of online collaborative writing tools like Wikis and Google Docs can increase the timeliness of peer feedback and facilitate peer feedback provision and its integration in writing. Most previous research has focused on how learners provide feedback to one another in either Google Docs or Wikis, with few, if any, studies comparing the platforms or investigating the impact of their use on writing proficiency. Comparing these two platforms is important since it helps reveal whether these two platforms with differences in the timeliness and specificity of peer feedback, and easiness of its integration in writing have a differential impact on students' writing performance.

 This paper explores this question through a study focusing on Saudi EFL students. 40 upper-intermediate level students participated in the study, which had a pre-test-post-test design with a delayed post-test at 12 weeks. The intervention lasted eight two-hour sessions, during which students provided one another feedback on two descriptive essays. 10 pairs provided one another feedback via Google Docs and 10 pairs provided feedback via a Wiki. Proficiency was measured by assessing students' performance on three essays written individually. In order to provide insights into the reasons for any differences in the students' performance across the two platforms, feedback practices were compared in a qualitative analysis of the students' interactions which was guided by Jacobs et al.'s (1981) scoring profile.

Preliminary analyses focusing on the quantitative data found that students working on the wiki platform improved more from pre-test to post-test than students working on the Google Docs platform. Possible reasons for these differences and implications for practice will be discussed in the talk.

Paper 268

Our Relationships with LGBTQ+ Characters: talking about how LGBTQ+ people respond to LGBTQ+ representation on television

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Key words: LGBTQ+ representation, appraisal theory, media representation

The formation of beliefs about groups of people as a result of television representation of those groups has been described as a 'normal consequence of television viewing' (Perse and Rubin, 1989:61). There is evidence to suggest that a lack of positive representation influences how individuals feel about themselves with respect to their gender and/or sexuality, and a direct correlation has been observed between erasure within media and the high rates of mental health issues reported by LGBTQ+ individuals in comparison to cisgender heterosexuals (Oxley and Lucius, 2000). It is, therefore, of significant importance that television representation is analysed and improved, especially in ways noted as important by LGBTQ+ people based on their own experiences.

After interviewing groups of LGBTQ+ individuals about representation, I used Martin and White's (2005) Appraisal Theory to analyse their evaluations in order to obtain a systematic overview of how they view and respond to the representation they have witnessed. This presentation discusses some results found, particularly concerning the respondents' relationships with LGBTQ+ characters.

Despite the fact that the LGBTQ+ community constitutes diverse and varied groups of people, studies concerned with LGBTQ+ media representation have tended to either focus primarily on gay men and lesbians or have treated the community as a homogenous group.

This presentation, therefore, aims to address this by focussing on the responses given by different groups within the LGBTQ+ community, investigating reasons as to why these responses may vary, and providing an analysis which could offer potential solutions to the issues raised.

Paper 270

Telling audiences what they already know: an analysis of presupposed content in international online hard news articles.

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Assertion forms the basis of news discourse but all asserted statements embed presupposed content. For international events, which are supposed by their very nature to be remote and relatively unknown to the audience, what is presupposed is hard to conceptualise, especially in today's digital age where global audiences for international news providers are transnational and can number in the hundreds of million. In what Macagno (2012: 13) calls a "twofold reasoning process", news providers must judge what presupposed content is selected and how that content is to be presented whilst news consumers are required to accommodate, retrieve or reconstruct and assess this presupposed content.

This study has qualitatively analysed a 60000-word corpus of online hard news articles on the main events of the Syria conflict between 2011 and 2018 taken from four international English language news providers (BBC World, Russia Today, Al Jazeera, and Fox News). The corpus is coded in two ways: by presupposition trigger type to analyse what presupposed content surfaces and according whether the audience can be expected to accommodate, retrieve or reconstruct the presupposed content.

Finding show that there is a very narrow range of presupposition triggers in all providers' articles,. This is in contrast to more subjective news-writing genres such as editorials, perhaps indicating that a feature of objective hard news-writing is the narrow presentation and careful use of presupposed content. However, there are differences between providers in what they require audiences to accommodate, retrieve or reconstruct, possibly reflecting how different providers report with different audiences in mind. A further reading of this could be a strategic motivation to affect event representation.

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Paper 273

Collocation and emotions in the context of Austerity in British newspapers

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Austerity is a complex social phenomenon. The media play a crucial role revealing the concepts and controversies of Austerity. This research aims to analyse the emotions of Austerity, targeting positive and negative lexical items of emotion as well as their collocational behaviour in British newspapers. The corpus, constructed by Friedrich-Alexander-Universität Erlangen-Nürnberg, consists of 15,264 texts from The Guardian and The Daily Telegraph in the years 2010 to 2016.

A new corpus linguistic tool, LancsBox, is first used to identify the lexical items of emotion by selecting manually positive and negative emotional lexis from collocates of the node word 'austerity'. LancsBox is a powerful program which incorporates a system for the generation of *collocational networks*. This allows the visualisation in the form of graphs of the network of words that collocate with each lexical item of emotion; by this means the relationship between the lexical item and its textual environment can be revealed (Brezina et al. in prep; Brezina, McEnery & Wattam 2015).

Concordance lines of the positive and negative lexical items of emotion are examined qualitatively to enable an in-depth, in-context realisation of the uses of emotional lexis in the corpus, such as strengths of words and implications of word choice. To take this research into further depth, the uses of positive and negative lexical items of emotion between discourse of a right-leaning newspaper (The Daily Telegraph) and a left-leaning newspaper (The Guardian) are compared. By doing so, the overall modes of emotion of the two newspapers can be revealed.

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Poster 276

Lexical Availability and the L2 Motivational Self System

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The current research study aims at exploring the possible relationship between lexical availability and motivation types corresponding to a group of 84 English-major students Spanish L1 in their second year of the degree in Modern Languages at the University of Las Palmas de Gran Canaria. For this purpose, we analyse lexical availability by means of the responses produced by fifteen cue words and their correlation with the three constituents of Dörnyei's L2 Motivational Self System.

Taking into account the fact that our sample is made up of English-major students, hence highly motivated learners with presumably a strong interest in language improvement, we propose the following hypotheses:

1. A stronger Ideal L2 Self will not necessarily be translated into wider lexical availability in our subjects; the fact of having chosen a language-based degree already reflects their motivation for improving their English, and their command of L2 vocabulary; similarly, most participants are expected to have a quite strong Ideal L2 Self.
2. Learners who have visited an English-speaking country will have a stronger Ideal L2 Self and wider lexical availability.
3. Participants' Ought-to self will be considerably weaker that the Ideal L2 Self since Spanish students might be expected to be more driven by positive imagery than by what others might think of their success or failure. In other words, Spanish learners can have good command of a foreign language without a balanced combination of the Ideal and Ought-to self.
4. The more positive their L2 learning experience is, the stronger their Ideal L2 Self and the more extensive their vocabulary will be.

Paper 279

(Re)contextualizing Conflicting Discourses in Multilingual Student Writers' Reflective Writing Practices: An Academic Literacies Perspective

Ming-i Lydia Tseng

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While a growing body of studies has enhanced our understanding of reflection as institutionally situated practice with the value of improving students' academic, professional and lifelong learning, its high demand of negotiation poses challenges for multilingual students who use English as a foreign language to acquire. This paper reports on a qualitative study investigating the experience of 12 multilingual students' writing academic reflection in their discipline-specific practicum or internship courses. Academic literacies paradigm provides a critical lens of uncovering how conflicting discourses were recontextualised in target events of reflective writing, which points to consequences for students and teachers learning and teaching academic reflection. Data analysis illustrates that conflicting discourses of writing as "skills", "genre" and "social practices" are played out in students' reflective writing practices. First, students made efforts to (re)produce the particular model of reflection in terms of text structure (5R: report, respond, relate, reason, reconstruct) and specific linguistic features. This resulted in superficial engagement with reflective writing, which separates from making meaning. Second, two dominant discourses--"skills" and "genre" discourses--framed reflective writing as a marginal area of disciplinary learning. Third, drawing upon academic literacies perspective in some tutorial sessions, students were guided to engage in scrutiny of how different discourses constituted and recontextualized in target contexts of writing. This scrutiny allowed students to change preconceived notion of reflective writing as transferable skills: established genre conventions became destabilized in the process of recontextualisation. Reflective writing is a social practice; students negotiate various discourses to write reflections for constructing knowledge and (re)position identities. Overall, research findings highlight the significance of academic literacies' emphasis on contextual underpinnings of reflective writing practices. It enriches the text-oriented writing instruction targeted to improve multilingual students' language deficits. Insights generated from this study also contribute to EAP pedagogy for reflective writing.

Paper 281

Moral dilemma of offering help or not: Micro-analysis of interaction among a person with brain paralysis, train station staff, and wheelchair helper

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This paper, based on the theoretical framework of interaction analysis, looks at four video-recorded service encounters where a wheelchair user with cerebral paralysis, Naomi, creates a dilemma for station attendants and accompanying helpers when buying a ticket at a train station in Japan. The attendants and helpers face a moral quandary of whether to offer special assistance to Naomi to facilitate the progressivity of the service encounter or not to offer assistance to promote the autonomy of Naomi.

This paper describes what is actually happening in their interaction and the moral dilemma that each participant faces. Three research questions are addressed: (1) What are the practical problems of the participants? (2) How do they navigate through the dilemma? (3) How do they understand 'help'?

The initial analysis of the data reveals that the station attendants and helpers basically orient to respect the autonomy of Naomi, and they try to avoid intervention in the encounters. The helpers' intrusion occurs only when the progressivity of the ongoing interaction is inhibited.

In the fields of counselling and clinical psychology, subtle and often unintentional offenses toward people from socially-marginalized groups, such as disabled people, are called "micro-aggression", including instances where shop clerks try to talk not with customers in a wheelchair but with their accompanying helpers. In such psychological, 'etic', micro-aggression research, it is the researcher who makes a moral judgement and tells people what they should or should not do. In this study, in contrast, I try to take an 'emic' stance in which participants' own decisions and choices constitute what is moral. I also argue that what is happening in authentic encounters is very complex, and that micro-aggression is not a psychological, individualistic phenomenon but rather an interactionally-constructed one.

Paper 283

Namaz Literacy- a case study in a Mauritian Madrassah

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In 2010, as part of my thesis, I went to investigate Quranic literacy practices in a Mauritian madrassah. During my investigation, one Ustani told me "In the madrassah, the learning of namaz is more important than learning the entire Quran by heart" and "it is not necessary for the child to know the entire Quran by heart but it is indispensable for him to know how to perform the namaz prayers well." This amazed me as the research on Quranic literacy has always been foregrounded as the most salient literacy practice in the madrassah and most of the extant literature on Maktab/Quranic literacy has tended to focus on uncovering literacy practices underlying Quranic recitation and memorisation. One quasi-uniform religious practice across the global Muslim community is the daily Salaat or Namaz prayers. This study, taking as starting point the proposed term 'Namaz literacy' and anchoring itself in the extant literature on Maktab literacy and Quranic literacy, uses the ideological model (Street 1984) of literacy as a theoretical framework to explore the various literacy and multimodal practices happening within a Mauritian madrassah that feed into Namaz literacy. The study uses an ethnographic approach that included observations of the classes in a madrassah over a period of 6 months and interviews of the maulana, ustanis and other informants. The findings suggest that Namaz literacy is a complex teaching and learning process that encloses several literacy and multimodal practices happening in different phases; the findings also suggest that Namaz literacy develops over a period of time. This paper argues that Namaz literacy, as an intricate shared learning practice happening in the madrassah, maintains the Muslim community together by helping the young Mauritian Muslims to integrate their community through the shared practice of daily Namaz prayers performed in the mosque or at home.

Paper 284

An exploration of density in L2 word association networks in the mental lexicon of Japanese learners of English

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We attempted to examine the density in lexical networks of L2 vocabulary in the mental lexicon of learners of English in Japan. This study was a replication study of Wilks and Meara (2002), but we applied modified methods to our experiments and analyses. The participants were five Japanese undergraduate students whose TOEIC Listening and Reading score was approximately 400, and five Japanese researchers who used English daily in their research. They were asked to identify a single association, if any, in a given set of randomly chosen five words in the word association tests that we devised. The English words in the word sets were selected from the *New JACET List of 8000 Basic Words* (2016). The selected words were comprised of two types: 1,090 words that were considered essential for junior high school students (Group A), and 1,744 words that were considered essential for senior high school students (Group B). There were 80 word sets in each test; the first forty sets were composed of words from both Group A and Group B, while the latter half included words from Group B alone. We calculated and compared the rate of word associations (or hits) of the first half word set with that of the latter half word set in each test. The data of the students showed that the mean hit rate was higher when the words from Group A were included, suggesting that the words in Group A might be functioning as hubs that help link the words in the lexical networks in their L2 mental lexicon. This tendency was not observed in the test results of the researchers. The results of our experiments gave us some important indications to be taken into consideration for the development of vocabulary teaching programs for learners of English in Japan.

Paper 286

Lexical interrelatedness of semi-popularization articles across agricultural subdisciplines

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The academic field of agriculture is an applied branch of science that is inherently cross-disciplinary. Its flexibility and practicality in addressing real-life issues can make it challenging to identify its "core" vocabulary when creating L2 learning materials for undergraduate students of agriculture. With a pedagogic aim in mind, we compiled and analysed a one-million-word corpus of semi-popularization articles (newsletter articles published by universities and science news articles) that were classified into six subfields of agricultural sciences, each of which was intended to correspond to the six departments comprising a faculty of agriculture at a university in Japan. The corpus was compared with the Corpus of Contemporary American English (COCA), producing 1,686 keywords. The keywords were then matched with established word lists (the New General Service List and the New Academic Word List) to identify (a) common vocabulary in general English, (b) commonly-used academic words, and (c) off-list words, all of which were typically used in semi-popularization articles on agricultural topics. The off-list keywords showed both heterogeneity and commonality across the six subdisciplines. To further examine the lexical interrelatedness of the six subdisciplines, a cluster analysis was conducted on the data on the keyword occurrence across the subdisciplines. The results showed that plant sciences (Agricultural and Environmental Sciences and Forestry) formed one group and animal sciences (Applied Biology, Veterinary Sciences, and Marine Biology) formed another, while Animal and Grassland Sciences was relatively distinct from the rest. A qualitative examination of the keyword lists of the subdisciplines indicated that the keyword list of the Animal and Grassland Sciences contained many words that can be associated with either one of plant or animal science, which would have rendered it rather distinct from the rest due to its highly cross-disciplinary nature.

Paper 287

The Impact of Semantic Network Elaboration on EFL learners' L2 Utterance Fluency

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The current study contributes to the relationship between the lexical knowledge and speech fluency, as it is claimed that "lexical knowledge is the greatest impediment to spoken L2 fluency" (Hilton, 2008, p. 162). This is more evident in unbalanced bilinguals, as it disrupts parallel processing; hence, the speaker cannot deliver the utterance smoothly (Skehan, 2009, DeJong & Vercellotti, 2015). The purpose is twofold. Firstly, it investigates the relationship between certain type of vocabulary teaching technique, semantic mapping, and ELF adult learners' fluency of speech. Secondly, it looks into its impact on the organization of mental lexicon. Semantic mapping is defined as a classification strategy, resulting in a network of ideas and concepts interlinked together, which is not directly tapping the participants' oral fluency, but it activates and builds on their prior knowledge of vocabulary through the process of discussion (Johnson, Pittelman, & Heimlich, 1986); therefore, it involves deeper levels of processing. The study aims to determine if training students with semantic mapping, which has been proven to have a positive impact on the elaboration of semantic network, results in more organized mental lexicon and accordingly on improved and enhanced measures of utterance fluency. A total of thirty EFL participants in intermediate level of language proficiency took part in the study. They took part in pre, post and delayed post-tests on picture narrative to determine the oral fluency of speech and productive word association tests to check the organization of their mental lexicon. The participants were randomly allocated into experimental and control groups. Four sessions of intervention between the pre and post-test were held, training the experimental group participants with semantic mapping technique to review the already learnt vocabulary, while the control group was presented with the traditional way of training the students with wordlists.

Poster 288

Hacking Into the CIA: Making Educational Sense of Complexity, Identity and Autonomy

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This presentation assumes that teaching practitioners can find much to help them in the growing interest in applied linguistics in COMPLEXITY THEORY, and in the claims that a complexity-informed way of approaching language teaching and learning represents a paradigmatic shift. However, theoretical concerns in applied linguistics in general, let alone the particularly dauntingly-named complexity theory, continue for most teachers to appear remote from their everyday experience. Along with complexity, this presentation identifies theoretical interest in the notions of IDENTITY and AUTONOMY as needing to be looked at afresh and reformulated from a practitioner's perspective. While prominent theorists and specialists in these areas certainly do make efforts to extrapolate useful principles for educators, theoretical work taken as a whole is obfuscating much that could be easily perceived as illuminating and applicable. The author aims to show ways in which the theoretical questions associated with these theoretical areas of applied or educational linguistics can be formulated in ways which are easily relatable to the everyday experience of teachers. A number of classic writings on education are referred to, showing how the "CIA code" of COMPLEXITY, IDENTITY and AUTONOMY is built, somewhat unconsciously perhaps, on foundations that have already been laid by educational thinkers of the past. Drawing on these writings, as well as from recent works in fields that include coaching, marketing, social psychology, organizational theory, leadership, creativity and criticality, a range of conceptual tools are introduced that hope to contribute to the process of bridging the oft-referred to gap between theory and practice. In its poster form the presentation hopes to intrigue readers sufficiently that they want to explore a number of online resources created by the author. These range from text, audio and video snippets to extended essays.

Paper 295

Exploring *monolingual mindset* and 'language mindedness' and their role in predicting primary teachers' use of languages other than English in the classroom

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The degree to which primary classrooms outwardly reflect (e.g. activities, displays) the linguistic diversity of modern British society is largely dependent on individual teachers; particularly in the absence of clear guidelines as to what to 'do' with languages other than English and, *particularly* in highly monolingual areas where English is unequivocally seen as the norm. This study aimed to explore the degree to which teachers' *own* knowledge of languages, as well as their ideologies, may influence their practice and reproduce monolingual or multilingual-minded classrooms.

Data related to the phenomena of *monolingual mindset* and 'language mindedness' from several phrases of a project looking at primary teachers' use of languages in their (highly monolingual) classroom will be presented. Namely, from an online questionnaire with practising teachers (N = 200), including a quasi-statistical analysis of open comments and the results of a regression model used to predict willingness and confidence to use multilingual activities; additionally, from a quasi-statistical analysis of open text responses from trainee teachers asked 'How do you reflect linguistic and cultural diversity?' (N = 275) and finally, a thematic analysis of focus group data (N = 30) from practising teachers.

The data were inductively and deductively analysed in relation to linguistic experience (e.g. qualifications) and monolingual mindset. For example, the quantitative analysis showed language-mindedness to be the best predictor of teachers' willingness and confidence to use multilingual activities and within the qualitative data, there was a difference in the prominence of which activities were suggested (as ways of representing linguistic diversity) between groups with different numbers of language qualifications. Monolingual mindset emerged within the data in terms of how other languages were discussed, using humour; how English was discussed, as a 'first priority' and in monolingual language learning ideologies (e.g. multiple languages causing confusion).

Paper 298

Attitudes and Readiness of Pre-service English Teachers towards Multicultural Education

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The increase in the number of culturally and linguistically diverse student population in schools necessitates multicultural education in many parts of the world. In Turkey, where the number of refugees and immigrants has drastically risen in recent years, multicultural education has gained great importance. To this end, the present study aims to find out the attitudes of the Turkish preservice teachers (PTs) of English towards multicultural education and how ready they are to develop instructional strategies for multicultural classes. Data were collected from a total of 140 preservice English teachers by means of an attitude scale and a questionnaire composed of open-ended and case-based questions. Results of the study revealed that although all PTs had highly positive attitudes towards multicultural education, not all of them were ready to suggest concrete instructional activities for multicultural classes. Thus, curricular interventions in teacher education programs may be needed to equip preservice teachers to teach in such classes.

Paper 301

Colloquium: What Can Applied Linguistics Learn from Practitioner Research?

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Language teachers may adopt several approaches to research their own classrooms and practice, and these include Action Research (e.g. Burns, 2010), Reflective Practice (e.g., Mann & Walsh, 2017), Exploratory Practice (e.g., Hanks, 2017), Exploratory Action Research (Smith, 2015), amongst others. However, despite the successful promotion of these research approaches through programmes such as the *Irish Research Scheme for Teaching*, The *International Teacher-Research Festival*, practitioner research is yet to be fully acknowledged within applied linguistics. A first step in this direction was taken by the School of Education at the University of Leeds who organised a small BAAL-CUP seminar on this topic. They expertly put together an event which offered a renewed vision of practitioner research with the aim of challenging perspectives and time-worn beliefs about who does what in language teaching and research. This seminar problematised researchers' and teachers' beliefs whilst embracing their commonalities and differences.

With this proposed colloquium we will build on the BAAL-CUP seminar and invite a larger audience to examine and discuss the current momentum gained by practitioner research which, with its successful endeavours, has been contributing to theory-building in applied linguistics. We trust that the diverse audience at the BAAL conference will allow us to take further steps toward the goal of firmly positioning practitioner research within the landscape of applied linguistics. This colloquium thus represents a unique event to share, interrogate and embrace the insights which practitioner research may offer to applied linguists. We will draw on the experiences of international speakers who are practitioner researchers working in academia and foster a sense of partnership between those who may identify as academics and/or practitioners with an eye to reconciling their efforts and skills for a richer and more diverse community of inquirers of language education.

Poster 302

A Medical English Glossary for Undergraduates at Japanese Schools of Medicine

Simon Fraser, Walter Davies, Keiso Tatsukawa, Kazumichi Enokida

Hiroshima University, Higashi-Hiroshima, Japan

In this presentation, we detail the construction of a medical English glossary for undergraduate students at the early stages of their medical studies in Japan. The glossary is an extension of a word list emerging from the interplay of materials design and corpus analysis in the development of a set of pedagogical materials. The materials are divided into units based on body systems, and have been informed by an interdisciplinary approach involving the input of medical specialists as well as applied linguistic methods.

We begin by describing how the glossary has been designed for ease of use by students of medical English. It is divided into three major parts: Part 1 lists key terms, appearing by unit, alongside other members of the same word family (e.g. *abnormal, abnormality*) and semantically linked word parts (e.g. *tumor, -oma, onco-*); Part 2 lists all the key headwords in the materials; Part 3 lists word parts (e.g. *-oma*) with examples drawn from Part 1 (e.g. *adenoma, angioma, astrocytoma, glioblastoma, glioma*).

We then examine the lexical characteristics of the key medical terms, including the degree of "technicalness" of the words (for example, terms can be overtly technical, or can be general words such as *inferior* with a "hidden" technical meaning), and the specific contexts in which they occur. The importance of multiword units in medical terminology is noted, and particular attention is paid to morphology and the ways in which word parts and affixes combine to form complex medical terms. Finally, we show how our linguistic analyses have helped us to construct a teacher's guide for the classroom materials that gives detailed advice on how to approach the presentation and illustration of the different types of terms.

Paper 303

Does learners' shared L1 use for a task completion hinder L2 development?

Natsuyo Suzuki

Rikkyo University, Tokyo, Japan

A task helps second language learners experience and connect themselves to real-world communication. However, one of the challenges is to bring authenticity into the classroom of monolingual speakers (Japanese) enough to put real communicative demands on them. One way is to give discussion tasks in which learners speculate about issues that are generated from their own concerns. The benefits of L1 in learner-learner interaction in terms of scaffolding have been shown (e.g., Bao & Duo, 2015), nonetheless, little is known about the impact of L1 in the activities where learners can engage in at higher cognitive level on L2 development. The data was collected from an intermediate level of university students (B1, B2 at CEFR); one group (n = 29) who were allowed to use L1 in their discussions about current news and the other group (n = 18) used English only over the course in three months. Students were divided into groups of 3 or 4 members, discussed the problem presented and introduced opinions in front of the whole class. To backup the research context, retrospective questionnaires about participants' L1 use were collected every after the class. Pre- and Post- tests were conducted in written mode to examine language production and analysed the number of sentences, readability, type token ratio, lexical diversity, spelling errors, and metadiscourse markers (Bax, Waller, & Nakatsuhara, 2014). The findings showed that, regardless of the language they used, the participants developed type-token ratio and readability as time goes, however, a majority of the participants used English only produced less metadiscourse markers in the post-test, while some participants in the other group showed more discourse markers including hedge and person marker along with logical connective. More details of the findings and the same investigation for two other groups in another course will be also addressed.

Paper 304

False starts as modified output in second language learners of English: implications for proficiency

Simon Williams

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The acquisition of forms necessary to achieve fluency has been claimed to take place in modified output, specifically in 'language related episodes' (Swain, 1998, p. 70) or reformulations. These sequences of talk, comprising false starts and corrections, are important because they involve metalinguistic reflection in negotiating meaning or form. While corrections are associated with accuracy, false starts are self-evidently associated with fluency, and it is therefore crucial to understand their form and frequency.

Although previous research has noted a general variation in the *frequency* of false starts according to task type (e.g. Kormos, 2000; Van Hest, 1996) and proficiency level (O'Connor, 1988; Van Hest, 1996), the development and application of psycholinguistic taxonomies (Levelt, 1983; Kormos, 1998) in an attempt to make a more fine-grained discrimination of false starts with proficiency level has proved impractical. Yet as likely sites of language acquisition, there remains a demonstrable need to classify examples of false starts on a content basis.

This study claims that it is possible to identify a number of internal features in the false starts of L2 learners of English according to proficiency level. Two independent raters were asked to classify 178 false starts produced by 56 learners of English. Using the semi-spontaneous learner output from which the false starts were taken, the learners had previously been grouped into lower-intermediate and advanced proficiency levels (N_{low}=25, N_{high}=29). Controlling for hesitation and vocabulary, the findings indicated that the two raters' classifications of the false starts correlated significantly with the proficiency groupings of the speakers. Furthermore, the classification criteria reported by the raters enabled the construction of a formal linguistic description of false starts according to learner level. The results have implications for teaching, learning and materials writing.

Paper 307

Functions of phrases in EAP writing pedagogy: exploring the gap between research and practice

David Oakey

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This talk explores the gap between EAP research and practice by examining one feature of EAP pedagogy: the functions of phrases in academic writing. Several lists of phrases frequently found in academic discourse have been produced over the past two decades by researchers using large corpora of academic writing. These phrases are variously structured and labelled: 'lexical bundles,' 'grammatical collocations,' 'academic formulas,' 'phrasal expressions,' multi-word constructions,' and 'academic collocations' (references omitted). The phrases in several of these lists have also been categorised according to the way they are observed to function in academic discourse: 'lexical bundles,' 'academic formulas,' and 'multi-word constructions', despite substantial differences in form, perform similar referential (ideational), stance (interpersonal), and discourse organising (textual) functions.

Similarly, lists of phrases can also be found in many published materials for teaching academic writing. These are intended to provide students with templates which they can adapt for use with their own ideas so that their written expression is phrased appropriately. Each phrase is also associated with a particular discourse function for use at a specific point in a text. Yet the functions specified for phrases in these materials for EAP writing *practice* do not obviously match the Hallidayan categories universally adopted in EAP writing *research*.

In seeking to explore this apparent divergence between EAP research and practice, therefore, this paper examines the functions assigned to six sets of phrases: two produced by researchers and specifically intended for pedagogy (Liu, 2012; Simpson-Vlach & Ellis, 2010), two specialised academic writing phrase books by mainstream publishers (Birkenstein & Graff, 2018; Godfrey, 2013), and two specialised academic writing phrase books published independently by practising EAP teachers (Barros, 2016; Morley, 2014). The paper concludes from the results of the analysis that, in this area of EAP at least, there is a disconnect between research and practice.

Paper 311

Life narratives and linguistic identities of elderly Finnish migrants in Sweden

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The purpose of this paper is to analyse care experiences, self-perceptions and linguistic identities in the life narratives of elderly Finnish migrants in Finnish-speaking care homes in Sweden. During the latter half of the 20th century a large number of Finns migrated to Sweden to seek work (e.g. Tarkiainen 1996). Currently, the number of Finnish speakers in Sweden is estimated to be around 210,000, and Finnish has been an official minority language in the country since 2000. There is a soaring demand for and a consequent media debate about Finnish-medium geriatric care in Sweden, and there has been a number of studies on the care experiences of elderly Finnish migrants (e.g. Socialstyrelsen 2001; Ekman & Emami 2007; Heikkilä & Ekman 2000, 2003; Fagerholm 2012). I will approach this migrant group's narratives from a critical sociolinguistic point of view using qualitative narrative analysis (Bamberg 2003; Gimenez 2010; Silver 2013). My research questions are: How do elderly Finnish migrants construct their life stories? How does language and linguistic identity feature in the narratives? The data consists of interviews conducted in Finnish primarily in the Stockholm region in 2018. I will examine differences and similarities in the structure, content and function of the individual narratives, and place them in a wider context of migration, geriatric care and the interview situation itself. The results show a strong interconnectedness between language, work, health, family and wellbeing among the elderly Finnish migrants. Alongside humour and a sense of achievement, a recurring topic in the narratives is the rejection of Swedish and an active pursuit of Finnish. The interviewees have a strong emotional nostalgic connection to Finland, and they are happy in the specialised care home environment.

Paper 313

The Perceived Applicability of Chinese Teachers' Beliefs after Studying an MA TESOL in the UK

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Teacher beliefs as a field of enquiry has drawn much attention and has advanced greatly over the past three decades (Borg, 2018). Although much research has investigated teachers' beliefs after attending teacher training course, one question is still unclear: what are student teachers' beliefs about teaching and learning after studying an MA TESOL programme? Despite the popularity of MA TESOL programmes in the UK (Copland et al., 2017), few studies have focused on the applicability of teachers' beliefs after gaining an MA TESOL degree in real teaching contexts. Adopting an interactive perspective (Wyatt and Ager, 2017) combing cognitive and sociocultural perspectives, the research aims to investigate beliefs about English teaching and learning held by Chinese student teachers after completing an MA TESOL in the UK. It further examines the perceived applicability of those beliefs in Chinese teaching contexts. The study employs a variety of data collection methods including an online post-course questionnaire, focus group interviews, classroom observations, and stimulated recall interviews. The findings will help us better grasp the status quo of the Chinese student teachers' beliefs after attending an MA TESOL in the UK, the reasons for shaping their stated beliefs, and the interrelationship between language teacher beliefs, teaching practices, and sociocultural contexts. Practical implications will be proposed for novice teachers, teacher educators, and teacher education programmes, especially MA TESOL programmes in the UK.

Key Words: language teacher beliefs, MA TESOL programmes, teaching practices, sociocultural contexts

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Paper 314

Beyond 'Body Language': Teaching, learning, and assessing gesture for spoken language Group Interaction tasks

Simon Harrison

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'Body language' is currently taught, learned, and assessed globally as part of communication strategies for second language speaking activities. However, experts in gesture studies and multimodal interaction have largely rejected the notion as erroneous and unscientific (McNeill, 2005; Streeck, 2009; Beattie 2016; Harrison, in preparation). The questions that arise therefore include 1) How is 'body language' actually taught as a language communication strategy? 2) What materials do language teachers and students use when teaching and learning 'body language'?

I offer an answer to these questions by focusing on a case study of 'body language' from English language teaching in mainland China and Hong Kong, where English is integral to all levels of education and 'body language' is a construct assessed as a communication strategy on the English Language secondary school exit examinations (*GaoKao* and HKDSE; HKEAA, 2019). The validity of the 'communication strategies' category in those assessments has previously been examined through discourse-analytical studies (Gan, Davison & Hamp-Lyons 2008; Luk 2010; Gan 2010; Lam 2016, 2018), but despite explicit multimodal analyses of such assessment data (Gan and Davison, 2011), the disconnect between 'body language' and gesture studies has not yet been addressed.

My empirical study triangulates analyses of classroom data (a 3-minute episode of EAP 'body language' teaching), materials analysis (textbooks, assessment criteria), and a participant interview to provide a case study of how 'body language' is currently taught, learned, and assessed in China. The findings indicate that 'body language' teaching and learning is not being informed by the now substantial literature on gesture in SLA (e.g. McCafferty & Stam, 2008; Smotrova, 2014; Harrison et al, 2018). Given this situation, I propose how the "deficit in high-quality teaching and learning materials for these skills" (Nakatsuhara, May, Lam and Galacz, 2016) could be addressed, namely through qualitative and quantitative multimodal corpus studies.

Poster 315

Exploring L2 learners' co-construction of their knowledge and motivation in pair work: A microgenetic approach

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Many have studied L2 Motivation, often with great insight (see, Dörnyei & Ushioda, 2010). However, as Ushioda (2016) argues, research on L2 motivation 'through a small lens" is needed in order to better our understanding of it.

This study aims to explore how L2 learners engaging in pair work co-construct their knowledge of the content, their motivation and their relationship by employing a microgenetic approach. Four Japanese university students (English major) participated in the study. Two pairs were organized, based on their English proficiency (as measured by TOEFL ITP scores) and on their interest in bilingualism and bilingual education. They engaged in a three-stage task: individual reading task, pair work, and post individual reading task. For reading material, a section was taken from an academic book on bilingualism and bilingual education. In order to understand how the students' motivation fluctuated throughout the learning process, they were asked to indicate their motivation level on a scale from 0.0 to 7.0 before and after each stage and to explain their reasons for the levels they gave. Moreover, after the pair work, they were asked to reflect on their motivation and thinking by watching (individually) a video of their own pair work. Stimulated recall exit interviews were conducted with each participant. Japanese, their mother tongue, was used in all stages and all of the pair interactions and interviews were transcribed. Each pair's social interactions, their understanding of the content and their motivational changes were analysed. Data reveal that motivation of L2 learners working in pairs is dynamic and evolving. Various factors, such as relationships between partners and task-related factors (e.g., task difficulty, task value, task goal) influence their motivational fluctuation. Future research agenda and pedagogical implication will be suggested.

Paper 316

Artefacted hybrid research-teaching as a heuristic matrix for transdisciplinary and broadened applied linguistics protocols

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This research aims to shed light on how the complexity of an artefacted hybrid seminar is best apprehended by broadening the tools of applied linguistics, namely drawing on visual ethnography, semiotics and philosophy as well as the usual linguistic protocols. We will show how the very nature of research, as well as research-teaching, is affected by artefaction and screen experiences, which act as a matrix for meta-analysis.

The context of this study is a monthly research seminar "Multimodal interactions by screens" (Lyon, France) bringing together PhD students, researchers and professors. During these seminars, some participants are in Lyon, while others participate remotely via 'Beam' and 'Kubi' robots or Adobe connect. We collected data via video recordings (seminar room and distant participants' rooms), screen captures, questionnaires and interviews. For this research paper, we focus on the question of how such a complex corpus leads to a transdisciplinary approach, or rather inbuilds within the artefaction the systemic construction of the experience and of its accountability itself.

We aim to answer questions as: what are the analysis protocols to be used for the apprehension of the whole complexity of an artefacted hybrid research seminar? How should applied linguistics be combined with other approaches in this view? How can innovative teaching methods benefit from it? How can this experience produce relevant recommendations to enhance the quality of the research-teaching nexus in the digital era?

We show how a change of paradigm is needed in order to pinpoint the systemic nature of the interactions taking place. At any one moment, we see that primary, secondary and meta-attentional threads, in combination with gestures, discourse, and empathic regimes, all coexist and are orchestrated within a new hybrid grammar where the mutual awareness of a simultaneous reciprocal lived experience is aimed at but not always achieved (Depraz, 2014).

Paper 317

Spaces of multilingualism in an international school: Preliminary findings from a participatory linguistic landscape project

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This paper presents preliminary findings from an ongoing project aiming to increase the visibility of multilingualism in an international school in London. International schools, in name and by tradition, celebrate the linguistic and cultural diversity of their student populations. In practice, however, international schools typically use English as the medium of instruction, preparing students for higher education in universities in the UK or the USA, illustrating what Piller (2016) refers to as the 'monolingual habitus of multilingual schools' (p.99). Extending a small but growing body of research on schoolscapes (e.g. Brown 2012; Dagenais et al. 2009; Dressler 2015; Gorter & Cenoz 2015; Szabó 2015), this project involves 30 primary school students as co-researchers and co-designers of linguistic landscape and examines the impact of their participation on their multilingual awareness. In the first stage of the project, a geosemiotic analysis (Scollon and Scollon 2003) of the school's linguistic landscape was carried out. It is observed that multilingual signage tends to concentrate in *passage space* and often represented as visual art (e.g. calligraphy, collage, and drawings). The researchers' findings are then compared and contrasted with the linguistic landscapes captured by the students on iPads in the second stage. Preliminary observations suggest that students' perceptions of the school's linguistic landscape are shaped as much by their *activity spaces* as by their linguistic repertoires. Based on this triangulation of data, we conclude the presentation by discussing the pedagogical implication of this participatory linguistic landscape project for multilingual education.

Paper 319

Revisiting the Three-Language Policy (TLP): an analysis of agentive processes integral to language policy planning in India

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This paper studies the agentive processes which shaped the three-language policy (TLP) in India. This paper identifies the National Policy on Education as it was proposed in 1968, revised in 1986 and reiterated in 2005 and 2016 by the Indian government as starting points for the analysis of TLP and its implementation at the school level in India. These policies throw light on the ways in which school-level educational policy is perpetually tied to larger questions of political equilibrium and nationalism.

Background: The TLP in India is a historical outcome of political turmoil in pre-independent and post-independent India. It states that "Every boy and girl must obviously know the regional language, at the same time he should be acquainted with the Federal language, and should acquire the ability to read books in English"(University Education Commission, 1949, p. 280). The TLP is seen as way of "coping"(Mitchell, 2009, p. 162)with India's multilingualism. Linguistic reorganisation of states in India ensured that language differences are constitutionally accommodated. But this 'political' orientation towards language policy impaired language education (Chaklader, 1990)(Ministry of Human Resource Development, 2016)and language ecology in India.

This first part of the paper discusses the policy processes and agents which played a prominent role in the formulation of TLP. This section will throw light on the ways in which other agentive processes besides appeasement of sub-nationalist and linguistic groups, impacted the modelling of the TLP. The second part of the paper reports the way in which present day school education policy in India interprets and implements the TLP. This part of the paper explains how the 'agentive processes' which were central in the origins of TLP structurally impact Indian school education policy and planning.

Paper 320

An investigation of current Japanese university students' attitudes toward English: One more step towards an innovation in ELT.

Natsuno Funada

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A growing number of studies continue to investigate learners' attitudes toward English as a lingua franca (ELF). There remain ambiguities, such as learners strongly preferring native-speaker English, while they have open attitudes toward ELF. The extant research instruments measure attitudes toward variation in English bounded by geographical location, but cannot capture the complex attitude formation in a global context. Based on a lack of suitable approaches, the Global Englishes orientation questionnaire (GEO-Q) was developed and focus-group interviews were conducted. After conducting pilot studies, the GEO-Q was modified for specific contexts (Japan) and was distributed to 660 English learners. Exploratory factor analysis addressed five orientations: English use with target communities, multilingualism, varieties of English, traditional language norms, and 'nativeness'. The GEO-Q included an adapted measure of language exposure and proficiency, to examine whether these were correlated with learners' orientations. Regression analysis revealed all orientations were partly predicted by exposure. This indicated that learners who had been exposed to different varieties of English and ELF interactions inside and outside classrooms were more open to ELF and its uses. Proficiency was negatively correlated with traditional language norms, demonstrating that lower proficiency students held more prescriptive attitudes. The ten focus-group interviews supported the quantitative results. This further revealed that the quality of ELF exposure was important. The rationale behind the ambiguity of attitudes included the learners' preconceived notions of the most efficient ways to learn English. The results show that learners' traditional mindsets are deeply rooted in their personal views, which are prone to change through meaningful ELF experiences. Thus, the study calls for a need to accumulate contextualised research evidence about successful implementation of ELF-oriented pedagogic actions, as one more step towards an innovation in ELT. The GEO-Q may be used as an alternative tool for examining the impact of the actions.

Paper 321

The role played by executive functions in the interaction-driven development of accuracy and fluency of oral production and listening comprehension of L2 English past counterfactual conditionals among Japanese university undergraduates

Jonathan Moxon

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Long's Interaction Hypothesis (1996) proposes that interaction, and the corrective feedback that is provided during interaction episodes, promotes L2 acquisition because it "connects input, internal learner capacities, particularly selective attention, and output in productive ways" (pp. 451-452). This paper presents initial findings from a comprehensive study investigating the roles played by one group of internal learner capacities, executive functions (EFs), in the noticing of corrective feedback and gains made by N=23 Japanese undergraduates in accuracy and fluency of L2 English past counterfactual conditionals during interaction.

Following EF testing (shifting, updating and inhibition), participants completed five picture story narration tasks, the final part of which provided obligatory contexts for oral production of the target structure. Conditionals produced during the first and last of these tasks acted as oral production pre- and post-tests, while the intervening three tasks comprised the treatment during which recasts were provided in response to target structure errors. Pre- and post-test data was analysed for accuracy and fluency. Immediately before and after the tasks, participants responded to a 24-item timed binary-choice grammaticality judgment task (GJT) containing eight target-structure items. Responses were logged for accuracy and reaction times. A delayed post-test will take place in April.

Initial t-tests analyses comparing pre- and post-test measures indicated a significant effect for recasts on accuracy in both the GJT (p = .000, r = .71) and oral production (p = .026, r = .45) at post-test. No significant improvement was observed for fluency of oral production (p < .05, r = .39) or response times (p < .05, r = .32) in the GJT. Results are discussed in the light of previous interactionist research, and cognitive theorisations of the Interaction hypothesis.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. *Handbook of second language acquisition*, 2(2), 413-468.

Paper 324

Processing formulaic sequences in typologically different languages

Katja Mäntylä[1], Sinikka Lahtinen[2], Outi Toropainen[3]

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Understanding the writing process and the production of sequences in a language provides us with information on how language users and learners see structures and patterns in a given language. Realising individual differences (learner-internal sequences) and acknowledging potential deviations from what is in standard language considered as sequences (learner-external sequences) enhances teaching and learning these patterns (Mitchell &Myles 2017).

In this study, we look at how intermediate and advanced level L2 learners produce formulaic sequences (FSs) when writing. With a FS, we refer to a sequence, continuous or discontinuous, of words or other elements (Wray 2002). We compare three typologically different languages, English, Swedish and Finnish, and learners with different mother tongues (Finnish or Swedish) to detect differences in the use and processing of formulae. Previous research on formulaic language has often been corpus-driven, frequency-based and has focused on English as L2 (Jaworska, Krummes & Ensslin 2015). This study aims to explore what kind of lexical elements might be produced as entities when writing, considering the different typological nature of the three languages.

The participants were university students (N=20) learning Swedish, English or Finnish in Finland. In data gathering, we used keystroke logging, a method for recording keyboard activities during typing (Strömqvist & al. 2006). The writing can be replayed in real time. In addition, we ran stimulated recall interviews with some participants to understand the events behind their writing process. The results show interesting differences between the three languages as well as between learner-internal and learner-external sequences that may challenge the idea of language being produced as chunks.

We discuss how keystroke logging as a method, and these findings open doors for a new kind of research in the field of FSs, and in understanding and teaching typologically different languages.

Paper 327

Identity, Membership, and Skin Color: Through a Lens of Positioning Theory to Understand a Multilingual Speaker's Struggle for a Sense of Belonging

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Informed by positioning theory, this study examined an immigrant student's (Yulia's) language learning experience. An analysis of Yulia's narrative positioning reveals that her perceived identities as a smart, different, and special multiple language speaker have isolated her from her communities. She desperately tried to fit in with the groups in her school and extended family; unfortunately, even though she felt a sense of belonging, she became a modified version of herself. Shuttling between languages, cultures, and groups, Yulia found that her true self was invisible in any of the cultures. She was always positioned as an outsider. Also, positioned as her parents' secretary and translator, Yulia believed that her lived experiences have shaped her as a resilient, mature, and independent immigrant who shouldered many familial responsibilities at a very young age, such as filling out job applications, medical records, school registration papers, attending parent-teacher conferences for her siblings, negotiating with the real estate agent to buy a house, and contacting school teachers on her parents' behalf. The reversed roles as a parent deprived of her time to be a child. Yulia's multilayered and complicated positional identities interacted with her actions and perspectives on herself and experiences as an immigrant. This study indicates that this immigrant's self-formation in action matches or mismatches with her self-conceptions based on her learning trajectories and unique situations. It thus argues that linguistic competence does not facilitate community membership establishment if a language learner is positioned as an outsider by her race or skin colour.

Paper 328

Towards automated evaluation of the consistency of assessor feedback on students' writing

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With the increasing volume of academic assignments completed in HE, it is becoming critical to ensure that different students receive consistent assessment. Previous research of feedback on student essays has addressed a range of problems, including manual classification of the comments (Hyatt 2005), production of annotated corpora of assessor comments (Merckle 2008), automatic generation of margin comments (Field et al 2014). In contrast, our paper is concerned with automatic evaluation of consistency of textual feedback that assessors provide when jointly marking a collection of assignments. Specifically, we aim to determine if assessors differ significantly in terms of:

(1) The length of the commentary;

(2) The sentiment polarity (positive vs negative) of their commentary;

(3) The agreement between the assigned grade and the sentiment of the commentary;

(4) The degree of personalisation of the commentary to individual essays.

The study is based on a corpus of assessor comments on 512 undergraduate student essays completed at a UK university. The essays were marked by six assessors in total, who assigned a numerical grade and provided a textual commentary to each essay.

The sentiment in the comments was automatically estimated using a sentiment analyser (Pekar et al. 2014), the degree of personalisation was measured in terms of the type-token ratio of an assessor's total comments.

The main findings can be summarized as follows: (1) All assessors differed significantly in terms of the mean length of their commentary; (2) None of the assessors was significantly different from others in terms of the sentiment of the commentary; (3) Only four out of the six assessors tended to write commentary whose polarity was significantly correlated with the grade; (4) In 75% of pairs, assessors differed in terms of their type-token ratio, suggesting that the assessors wrote comments with different degrees of personalisation.

Paper 332

Phonemes emerge from words but are noticed by letters: implications for early education and assessment

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Phonological representations (mental categories of the sounds in a language) and phonological awareness (children's explicit knowledge of these sounds) have both been identified as key predictors of literacy success. Yet substantial debate remains about how these entities develop.

The current longitudinal study plots children's phonological development as they move through the first two years of school (aged three to five). 24 children took part in a range of activities, designed to measure children's implicit sensitivity to the sound structure of words as well as their conscious knowledge of phonological segments. The novel measures of segmental sensitivity allowed children's implicit knowledge of phonological information to be probed without requiring any conscious awareness of phonological structure.. The results support the view that while phonemes may emerge within children's representations through oral language experience alone, letter-sound knowledge is needed for children to gain a conscious awareness of phonemes (Ventura et al., 2007).

These findings have important implications for early education and for the identification of children with phonological difficulties. Traditional measures used for identifying phonological difficulties in children tend to require conscious phonological awareness, limiting the age at which they can be used for early identification. Measures of segmental sensitivity which do not require any conscious phonological awareness or any knowledge of letters have the potential to be used with younger children as they enter school. This study's findings also have implications for the way that phonics is taught in schools, supporting the view that letters should be introduced alongside phonemes, rather than waiting for the skills of segmenting and blending to be developed first.

Ventura, P., Kolinsky, R., Fernandes, S., Querido, L., & Morais, J. (2007). Lexical restructuring in the absence of literacy. *Cognition, 105*, 334–361.

Paper 335

The Multimodality of Glocalisation and Its Complexity: A Case Study on a Multinational Corporation on Social Media

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Previous studies have acknowledged the increasing need for a personalised approach instead of a standardised approach in marketing and revealed how multinational corporations have employed glocalisation strategies at a national level (Kumar & Goel, 2007; Metin & Kizgin, 2015; Simi & Matusitz, 2017), yet studies on glocalisation strategies and marketing targeted towards the smaller communities within a country have not been adequately explored, especially through a linguistic lens.

Through content analysis and social semiotics multimodal analysis (Kress and van Leeuwen, 2006; Kress, 2010), this study aims to identify the different glocalisation features within a small corpus of advertisements on social media and demonstrate how semiotic resources are used to adapt to the cultural conventions of a multi-racial and multi-religious country. The findings highlight how examples of glocalisation can occur at a lower level than the national level based on how the different languages, local dialects, Malaysian English lectal ranges, culture-specific images and colours are used to cater to the various communities within a nation.

This study considers rethinking the concept of 'locality' and the need for an integrative and inclusive framework around glocalisation to address the complexities of cross-cultural communications in order to facilitate intercultural communications, based on Kraidy's (2003) recommendations. Discussion of findings also demonstrates how semiotic resources such as writings, layout, colours and images can sometimes be both local and global simultaneously and how employing glocalisation features on social media might blur the line between global and local even further due to its medium, making the process of attempting to create a framework around it even more difficult and its implications for future research.

Paper 336

'I had hope, which is not cost for anybody': Examining the relationship between language learning, integration and identity in the trajectories of adult ESOL learners' lives in Britain

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Migrants and refugee non-expert speakers of English are frequently the subjects of British political discourse and policy which characterises English proficiency as the pathway to integration. However, integration and language learning are complex processes which can be impacted by multiple factors e.g. immigration status, employment opportunities, discrimination and inequalities. The relationship between language learning and integration has not been properly explored, especially from the perspectives of migrant and refugee language learners seeking to learn English in Britain.

This paper investigates the relationship between learning English and integration by using identity as a conceptual lens to illuminate how social context and power relations affect migrants' experiences of language learning (Block 2007, Norton 2013). Accordingly, it examines how the processes of learning English, integration and identity interact to shape adult ESOL learners' experiences as they try to make lives for themselves and realise their hopes and ambitions.

The paper presents preliminary findings from a longitudinal, postgraduate study involving adult ESOL learners in Britain. 14 ESOL learner participants took part in time-line interviews and were interviewed between one and three times each. A quantitative questionnaire was administered with 409 ESOL learners, 150 of whom completed a follow-up questionnaire 6 months later.

Focusing on the interview data, I discuss the trajectories of participants' lives since arriving in Britain. Their language learning and integration trajectories did not necessarily comprise straightforward 'progress' but could be characterised by fluctuation, stagnation or even reversal. Particular identity positions could act to constrain participants' trajectories, but others served to enable participants to claim more control over their outcomes. Additionally, I explore how ESOL learners' lives in Britain are shaped by an interaction of their past experiences and present social context, as well as their (in)ability to imagine positive futures and identities for themselves.

Paper 338

An Analysis of Syrian Online L2 Performance in Synchronous Computer- Mediated Communication (SCMC) Text-based & Voice chat

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Much SCMC research has examined the efficacy of chatroom environments in developing L2 oral production (e.g., Lys, 2013). At the time of writing, none of the previous studies have examined the joint effects of manipulating task complexity in connection with guided pre-planning conditions over time in two different modes of SCMC (text-based and audio chat). Addressing this gap in research is pressing considering the significant learning conditions these mediums could afford to help learners focus on meaning and form and subsequently promote their L2 development. The overarching objective of this research is to provide a longitudinal analysis of the impact of manipulating some features of interaction on learning outcomes, attitudes, and L2 development. More particularly, it aims to investigate how the three dimensions of production (complexity, accuracy, fluency or 'CAF') compete for attention during task performance in SCMC.

Two separate studies, each incorporating a pre-test/post-test design, were carried out over the duration of six consecutive months. Twenty intermediate-level Syrian learners interacted with interlocutors with a higher level of proficiency. The Syrian learners were divided into two groups, ten learners each; the first group operated under guided pre-task planning conditions, whereas the second group acted as a control group in the sense that learners were given no time to plan their performance and rather asked to start working on the task immediately. Different cognitively-demanding tasks (spot the difference, narrative, decision making) were implemented during twelve weeks of text-based and voice chatting sessions and a combination of CAF measures were used to gauge the quality/quantity of the language produced by the learners. Data sources included pre, post and delayed tests, video recordings of the online sessions, interviews with the learners and teachers, and a collection of weekly reports written by the learners. The project findings will be presented and discussed.

Paper 339

The discourse relation of 'Concession' through the prism of Lexicography and Corpus Linguistics: An exploratory study

Paschalia Patsala

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Aiming to investigate whether the structures that connectives appear in can be predictable—and thus recordable in dictionaries, this presentation constitutes a lexicographical account of concessive connectives, based on a combination of semantic, syntactic and pragmatic factors involved in their use and interpretation.

The scope of this analysis includes Modern Greek concessive connectives that introduce subordinate clauses with an adverbial function. For the needs of the present study, 300 bi-clausal concessive constructions have been extracted from authentic written discourse through the *Hellenic National Corpus*—a corpus of Modern Greek compiled by the Institute for Language and Speech Processing. The data extraction and filtering processes implemented are identified, together with the specific variables and parameters examined.

Discussing the results of the present study along with various issues associated with the role of corpora in lexicography, this work constitutes a corpus-driven investigation of discourse connectives that outlines the ways in which language users draw on predefined, standard patterns of discourse to fulfil certain functions through the use of concessive or concessive conditional markers.

As findings reveal, what makes connectives such a challenging set of data for a lexicographer is that they constitute a functional class, yet, although they seem so elusive and recalcitrant for a lexicographical description (as specific dictionary evidence reveals), a number of generalisations are allowed in relation to their use.

This presentation aspires to contribute to the fields of Applied Linguistics and Lexicography in a number of ways. Firstly, it aims to add to the examination of connectives as a language component in its own right. Secondly, it attempts to improve, through corpus investigation of language variation, the methodology used in the area of lexicography for meaning and/or function description. And thirdly, it proposes a lexicographically plausible account of connectives that draws on the model of Construction Grammar.

Paper 341

Reality check: Identity struggle and experiences of NESTs living and teaching abroad

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Demand for Native English Speaking Teachers (NESTs) continues to grow globally. Government funded programmes attract many fresh graduates from native-speaking countries. This ever-growing demand has also led to a bloom of private, commercially driven programmes. This seemingly prosperous career path overseas can often be appealing compared to the gloomier prospect at home where the job market is tough (e.g. UK & US). However, little is known about the actual lived experience of NESTs while they are abroad (see De Costa and Norton 2017; Shi 2017), despite the abundance of literature on the NESTs-NNESTs debate. This paper aims to address the gap by exploring some issues faced by teachers living and teaching abroad.

Adopting a co-participatory approach, iterative reflective diaries (cf. auto-ethnographic data (Yazan 2018)) and interview data were collected from 10 NESTs (aged 22-35) who have taught in Hong Kong, Japan, Thailand, Vietnam and Romania. Analyses showed that participants' experience vary dramatically depending on locations and programmes. Common to all are the discrepancies between pre-departure expectations and the reality abroad. Key themes that emerged include, socio-professional isolation and otherisation. The native identity provides employment opportunities, but at times it also creates tension and led NESTs to be seen as eternally "foreign". These issues can have devastating impact on teachers, e.g. resignation from their jobs. Other salient issues include, inadequate pre-job training and on-the-job support, miscommunications due to a lack of intercultural awareness, and general cultural shock. Data also revealed that participants who overcame these challenges often continue their career abroad and live a largely positive experience.

Through uncovering these "hidden" issues, this paper hopes to provide a reality check and highlight the importance of pre-service training and in-service support in addition to training on linguistics and professional knowledge in order to better prepare and facilitate teachers considering a career overseas.

Paper 342

Meaning across modes in university science texts: uncovering a hidden challenge to L2 science students

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Research in English for Academic Purposes (EAP) has shown concern for second language (L2) learners' struggles with discipline-specific discourse and how that affects the development of their academic literacy. One line of discussion centres on the domain of science, where in higher education the assigned disciplinary textbooks written in students' L2 have posed a significant challenge (Liu, Chang, Yang, & Sun, 2011; Pecorari, Shaw, Malmström, & Irvine, 2011). The present study concerns two neglected aspects of this challenge: (1) L2 learners' perceptions of difficulties that the discourse in their science textbooks pose; and (2) semantic relations holding within these texts between the linguistic prose and extra-linguistic features such as scientific equations. These latter relations between prose and equations constitute a fundamental textual feature characterized by science education researchers yet remain largely unexamined in the existing EAP literature and corpus-based research (Biber, 2006; Coxhead, Stevens, & Tinkle, 2010; Myers, 1992). Data were collected from two introductory-level science courses in Taiwan, where university science courses are conducted with both English (readings) and Chinese (lectures). Through on-site observations for 18 weeks, class related documents, and a questionnaire (N=52), initial findings show that compared to lexical items and grammar, students regarded the meaning relations between the expository prose and the interspersed formulas and equations as a more essential factor in understanding their science textbooks. Crucially, they also reported difficulty in integrating and understanding this information across these modes. Further, it is shown that a textual analysis on an excerpt from their textbook and graded assignments uncover the linguistic features that signal the key inter-relatedness between prose and equations. We suggest how these relations warrant further attention from both EAP researchers and educators.

Paper 348

Shared language, shared values? The discursive construction of policy in higher education documents on learning & teaching.

Sarah Horrod

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In a higher education environment in England of increasing competition and metrics used to rank universities e.g. the Teaching Excellence Framework (TEF), there is a renewed focus on the area of *learning & teaching* (L&T). It has become the subject of policy as institutions, particularly those less highly-ranked for research, attempt to gain credit for their *teaching quality*. This study brings critical discourse studies (CDS) into dialogue with Bernstein's (1990) sociology of pedagogy to examine the discourses underlying L&T policy documents and explore connections with student and lecturer practices. The study employs the discourse-historical approach (DHA) (Reisigl & Wodak, 2001; 2015) which analyses layers of context including intertextual/interdiscursive relations as well as the socio-historical context.

In this talk, I focus on the discursive construction of *policy* itself. Findings reveal a macro-strategy of 'policy as embedded within processes and structures'. While the notion of policy being designed to be implemented is uncontroversial, the continual emphasis on *embedding* suggests an insecurity over compliance. Analysis reveals a focus on "shared language" leading to shared values. In line with this, discursive strategies include the legitimation of certain conceptualisations of learning, teaching, students and lecturers. As these discourses are recontextualised from longer texts to short guidelines for practice, mitigation decreases and they become self-evident representations of good practice; they become policy. These discourses are embedded through accreditation of teaching (e.g. HEA Fellowship scheme) and numerous other discursive mechanisms with which lecturers engage.

I argue that a detailed textual analysis of policy documents can enrich the field of policy studies (cf. Fairclough, 2013). Further, interpreting the findings in relation to Bernstein's notions of *regulative discourse* and *recontextualising fields*, can highlight the myth of value-free approaches to learning & teaching and cast a critical gaze on practices within higher education.

Paper 349

Using Corpora in the English Language Learning Classroom: the effect of corpus-based activities on young EFL learners' processing of English idioms

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The theory behind DDL is that students act as "language detectives" (Johns, 1997: 101), discovering facts about the language they are learning by themselves, from authentic examples. Although such an discovery-based approach is expected to support learning, DDL for young learners is still a relatively unexplored area in the literature. Having said that, this presentation reports on an empirical study with young EFL learners (12-15 years old) that aimed at investigating the development of their competence in relation to processing and comprehending idioms through corpus-based activities and Data-Driven learning situations. Despite innovations in presenting idioms to learners (Boers *et al.*, 2007: 48-9), such phrases are still perceived as "notoriously difficult" for FL learners and many foreign language teachers would agree with the idea that even the most advanced learners appear to be afraid of not getting idioms right and tend to avoid using them (Irujo, 1986a: 237). Motivated by such a void in pertinent literature, the present study followed an experimental approach in order to investigate whether young EFL learners' ability to process idiomatic expressions could be improved when exposed to authentic examples from written and spoken discourse, while setting up situations in which students could answer questions about language themselves by studying corpus data in the form of concordance lines and extended sentences. A total of 60 young EFL students took part in the study and data analysis of pre- and post-achievement tests showed significant improvement in participants' overall ability to deduce meaning from context while highly competent learners also started using some idiomatic expressions in their written scripts. The findings of the study could provide practical guidance to EFL instructors and materials developers as regards the beneficial effect corpus-based activities and data-driven learning can have on young EFL learners' processing of idioms.

Paper 359

Applying linguistics to the theatre production process

Kelli Zezulka

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Using a linguistic ethnographic approach, my research aims to explicate the complex and non-linear processes that comprise creative collaboration in the context of the theatre technical rehearsal, an environment that is currently under-represented not only in the wider field of theatre and performance studies but also in applied linguistics. The analysis of recorded data from eleven periods of fieldwork draws on conversation analysis, interactional pragmatics and critical discourse analysis alongside studies of creativity, collaboration and workplace interaction. The application of linguistics to theatre production practice has yielded interesting insights into how collaborators develop a shared aesthetic language (both spoken and visual), how they navigate and challenge the ever-changing social processes and hierarchies that characterise the industry, and how the pressures of time, money and staffing contribute to the language-in-use of theatre lighting designers, in particular. This paper will use examples from my fieldwork to demonstrate the mutual benefit of combining linguistics and creativity studies and how the methodology can be applied to understanding creative processes in related fields.

Paper 364

Learning while teaching: the Japanese language learning of English teachers in Japan

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In this presentation, I outline the experiences of foreign English teachers learning Japanese while living and working in Japan. Despite the image around the world of English teaching as a temporary and transitory job, many English teachers stay and build lives in the country they teach in. This presentation focuses on both teachers who have recently arrived in Japan and those who have built lives in Japan.

English teachers in Japan, as university educated migrants, are the type of 'Middling Transmigrants' that Block (2012) believes have yet to be explored in research into how migrants learn the language of the country they migrant to. Previous research into the Japanese language learning of English teachers in Japan have tended to focus on self-reflective studies by teachers working in university teaching sector (Pearson, 2012 and Simon-Maeda, 2011). Therefore this presentation focuses on how English teachers working in a number of different teaching contexts learn Japanese and how their experiences illustrate how employment migrants build lives and careers while studying Japanese informally.

Linguistic biographies were compiled from interviews with thirteen long-term English teachers in Japan while the experiences of nine newly-arrived teachers were documented using language learning diaries and interviews. These accounts reveal that while English teachers were able to build lives in Japan, many struggled to find opportunities to use Japanese as the symbolic capital of their L1 and employment often mediated their experiences of learning and using Japanese. Both data sets revealed pertinent data about the way in which foreigners are positioned by Japanese society, particularly in terms of their ethnic background and gender. The accounts of English teachers learning Japanese show the conflicts that migrants have when learning languages whilst working full-time and the strategies that they develop to cope with these conflicts.

Paper 365

Many languages, many ideal L2 selves? What are the motivational differences between beginner learners of Chinese and beginner learners of Japanese in Ireland?

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This study aims to examine the motivational differences between beginner learners of Chinese (n=90) and beginner learners of Japanese (n=80) in Ireland in terms of five motivational orientations. While research on learners of languages other than English (LOTEs) has gained much momentum in the past few years, many studies either see learners of different LOTEs as a monolithic group or only focus on one language in their inquiry. This study asks two questions: in what way the learning motivation of learners of Chinese and learners of Japanese is different, and whether the two groups of learners' ideal L2 selves are distinct from each other? While two separate One-Way Repeated Measure ANOVAs revealed that the learners' profiles were quite similar, a direct comparison of the two groups using a One-way MANOVA demonstrated a significant difference. The follow-up *t*-tests revealed that the Chinese learning group had a significantly stronger ought-to L2 self and instrumentality orientation. These findings are important because the ought-to L2 self, a construct often overlooked in empirical studies, was found to be a defining factor that set apart two learners groups.

The second research question: whether the two groups of learners had distinct ideal L2 selves. Two separate exploratory factor analyses (KMO values > 0.7, factor loadings below .40 were suppressed) revealed that the items that measured the ideal L2 self in both groups were loaded onto integrativeness and instrumentality. However, two groups were different in that two ideal L2 self-items from the Chinese data-set formed a separate factor characterized by the learners' imagination, whereas all ideal L2 self-items from the Japanese data-set were loaded onto other factors. These results show that the ideal L2 selves of the two groups were quite different, which also support the argument that the ideal L2 self is fluid and language-specific.

Paper 372

Peer to Peer Deaf Multiliteracies: A new concept of accessibility

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In our project "Peer to Peer Deaf Multiliteracies: research into a sustainable approach to the education of deaf children and young adults in the Global South (2017-2020) (ESRC/DFID) we are working with deaf learners, teachers and research assistants in India, Ghana and Uganda. Our overall ethos is a commitment to "Real Literacies" (Street, 2012) whereby we work to identify and support learners' already existing authentic interests and literacy practices. Our pilot project, "Peer to Peer Deaf Literacies" identified that this approach led to learner gains beyond the original focus of improvements in their English reading and writing. Engagements indeed led to measurable gains in English literacy skills for learners, but also to increased capacities in multiliteracies including Sign Language skills, metalinguistic competencies, use of online communication technologies and there was evidence of a deepening of the range of interests accessible through literacies.

In the current project we have made use of this awareness of deaf multiliteracies from the beginning. Rather than view accessibility for deaf learners as a question of the provision of additional features to existing content we have built it in to project design. This is exemplified by identification of needs within the target deaf communities, through our workshops with deaf leaders, and carried on via recruitment of deaf staff, with full acceptance of the community's culture and communication preferences (e.g. Whatsapp groups with embedded videos). Most importantly, the content itself is co-designed by deaf learners and their tutors. The UK team provides training, technical infrastructure and theoretical framing.

We propose that this approach is a novel in terms of conceptualising accessibility in participatory terms and also that it brings multiliteracies fully into current reconceptions of the positive roles inclusion of deaf communities can bring to theorising multimodalities (Kusters, Spotti, Swanwick, & Tapio, 2017).

Paper 377

Linguistically diverse students' perspectives on emotive dimensions in literary drama

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From the standpoint that process drama can afford second language learning "a range of benefits" (Winston & Stinson, 2014: 42), this paper draws on data collected in a literary drama project in a linguistically and culturally diverse secondary school classroom in Sweden. The project was introduced and undertaken by researchers in the field of Swedish language and literature (Authors 2-4) in collaboration with the class teacher during spring term 2019. The first author entered the project mainly as an observer of the lessons (collecting fieldnotes, audio recordings, photos), and also from the viewpoint of second language education. An important point of departure is that although drama is used in second language classrooms, and is widely reported on internationally (for an overview, see e.g., Winston & Stinson, 2014), second language learning in drama education is not well-researched in the Swedish context. However, international research on student perspectives has found that process drama may enhance "richer means of expressions" (ibid., p. 46; cf. the notion of *embodied engagement*, Sund et al., 2019), and may positively impact affective dimensions. Since the literary reading *per se* potentially involves emotions (Robinson, 2005), emotive aspects are in focus here, as these dimensions are also relatively invisible in research on *Swedish as a second language* education in comprehensive schooling. Through the analysis of group interviews, this paper therefore aims to explore students' perceptions of the multimodal drama design and how the literary narrative used in the project may or may not have inspired them to form emotive or *appraisal-relevant connections* "by making them 'care' about the characters and events therein" (Robinson, 2005:114). The students' perspectives will be discussed in relation to previous research in other contexts.

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Poster 387

The Level of Intercultural Competence of Postgraduate Saudi Students Studying in the UK and Saudi Arabia. A Comparative Study

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Numerous students are encouraged to participate in educational programmes abroad, especially those offered in 'Western' countries. The UK remains the most popular destination for international students after the US globally since the estimated number of international students enrolled in the UK universities during 2016-2017 was around 307,540 and around 8% of the total number was Saudi (UKCISA, 2018). Therefore, well-known academic institutions in Saudi Arabia (KSA) send their students to obtain a higher level of prestigious education and expand their educational and learning experience. During study abroad, students not only improve their language abilities, but they may gain skills which help them to be intercultural competent (Brown, 2009).

The aim of this longitudinal mixed-methods study is to investigate the level of intercultural competence (IC) of Saudi students undertaking postgraduate taught master's (MA) degrees in linguistics in the UK. Additionally, it will compare the level of IC of similar cohort students in the UK and KSA. It will shed light on how studying abroad may enhance the level of students' IC. Therefore, it will apply a pre-post research design with at least 100 Saudi students undertaking MA degrees in linguistics in both KSA and in the UK; it includes a group of students who participated in a study-abroad program in the UK and a control group who study comparable degrees in KSA. The *Multicultural Personality Questionnaire* (MPQ) (Van der *et al.*, 2013) will be used to measure their level of IC three times throughout the academic year; at the beginning (Sep), at the mid-point (Feb) and at the end of the taught component (June). In addition, semi-structured interviews will be held three times in the year with a number of voluntary participants to provide the study with more nuanced, fine-grained perspectives on the level of IC over time among the two groups.

Poster 389

Cultural Identity in the academic workplace: the case of Italian migrants in London

Enrico Maria Buonaura

Birkbeck College, University of London, London, United Kingdom

Based on post-national views about identity in super-diverse environments (Zappettini, 2016) and the workplace as an investigative area for transnationalism (Angouri 2018), this study addresses the misalignment between cosmopolitan positionings of academic migrants and stereotypical stances of the locals that takes place during interactions in an academic context. The focus is on the experiences of high-skilled Italian migrants.

The methodology relies on narrative data elicited through unstructured interviews, with six Italian participants who migrated to the UK after the economic crisis of 2008 and are currently based in London's universities. These interviews included scenarios that proposed cases of *Nationality & Ethnicity Talks* (NETs, Zhu & Li, 2016), i.e. small talk comments and remarks embedded with stereotypes. Such NETs scenarios were essential to decipher the communicative strategies used by Italian academics to navigate identity misalignments. Template Analysis – a form of thematic analysis (King, 2012) – was employed to code core themes and concepts.

Findings from the study show that the participants embrace a variety of identities in the workplace (national, occupational and disciplinary) by aligning primarily with post-national views. Notably significant is the experience of immigrant PhD students, who operate in more conflictual roles as students and workers at the same time. Such research findings are particularly timely given the heightened rhetoric around European identity in the UK connected to recent social phenomena, such as Brexit and Euroscepticism. In a transnational setting such as academia, this study has potential lessons for diversity training in super-diverse work teams where traditionally essentialist approaches are to be overcome.

Paper 390

Examining polysemy in English academic vocabulary

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Polysemy in academic vocabulary, that is, vocabulary used in academic writing and speech across scientific disciplines, has not received focused attention in applied linguistics. Yet, research on polysemous academic vocabulary has important pedagogical implications because a) students at all educational levels need to understand and produce academic vocabulary in various tasks and b) the meanings of academic words are acquired slowly not only incidentally (Schmitt 1998) but also after instruction (Spencer et al. 2017). The present study aims to start filling this research gap. It examines i) how many of the words in an academic wordlist are polysemous and ii) which senses of a sample of polysemous words from this list are shared among disciplines.

In this study academic words are operationalized as the Academic Vocabulary List (AVL) (Gardner and Davies 2014). AVL words with more than one definition according to both the American English version of the *Collins COBUILD Advanced Learners' Dictionary* (COBUILD-Ame) and WordNet were considered polysemous. 30 AVL words were sense-coded independently by the researchers according to word definitions from COBUILD-Ame in a random sample of concordance lines from the Academic section and the General section of the Corpus of Contemporary American English (COCA). The frequencies of the meaning senses for each word were logged and compared between the Academic and General sections of COCA to identify senses which occur more frequently in the Academic than in the General section.

Findings indicate that 33% of the AVL words which appear in both COBUILD-Ame and WordNet were polysemous and that the more frequent an AVL word is, the more likely it is to be polysemous and the more meaning senses it is likely to have. Findings from the analysis of meaning senses of a sample of polysemous academic words will be reported. The pedagogical implications of the study's findings will be discussed.

Paper 394

Considering parentheses and postscripts in emails as potential indicators of changes in footing

Elizabeth Marsden

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While parentheses are discussed as CMC (computer mediated communication) cues by some researchers (Del-Teso-Craviotto 2004; Whalen et al. 2009; Cho 2010), very few writers mention postscripts at all. Where parentheses are mentioned in the literature, there is generally little discussion of what they do, other than separating some text from other text (with no discussion of which text, or why), which is clearly also a function of postscripts. I argue that these 'separations' frequently indicate a change in footing (Goffman 1981, p.126).

Some prior investigations also discuss effects akin to footing changes: Whalen et al. (2009) note that parentheses can indicate that those parts of text enclosed "are to be interpreted non-literally" (Whalen et al. 2009, p.275). This change to a humorous or informal mode, when in contrast to the surrounding text, is a sure sign of a footing change (Kangasharju & Nikko 2009; Archer & Willcox 2018; O'Driscoll 2018).

Using 224 emails containing parentheses, and 18 emails with postscripts, written by 16 and 4 authors respectively (taken from a larger dataset), this paper examines the usage of these cues, in an intercultural business context, to signal various footing changes, for example, from present to past, formal to informal and one topic to the next. This addresses a gap in the literature no scholarly work has focussed on postscript usage in media other than sales emails (see e.g. Zhu 2005), and no study has mentioned CMC cues as potential signals of footing change.

Paper 396

An exploration of cultures of learning in a heteroglossic context

Dr. Leyla Silman-Karanfil

Middle East Technical University Northern Cyprus Campus, Morphou, Cyprus

Much has been said and written about the notion of 'cultures of learning'—broadly defined as a whole set of norms, values, expectations, attitudes, and preferences, that are characteristic of individuals in a particular culture with regards to teaching and learning (Cortazzi & Jin, 2016). However, studies comparing differences in practice between non-native speaker teachers coming from different backgrounds and those considering cultures of learning as a variable is scarce.

Using a qualitative methodology and multiple sources of data gleaned from classroom observations, and semi-structured interviews, this study examines the code-switching practices of Turkish and Turkish Cypriot teachers of English at tertiary level through the lens of cultures of learning.

Findings suggest that cultures of learning have a significant impact on teachers' code-switching. The heteroglossic situation in the broader sociolinguistic context (i.e. the coexistence of two cultures of learning in North of Cyprus), led to differences in teaching. Whilst Turkish-Cypriot and Turkish colleagues share on the surface the same language (i.e. Turkish), the nuanced differentiated cultures of learning of the two groups (learning experience, prior teachers combined with differing confidence in English) resulted in heterogeneous code-switching and pedagogical language practices in the classroom. The study also exemplified diversity within cultures whereby some Turkish Cypriot participants experienced enculturation considering themselves close to the English culture. The findings underscored the dynamic nature of cultural identity and corroborated the idea that cultural frames are (in)formed by cross-cultural influences (i.e. interaction with students).

Therefore, the study makes important contributions to the field of applied linguistics and literature on English Language teaching by recognising cultural differences and their importance in L2 teaching and learning. It also promotes the need for reflective practice where teachers engage in candid discussions about their cultures of learning to understand how they feel about their own and each others' practice.

Paper 398

'Enhanced Plurilingualism': Exploring the impact of an extra-curricular project which raises awareness and encourages the use of heritage language speakers' plurilingual repertoire in an inner-city London secondary school context

Sophie Liggins

The University of Essex, Colchester, United Kingdom

This project is part of an ongoing PhD dissertation exploring the experiences of speakers of heritage languages (HLs) in English secondary schools. It is positioned in the view that enhancing plurilingual language practices (Garcia and Li Wei 2014) and embracing bilingualism as 'sets of resources' (Heller 2007:15) is an underutilised yet valuable endeavour in terms of language and literacy development, identity, critical thinking, and social development (Cummins 2005). The research highlights the 'unheard' position of languages in the wider societal frame and the need for 'shifting the recognition of literacy within schooling (Pahl 2014:133).

I will present on an extra-curricular programme of 'enhanced plurilingualism' led by myself as a language teacher with a group of 10 HL speakers from diverse linguistic backgrounds. Activities include linguistic landscaping, language portraits, re-drafting mainstream activities in HLs, translation, and performance. As well as ongoing observation and focus group discussion, measures include student interviews, an attitude questionnaire and a metalinguistic task in order to examine the impact of the practices on participants' perceptions of language and their literacy development.

Findings will be presented with the objective to shed light on perspectives and strategies regarding language use beyond English, in turn challenging the monolingual norm within which the secondary curriculum is delivered, therefore developing the role that applied linguistics plays in all walks of life.

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Paper 402

Positive and negative belief models of language learners revealed in visual narratives

Sakae Suzuki

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Learners' beliefs can predict the future behaviour of students and it is effective to investigate how beliefs might be nudges in a positive direction.

While many researchers in second language acquisition still depend on questionnaire called BALLI to reveal explicit beliefs, alternative approaches, especially those designed to reveal implicit beliefs and emotions can be helpful for understanding when and how it is appropriate for teachers to intervene to promote learning. A new trend in belief studies uses visual outcomes as visual narratives.

The present study aimed at identifying learners' belief models with a discursive approach using visual narratives.

To elicit beliefs about the language and the language learning, a questionnaire was distributed to 60 first-year female students enrolled in a women's university in 2018. The open-ended questionnaire conducted in April included drawing images of English and learning English with written accounts aiming at identifying models of positive and negative beliefs and developing implications for teaching. An open-ended questionnaire comprised 1) drawing images of the target language and 2) drawing images of learning the target language. To analyse data, the "Diverse Joint Method (DJM)" (Yamada & Kido, 2017) was used.

Positive belief models "Door model", "Circle model", "Tool model", "Dual nature model", "Adventure model", and "Strategy model." On the other hand, negative belief models include "Stereotype model", "Invasion model", "Hardship model", "Duty model", "Banking model", and "Consumption model."

The findings gave insight into a better understanding of 1st year students' attitudes toward learning English. Those findings contribute to our growing understanding learners and to inviting practical implications for teaching at university.

Teachers' reflections on learners' beliefs, implications for teaching and potentials of belief study via visual narratives shall be discussed.

Paper 405

Automated speaking assessment: What do measures of utterance fluency tell us about linguistic knowledge and processing?

Zoe Handley

University of York, York, United Kingdom

As a result of recent advances in artificial intelligence and natural language processing have automated language assessment is becoming a reality and there is growing interest in the development automated speaking assessments. Evidence for their validity of the scores generated by such systems is also growing, including evidence of concurrent validity with other measures of oral proficiency, their capacity to discriminate between learners at different proficiency levels, and their capacity to detect improvements in oral proficiency following an intervention. Measures of utterance fluency typically form the basis of the scoring models that underpin these assessments. Little is however known about what precisely these measures, and hence these tests, tell us about learners' underlying linguistic knowledge and processing.

This paper explores this question through the analysis of a data set collected from seventy-three advanced Chinese learners of English. Each learner completed seven tasks: 1) an IELTS-style monologic narrative speaking task, 2) the productive levels test, 3) the word associates test, 4) a picture naming task, 5) a grammar knowledge test, 6) a sentence inflection and agreement task designed to measure morpho-syntactic encoding task, and 7) a sentence transformation task designed to measure syntactic encoding.

The most frequently employed measures of utterance fluency employed in automated systems were calculated by hand based on the learners' performance in the IELTS style monologic speaking task. Accuracy and reaction times were recorded for the picture naming and sentence construction tasks. Correlation and regression analyses were then conducted to examine the relationship between the different measures of utterance fluency and linguistic knowledge and processing. Implications of the findings for automated speaking assessment with a focus on implications for the interpretation of the scores generated by such tests will be discussed.

Paper 406

So you need to be able to tell it well": On footing and genre in lawyer-client consultations in the field of asylum law

Marie Jacobs

Ghent University

This study examines the legal trajectory and the narrative management of asylum accounts in the field of Belgian asylum law. We will draw on two ethnographic fieldwork projects, involving observation and recordings of lawyer-client consultations and asylum interviews collected between 2012 and 2018. We start from a case study of a consultation between an Afghan asylum seeker, his guardian and his lawyer. The purpose of the meeting is to prepare the asylum seeker for testifying at the asylum hearing, in which the lawyer is not allowed to speak for his client. The interactional management of the consultation consists of two elements: i) the management of the interaction during the consultation itself, which is characterised by positioning work and switches in footing, and ii) the interlocutors' projections of the management of the interaction during the upcoming asylum hearing. The latter takes the shape of a lawyer-facilitated, intralingual translation (Jakobson, 1959) of the asylum narrative from an experiential and personal story to the institutional narrative that lawyers believe the authorities to expect. We will analyse how these dynamics of narrative editing comply with actual procedural standards in actual asylum adjudication procedure (Maryns, 2006, 2013, 2017). As the lawyer actively manages the linguistic resources of his client, the eventual asylum narrative can be seen as a co-construction, which is likely to contain external elements that were not available to the asylum seeker in the first place (Smith-Khan, 2017; Hall & Rossmanith, 2016). These lawyer-initiated culturalisations show how the government-imposed criteria are not within reach of clients (D' hondt, 2009).

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Paper 407

Augmented Communication: how are smartphones influencing face-to-face interactions?

Richard Pinner

Sophia University, Tokyo, Japan

There is a great deal of hype in the mainstream media and popular books about smartphones and the damage they are doing to those who use them in terms of affecting the quality of their relationships, their ability to communicate (Turkle 2012), their empathy and emotional intelligence (Turkle, 2015) even their intelligence (Carr, 2010). Not only is this technological determinism, it is also inaccurate. Based on an autoethnographic study spanning several years and with data collection in five different countries, this study reports on observations about how people utilise handheld networked devices during face-to-face interactions in order to enhance or augment the conversation with technological tools. The study discovered four distinct ways that people utilise their phones in this way: 1) adding a multimodal aspect to talk via images or videos; 2) utilising online search engines in order to learn or check information, a form of *exomemory*; 3) actually talking about the device or apps as a topic of conversation itself; and 4) expanding conversations online to include other participants either synchronously or asynchronously. In this presentation, I will provide an example of each type of augmented communication by presenting data from my fieldwork in the form of photos, vignettes and summaries of interviews. I will also discuss the potential for technology-enhanced communication to broaden the horizons of applied linguistics research and touch upon the sociolinguistic implications of my findings, as well as providing avenues for future research.

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Poster 410

What is the impact of study abroad on the development of oral proficiency and linguistic knowledge and processing? The case of Chinese international master's students

Zoe Handley

University of York, York, United Kingdom

Developing fluency in spoken English is perhaps the most frequently cited reason for studying for a degree in an English speaking country. Some research supports conventional wisdom that the practice offered during study abroad promotes oral proficiency development. The evidence is, however, largely limited to studies tracking a single cohort, with few comparing study 'at home' (AH) with 'study abroad' (SA). And, most involved US undergraduate students with as little as two semesters prior language instruction enrolled on a semester long intensive language programme in France or Spain. Moreover, while an equally large body of research has examined the impact of study abroad on the development of specific areas of linguistic knowledge, few studies have concurrently examined its impact on oral proficiency and specific areas of linguistic knowledge.

This paper explores these questions through a study focusing on Chinese masters students registered on programs in a range of different disciplines - 34 studying in UK and 39 studying in China. Each learner completed seven tasks, once at the start of their masters program and once six months later: 1) an IELTS-style monologic narrative speaking task, 2) the productive levels test, 3) the word associates test, 4) a picture naming task, 5) a grammar knowledge test, 6) a sentence inflection and agreement task designed to measure morpho-syntactic encoding task, and 7) a sentence transformation task designed to measure syntactic encoding.

Comprising language students who studied through the medium of English in both contexts as well as non-language students who studied through the medium of Mandarin in China and English in the UK, this sample provides a unique opportunity to explore the independent impact of medium of instruction and linguistic environment on language acquisition during study abroad. Sub-group analyses are therefore discussed as well as results of the broad SA – SH comparison.

Colloquia

Colloquium A-1

Local Organising Committee Invited Colloquium: Perspectives on Multilingualism

The Visual Representation of Multilingualism Exhibition

Zhu Hua[1], Jessica Bradley[2]
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In 2018 the British Association for Applied Linguistics, working with the AILA Research Network for Creative Inquiry and Applied Linguistics and CuratorSpace, launched a competition for artists to submit work which explored new ways of thinking about multilingualism. In doing this, we also sought to stimulate debate and raise awareness through considering innovative ways of understanding multilingual realities and identities, incorporating a wider range of voices and perspectives from across disciplinary fields. Over the course of the competition we received over ninety entries from artists and creative practitioners internationally, who considered the theme in multiple creative ways.

In this paper we reflect on the process of engaging with artists and creative practitioners to explore ideas of multilingualism. We explain the aims of the BAAL Visual Representations of Multilingualism competition for artists held in 2018-19 and discuss the winning entries, particularly how these extended interdisciplinary dialogue around multilingualism. We contemplate the challenges and opportunities of engaging in transdisciplinary dialogue through the visual arts and offer some reflections on how applied linguists might work productively with these innovative methods and in collaboration with artists.

The Visual Representations of Multilingualism exhibition will be launched at the BAAL Annual Meeting on 29 August 2019 in the Cave. There will be a question and answer session with a number of the contributing artists, Linda Persson (1st prize), Elina Karadzhova (3rd prize) and Yasmin Nicholas (longlist) and competition collaborator and exhibition co-curator Louise Atkinson.

Colloquium A-2

Championing heritage language maintenance endeavours: multilingual Malayali women

Dr Indu Vibha Meddegama
York St John University

An environment considered to be both conducive and viable for maintaining heritage languages of migrant communities is the home (Fishman 1991; Vaccarino 2011; Pauwels 2016). Within this context, parents are often seen as agents capable of ensuring intergenerational heritage language transmission. Strengthening these postulations, is my research on an immigrant multilingual Malayali community in the UK (Meddegama 2013). The findings based on semi-structured interviews, audio-recorded naturally-occurring family conversations and participant observations from three Malayali families suggest firstly that the home is a domain where the heritage language Malayalam is used, taught and also actively promoted amongst the children. Secondly and much more importantly, the data warrant that the key proponents of the heritage language are couched within a specific gender amongst the first-generation migrants. In this paper, I thus propose that the endeavours to maintain the heritage language within this diaspora are led by the Malayali mothers. Whilst the mothers operate as heritage language instructors in their homes and at the complementary school, they are also noted for creating other platforms for the children to use, test and build on their knowledge of the Malayalam language. The findings of this study therefore suggest gender to be a key variable in heritage language maintenance endeavours within this migrant community.

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Colloquium A-3

Everyday languaging in the multilingual city

Angela Creese
University of Stirling

This presentation reports outcomes of a research project which investigates everyday communicative practice in a superdiverse UK city. The Arts and Humanities Research Council-funded project, Translation and Translanguaging. Investigating Cultural and Linguistic Transformations in Superdiverse Wards in Four UK Cities generates new knowledge about how people communicate in changing urban spaces. The research team conducted detailed linguistic ethnographic studies in sixteen public settings across four cities, and built up a comprehensive account of the means by which people make meaning in migration and post-migration contexts.

Research sites included a busy city market, cosmopolitan corner shops, public libraries, community centres, advice and advocacy offices, and sports clubs. Researchers wrote field notes, audio-recorded and video-recorded participants in interaction, took photographs, collected digital and online posts, conducted interviews, and made recordings in domestic and social settings. Analysis of data demonstrated that when people bring into interaction different biographies, histories, and trajectories, they often 'translanguage'. That is, they deploy whatever resources are available to them in that time and space, making the most of their communicative repertoires.

In this presentation examples of encounters between people in post-migration urban settings illustrate and exemplify translanguaging in practice. In these encounters people learn to live with difference and change, making social and linguistic diversity a resource for learning.

Colloquium A-4

Exploring Multilingual Manchester: Toward a new epistemology of urban language diversity

Yaron Matras
University of Manchester

Studies of urban language diversity have tended to favour particular strands of research such as quantitative data compilation, linguistic ethnography, or inventories of provisions for access and language maintenance. I present some basic pillars of an integrative or holistic model that is driven and informed by the higher education institution's ambition to be an active contributor to shaping city narratives on language diversity and the provisions that accompany them (the 'civic university' approach). In this model, knowledge is acquired through the lens of a variety of partnerships with actors and institutions in different sectors of the city, and research strategies are informed by the practical needs that such actors articulate. This, in turn, offers opportunities to pursue new research questions and develop new research tools, and to formulate a dynamic model of urban language diversity that integrates multiple strands. My case study revolves around the activities and experiences of the Multilingual Manchester research unit that has been operating since 2019/10.

Colloquium A-5

Multilingualism in Higher Education: International perspectives from Tunisia and Luxembourg

Khawla Badwan[1], John Bellamy[2]

[1]Manchester Metropolitan University, [2]Manchester Metropolitan University

In our talk we discuss the tensions between multilingualism in public domains and multilingualism in education, highlighting social justice concerns as a result of such tensions. We will address these topics from two different linguistic contexts. Firstly, we will report on a research consultancy project conducted with the British Council in Tunisia. The project aimed to explore the linguistic distribution in higher education at a time when more universities aspire to shift to English in order to attract international students and encourage student mobility and international collaboration. There are, however, some challenges facing this aspiration. Then, we will offer another angle on these themes by discussing recent developments in language policy in Luxembourg, focusing on ideological tensions in the language debates, as well as the implications both for multilingualism in education and for access to language provision in the education sector.

Colloquium A-6

Promoting bilingualism in the secondary school classroom

Pura Ariza
Manchester Metropolitan University

The benefits of bilingualism are well documented, and yet a very ambivalent attitude prevails in English schools. Although there is increased interest in maintaining students' L1, this is seen as a stepping stone for the development of English; bilingualism itself is not generally pursued or valued. Report from a school project which seeks to go further than maintaining L1, actively valuing and developing a strong and dynamic bilingualism in its students.

Colloquium B-1

Problematizing Language Policy and Practice in EMI and Transnational Higher Education: International Perspectives

Transnational Higher Education and English as a Medium of Instruction Language Policy: Negotiating and Navigating Key Social Actors

Peter De Costa[1], Curtis Green-Eneix[2], Wendy Li[3], Le Ha Phan[4]

[1]Michigan State University, East Lansing, USA, [2]Michigan State University, East Lansing, USA, [3]Michigan State University, East Lansing, USA, [4]University of Hawaii-Manoa, Manoa, USA

This paper is comprised of two parts. The first part examines current and future theoretical methodological, and policy directions for EMI-oriented TNHE research. Building on recent calls within language policy and planning research to examine language policies from an institutional level (Hult & Kalkvist, 2016), we briefly review research on transnational higher education (TNHE) and English medium instruction (EMI) policy implemented at TNHE institutions. While both areas of investigation have been increasingly popular over the last 10 years with numerous empirical studies (e.g., Macaro & Akincioglu, 2018), reviews (e.g. Williams, 2015), state-of-the-art articles (e.g., Macaro et al., 2018), and books (e.g., Phan, 2016), focusing within one or both of these subjects and context, there has been no review of empirical applied linguistics research that has examined both open collaboration between Western off-shore campuses located within Asia and the Middle East and the language policies that these collaborations enact on multiple stakeholders on these campuses. Given this emergent sociolinguistic reality, and the palpable threat of linguistic and cultural hegemony, we discuss the seven preceding papers and highlight how they (1) investigated the experiences of teachers who have had to enact EMI policies in TNHE institutions, and (2) problematized policies that affect TNHE students. Particular focus will be given to explicating how top-down language policies are negotiated on the ground by various social actors. We also unpack essential concepts and interpretations of both EMI and TNHE discussed in the extant literature. The first part of this 10-minute paper closes with recommendations for future research. The second part of this paper, which will take up 15 minutes, is a discussant commentary.

Colloquium B-2

Transnational Campuses in Saudi Arabia Today: Challenges and Opportunities

Osman Barnawi
Royal Commission Colleges and Institutes, Yanbu, Saudi Arabia

The Saudi Economic Vision 2030 and the national transformation plan (NTP), which were launched by the Royal Decree in 2016, have necessitated the creation of a new emerging desire for the Englishization, internationalization, privatization and 'mallification' of universities – the establishment of state-of-the-art building facilities to attract more students and to encourage corporate bodies to invest in campuses (Stephan, 2014). The Saudi government, after providing "brand new college buildings built … that can house up to 3,000 students" (CoE, 2012, p. 4) invited over 37 international institutions to bid for college campuses across the country between 2011 and 2013. Now, there are several international educational institutions located across Saudi Arabia. In this context, access to the English language has become a key concern for stakeholders. The debates over English education policy/practices have been framed by neoliberal capitalist perspectives, in which the view of English as linguistic, economic and cultural capital is primarily tied to employability and economic mobility. Through the lens of 'Communicative Capitalism' (Dean, 2009), this presentation examines how the Saudi authorities' enthusiasm rapidly to harmonize Islamic traditions, values and culture with Western neoliberal values and strategies has caused intensifying ideological debates within and between different stakeholders, particularly in regard to accepting and respecting the shared vocabulary between English educational policy and economic politics in the country. The data were collected from a wide range of sources, including interviews with various stakeholders, interviews/speeches of officials, government policy documents (e.g., royal decrees), major government projects/initiatives, and social media and news items. The presentation concludes with several pedagogical implications of these ideological debates and critical questions.

Colloquium B-3

Problematizing Language Policy and Practice in EMI and Transnational Higher Education: International Perspectives

Peter De Costa[1], Curtis Eneix-Green[2], Wendy Li[3]
[1]Michigan State University, East Lansing, USA, [2]Michigan State University, East Lansing, USA, [3]Michigan State University, East Lansing, USA

Given the global expansion of English-as-a-medium (EMI) of instruction (Macaro et al., 2018), transnational higher education (TNHE) has grown exponentially. From a language policy perspective, this EMI-inflected educational sector has, however, been criticized for its hegemonic tendencies (Phan, 2017). Building on this critique and recent research on university-based language policies (Hult & Kalkvist, 2016), our eight-paper colloquium problematizes EMI language policy and practice in TNHE and adopts an ecological approach (Han, De Costa & Cui, 2019) to understand how English monolingual biases are negotiated within multilingual academic and social settings. Using Western-partnered institutions in Asia and the Middle East as focal points, the panel examines how students, faculty and administrators reclaim local languages through making strategic policy and pedagogical decisions.

Paper 1 explores ideological attempts to reconcile national English educational policy with economic politics in Saudi Arabia.

Paper 2 examines how multilingual Chinese and other international students redefine translocal space and negotiate language norms to accommodate varied communicative needs.

By examining 'language related episodes' during seminars at a British university in China, Paper 3 discusses how students negotiate policy through embodied actions.

Paper 4 analyzes teacher ideologies and pedagogy with regards Arabic use at a U.S. international branch campus in Qatar.

Invoking the notions of translanguaging, Paper 5 investigates how fluid, trans-semiotic practices are enacted and (re)produced in a U.S.-Sino university in China.

Situated in a British-Sino university, Paper 6 examines the language beliefs, management and practices of Chinese and international students in a MATESOL program.

Paper 7 problematizes how top-down EMI language policies are negotiated by teachers and students to meet local demands at universities in Turkey.

Two presentations are slotted for Paper 8. The first briefly examines future theoretical methodological, and policy directions for EMI-oriented TNHE research, and the second is a set of comments by our discussant.

Colloquium B-4

From Dancing K-Pop with Chinese to 'English only': Multimodal Policy Negotiations during English Medium Instruction

Simon Harrison[1], David Fleming[2], Yu-Hua Chen[3]

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Within the context of higher education internationalisation (Knight 2013), and specifically English Medium Instruction policies in China (Zhang 2018), this paper examines the intersection between language policy and practice in the 'English only' classrooms of a British university in China. In particular, we show how a teacher and his students negotiate the monolingual bias of the classroom, using a single case analysis to acknowledge the rich interactional details and respect the sequentiality of the extended episode (Mondada 2011).

Our theoretical and analytical framework combines ecological models of cognition and interaction from education (Fenwick & Edwards 2011) and applied linguistics (Pennycook 2018), as well as drawing on recent studies that bring such ecological models together with SLA and language planning policy research (Han, De Costa & Cui 2018). The data where we extract our example comes from the Corpus of Chinese Academic Written and Spoken English, and from a multimodal subcorpus of video recorded seminar discussions. The example involves an extended 'language related episode', that is, 'part of a dialogue where the students talk about the language they are producing, question their language use, or correct themselves or others' (Swain & Lapkin 1998: 326).

To analyse the episode, we applied multimodal sequential analysis (Mondada 2016) and identified the linguistic and multimodal resources through which students sought to resolve their LRE, including Mandarin Chinese, embodied practices, and various collaborative gestures (Smotrova 2014). We show how these practices become adapted and evolve in response to the teacher's ongoing requests for the students to only use 'English'.

A 20-minute retrospective interview with one of the participants provides extra support for viewing their embodied actions as policy negotiations.

Colloquium B-5

Examining Language Ideologies and Practices in Transnational Higher Education in Qatar

Sara Hillman
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English has penetrated the major cities of the Arab states of the Gulf, acting as a de facto second official language after Arabic and a lingua franca for international and interethnic communication (Hillman & Ocampo Eibenschutz, 2018). Concurrently, a move toward more knowledge-based economies has resulted in the rapid growth of transnational higher education through the importation of international branch campuses (IBCs) in the region. This is most notable in Qatar's Education City, where six American, one British, and one French IBC administer all their degrees exclusively through the English language (Qatar Foundation, 2019).

While there is a burgeoning amount of research on educational experiences in these transnational spaces (e.g., Vora, 2019), there has been relatively little focus on language ideologies and what actually happens in the campus learning spaces in terms of classroom language policy and practices and the impact on various stakeholders. In addressing this gap, I present an exploratory study which examines teachers' ideologies and pedagogical practices with regards to use of Arabic at an American IBC in Qatar, where the majority of teachers and students are bilingual Arabic-English speakers (Hillman, Graham, & Eslami, 2018). 22 bi- and multilingual faculty members from different academic disciplines completed a survey about use of Arabic in their teaching practices and a purposeful sampling of these instructors were video-recorded teaching their courses and then interviewed.

The results show tensions between monolingual ideologies and actual classroom practices. I expand upon this study to discuss both the challenges and opportunities of promoting a more multilingual or translingual 'stance' (García & Kleyn, 2016) in transnational higher education in Qatar.

Colloquium B-6

The Translingual Landscape at a Transnational University in China: Translanguaging Policies and Practices

Kristin Hiller
Duke Kunshan University, Kunshan, China

Separation of named languages is often normalized in educational institutions. Disavowing this artificial separation, a growing body of research in applied linguistics and related disciplines advocates a view of language that more closely reflects documented language-use practices and aligns with post-humanist and new-materialist movements. Translanguaging and translingual practice, as theories of language, recognize that (1) individual named languages are social/political/historical constructs, but (2) language is a social practice; and that (3) communication transcends both individual named languages and words and involves diverse semiotic resources (Canagarajah, 2013).

In previous translingual research at a U.S. university, I employed geneaological discourse analysis to identify discourses sanctioning the use of languages other than English in social situations and contesting their use in academic situations. Participants' descriptions of ways they leveraged their linguistic resources revealed an institutional monolingual bias for the separation of languages resulting in an unequal positioning of named languages.

I am currently examining language policy and practices at a young joint-venture university in China. Areas of focus include faculty and student orientations to translanguaging, classroom pedagogy, and the campus linguistic landscape—which I am calling the translingual landscape to underscore the importance of considering translingual and multimodal repertoires in a social context (Gorter & Cenoz, 2015). The notions of translanguaging as flows (Lin, 2019; Lin, Wu, & Lemke, forthcoming), distributed language and assemblages (Pennycook, 2017) are employed to transcend a language-as-text view and consider embodied, contextualized, fluid, trans-semiotic practices on and around campus—practices which enact, construct, and (re)produce language policy in this developing transnational campus. Preliminary results from this study will be offered in dialogue with results from the previous study.

Colloquium B-7

Transnationalization of English Medium Instruction in China's Higher Education: A Policy Study of EMI in a British-Sino Campus in China

Penny Ding
University of Liverpool, Liverpool, United Kingdom

China's entry to the WTO in 2001 marked a shift in higher education (HE) policies that advocated the delivery of education through English as the Medium of Instruction (EMI). The (re)emphasis on EMI is related to national objectives to enhance the global competitiveness of Chinese universities. The transnational higher education (TNHE) policies of Chinese central and regional governments have thus facilitated the establishment of a number of high-level Sino-foreign cooperative projects and institutions. Since 2003, joint-venture universities have been established in economically developed Chinese coastal cities. However, while the central government policies emphasize the importance of using EMI to internationalize HE, no explicit EMI policy or specific guidelines for the implementation of EMI in Sino-foreign HE collaborations or across China's national and provincial universities were ever developed.

Building on the growth in joint venture universities with Western partners, this study examines the practice of EMI policy at a British-Sino university in China. Mixed qualitative methods were developed including qualitative content analysis of the institutional policies, marketing materials, media coverage and interviews of 18 Chinese and 2 international students. Analyses of the data were framed using Spolsky's (2004) concept of language ideology, management and practice. The focal institution's EMI language policy was mapped via qualitative content analysis, before exploring the policy impact on students' academic development and motivation to learn English as an additional language.

My findings revealed that although Chinese was still predominantly the medium of communication outside the classroom, my participants were in support of more prevalent use of English and a stricter policy of EMI on campus during in-class group discussions and extracurricular activities. The study also demonstrates how the introduction of EMI has influenced the students' desire to become cosmopolitan and global citizens who are able to communicate competently across different cultures.

Colloquium B-8

International at Home: Negotiating Local Contexts in English-medium University Programs in Turkey

Kari Sahan
Oxford University, Oxford, United Kingdom

A key driver behind the expansion of English medium instruction (EMI) is the internationalization of higher education (Macaro, 2018). Compelled by neoliberal ideologies, universities have sought to increase their international profile through the introduction of EMI programs (Piller & Cho, 2013) in order to improve world rankings and attract international students and staff. This study problematizes the relationship between EMI and internationalization by exploring how top-down language policies are negotiated by teachers and students to meet local demands at universities in Turkey. I explore the landscape of EMI university education in Turkey, where higher education institutions are regulated by the decisions of the Council of Higher Education (CoHE; Yükseköğretim Kurulu, YÖK). After presenting national policies governing the implementation of EMI, I report on findings from a larger ongoing project that examined how EMI is enacted in classrooms. Data were collected from EMI engineering departments at seven state universities in Turkey. The data set includes 85 classroom observations, interviews with 21 lecturers, and 25 focus group discussions with university students. Data from classroom observations were analyzed according to a structured coding scheme (adapted from Tsui, 1985 & Lo, 2015), and qualitative content analysis was used to identify recurring themes in interviews. The findings reveal how teachers and students negotiate the implementation of EMI and reclaim discourses of internationalization in their local contexts. Findings are discussed with respect to three themes: admission and enrollment for domestic and international students; classroom language preferences; and preparing students for the job market. The paper concludes by discussing implications for educators and policymakers working in EMI contexts, and it offers recommendations for future research.

Colloquium B-9

Language Policy from Below: Scale-making Practices of Multilingual Students in a Transnational University in China

Wanyu Amy Ou[1,] Mingyue Michelle Gu[2]

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Transnational higher education (TNHE) in China is commonly known as 中外合作办学 (zhong wai he zuo ban xue), that is, joint higher education provisions cooperatively run by Chinese educational institutions and foreign educational institutions (MOE, 2004). As a key component of internationalization of higher education in China, TNHE features foreign curricula, English-medium teaching and learning environments. In contrast to the exponential growth of TNHE in China, research attention on language policy and practices in such complex multilingual contexts has been scarce (Ou & Gu, 2018), however. This study focuses on a TNHE university in China in which English is the medium of instruction. Drawing upon ethnographic data from a two-year project on the linguistic ecology of this university and a scalar analysis (e.g., Canagarajah & De Costa, 2016), this study explores how multilingual students from China and other parts of the world, as 'scale-makers' (Çağlar & Glick-Schiller, 2011), redefine this translocal space and negotiate language norms to accommodate their communicative and social needs. Our findings suggest that sociolinguistic spaces and scales in this TNHE context are open to diversity, plurality and dynamicity. These findings highlight multilingual students' awareness of power issues involved in the relationship between language and norms and ability to rescale communicative contexts to their own advantage. We also found that the multilinguals in this TNHE context developed a practice-based view and flexible attitude towards language use in intercultural communication. Strategic configurations of linguistic resources and the ability to negotiate linguistic differences to achieve communicative success are considered as higher scalar resources than any prestige/standard variety of language, thereby problematizing how languages are valued differently and used for different ends.

Colloquium C

What Can Applied Linguistics Learn from Practitioner Research

Sal Consoli, Richard Pinner, Loreto Aliaga-Salas, Luis Villacañas de Castro

Introductory Abstract

Language teachers may adopt several approaches to research their own classrooms and practice, and these include Action Research (e.g. Burns, 2010), Reflective Practice (e.g., Mann & Walsh, 2017), Exploratory Practice (e.g., Hanks, 2017), Exploratory Action Research (Smith, 2015), amongst others. However, despite the successful promotion of these research approaches through programmes such as the Irish Research Scheme for Teaching, The International Teacher-Research Festival, practitioner research is yet to be fully acknowledged within applied linguistics. A first step in this direction was taken by the School of Education at the University of Leeds who organised a small BAAL-CUP seminar on this topic. They expertly put together an event which offered a renewed vision of practitioner research with the aim of challenging perspectives and time-worn beliefs about who does what in language teaching and research. This seminar problematised researchers' and teachers' beliefs whilst embracing their commonalities and differences.

With this proposed colloquium we will build on the BAAL-CUP seminar and invite a larger audience to examine and discuss the current momentum gained by practitioner research which, with its successful endeavours, has been contributing to theory-building in applied linguistics. We trust that the diverse audience at the BAAL conference will allow us to take further steps toward the goal of firmly positioning practitioner research within the landscape of applied linguistics. This colloquium thus represents a unique event to share, interrogate and embrace the insights which practitioner research may offer to applied linguists. We will draw on the experiences of international speakers who are practitioner researchers working in academia and foster a sense of partnership between those who may identify as academics and/or practitioners with an eye to reconciling their efforts and skills for a richer and more diverse community of inquirers of language education.

Colloquium C-1

Practitioner researchers and Academic researchers can do better together

Sal Consoli

Whilst practitioner research has gained momentum, guidance is required for teachers who wish to research their own classrooms or for academics who support teachers in such endeavours. I will report on a study of 6 international students who joined a pre-sessional programme before commencing a postgraduate course in the UK. Initially, I was their pre-sessional teacher, and during this programme I adopted Exploratory Practice to investigate their motivation to study and live in the UK. At the end of this programme, I followed them throughout their postgraduate year, this time, as a narrative researcher who organised several rounds of interviews.

Having worn the teacher and researcher hats, I wish to draw upon this experience to raise and answer questions such as what are the key challenges and affordances of practitioner research? Who benefits from practitioner research? What ethical dilemmas might one face?

I will argue that, as teachers, we are well-placed to conduct research with our own students, showing how teacher-research done within one's educational context can illuminate phenomena that an 'external' researcher may not see. In this light, a 'small-lens approach' to research (Ushioda, 2016) may offer insights which more traditional approaches within Applied Linguistics may not capture. At the same, I will discuss the need for teacher-researchers to receive some kind of research training in order to develop a repertoire of research skills which, combined with an ethical teacher sensitivity, offer a formidable pathway for successful, useful and ethically sound research. In other words, practitioners can offer applied linguistics the insider-knowledge and understandings that traditional research approaches may not fully grasp, and academics can offer tools and perspectives from academic research which may support practitioners' inquiries.

Colloquium C-2

Making Research part of Practice
Richard Pinner

For those starting out with practitioner research, it may feel like a balancing act or a case of having to wear "two hats"; one as a teacher and the other as a researcher. It is well known that teachers' time is a precious and limited resource and adding the burdens of a large research project to this may seem rather intimidating at first. In this presentation, I reflect upon my own journey to becoming a practitioning researcher by discussing one of the projects I have undertaken which was every bit as much part of my teaching as it was part of my research. I will discuss how conducting this research helped me broaden my horizons and develop as a practitioner. I will discuss the types of data and evidence that I collected in order to question any assumptions about my practice, thus allowing me to arrive at more solid and evidence-based conclusions.

This research project focused on examining authenticity, here meaning the congruence between activity and beliefs. In this presentation, I explain how I utilised an autoethnographic approach, which helped me to recognize the gestalt nature of my class as its own small culture developed. This allowed me to broaden the horizons of my work by seeing how my personal and professional lives intersected. It also enabled me to understand the social dynamics between myself and learners, as our emotions and perceptions fluctuated throughout the study. I will discuss the fact that, although many of these insights came retrospectively, they have deeply informed my teaching and helped to crystallize my philosophy of practice. I will argue that utilising such an autoethnographic approach for practitioner research can support applied linguistics research by providing an a truly emic perspective which allows privileged insights from first-hand within the language teaching experience.

Colloquium C-3

Back to school: organizing a collaborative action research team for ELT in an underprivileged school

Luis Villacañas de Castro
University of Valencia

Three years ago, I stepped into an exceptional primary school. I did so while supervising two student-teachers who had chosen this school to complete their practicum placement for the "Degree in EFL Primary Education" at the University of Valencia (Spain), where I lecture and research. Different from all other schools I had visited, this one was in one of the most underprivileged neighbourhoods in the city of Valencia. It was a public, urban, multicultural school, and the moment I walked in it I realized that many of the principles, methods, and approaches involved in mainstream English language teaching (ELT) were irrelevant to this context. I felt that these children would not learn English the way I, and most of my university students, had learnt it. Driven by this intuition, aware of my own ignorance but also determined to learn, I negotiated with the school the creation of a weekly, innovatory workshop where I, together with some of my university students, would develop curricular proposals for ELT that would capitalise on the cultures, identities, and multimodal literacies of these underprivileged children.

 As a university researcher, I acquired direct practitioner knowledge by teaching these children. The "English Workshop", as our group is called, has been running for three academic years and has grown thanks to the efforts of university teachers, student-teachers, in-service teachers, and the leaners themselves. Three projects are carried out every year, each encompassing a cycle of inquiry. On account of their ecological dimension, student interviews, photographs, student work, collective assessment sessions of each project, and journal entries are the most favoured data-gathering strategies. Through collaborative action research, we have consolidated a structure in which researcher and practitioner knowledge enrich each other without losing sight of our directing goal: giving a more equitable English language education to these children.

Colloquium C-4

Practitioner research in Applied Linguistics: Where are we heading?

Loreto Aliaga-Salas

The BAAL – Cambridge University Press Seminar "Blowing away the dust: Illuminating the value of practitioner research in Applied Linguistics" took place on April 8th and 9th at the University of Leeds. Practitioner research has quickly become visible and an established practice in different regions of the world. However, there is still work to do to demystify its value, and gain a respected place amongst language practitioners and researchers across the globe.

This seminar became an inviting and open space for discussion and thought-provoking presentations, given by postgraduate researchers, teacher educators, and university academics. Participants learned about and debated past and current issues concerning practitioner research in its different formats in various geographical areas, discussing existing and emerging challenges concerning the integration of language practitioner research into applied linguistics.

ELT at schools, English for academic purposes courses, Modern Foreign Languages, plurilingualism, pre- and in-service language teacher education are some of the contexts that this seminar brought together. I will present a brief summary of the key messages that presenters discussed, including teacher research as an emancipatory practice, integrating policy making in teacher research, and researching in low-income countries.

I will argue that the robust nature of practitioner research that has been built over the last few years has contributed to the enhancement of teaching and learning of languages and is now contributing to theory-building in applied linguistics which is providing data-driven evidence for and from teachers, researchers and research users. I will suggest future actions to build a realistic agenda to blow away the dust and integrate practitioner research into applied linguistics in a more visible, respected and systematic manner.

Colloquium D

BAAL Executive Committee Invited Colloquium: Applying Linguistics Fund: Innovation and Impact?

Guy Cook[1], Rodney Jones[2], Suzanne Portch[2], Florence Myles[3], Bernardette Holmes[4], Jackie Lou[5], Susan Stewart[6], Kate Haworth[7], Ursula Lanvers[8], Natalie Braber[9], Dawn Knight[10]

[1]King's College, London, [2]University of Reading, [3]University of Essex, [4] Director of Speak to the Future, the National Campaign for Languages, [5]Birkbeck College, [6] International School of London, [7] Aston University, [8] University of York, [9] Northumbria University, [10] Cardiff University

Highlights from the funded projects by Jenny Cheshire (Queen Mary, University of London) and Sue Fox (University of Bern), Annette Islei (Mountains of the Moon University, Uganda/ CAARD (U) Ltd) Emma Marsden (York University), and Alice Gruber (University Heibronn) will be presented in their absence.

Abstract

Since the launch in 2012, BAAL has run four rounds of Applying Linguistics Fund competition (up to £10,000 each round) to fund innovative projects linking research and application/public engagement (weblink: https://www.baal.org.uk/what-we-do/funding/baal-applying-linguistics-fund-call-for-applications-and-winners-2017-18/). The invited colloquium aims to showcase the range of innovative activities BAAL has funded, understand their impact in both immediate term or longer term and share experience and advice in working with the public and user groups. It will feature a recorded interview with Guy Cook as the instigator of the scheme and the former Chair of BAAL, short presentations of the awardees (in teams) including Rodney Jones and Suzanne Portch, Florence Myles and Bernardette Holmes, Jackie Lou and Susan Stewart, Kate Haworth, Ursula Lanvers, and Natalie Braber. Highlights from the funded projects by Jenny Cheshire and Sue Fox, Annette Islei, Emma Marsden, and Alice Gruber will be presented in their absence. The colloquium will be closed by Dawn Knight, Chair of BAAL, and chaired by Zhu Hua and Kristina Hultgren.

Colloquium D-1

White Paper: Primary Languages Policy in England – The Way Forward

Florence Myles[1], Bernardette Holmes[2]
[1]University of Essex, Colchester, United Kingdom, [2] Speak to the Future, London, United Kingdom

In September 2018, the first cohort of primary language learners to have studied a language at KS2 following the introduction of the statutory requirement in 2014 made the transition from primary to secondary school. Research and inspection evidence to date indicates that primary schools have made valiant attempts, but have often fallen far short of full implementation as envisaged by the National Curriculum Review (2012) and the Languages Programme of Study (2013). The result has been inequity of opportunity for primary pupils across the country.

Lack of direct government support and guidance has meant that the challenges schools have faced since 2014 (time allocation, low teacher subject knowledge and language proficiency, limited access to professional development and a lack of a shared and agreed understanding of pupil progress at the point of transfer from primary to secondary schools.) look set to continue unless prompt action is taken.

There is a clear need for a coherent implementation strategy, and it is equally clear that for such a strategy to work effectively, it needs to be based on research evidence and involve all relevant stakeholders. The Research in Primary Languages (RiPL www.ripl.uk) Summit held in November 2018 brought together key players in policy making and leading practitioners and academics from across the country. The resultant RiPL White Paper presents implications for practice based on lessons from research into primary language learning, and concludes by putting forward ten realistic recommendations to support the full implementation of the primary languages policy. These include the creation of a National Taskforce for Primary Languages.

The recommendations are a call to action that involves all stakeholders, including teachers, school leaders, academics, professional associations, cultural partners, non-government organisations, as well as needing the support of central government.

Colloquium D-2

Spaces of multilingualism in an international school: Preliminary findings from a participatory linguistic landscape project

Jackie Lou[1], Susan Stewart[2]
[1] Birkbeck College, University of London, London, United Kingdom, [2] International School of London, London, United Kingdom

This paper presents preliminary findings from an ongoing project aiming to increase the visibility of multilingualism in an international school in London. International schools, in name and by tradition, celebrate the linguistic and cultural diversity of their student populations. In practice, however, international schools typically use English as the medium of instruction, preparing students for higher education in universities in the UK or the USA, illustrating what Piller (2016) refers to as the 'monolingual habitus of multilingual schools' (p.99). Extending a small but growing body of research on schoolscapes (e.g. Brown 2012; Dagenais et al. 2009; Dressler 2015; Gorter & Cenoz 2015; Szabó 2015), this project involves 30 primary school students as co-researchers and co-designers of linguistic landscape and examines the impact of their participation on their multilingual awareness. In the first stage of the project, a geosemiotic analysis (Scollon and Scollon 2003) of the school's linguistic landscape was carried out. It is observed that multilingual signage tends to concentrate in passage space and often represented as visual art (e.g. calligraphy, collage, and drawings). The researchers' findings are then compared and contrasted with the linguistic landscapes captured by the students on iPads in the second stage. Preliminary observations suggest that students' perceptions of the school's linguistic landscape are shaped as much by their activity spaces as by their linguistic repertoires. Based on this triangulation of data, we conclude the presentation by discussing the pedagogical implication of this participatory linguistic landscape project for multilingual education.

Colloquium D-3

Practical Literacies in a Multilingual Prison: A community-based approach

Rodney Jones[1], Suzanne Portch[2]
[1]University of Reading, Reading, United Kingdom, [2]University of Reading, Reading, United Kingdom

Mastering the literacies of institutions involves the complex interaction of individual competencies, institutional agendas, and the range of social practices with which these literacies are associated. Mastery of institutional literacies is even more complex in contexts in which individuals are brought together around regimes of practice over which they have limited control — contexts such as hospitals and prisons. In such contexts literacy practices sometimes act to constrain the agency of individuals or create barriers to them accessing the services they need. This paper reports on a project to examine the institutional literacy practices in a foreign-national prison in the UK. The aims of the project were to examine how literacy practices create communication problems for prisoners and prison staff, to understand the strategies people developed around these problems, and to explore ways to facilitate solving these problems by inviting prisoners and staff to work together with students and researchers in applied linguistics.

The activity reported here involved students from the University of Reading working with prisoners and staff to solve two specific problems: 1) the difficulty prisoners had in understanding the signage in the prison alerting them to the availability of various services; and 2) the difficulty prisoners had understanding the legal language in deportation notices and in completing the documentation necessary for their immigration cases. This paper describes the processes by which the students, prisoners and staff worked together to formulate ways to address these literacy challenges, each group contributing different kinds of linguistic expertise, and showcases the results: a set of redesigned signs to be placed in the corridor leading to the residential wings, and a short handbook for peer advisors helping them to deal with language related issues around immigration cases.

Implications for community based responses to issues around institutional literacies in other contexts are explored.

Colloquium E-1

Language and Change in Educational contexts: Empirical takes on material and post-humanist approaches

Johanna Ensser-Kananen[1], Taina Saarinen[2]
[1]University of Jyväskylä, Jyväskylä, Finland, [2]University of Jyväskylä, Jyväskylä, Finland

This introductory presentation outlines posthumanist and (new) materialist approaches in applied linguistics in educational contexts and draws on critical posthumanism and new materialism to problematize and complement the social constructionist tradition within the field. Specifically, we attempt to develop the work conducted in the field in ways that problematize

- human superiority in general (by bringing to the forefront material aspects of language in education) and

- the superiority of socially dominant humans in particular (by examining materialities and constructs that reinforce and reproduce hegemonic power structures).

In this, we acknowledge the intertwinedness of social constructionism on the one hand (Pennycook, 2018) and the ways in which we act in a dynamic relationship with the material world on the other (Bennett, 2010; Pennycook, 2018). While social constructionist approaches remain important for our work, we are becoming increasingly aware of the times and places when it does not suffice to do justice to our data, our analyses, our participants, and our academic selves. Two of the shortcomings of social constructionism we discuss are its assumption of negotiability and its risk of (inadvertently) promoting relativism.

We understand critical posthumanist realism (Pennycook, 2018) as an engagement in research that sees society as an ethical interrelationship between humans and the material world (Pennycook, 2018; Bennett, 2010). Thus, instead of focussing on the conditions of "realities", we hope to test various constructionist and material approaches in order to come to a fuller understanding of the social and material as intertwined in our work.

In this colloquium, we pose the following questions:

- How can applied language studies understand and examine educational phenomena as both material and socially constructed?

- (How) Does such an approach make our ways of examining education more inclusive/equitable?

Organizers: Johanna Ensser-Kananen and Taina Saarinen, University of Jyväskylä

Discussant: Anna Kristina Hultgren, Open University

Colloquium E-2

Teachers navigating the space of change

Tarja Nikula[1], Anne Pitkanen-Huhta[2], Johanna Saario[3], Sari Sulkunen[4]
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This paper focuses on teacher perceptions of change in educational contexts, and the potential of new materialist perspectives for studying them. Various changes are relevant for teachers as key stakeholders in education. Firstly, education needs to be responsive to societal processes like increasing diversity and multilingualism. Secondly, the pervasiveness of new technologies and their demands for versatile skills in critical textual practices and multiliteracies needs to be addressed. Changing research perspectives also affect discourses in and around education policies. In Finland, this shows in the latest National Core Curriculum for Basic Education, which places new emphases on multilingualism, language-aware schooling and disciplinary literacies.

The data consist of three sets of interviews from different projects, sharing an interest in Finnish secondary school teachers' responses to educational change. The first set contains interviews with upper secondary level history teachers on disciplinary literacy practices and changes caused by the new curriculum. The second set contains interviews with EFL teachers on how multilingual pupils are recognized, acknowledged and supported in the EFL classroom. The third set includes interviews with subject and CLIL teachers on their perceptions of the new language-related emphases in the National Core Curriculum.

Rather than linear trajectories of change, the preliminary findings indicate tensions and fluctuations when teachers navigate discursive and material spaces of change, caused both by their altered everyday realities and institution-driven processes. Rather than being merely reactive, teachers are also agents for change through their personal interests and growing professionalism. From the viewpoint of materiality, change seems to have enabling as well as constraining aspects. Materiality becomes visible both in how teachers accord a role to artefacts and physical aspects of teaching, and in their embodied and emotional responses when they reflect on and navigate new ways of being teachers.

Colloquium E-3

Curriculum and textbook as materialisation of "assessment" and "language awareness" in comprehensive school

Ariq Huhta[1], Taina Saarinen
[1,2]University of Jyvaskyla, Jyvaskyla, Finland

In this presentation, we analyse how the concepts of assessment and language awareness in the Finnish 2014 National Core Curriculum materialise in foreign language textbooks and teachers' guides for basic (comprehensive) education in Finland. These are presented as two key concepts in the curriculum, but they are very different when looked at from a material point of view. While it is rather easy to imagine how assessment might materialise in textbooks it is far from clear how this takes place for language awareness.

We analyse the textual space the concepts of assessment and language awareness occupy in foreign language textbooks and teachers' guides both as discursive and material. Textbooks were chosen as the focus because of their great importance for foreign language teachers in the comprehensive school (see Luukka et al., 2008) and the challenging task of textbook writers of turning the curriculum goals into concrete activities and tests in the teaching materials. We argue that the concepts should be analysed not just distinctly, but in a way that intertwines the discursive and material viewpoints.

We are particularly interested in these operationalisations of the curricular concepts of assessment and language awareness:

What kinds of discursive spaces do the concepts occupy?

(How) are assessment or language awareness goals operationalised?

(How) are these concepts assigned agency in the textbooks and the accompanying teachers' guides?

Using as our data the 2014 National Core Curriculum and two widely used textbook series for English as the first foreign language, we approach the notion of textual spaces from a discursive entrypoint on one hand (analysis of the ways in which some activity is construed as valuable) and a material one on the other (analysis of how the concepts are materialised, constrained, and assigned agency).

Colloquium E-4

The material value of lingua francas and foreign languages in the glocal era (For colloquium Language and change in educational contexts)

Johanna Ennser-Kananen[1], Feliciano Chimbutane[2], Sonja Kosunen[3]
[1]University of Jyväskylä, Jyväskylä, Finland, [2]Eduardo Mondlane University, Maputo, Mozambique, [3]University of Helsinki , Helsinki, Finland

This presentation explores the materialities of language education and the related positionality of citizens in Finland and Mozambique. Specifically, it analyses how people respond to the materialities of lingua francas and foreign languages in the context of super-mobility and globalization. In Mozambique, where local African languages have traditionally been given little constitutional and societal recognition in comparison to the lingua franca Portuguese, a bilingual program with 17 local languages illustrated and initiated a discursive shift towards a recognition of the different values of minoritized languages (Chimbutane, 2011). In Finland, where a national curriculum (in principle) keeps curricular differences between schools minimal, teachers (generally) receive the same education, and student achievement does not differ greatly between schools (Sulkunen et al, 2010), school selection is often assumed to be a non-issue. Yet, school choice, where possible, tends to be realized along the existing divides in families' social, cultural, and economic capital (Kosunen, 2014). In this presentation, we seek to understand how parental language-based school choice interacts with the (perceived) material and social value of the respective languages.

Taking into account the push many educational systems and families feel towards education for citizenship, socioeconomic mobility and internationalization, it is important to critically examine institutional and individual/family language education policy choices. Thus, we ask what kind of needs or aspirations (e.g., political, ideological, societal, educational, cultural, individual) language education policy choices address or fulfill. Through analyses of education and language policy documents and interviews with parents/guardians, we analyse whether and how the political goals of "institutional choice", "individual choice" and "educational equality" can be reconciled. We take into account the intersections of social constructionism and new materialism in that it examines material and social/cultural values of minoritized or so-called "foreign" languages/lingua francas.

Colloquium E-5

"I have Carelia in my soul" - discourse on artifacts in a community-engaged service-learning collaboration.

Anu Muhonen[1], Heidi Vaarala[2]
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We will explore artifacts and discourse in a community-engaged service-learning collaboration between young Finnish as a foreign language students at the University of Toronto and elderly Finnish speaking immigrants living in a Finnish seniors home in Toronto. The students visit the seniors regularly and participate in different activities with them.

We investigate connections between the participants, artifacts and the discourse that the interaction enables:

- What role do artifacts play in the interaction between the elderly and the students?
- What kind of information is transferred between the participants and the artifacts?
- How do the participants relate to the reality they share? How are feelings and emotions embodied?

We will combine an analysis of the discourse and linguistic ethnography (Heller, 2008; Creese, 2008) to the study of foreign language learning and teaching. The data consists of recorded interactions, interviews and discussions, as well as field notes and photo captures during the service-learning practices.

In the intertwining discourse between the artifacts and participants, the discourse moves between present and past, historical and current time. In addition, different spaces the participants enter, are positioned in or talk about are also relevant. The embodiment of feelings and emotions is also important.

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Colloquium F-1

Creative Inquiry in Applied Linguistics Colloquium: Broadening the Horizons Beyond Language

Marta Nitecka Barche[1], Dobrochna Futro[2]
[1]University of Aberdeen, [2]University of Glasgow

Humans' ability to learn and use language is complex and can affect or be affected by multiple factors, for example: one's sense of identity, self-confidence, and self-realisation. Language can be also used to confine or empower rebellion, resistance, and negotiation. In this colloquium, we would like to explore conceptual spaces that reach beyond the surface of language using, learning, and teaching; and research methods that allow for the exploration of complex and nonlinear processes, which reach beyond generalisation and reductionism.

In discussing the way creative inquiry enables broadening the horizons of applied linguistics, we must not forget about the horizons of creative inquiry itself. Creativity is a complex and still not entirely explored concept in relation to language, its use, learning, and teaching. What does creativity mean in this context? What is the role of creativity in applied linguistics? How can creativity be researched or used as a research tool in applied linguistics? What is the relationship between creativity and applied linguistics? Does one broaden the horizons of the other? What are the spaces of negotiation and disobedience creative enquiry enables within the applied linguistics and vice versa – how can the use of applied linguistics methods broaden the horizons of the creative practice? What are the tensions that arise from their meeting, critical questions it enables, collaborations it fosters?

Colloquium F-2

How can applied linguistics research creativity?

Andrea Milde
Nottingham Trent University

Drawing on Csikszentmihalyi (1997: 28), "creativity is an act, idea, or product that changes an existing domain, or that transforms an existing domain into a new one". He also states that the term 'creativity', the way it is used, is understood too widely. However, whereas Csikszentmihalyi focuses on famous and 'canonised' creative people, I am interested in the features of creativity in the situated process of creative language use, in particular in the field of drama and radio-play. According to Csikszentmihalyi, creative people do not worry so much about what they do, but how they do it. For creative people doing certain things in a certain way is intrinsically rewarding, so it is worth doing for their own sake, and because of this change an existing domain, and not because their aim to transform an existing domain.

A point from an arts education perspective that is also relevant to my own creative research and work is expressed by Fleming (2010: 56), who criticises the notion that "creativity is often thought of as an individual mental process aimed at the production of something new". According to Fleming, in the context of arts education, that view is not helpful as there are no criteria for judging outcomes. Drawing on this, I would like to discuss how helpful or unhelpful applied linguistics is for judging applied linguistics research into creativity that might be creative itself. In this paper I will present the interdisciplinary methodological approach (linguistics in drama) I have developed for analysing drama working processes and explain how it can be applied in the various fields of communication in drama such as in drama education.

Colloquium F-3

From Second Language Learning to Creative Act of Language Learning

Marta Nitecka Barche
University of Aberdeen

There is a growing interest in creativity in the field of applied linguistics with a considerable number of research projects focused on creative in-class activities or creative language use. Creativity in the context of adult second language learners, however, is still under-researched. This presentation will explore the relationship between creativity and language learning by looking at this relationship through the lens of different theories of creativity and adopting the Four C model of creativity (Kaufman & Beghetto, 2009).

Concept of creativity and process of second language development are explored in my PhD research project focused on creativity-based second language acquisition for adults. The study, conducted with twenty-two adult ESOL learners, adopts a complex dynamic systems theory perspective and involves implementation of creative in-class activities, short-questionnaires, class observations, and interviews. In this presentation, evidence is presented to illustrate the relationship between adult learners' perception of creativity and language learning processes. Early findings support the idea that creative thinking involves periods of intensive learning and incubation when ideas develop and form, which, in the context of language learning, suggests that language development may require both explicit input and activities that are not immediately directed toward language learning. Secondly, language learning should be thought of as context-dependent, and the creative approach underlines the importance of past knowledge and experience in the learning process. Next, if language learning is creative, teachers can make the learning process more meaningful for learners in their external and internal world —it is not about classroom activities per se, but about maintaining the relationship between classroom and learners' outside world. Finally, recognising second language learning as a creative act can affect adult ESOL learners' perception about their creative potential and development, thus can enhance their language learning experience.

Colloquium F-4

Art education as a communicative repertoire: Questions for creativity in Applied Linguistics

Louise Atkinson[1], Jessica Bradley[2]
[1]Independent artist-researcher, [2]School of Education, University of Sheffield,

Collaboration and co-production with creative practitioners at different stages of the research process are increasing across Applied Linguistics. But what would a shared theory of creativity with Applied Linguistics look like in the context of co-produced research? In this paper, we use our experiences of research and public engagement in formal and informal educational settings to explore the idea of art education as communicative repertoire.

This idea foregrounds and builds on our existing knowledge of artmaking with groups of participants to support non-linear processes of visualising research, using examples from projects stemming from research in language and communication - 'LangScape Curators' and 'Multilingual Streets' - which focus on young people's understandings of everyday multilingual practices using arts-based methods to synthesise and analyse linguistic landscape data (Bradley et al., 2018).

This use of creative methods aims to reflect the dynamic multilingual processes through which participants draw from their communicative repertoires to communicate and make meaning. Although situated primarily at the intersection of Applied Linguistics and Modern Languages, we argue that our work also has important implications for the field of arts education. In theorising arts education through collaborative work within Applied Linguistics, we expand beyond a bricolage of methods towards a new hybrid methodology.

In so doing, we demonstrate new opportunities for developing and exploring research questions with participants, while productively problematising the idea of co-production. Our use of creative inquiry in Applied Linguistics also extends to the ways in which traditional research outputs can be performed and disseminated through artistic products. Finally, we set out some tentative points for how this creative turn might continue to develop, both methodologically and theoretically.

Colloquium F-5

Letting go of language: The production of voice in participatory arts

Lou Harvey
University of Leeds

This presentation reports on a co-produced project in South Africa, aimed at supporting and enhancing the work of a number of Isibindi Safe Parks – educational support, play and feeding schemes - across Ekurhuleni Metropolitan Municipality. The programme uses a range of participatory-arts-based practices (drama, music, comics and filmmaking), in order to build the confidence of participants and to enhance their organisational and leadership skills. In so doing, the programme allows participants to reflect upon the power of their own voice, with the aim of supporting them to develop advocacy campaigns that can raise local and national awareness of the key issues that affect them.

The talk will consider how 'voice' can be understood in contexts where language is not available or accessible. Participatory arts often aim to 'give' or amplify voice for people who are limited in the extent to which they can speak and be heard. However, although the ways in which voice develops through engagement with participatory arts may be profound, the focus on non-linguistic modes means that this development can be difficult to articulate and evidence. My analysis will demonstrate my emergent thinking around the relationship between participatory arts and the production of voice through participants' engagements with human, spatial, material and symbolic actors, beyond and besides the stories they narrate. I will consider how voice, as a material thing produced within and distributed across encounters with other things (Mazzei and Jackson 2017), plays a role in learning for these young people. I conclude with a reflection on the affordances of arts-based methods for analysis of knowledge beyond and besides words (Thurlow 2016; Pennycook 2018), such as affective, embodied, multisensory, unconscious, and collective knowing – and for enabling the expression of what was previously unarticulated, unheard and undervalued.

Colloquium F-6

Applying linguistics to the theatre production process

Kelli Zezulka
University of Leeds

Using a linguistic ethnographic approach, my research aims to explicate the complex and non-linear processes that comprise creative collaboration in the context of the theatre technical rehearsal, an environment that is currently under-represented not only in the wider field of theatre and performance studies but also in applied linguistics. The analysis of recorded data from eleven periods of fieldwork draws on conversation analysis, interactional pragmatics and critical discourse analysis alongside studies of creativity, collaboration and workplace interaction. The application of linguistics to theatre production practice has yielded interesting insights into how collaborators develop a shared aesthetic language (both spoken and visual), how they navigate and challenge the ever-changing social processes and hierarchies that characterise the industry, and how the pressures of time, money and staffing contribute to the language-in-use of theatre lighting designers, in particular. This paper will use examples from my fieldwork to demonstrate the mutual benefit of combining linguistics and creativity studies and how the methodology can be applied to understanding creative processes in related fields.

Colloquium F-7

Late to the party, but not empty handed linguistics and the discourse of art

Jennifer Blunden
UCL Institute of Education, University of Technology Sydney

Language and the visual arts are not always easy companions. For the visual arts, it's the art that matters. Words (unless they're part of the work) play a supporting role. Yet it's also a contested role – one that is seen as 'secondary' but is often critical to the experience and understanding of art; one that is intended to support audiences, students and artists in their encounters with art but often excludes and alienates them; one that can be integral, creative and valued in the practice and experience of art but is often the opposite; and one that is considered peripheral but is becoming more prominent and pervasive.

Yet despite such issues and tensions, the language used to talk and write about art remains little researched and understood compared to other forms of public and educational discourse. We still do not have the kinds of detailed and principled descriptions of its particular conventions, features and affordances that have been shown in other disciplines be of enormous value to the study and practice of that discipline. Nor do we understand the beliefs, values and attitudes that motivate the choices in language that are made and valued.

This paper will draw on a series of research residencies that set out to explore the value of linguistic theory in bringing to view the questions around language that matter in the visual arts, and how theoretical concepts can be 'operationalised' in ways that meet the needs and values of this creative field. In doing so, it considers the role of creativity within linguistics and the complementarities rather than tensions that can result.

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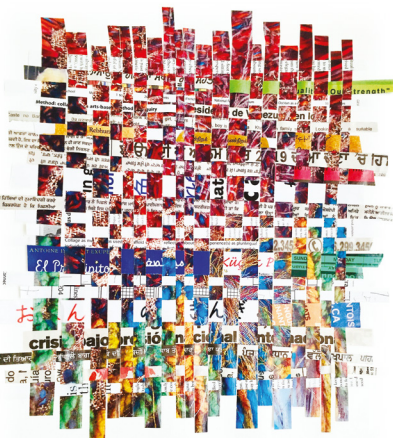**Notes**

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BAAL visual representations of multilingualism competition winning entries

Light and Language: Linda Persson with Wongatha women Geraldine and Luxie Hogarth with parts of the community of Leonora, Desert of Eastern Goldfields Australia

Time Dream Avatars: Elina Karadzhova, Edinburgh, UK

Interweaving: Gail Prasad, Madison, WI, United States