



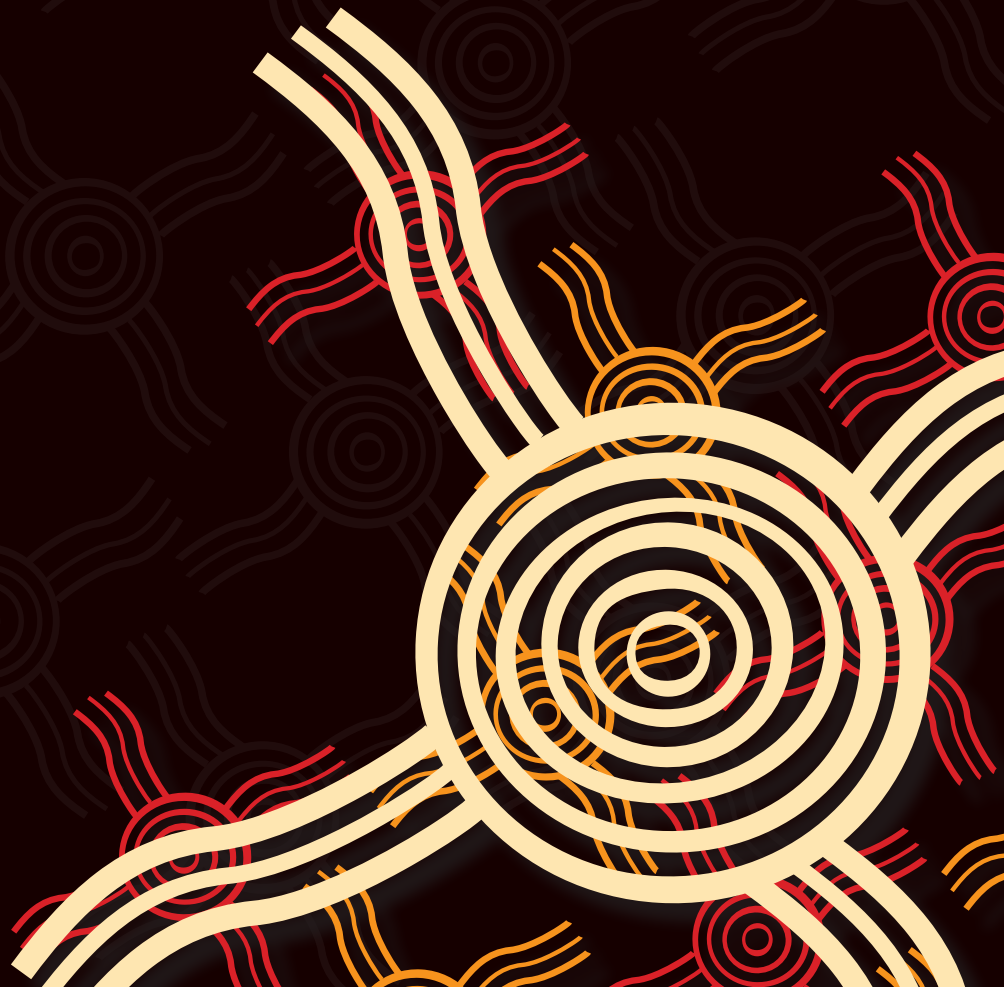
AILA World Congress 2014

10-15 August 2014 | Brisbane Australia

One World | Many Languages

Abstract Book

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INVITED SYMPOSIA

IS01

CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) AS A CATALYST FOR RESEARCH COOPERATION IN EUROPE AND BEYOND

Convenors: Christiane Dalton-Puffer¹, Tarja Nikula², Ana Llinares³

1. University of Vienna, Austria 2. University of Jyväskylä, Finland 3. Autónoma University of Madrid, Spain

Symposium summary

By bringing together two prominent themes of the first AILA congress in 1964 (Second language learning and Research cooperation in Europe), this symposium will showcase recent research collaboration on Content and Language Integrated Learning (CLIL), an increasingly common model for second/foreign language teaching in Europe and beyond.

Symposium presentations

The policy perspective: Transnational initiatives for the development of CLIL/bilingual education in Europe

Do Coyle

University of Aberdeen, United Kingdom

This presentation will outline the history of CLIL in Europe from the vantage point of high-level policymaking as well as EU financed transnational projects. The role of initiatives of the Council of Europe's language division and its Centre of Modern Languages will also be discussed.

CLIL students' evaluative language in non-teacher-fronted activities

Christiane Dalton-Puffer^{*1}, Ana Llinares^{*2}

1. University of Vienna, Austria 2. Universidad Autónoma de Madrid, Spain

This study focuses on the use of evaluative language by learners working on a range of naturalistic tasks during CLIL social science lessons in several European contexts. The analysis is done by applying an integrative analytical framework

that draws on Systemic Functional appraisal theory as well as notions of academic discourse functions such as evaluating or justifying (Dalton-Puffer 2007).

Teachers' and students' evaluative practices in CLIL whole-class discussions: A study across European contexts

Ana Llinares^{*1}, Tarja Nikula^{*2}

1. Universidad Autónoma de Madrid, Madrid, Spain 2. University of Jyväskylä, Finland

The present study combines the systemic functional model of appraisal theory (Martin & White 2005) and pragmatics that seeks to account for social and interpersonal dimensions of talk to identify evaluative practices used and co-constructed by teachers and students in CLIL classroom discussions in different European contexts.

Knowledge as social interaction across CLIL contexts

Tom Morton^{*1}, Teppo Jakonen^{*2}

1. Birkbeck, University of London, United Kingdom 2. University of Jyväskylä, Finland

This study examines how CLIL students manage epistemic issues in peer interaction. It focuses on 'epistemic search sequences' which are launched when one member of a small group positions themselves as not knowing by requesting information about some item of relevance (either content or language) to an ongoing content task.

A dynamic conceptual framework for English medium education across diverse multilingual university settings

Emma Dafouz^{*1}, Ute Smit^{*2}

1. Universidad Complutense de Madrid, Spain 2. Universität Wien, Austria

The aim of this paper, resulting from transnational continued research cooperation, is to argue for a theoretically informed framework that will help researchers to overcome prior fragmented conceptualizations, and while acknowledging the importance and constant interaction of global and local contextual variables, will serve as reference when either analysing particular contexts or contrasting and drawing conclusions across different EMEMUS (Smit & Dafouz 2013).

European CLIL teachers' identities and beliefs about integration

Kristiina Skinnari

University of Jyväskylä, Finland

The aim of this paper is to introduce ongoing research on CLIL teachers' beliefs and identities that has been conducted in different European countries by interviewing CLIL teachers in lower secondary schools. The study seeks answer to what beliefs CLIL teachers have concerning the roles of content and subject and whether there is a common core in what CLIL teachers do and an overall "CLIL teacher identity" that connects the scattered stakeholders to each other under a wider community of practice.

Language for learning in CLIL: The development of learning strategies for 'successful learning' across educational contexts

Yolanda Ruiz de Zarobe*¹, Do Coyle*²

1. University of the Basque Country, Spain 2. University of Aberdeen, United Kingdom

The purpose of this presentation is to show how CLIL can provide an appropriate approach to help learners understand and use the foreign language efficiently across a range of contexts. More precisely, it will focus on the development of learning strategies which help students engage in meaningful classroom interactions to support the learning of both content and language through language using.

'PlayingCLIL' – Merging CLIL principles and drama pedagogy for a new cross-curricular methodology

Stephan Breidbach*¹, José Medina Suárez*²

1. Humboldt-University Berlin, Germany 2. Universidad de Las Palmas de Gran Canaria, Spain

This paper will report on intermediate and preliminary results from the project 'playingCLIL'. The project aims at developing the basic principles and a practical framework of a non-subject and non-language specific CLIL methodology based on drama techniques. The methodology will be developed and empirically tested to meet two main propositions: adaptability to primary and secondary mainstream education and vocational training, and the potential to increase the

feasibility of CLIL for non-typical CLIL learners who are traditionally excluded through formal or informal selection process.

A comparison of corrective feedback patterns in CLIL and immersion classrooms

Roy Lyster*¹, Ana Llinares*²

1. McGill University, Canada 2. Universidad Autónoma de Madrid, Spain

This study compares the frequency and distribution of different types of corrective feedback (recasts, prompts, and explicit correction) and learner uptake across three instructional settings: (a) Content and Language Integrated Learning (CLIL) classrooms in Spain with English as the target language, (b) French immersion (FI) classrooms in Quebec, and (c) Japanese immersion (JI) classrooms in the US.

Discussion

Angel Lin*¹, Simone Smala*², Diane Tedick*³

1. University of Hong Kong, Hong Kong 2. University of Queensland, Australia 3. University of Minnesota, USA

ISO2

AUTOMATIC TRANSLATION

Convenor: Dorothy Kenny

Dublin City University, Ireland

Symposium summary

In this symposium, we attempt to give a nuanced picture of contemporary automatic translation and complementary technologies, drawing on a variety of methods, including corpus linguistics, discourse analysis, ethnography and recipient evaluation. We adopt multiple standpoints, including those of the research community, translation businesses, and translation users.

Symposium presentations

Linguistics, translation studies and automatic translation

Dorothy Kenny

Dublin City University, Ireland

This paper surveys the ever-shifting role of linguistics in automatic translation and stresses the role of corpus linguistics in assessing the potential of current approaches to automatic translation, the

effects of contemporary translation technologies on target languages and discourse patterns, and on how we understand translation itself.

Technologies in the translation workplace: An ethnographic study

Maeve Olohan
University of Manchester, United Kingdom

This paper presents ethnographic research which investigates how technologies are deployed in two UK translation companies. Alongside methodological implications, the analysis focuses on the project manager role and their use of technologies, exploring the impact of this usage on the management of translation projects and relations with translators and clients.

Machine translation and newcomer communities: Can machine translation improve access to public library services?

Lynne Bowker*, Jairo Buitrago Ciro*
University of Ottawa, Canada

Public libraries want to offer more services to immigrants, but translation is expensive. Post-edited machine translation is cheaper, but do such texts meet newcomers' needs? The presenters describe a recipient evaluation where newcomers assess whether the Ottawa Public Library can effectively use machine translation to deliver services in more languages.

IS03

TECHNOLOGY IN LANGUAGE TESTING: AUTOMATED SCORING AND BEYOND

Convenor: Sara Weigle
Georgia State University, USA

Symposium summary

This symposium presents a state-of-the art overview of the use of automated scoring and other technology in language testing. Presenters from three major test development organizations will discuss their current research on automated scoring and feedback as well as other uses of technology to enhance assessments.

Symposium presentations

Automated scoring for performance-based language tests: Promises, perils and validity issues

Xiaoming Xi
Educational Testing Service, USA

This talk will review historical perspectives on the validity of automated scoring, discuss current trends and issues in both conceptual and empirical validity work, and chart future directions. A particular focus will be on the highly relevant validity issues and commonly accepted levels of performance given the specific use.

Construct representation and the structure of an automated scoring engine: Issues and uses

Paul Dean
Educational Testing Service, USA

Automated essay scoring (AES) engines have an implicit construct representation based upon the features measured. This paper will discuss the kinds of features typically used in AES, locate them in terms of a general model of the writing construct, and evaluate the construct definition they imply.

Can you "game the system" by responding off-topic in the speaking section of the PTE Academic?

Alistair Van Moere
Pearson Knowledge Technologies, USA

This paper investigates the accuracy with which the automatic speech recognition (ASR) system in Pearson Test of English Academic can detect off-topic or nonsense speech. The extent to which candidates might "game the system" in high-stakes tests is discussed, and how potentially off-topic responses can be routed to human raters.

The role of technology in learning oriented assessment (LOA)

Nick Saville*, Neil Jones*, Miranda Hamilton*
Cambridge English Language Assessment, University of Cambridge, United Kingdom

We present a systemic approach to learning oriented assessment (LOA), highlighting the role of innovative uses of information technology. Examples are drawn from a project to develop a

multilevel course of English based on LOA principles and several blended learning projects using learning management systems and web-based resources to support teachers.

Automatic writing assessment and feedback: An approach to improve construct and consequential aspects of validity

Ardeshir Gerenpayeh*, Gad Lim*, Helen Yannakoudakis*
Cambridge English Language Assessment, University of Cambridge, United Kingdom

In this paper we discuss the development of an online automated writing assessment system that can be used to provide diagnostic feedback within a learning-oriented, self-access, and/or teacher directed assessment context, and address issues of construct validity, as well as of assessment use and impact.

Discussant

April Ginther
Purdue University, USA

IS04

LANGUAGE AND TRAUMA

Convenor: Brigitta Busch
University of Vienna, Austria

Symposium summary

Taking a heteroglossic perspective which considers the multiplicity of discourses, languages and voices, we address the interrelation between trauma and language with reference to situations such as the Holocaust, the legacy of apartheid in South Africa and current phenomena of displacement due to war and socio-economic crisis.

Symposium presentations

Recording vs. communicating trauma: The language dilemma of Holocaust survivors

David Gramling*¹, Claire Kramsch*²
1. University of Arizona, USA 2. University of California at Berkeley, USA

Concentration camp survivors after the war struggled for recognition as legitimate narrators of their

trauma. Using Arendt's distinction between communicating vs. recording trauma and Hanks' theory of "commensuration" (2010), we analyze various camp testimonies to explore how survivors found monolingual language commensurate with the traumatic multilingual experience of the camps.

Haunted encounters: Holocaust and exile tongues

Birgit Lang
The University of Melbourne, Australia

This paper investigates the relationship between Holocaust literature and émigré writing in German in the post-war era. While commonly viewed as distinct bodies of work, the analysis of intertextual relations and conceptual borrowings reveals productive tensions and interdependencies that lead to a more integrated understanding of the representation of trauma.

The Shibboleth's Other: Silence as disguise

Tim McNamara
The University of Melbourne, Australia

This paper examines contexts of social violence in which the suppression of any display of knowledge of a language or language practice is a key to avoiding identification and lethal targeting; a kind of anti- or contra-shibboleth. Examples are drawn from the Holocaust and the Cambodian genocide and their significance explored.

Silence and Speaking Out: The difficulty of establishing 'truth' in witness testimonies

Christine Anthonissen
Stellenbosch University, South Africa

Contrasting potentially constructive effects of narratives of trauma to the (linguistically) disruptive effects of extreme traumatic experience, this paper refers to one of the signature hearings of the South African Truth and Reconciliation Commission (TRC), the "Guguletu Seven" hearing. The cost of ignorance regarding cultural/linguistic diversity in narrating trauma is illustrated.

Gaps and blanks in narratives of displacement: Migrants from African countries in South Africa depict their journey

Marcelyn Oostendorp
Stellenbosch University, South Africa

This paper focuses on narratives about inner African migration in which participants often construct their home country in nostalgic terms, while their current living conditions in South Africa are described as threatening. Recollections of their journey into exile – often traumatizing odysseys – are frequently missing from these narratives.

Trauma narratives through English as a lingua franca in immigration domains

Maria Grazia Guido*, Julia Boyd*
University of Salento, Italy

This paper explores the ways in which traumatic experiences are first represented in West African refugees' ELF narratives during cross-cultural medical encounters, and then misinterpreted by Italian specialists with reference to their clinical-schema categories, and encoded according to the genre conventions informing the cohesion and coherence features which the specialists use.

The linguistic repertoire as a resource in coping with man-made trauma: Learning from survivors

Brigitta Busch
University of Vienna, Austria

Unexpected linguistic resources can play a crucial role in coping with traumatic experience. Using biographical interviews with war refugees from Bosnia-Herzegovina I discuss how trauma survivors draw on their linguistic repertoire to strengthen resilience. Specific potential lies in what Kristeva (2002) referred to as the semiotic/poetic dimension of language.

IS05

REASSESSING TRANSLATION

Convenors: Henry Widdowson*¹, Juliane House*²

1. University of Vienna, Austria 2. Hellenic American University, USA

Symposium summary

As a consequence of globalization and developments in electronic communications, interactions now take place between people speaking different languages across a wide range of discourse domains at various levels, from individual exchanges to diplomatic negotiation and immigration control. Multilingual diversity has somehow to be reconciled with the demand for mutual understanding. One way of doing this is by using a common language as means of communication. Another is to use translation to mediate meaning across languages. But what does this mediation involve? How far are established concepts and practices of translation still appropriate to the increased and complex demands made upon them in the contemporary world? And what implications does a consideration of this question have for the role of translation in language education? It is the purpose of this session to open up a critical debate on such essentially applied linguistic issues.

The session is designed to reverse the priorities that are customarily followed in a conference symposium, whereby the main event is a succession of presentations of prepared papers, with brief interludes for audience questions and comments in between, if and when time allows. What we want to do is to provide for the maximum involvement of all participants in the symposium. Although there will be presentations from the four panel speakers these will be short, their purpose being to raise issues about translation that from their own perspective they see as particularly problematic or significant so as to get the open discussion going. Once discussion is underway, the panel members will, as and when it seems appropriate, comment on points raised by other contributors from the floor.

Symposium presentations

Translation: a global cross-linguistic and cross-cultural practice

Juliane House
Hellenic American University, Greece

In the past, differences in communicative styles between source and target linguacultures needed a 'cultural filter' to adapt the translated text to the different norms of the target culture. With globalization, norms and conventions merge so assumed differences cease to be valid. Translation needs to adjust to this new global reality

Translation: the common practice of everyday discourse

Henry Widdowson
University of Vienna, Austria

Translation is conventionally considered to be the expert and theoretically informed practice of mediating meaning across languages, presupposed to be separate entities. But all language use involves the pragmatic mediation of meaning, whatever language is used, so what, if anything, makes translation, in theory or in practice, essentially distinctive?

IS06

MAKING APPLIED LINGUISTICS MATTER: OPPORTUNITIES FOR ENGAGING WITH PROFESSIONAL PRACTICE

Convenors: Christopher Candlin¹, Jonathan Crichton²

1. Macquarie University, Australia 2. University of South Australia, Australia

Symposium summary

This symposium explores the interface between Applied Linguistics and the professions, specifically the opportunities and challenges this raises for applied linguists and their professional practices. Presentations from colleagues working at this interface will inform an open discussion around issues of focus, sites of research, epistemologies, methodologies, relevance and impact associated with inter-disciplinary and inter-professional participation.

Symposium presentations

Introduction to the symposium: Themes and issues

Christopher Candlin ^{*1}, Jonathan Crichton^{*2}
1, Macquarie University, Australia 2. University of South Australia, Australia

This introduction will identify issues and themes to be taken up by the presenters that follow and will indicate how the symposium will encourage audience participation in its discussions.

Enabling organisational change: A case study of infection control practice

Rick Iedema^{*1}, Sue Hor^{*2}
University of Technology Sydney, Australia

The paper presentation will discuss the dynamics of our video reflexive feedback methodology used as part of an infection control National Health and Medical Research Council (NHMRC) project. The paper will exemplify this process by drawing on interview data and video footage that homes in on deploying 'sterile sheets', a practice that became the focus of one team's discussions.

Because language matters: Doing media linguistics in the newsroom

Daniel Perrin
University of Applied Sciences, Switzerland

This paper elaborates on how experienced journalists' tacit knowledge is made available to the Swiss public broadcasting company as explicit organizational knowledge through systemic knowledge transformation.

Courtroom trials and Alternative Dispute Resolution (ADR) in Malaysia: Methodological issues

Azirah Hashim^{*1}, Rick Powell^{*2}
1. University of Malaya, Malaysia 2. Nihon University, Japan

Malaysia has an institutionalised dispute resolution process which is not only multicultural and multilingual but also multijurisdictional. This paper compares language choice in courtroom trials, both Syariah and Common Law, and arbitral tribunals and highlights the issues encountered in accessing, recording, conceptualising and analysing data.

Indigenous children and education: Language and learning in remote communities

Gillian Wigglesworth
University of Melbourne, Australia

Reporting on a collaborative project with a remote Northern Territory school where Aboriginal children are taught literacy in their first language for the first four years, this paper demonstrates the ways in which teaching professionals and applied linguists can work toward enhancing the learning environment through multiple methodological approaches.

***Applied linguistics in the health sector:
Intergroup communication and quality of care***

Cindy Gallois*, David Hewett*
University of Queensland, Australia

Inadequate communication training for health professionals results in miscommunication, a major cause of adverse events. Applied linguists can contribute greatly to cultural change toward best patient care. We focus on our own research, employing discourse analysis of health communication, to explore problems and potential solutions in this sector.

IS07

***RETHINKING 'ENGLISH' IN HIGH-STAKES
ENCOUNTERS: THE SIGNIFICANCE OF
ENGLISH AS A LINGUA FRANCA***

Convenor: Barbara Seidlhofer
University of Vienna, Austria

Symposium summary

This symposium will address the need for reconceptualizing the medium of communication in international high-stakes interactions (e.g. asylum procedures, language policy, publishing, testing, interpreting) explicitly as 'English as a lingua franca' so as to critically engage the vital issues of misunderstanding, alienation, inequity, and disenfranchisement that often beset such encounters.

Symposium presentations

***Rethinking 'English' in high-stakes encounters:
The significance of English as a lingua franca***

Brigitta Busch*¹, Mary Jane Curry*², Andy Kirkpatrick*³, Joseph Lo Bianco*⁴, Anna

Mauranen*⁵, Marie-Luise Pitzl*⁶, Elana Shohamy*⁷

1. University of Vienna, Austria 2. University of Rochester, USA 3. Griffith University, Australia 4. The University of Melbourne, Australia 5. University of Helsinki, Finland 6. University of Salzburg, Austria 7. Tel Aviv University, Israel

English is prominently present, or at least implicated, in nearly all other invited symposia and plenaries at AILA 2014, and the overall medium of communication of the Congress as a whole is English as a Lingua Franca (ELF). In this sense, then, the present symposium can be regarded as a meta-event – and this will be reflected in its topics and its format.

ELF can be defined as any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option. A crucial question is, of course, what the nature of the 'English' is that fulfils these translanguaging, intercultural functions. The degree of globalisation that now pervades most areas of social life calls for a rethinking of the traditional notions of 'community', 'competence', and 'legitimate speakers' of 'a language', and this necessarily involves a critical consideration of the lingua franca role of English. This would seem to be obvious, but such critical consideration is not always in evidence when it comes to high-stakes interactions in areas such as asylum procedures, language policy and language planning, language and the law, international publishing, testing, and interpreting – with potentially serious consequences for the people involved.

In this symposium, we will therefore explore whether, and how, an explicit and agreed-upon reconceptualization of the means of communication in these areas – not as 'English' riddled by nation-language ideology, but as English as a lingua franca – may be appropriate and feasible, and what difference this could make for the (sometimes literally) vital issues of misunderstanding, alienation, inequity, and disenfranchisement that often beset such intercultural encounters.

This meta-event will not have the conventional format of a succession of individual papers followed by discussion (time permitting). Instead, a number of experts in the above-mentioned high-stakes areas (also highlighted in other invited

colloquia and plenaries) and ELF researchers will engage in open but structured debate, in which the audience will be invited to participate. The symposium will start by the convenor giving a brief introduction and then asking the panellists whose research focuses on the above-mentioned 'real world' areas to outline, in concise statements, crucial problems that have to do with the medium of communication in such high-stakes encounters.

IS08

THE DARKER SIDE OF APPLIED LINGUISTICS

Convenor: Alastair Pennycook
University of Technology, Sydney, Australia

Symposium summary

This symposium critically examines the darker side of applied linguistic assumptions about diversity (complicit with neoliberal multiculturalism) and global relevance (erasing local difference), showing how the intersections of coloniality, race and sexuality and the inevitable location of people and ideas within complex relations of power have been constantly overlooked.

Symposium presentations

The multi/plural turn in applied linguistics, postcolonial theory, and neoliberal multiculturalism:

Problematizing complicities

Ryuko Kubota
University of British Columbia, Canada

While the trend in applied linguistics that supports multilingualism, plurilingualism, translanguaging, hybridity, etc. challenges monolingual and fixed understandings of language and language use, it can create another privileged positioning and disregard social realities. Drawing on critiques of postcolonial theory and neoliberalism, I suggest a greater focus on disparities of power.

The erasure of perspectives and romanticization of diversity

Sinfree Makoni
Pennsylvania State University, USA

In its search for global relevance Applied Linguistics has erased from view local and multiple

perspectives about language, language proficiency and what it means to be humane, politically and socially. Yet an emphasis on diversity conceals power and social differences and does not necessarily permit diverse ways of thinking.

How dark is dark? On a redistribution of sensibilities in Applied Linguistics

Lynn Mario T. Menezes de Souza
Universidade de São Paulo, Brazil

While it is now widely accepted that all knowledge has a dark side – it is traversed by issues of inequality – we need to understand how bodies are bio-graphically and geo-historically located in the matrix of coloniality of power and can never be separated from the issues under investigation.

White skin, black ghosts: Language, race and same-sex desire in post-apartheid times

Tommaso M. Milani
University of the Witwatersrand, South Africa

Exploring the nexus of race and same-sex desire formations manifested through language in South African contexts, this paper re-examines Fanon's contention that power imbalances produced and justified on racial grounds cannot be fully understood unless one also teases out the sexual desires and fears generated by race.

IS09

A WORLD OF INDIGENOUS LANGUAGES: RIGHTS, ACCESS, AND EDUCATION

Convenors: Gillian Wigglesworth¹, Teresa McCarty²

1. University of Melbourne, Australia 2. University of California, Los Angeles, USA

Symposium summary

Most Indigenous languages are highly endangered as a consequence of the marginalization of their speakers. Focusing on Canada, the USA, Australia, South America, and New Zealand, this symposium showcases the efforts of Indigenous communities to maintain and revitalize their languages through language planning and policymaking inside and outside of schools.

Symposium presentations

Configuring language(s) and speakers: The history and politics of Aboriginal language rights in the

Yukon, Canada

Barbra A. Meek
University of Michigan, USA

Language politics often align with conventional conceptions of difference. This paper examines the politics of difference in Canada, where indigenous peoples and languages are pitted against economically and politically dominant ones. I focus especially on the changing socio-political landscape for aboriginal languages in the Yukon Territory since the 1800s.

Can Indigenous languages be intellectualized?

Serafin M. Coronel-Molina
Indiana University, USA

This presentation addresses the feasibility of intellectualization of Indigenous languages of the Americas, and will focus particularly on why it is important to attempt intellectualization, how it can be done, and by whom. Brief examples of some current efforts underway will be included, as well as the results.

Ngā Kura ā Iwi o Aotearoa – For us, By Us, Our Way

Pem Bird*, Te Waimatao Murphy*¹, Cath Rau*
Ngā Kura ā Iwi o Aotearoa, New Zealand

‘Culturalcy’ is a term coined by Ngā Kura ā Iwi o Aotearoa, an organization of tribal (iwi) schools committed to realising tribal aspirations in education. The achievement of learners in tribal schools outstrips the achievement of all other learners in Aotearoa/New Zealand, a result attributed to the focus on culturalcy.

Delivering Australian Indigenous languages in schools: No achievements without a challenge

Jaky Troy*, Michael Walsh*
Australian Institute for Aboriginal and Torres Strait Islander Studies, Australia

This paper reports on some of the issues that have arisen in the process of developing a curriculum framework which can accommodate a wide range of Australian language ecologies. These include currently spoken languages and languages undergoing revival, and discusses who should learn them, where they might be taught, and by whom.

Indigenous language learning and teaching in a remote Indigenous Australian context: The rhetoric and the reality

Inge Kral*¹, Elizabeth Marrkilyi Ellis*²

1. Australian National University, Australia
2. Ngaatjatjarra Educator and Researcher, Australia

The authors reflect on Indigenous language learning and teaching in instructional settings in the Ngaanyatjarra Lands, Western Australia, contrasting this with an emerging reality in which youth engaging with social media and digital technologies seek written communicative competence with minimal language learning support.

Mediating tradition and modernity: Hopi cultural and linguistic identity construction in contemporary linguistic ecologies

Mary Hermes*, Kendall King*
University of Minnesota, USA

Ojibwe is endangered in the US and Canada. We address two questions: (1) How might archived conversational recordings be utilized to develop pedagogical tools that promote interaction? (2) What developmental sequences can be identified for Ojibwe verb sequences? This research responds to grammar-driven methods used in institutions, searching for more effective means to language acquisition.

“How Hopi Are You?”: Hopi cultural and linguistic identity construction in contemporary linguistic ecologies

Sheilah Nicholas
University of Arizona, USA

In the context of sociocultural and sociolinguistic change, the case study findings of three

contemporary Hopi youth focusing on the role of the Hopi language in their identity formation process illustrate how language learning and shift are divergently shaped by the context in which one learns and uses the language.

IS10

INTERDISCIPLINARY APPROACHES TO LANGUAGE TEACHING AND LEARNING IN CONTEMPORARY AND TRANSNATIONAL TIMES

Convenor: Julie Byrd Clark

The University of Western Ontario, Canada

Symposium summary

The purpose of this symposium, comprised of international scholars, is to consider what interdisciplinary approaches can contribute to understandings of language teaching and learning in contemporary and transnational times. Drawing upon sociolinguistic, social psychological, ecological, linguistic anthropological, and postmodern approaches, the symposium offers suggestions and recommendations for all those involved in language education as well as policy makers.

Symposium presentations

Introduction to interdisciplinary approaches to language teaching and learning in contemporary and transnational times

Julie S. Byrd Clark

University of Western Ontario, Canada

The purpose of this symposium, comprised of international scholars, is to consider what interdisciplinary approaches can contribute to understandings of language teaching and learning in contemporary and transnational times. Drawing upon sociolinguistic, social psychological, ecological, linguistic anthropological, and postmodern approaches, the symposium offers suggestions and recommendations for all those involved in language education as well as policy makers.

Learning French in transnational times: Modern technology, postmodern concerns

David Malinowski*¹, Claire Kramsch*²

1. Yale University, USA 2. University of California, Berkeley, USA

A recent two-year study of a desktop videoconferencing telecollaboration between American learners of French and French tutors in France shows that the use of modern computer technology to teach foreign languages does not bring about the dialogic self-awareness and the mutual engagement with difference required to deal with our transnational, postmodern world.

Reconceptualising learning in language education

Angela Scarino*, Tony Liddicoat*

University of South Australia, Australia

This presentation problematizes constructs of 'language' and 'learning' and argues that views of language and learning derived solely from the field of (applied) linguistics are not sufficient to address the complex language learning needs of contemporary times and that a more interdisciplinary approach to language and learning is required.

Featured Symposia



FEATURED SYMPOSIA

FS01

CURRENT RESEARCH TRENDS IN LANGUAGE EDUCATION IN THE GULF

Convenor: Melanie Gobert
Higher Colleges of Technology, United Arab Emirates

Symposium summary

Until recently the widespread adoption of English as a Second Language for Gulf nationals seeking employment in government and private sectors has met with little success. Globalization has brought the need for a dynamic language environment to the forefront of curriculum reform. This symposium will highlight some of the challenges and successes.

Symposium presentations

A meta-analysis of current educational and language research trends in the Gulf

Melanie Gobert
President, TESOL Arabia, United Arab Emirates

This presentation is a meta-analysis of the applied linguistics and language education trends in the Gulf Arab region for the last five years. The strands include L2 writing, reading, listening, speaking, motivation, assessment, online learning, teacher education, parental engagement, inclusive education, higher education, curriculum importation, and STEM education.

Changing things: Narrative enquiry and Emirati ESL language teacher identity

Kay Gallagher
Zayed University, UAE

Set against the backdrop of the recent radical reforms of the school system in the UAE, Amal's story tells of the challenges faced in her efforts to 'have a hand in changing things'. Amal's story provides unique insights into the pedagogical and sociolinguistic landscapes of education in the UAE today.

Motivating reluctant readers

Helene Demirci
Abu Dhabi Men's College, UAE

This presentation describes the impact of an online extensive reading competition on students' language acquisition at an all-male college in the Middle East. The presenter will describe some of the challenges and successes of the program in relation to reading motivation and test scores.

Building a community of scholars: A project to encourage research by educators in the UAE

Patrick Dougherty
Akita International University, Japan

The book series, *Education and the United Arab Emirates: Perspectives from Experience*, was conceived to give Emirati-based educators studying in a Master of Education program a venue to share their research with the world-wide academic community. It is research that is first hand, thought provoking, and immediate.

FS02

SECOND LANGUAGE VOCABULARY LEARNING: CURRENT TRENDS AND ISSUES

Convenor: Charles Browne
Meiji Gakuin University, Japan

Symposium summary

Four well-known speakers from a range of backgrounds and perspectives on second language vocabulary learning, assessment and corpus-based list creation will discuss recent research and developments in second language vocabulary acquisition and corpus linguistics. Each presenter will talk for about 15 minutes on their chosen topic after which the floor will be open for a question and answer session. Dr Charles Browne will moderate the session.

Symposium presentations

Two dimensions of vocabulary proficiency: Productive vocabulary knowledge and vocabulary use

Batia Laufer
University of Haifa, Israel

Dr Laufer will discuss two dimensions of vocabulary proficiency: productive vocabulary knowledge and vocabulary use, and will present data on different developmental routes that these dimensions take over ten years of learning English as a foreign language.

Adopting corpus-based tools from English to other languages

Tom Cobb
Université de Québec, Canada

Dr Cobb will discuss the topic of adopting English corpus-based tools to other languages and will outline a five-year process of adapting Laufer and Nation's Lexical Frequency Profiling concept to French.

A new General Service List for 2nd language learners of English

Charles Browne
Meiji Gakuin University, Japan

Dr Browne will introduce a New General Service List (NGSL) of important vocabulary words developed for the needs of second language learners of English and derived from a 273 million word sample of the 2 billion word Cambridge English Corpus (CEC) as well as a growing number of related NGSL online tools for analyzing texts and teaching and learning these important words.

Developing pedagogical wordlists in Welsh

Tess Fitzpatrick
University of Cardiff, United Kingdom

Dr Fitzpatrick will discuss current research addressing the need for pedagogical vocabulary lists in a language, Welsh, for which comprehensive corpus-based frequency lists have yet to be created.

FS03

PSYCHOLINGUISTIC RATIONALES FOR TASK SEQUENCING IN INSTRUCTIONAL DESIGN

Convenors: Peter Robinson¹, Melissa Baralt², Roger Gilabert³

1. Aoyama Gakuin University, Japan 2. Florida International University, USA 3. University of Barcelona, Spain

Symposium summary

This symposium addresses the role of task complexity and other design characteristics of tasks in psycholinguistically motivating decisions about sequencing tasks for language learners.

Symposium presentations

Psycholinguistic rationales for second language task sequencing and instructional design: An introduction

Peter Robinson*¹, Melissa Baralt*², Roger Gilabert*³

1. Aoyama Gakuin University, Japan 2. Florida International University, USA 3. University of Barcelona, Spain

In this presentation the symposium organizers briefly review some psycholinguistic rationales for task sequencing that have been proposed, summarize issues in needed longitudinal research into them (in both experimental and classroom settings), and then describe the issues addressed in the six empirical studies that follow.

Task complexity, task repetition and second language learning opportunities

Caroline Payant*¹, YouJin Kim*²

1. University of Idaho, USA 2. Georgia State University, USA

Two complexity conditions were devised by manipulating the [+/- reasoning demands] variable following Robinson's Cognition Hypothesis. Two task repetition conditions were explored: repeating content and procedure and repeating procedure but not content, and their effects on the number of language-related episodes are reported.

How teachers interpret the Cognition Hypothesis for task design and task sequencing in their natural classrooms: A case study

Simone Harmath-de Lemmos*¹, Sawsan Werfelli*², Melissa Baralt*¹

1. Florida International University, USA 2. University of Tripoli, Libya

This presentation reports on two teachers' actions at an inservice training workshop on the Cognition Hypothesis and SSARC model, during which they designed a task complexity sequence and a lesson plan. The design criteria they referenced are described and the importance of considering teacher cognition during task implementation is discussed.

The effects of guided planning, task complexity and task sequencing on L2 oral production

Colin Thompson

Shimonoseki City University, Japan

This study involved a pre-post test design in which 26 second year Japanese University learners of English performed a series of oral narratives under two different planning conditions which increased in complexity over a 3 week period resulting in gains with fluency, accuracy and complexity.

Learning to perform narrative tasks in the L2 classroom: A semester-long study of task sequencing effects.

Craig Lambert*¹, Peter Robinson*²

1. Kitakyushu University, Japan 2. Aoyama Gakuin University, Japan

This semester-long study of two groups of university-age Japanese learners completing a course on how to summarize short stories in English examines the effects of carefully sequenced task-based instruction which progressively introduces demands for causal and intention reasoning with mental state verbs in comparison to a more traditional content-based approach.

Task sequencing and L2 email writing: A longitudinal study

Mayya Levkina*, Roger Gilabert*

University of Barcelona, Spain

This study explores the effects of task sequencing on the acquisition of e-mail formulaic language. 60 undergraduate students of English as L2 are involved in the study. Treatment sessions are organized around three instruction-giving tasks

with different degrees of complexity and in two different sequences: from simple to complex, randomized.

The role of task sequencing and L2 proficiency in oral production

Aleksandra Malicka

University of Barcelona, Spain

This presentation reports on a study in which three tasks were manipulated along \pm elements and \pm reasoning demands from the Triadic Componential Framework. They were administered in the simple-complex and randomized sequence to learners of different proficiency levels in L2 English. General and specific CAF measures were employed to analyze production.

FS04

OBSERVATION AND FEEDBACK: PRACTICE, TALK AND REFLECTION

Convenor: Amanda Howard

British University in Dubai, UAE

Symposium summary

Observation and feedback are fundamental parts of the education process, so much so that it could be argued that their ongoing use is essential in providing an optimum learning environment. However, considering the strategic significance of these practices, there is relatively little research data available to inform and guide practitioners. This Symposium will provide insight into classroom observation and feedback practices at both pre-service and in-service levels by means of four presentations, after which the floor will be open to questions.

Symposium presentations

Dialogic talk in the post-observation feedback conference

Fiona Copland

Aston University, United Kingdom

Drawing on interactional data from CELTA feedback conferences, this presentation will explore the value of dialogic talk in the feedback conference to support reflection. It will argue that dialogic talk offers a useful approach for teacher trainers, as it provides the opportunity to

bring together reflective talk and evaluative comment in a structured and supportive environment.

Confirmatory feedback as a catalyst for student teacher learning and change

Nur Kurtoglu-Hooton
Aston University, United Kingdom

Teacher educators may find themselves devoting more time to corrective feedback than positive (or confirmatory) feedback during post-observation feedback sessions. The presenter will provide empirical evidence for the significance of confirmatory feedback and will draw on relevant research in social psychology, good affect, good mood, and appreciative pedagogy.

Directive or collaborative: The discrepancy between EFL supervisors' espoused feedback style and their actual discourse

Helen Donaghue
Sheffield Hallam University, United Kingdom

This presentation will look at the divergence between supervisors' espoused styles and their actual feedback discourse, considering constraints which deter supervisors from adopting their preferred style and the implications this has for supervisor training and institutional observation and feedback processes.

Observation and feedback: The impact of non-reflective practice

Amanda Howard
British University in Dubai, UAE

There are several potential dangers for those involved in classroom observation and feedback, as poor observer training, misconceptions about goals and non-involvement of participants can all have significant implications for the educational environment. This presentation will use research data to highlight some of the inherent flaws in the process.

FS05

DIRECTIONS IN LANGUAGE POLICY RESEARCH: HOW COMPATIBLE ARE CURRENT APPROACHES?

Convenors: Terrence G. Wiley¹, James W. Tollefson²

1. Center for Applied Linguistics and Arizona State University, USA 2. University of Hong Kong, Hong Kong

Symposium summary

Approaches to language policy analysis are sometimes dichotomized as either focusing on social structure (historical-structural approaches) or those emphasizing creative agency within the public sphere. This panel explores Tollefson's contention that there is no inherent theoretical conflict between these approaches. Rather than focusing on the differences between these approaches, his contention is that the crucial questions for LP research, are: "Under what conditions are the state and other powerful institutions (e.g., corporations and non-governmental organizations) able to impose their will on individuals and communities through language policies? Under what conditions can individuals and communities act as agents in their own language learning and language use?" Through research-based examples, the panel will critically address the contention that "the difference between these two paradigms is not theoretical but a matter of emphasis or perhaps even the temperament of different researchers."

Symposium presentations

Symposium discussant

Reynaldo Macías
University of California, Los Angeles, USA

Understanding sources of institutional power: The key to social-structural and public sphere agency in language planning?

Richard B. Baldauf Jr.¹, Robert B. Kaplan*²

1. University of Queensland, Australia 2. University of Southern California, USA

This paper explores how in contemporary language policy research, two approaches – an emphasis on the relatively deterministic historical-structural paradigm, and the relatively creative public sphere paradigm (Tollefson, 2013) – are both underpinned and defined by sources of institutional power.

Language leadership in language teacher education: The impact on language education policy in Serbia

Jelena Filipović
University of Belgrade, Serbia

In this paper, a bottom-up approach to language education policy and the concept of language leadership (Filipović, 2011, Filipović & Vučo, 2012) are examined, and their role in the formation of communities of practice and interest of foreign language teachers is discussed.

Bridging the language policy theoretical gap: A scalar approach

Peter De Costa
Michigan State University, USA

In adopting a scalar lens to examine how language policy is adopted and subsequently recontextualized in a school context, this paper explores how future LP research and policy analysis can be enriched in a world that is increasingly characterized by globalization and transcultural flows.

Language sequestration and public education: A view from the ethnography of language policy

Teresa L. McCarty
University of California, Los Angeles, USA

Drawing on comparative ethnographic data from multilingual school-community sites in the southwestern US, this paper explores the ways in which non-dominant speech communities reclaim rights and legitimize school space for teaching minoritized languages through “practiced policies” (Bonacina-Pugh, 2012) that normalize bi/multilingualism.

On the limits of language management: Bottom-up discursive resistance to Singapore’s language policy

Rani Rubdy*¹, Sandra Lee McKay*²
1. National Institute of Education, Nanyang Technological University, Singapore 2. San Francisco State University, USA

While appreciating the importance of Standard English in contributing to the nation’s economic goals, young Singaporeans discursively resist the government’s attempt to unproblematically

impose subject positions that fail to recognize the polycentricity that characterizes their use of both Standard English and Singlish (Alsagoff, 2010) and their shifting conceptions of identity.

Transnational Sri Lankan Sinhalese family language policy

Ronald Fuentes
University of Memphis

This research reveals the importance in understanding transnational family language policies within the context of globalization processes that link and widen individuals social, political, cultural, and educational networks across multiple nations through ethnographic research.

The new fine-tuned MOI Policy in Hong Kong: A case for theoretical and methodological discussions on language policy research

Angel Lin*¹, Amy Wu*²
University of Hong Kong, Hong Kong

In order for language policy research to move forward constructively, a different kind of agency that transcends “the structure vs. agency” opposition needs to be theorized. This paper discusses the potentials of a feminist poststructuralist perspective and Bakhtinian dialogism as a starting point for future directions for LP research.

Language policies and community agency in the U.S. and Mexico

M. Beatriz Arias*, Terrence G. Wiley*
Center for Applied Linguistics and Arizona State University, USA

This paper addresses Tollefson’s (2013) contention that there is no inherent theoretical conflict between historical-structural and bottom up approaches to language policy analysis. It focuses on indigenous language minorities from Mexico, who have immigrated to the U.S. and efforts to maintain language and culture in spite of restrictive language policies.

FS06

ADOPTING MOBILE LEARNING TECHNOLOGY FOR ENGLISH: BENEFITS AND CHALLENGES

Convenor: Michael Carrier
Cambridge Language Assessment, United Kingdom

Symposium summary

The panel will discuss the theory and practice of Mobile Assisted Language Learning, and share experience of new pedagogical approaches for English learners in multiple contexts. We will look at the impact on school and classroom strategies, the impact on teachers and teacher development needs, and the impact on learners and on learner outcomes.

Symposium presentations

Teacher attitudes towards the use of mobile technology for teaching English as a second language

Christina Gitsaki*¹, Matthew A. Robby*²

1. The University of Queensland, Australia 2. Higher Colleges of Technology, UAE

This presentation reports on a longitudinal study on the use of iPads for second language teaching and learning at a post-secondary education institution in the United Arab Emirates. The UAE iPad Initiative represents one of the largest adoptions of iPad tablets in higher education and the only large-scale project that involves ESL students.

Benefits and challenges of Mobile Learning for language education

Jodi Crandall

University of Maryland, USA

Developing student skills as mobile language learners

Philip L. Hubbard

Linguistics Department and Language Center, Stanford University, USA

Effective mobile language learning depends on skills and practices students may not possess simply by virtue of being users of mobile devices. The presenter offers support for this assertion and describes a mobile project where learners experienced training and positive results were achieved.

Expanding MALL outside the classroom: Real-life context-dependent and context-independent language activities

Agnieszka Palalas

University of New Mexico, USA

The presenter will look at approaches to out-of-class learning opportunities drawing on the learners' own context and personal experiences, and discuss examples of the range of different activity types, both individual and collaborative, that take advantage of the affordances of mobile devices and the context affordances mediated by the mobile tools.

Learning-Oriented Assessment (LOA): New technology for adaptive learning in ELT

Nick Saville

Cambridge English Language Assessment, United Kingdom

The integration of learning and assessment in a new adaptive learning approach requires new applications of assessment models and technology, which we at Cambridge English call LOA - Learning Oriented Assessment. The presenter will look at how the technological affordances of mobile devices make LOA possible.

New pedagogical models for 1:1 learning in language education

Michael Carrier

Cambridge English Language Assessment, United Kingdom

We can use mobile devices to provide wider access to learning activities both in and out of the classroom. But what new kinds of pedagogical models are needed to take advantage of the technology in an educationally-appropriate way? And what new competences do teachers need to develop?

ReN Colloquium



ReN COLLOQUIUM

RN01

CURRENT RESEARCH ON GLOBAL SCHOLARLY PUBLISHING: PEER REVIEW, WRITING, AND PEDAGOGIES

Convenors: Mary Jane Curry¹, Theresa Lillis², David Hanauer³

1. University of Rochester, USA 2. The Open University, United Kingdom 3. Indiana University of Pennsylvania, USA

Symposium summary

Against the backdrop of growing pressure for the use of English in academic publishing, this colloquium presents three strands of research exploring aspects of the global publishing landscape: explorations and critiques of the peer review process; studies of writing practices; and classroom, computer-based, and textual pedagogies about writing for publication.

Symposium presentations

Peer reviewers as a key to a national journal's development in Taiwan

Cheryl Sheridan

National Chengchi University, Taiwan, and Indiana University of Pennsylvania, USA

Five stakeholders of a local TESOL journal in Taiwan were interviewed regarding its development since 1995. This presentation focuses on editors' efforts to nurture quality reviewers as a key to increased quality of the journal, one aspect of the journal's development that all interviewees mentioned as key to increased quality.

Referees' comments on submissions to peer-reviewed journals: When is a suggestion not a suggestion?

Brian Paltridge

University of Sydney, Australia

This presentation discusses the ways in which reviewers ask for changes to be made to submissions to peer-reviewed journals. Often, these changes are requested indirectly. For authors who are new to the peer-review process, indirect requests of this kind can be very difficult

to decode.

Orientations of journal referees to the article submissions of multilingual scholars

Mary Jane Curry*¹, Theresa Lillis*²

1. University of Rochester, USA 2. The Open University, United Kingdom

The question of whether journal referees are biased against the English-medium texts written by multilingual scholars remains open. This paper draws on nine years of 'text-ethnographic' data collected from 50 multilingual European scholars to analyze referees' comments and scholars' perceptions of, and responses to, gatekeeper feedback.

Language teachers beginning to write for academic publication in Japan: An ethnographic inquiry

Theron Muller

University of Toyama, Japan

This presentation describes the experiences of language teachers based in Japan, both Japanese and non-Japanese, who are new to writing for academic publication. Issues explored include why they write for publication, where they try to publish and why, and the intended audience of their work.

Scientists on the periphery: Access and identity in academic publishing

Hafþís Ingvarsdóttir*, Birna Arnbjörnsdóttir

University of Iceland, Iceland

We report findings of a mixed method study on Icelandic university lecturers' perceptions of having to write in English. The findings show that writing in English increases workload and that lecturers call for formal writing support. The study also uncovered tension between language identity and publishing in a foreign language.

The pedagogic applications of a lexical database to support research writing

Suganthi John*¹, Natàlia Judith Laso²

1. University of Birmingham, United Kingdom 2. University of Barcelona, Spain

This contribution aims to explore if SciE-Lex, a powerful lexical database of bio-medical research

articles, can be exploited by NNS writers to enhance their knowledge of collocations in bio-medical English writing.

Scoping pedagogical options to support Indonesian doctoral science students facing a mandatory international publication policy

Margaret Cargill

University of Adelaide, Australia

I report outcomes of a 2013 scoping study in two universities that investigated 1) current responses to a newly instituted international publication requirement, and 2) the potential applicability of a collaborative interdisciplinary training approach shown to be appropriate in various contexts in China, where a similar requirement is in place.

RN02

RELATIONSHIPS OF CONTENT AND LANGUAGE IN CLIL

Convenors: Rick De Graaff*¹, Ute Smit*²

1. Utrecht University, The Netherlands 2. University of Vienna, Austria

Symposium summary

This thematic symposium of the Research Network on Content and Language Integrated Learning and Immersion Classrooms focuses on the co-occurrence, interaction and relationships between language development and cognitive development in CLIL settings. Contributions take an interdisciplinary conceptual, developmental and pedagogical perspective.

Symposium presentations

Introduction to the symposium

Ute Smit*¹, Rick De Graaff*²

1. University of Vienna, Austria 2. Utrecht University, The Netherlands

Integrating pedagogies via cognitive discourse functions

Christiane Dalton-Puffer

University of Vienna, Austria

I will present a model of cognitive discourse functions (CDFs) which is conceptually anchored in both education and linguistics. I argue that such

a model has the potential of serving as a springboard for realizing the “content-and-language-integration” CLIL is aiming for because it speaks to the pedagogies of both content and language teachers.

Translanguaging in content and language integration

Tarja Nikula*¹, Pat Moore*²

1. University of Jyväskylä, Finland 2. Universidad Pablo de Olavide, Spain

In this presentation we will first explore the concept of translanguaging and then discuss some of the ways in which our data (from Finland, Spain and Austria) shows secondary CLIL students and teachers using translanguaging as a communicative tool.

Academic L1 and the influence of English CLIL instruction

Maria Lim Falk

Stockholm University, Sweden

A longitudinal study of subject related academic writing in L1 by Swedish students in three different CLIL instruction programmes is reported. Students’ mediation of advanced subject content (science, civics) in their L1 Swedish is shown to be affected by the type of programme that took a laissez-faire approach to CLIL.

The ‘teachable moment’ in CLIL: An overview of teacher perceptions of CLIL programs in four Australian states

Simone Smala*¹, Lesley Harbon*², Ruth Fielding*², Maria Gindidis*³

1. The University of Queensland, Australia 2. The University of Sydney, Australia 3. Monash University, Australia

This paper presents an analysis of the ‘teachable moment’ in CLIL, as seen through the eyes of CLIL teachers in four Australian states. The paper proposes a sustainable model for educational practice in CLIL, based on cognitive synergies emerging through the interplay of language and content.

A study of the acquisition of English as a foreign language: integrating content and language in mainstream education in Barcelona

Helena Roquet*, Carmen Pérez-Vidal*
Pompeu Fabra University Barcelona, Spain

This study investigates the effects of CLIL on 12 to 15 years old bilingual (Catalan / Spanish) students in Barcelona when compared to a FL approach. Productive and comprehension skills and the impact of age and gender are analysed through qualitative and quantitative measures.

Language proficiency and attitude in bilingual education at junior vocational secondary level in the Netherlands

Jenny Denman*¹, Rick De Graaff*², Erik van Schooten*³

1. Rotterdam University of Professional Education, The Netherlands
2. University of Utrecht, The Netherlands
3. Rotterdam University of Professional Education/University of Amsterdam, The Netherlands

How does the non-elite junior vocational secondary population benefit from partial immersion bilingual education? This presentation summarizes the results of an in-progress quasi-experimental, semi-longitudinal study of language proficiency and motivational gains for a sample of this population in the Netherlands, and examines different CLIL approaches in several schools.

Looking into a unique German CLIL classroom

Goetz Schwab
Karlsruhe University of Education, Germany

This paper provides a thorough insight into a German CLIL classroom of low achieving students. Over a two-year period, classroom data was collected, various interviews were conducted, and language tests were taken by student samples. The study shows how CLIL can be a successful approach to this specific group of learners.

Discussion and concluding remarks

Ute Smit*¹, Rick De Graaff*²

1. University of Vienna, Austria
2. Utrecht University, The Netherlands

RN04

LINGUISTIC COMPLEXITY AND SECOND LANGUAGE LEARNING

Convenors: Folkert Kuiken, Ineke Vedder
University of Amsterdam, The Netherlands

Symposium summary

The goals aimed at in the colloquium are the following: (i) a critical approach to the definition and operationalization of the construct of L2 complexity (ii) standardisation and validation of measures of L2 complexity (iii) investigation of the link between L2 complexity and other constructs in SLA (iv) cross-linguistic perspectives on L2 complexity.

Symposium presentations

Linguistic complexity and L2 learning: Operationalization and measurement

Folkert Kuiken*, Ineke Vedder*
University of Amsterdam, The Netherlands

There are several challenges in the operationalization and measurement of L2 complexity (Norris & Ortega, 2009). It is therefore important to distinguish between various dimensions of L2 complexity, e.g. coordination, subordination and phrasal complexity. Furthermore, L2 proficiency, language typology and linguistic properties of the target language should be taken into account.

Measure for measure: Measuring L2 complexity and L2 proficiency development

Bram Bulté*, Alex Housen*
University of Brussels (VUB), Belgium

The paper proposes (i) a parsimonious list of measures of L2 production complexity, based on a narrow definition of complexity, (ii) ways of combining such individual measures into composite L2 complexity measures and (iii) measures of global L2 proficiency and L2 development that include complexity as well as other phenomena.

The development of linguistic complexity in ESL speech: Subordinated clauses and frequency

Mary Lou Vercellotti
Ball State University, USA

This paper reviews the development of linguistic complexity shown in the speech of English language learners. Both the type of subordination (which is the basis of complexity from a formal viewpoint), and the frequency of construction and matrix verb (which is vital from a functional viewpoint) will be considered.

The development of linguistic complexity in French and English as a foreign language

Bastien De Clercq
University of Brussels (VUB), Belgium

The literature on linguistic complexity leaves a number of issues unresolved. For instance, few studies have accounted for the multidimensional nature of linguistic complexity, or examined how complexity develops cross-linguistically. The author will describe results of an empirical study that compares the development of complexity in L2 French and English.

Linguistic complexity in the CEFR and in SLA: On the role of target language typology

Jonas Granfeldt*, Petra Bernardini*, Henrik Gyllstad*, Marie Källkvist*
Lund University, Sweden

The aim of the paper is twofold. The first aim is to compare the notion of complexity as used in the Common European Framework of Reference and in SLA. The second aim is to investigate to what extent the measurement of complexity might be influenced by linguistic properties of the target languages.

Discussant

Roger Gilabert

University of Barcelona, Spain

RN05

CLAT (CORPUS LINGUISTICS AND TECHNOLOGY) COLLOQUIUM

Convenor: Maocheng Liang
Beijing Foreign Studies University, China

Symposium summary

This ReN session consists of several presentations and software demonstrations by some corpus linguists and language learning technologists, focusing either on issues in Corpus Linguistics and language learning technology, or on issues in integrating Corpus Linguistic methodologies and Computer-Assisted Language Learning (CALL) technologies into Applied Linguistics.

Symposium presentations

Exploring translation universals in bilingual corpora

Ying Qin*, Wenxin Xiong*
Beijing Foreign Studies University, China

While most previous studies rely on only relatively small corpora and a few simple metrics to study translation universals, this study makes use of comprehensive statistics generated with natural language processing techniques from large-scale bilingual corpora to explore explicitation, one type of translation universal. Some interesting results are found.

Integrating systemic functional linguistic theory with learner corpus analysis of Singapore student writing

Libo Guo*, Huaqing Hong*
Nanyang Technological University, Singapore

Drawing upon an integration of a learner corpus approach and systemic functional linguistic theory, this paper will report results obtained from analyses of a corpus of Singapore students' written English at Years 6, 10 and 12, in terms of children's language development in grammatical metaphor, thematic organization, and interpersonal resources mastery.

BFSU PowerConc: A free corpus tool for both lay and expert users

Jiajin Xu*, Yunlong Jia*

Beijing Foreign Studies University, China

This paper describes the design and implementation of our innovative corpus tool PowerConc. PowerConc allows for more flexibility in concordancing, listing of linguistic units, and key terms, instead of keywords, of varying length, and more likely than not, enables analyses of linguistic structures with uncertain words or categories.

Multimedia corpus annotation, concordancing, and its application in language learning

Wenzhong Li*, Maocheng Liang*

Beijing Foreign Studies University, China

A multimedia corpus of audio-video files together with their subtitles aligned with the timeline of playing, with an embedded interface both for on-screen annotation and alignment, integrates the basic KWIC technique in parallel texts for real time positioning and playing. Such multimedia concordancing tallies the language instances with their real context of use.

On the complementarity of I-language and E-language in linguistic studies

Manchun Dai*¹, Yanhong Chen*²

1. Beijing Foreign Studies University, China 2. Renmin University of China, China

While I-language, a state of the mind, is the focus of linguistic inquiry and E-language is a highly abstract object remote from mechanisms and behavior (Chomsky, 1995), we argue that E-language products which provide corpus linguists with data are complementary to intuitive knowledge in formulating and verifying linguistic theories. On the other hand, corpus linguists avail themselves of intuition and concepts from theoretical linguistics when analyzing a corpus. Endeavors from both sides contribute to elimination of methodological limitations.

RN06

ADAPTING LEARNING ENVIRONMENTS IN ONE WORLD WITH MANY LANGUAGES:

MIGRANT/INDIGENOUS LEARNERS' FUNDS OF KNOWLEDGE

Convenor: Shelley Taylor

Western University, Canada

Symposium summary

This colloquium provides theoretical support for adapting mainstream learning environments in Australian, Indian, African, European, Asian and North American contexts to enhance the learning potential of migrant and Indigenous students from stigmatized cultural/linguistic backgrounds by drawing on their plurilingual, digital and traditional indigenous "funds of knowledge" (Moll & González, 1997).

Symposium presentations

Reclaiming the funds of knowledge of immigrant-background learners in French immersion: A longitudinal case study

Shelley Taylor

Faculty of Education, Western University, Canada

Results of a four-year study involving plurilingual immigrant students are presented, including roles played by in- and out-of-school factors in the evolution of their language histories before/after transitioning from secondary to post-secondary education, and provisions (not) made in adapting mainstream programming and broader educational/societal structures for their funds of knowledge.

Women and girls in Africa

Kathleen Heugh

Research Centre for Languages and Cultures, University of South Australia, Australia

This paper challenges conventional narratives which position women of Africa without voice and agency. It offers an alternative perspective of women's appropriation of literacy practices and micro-economic enterprises. This perspective critiques the hegemony of post-colonial and gendered instruments of silence, usually conveyed through international rather than local languages.

Redeeming Saora children's funds of knowledge in MLE schools in India

Sakshi Manocha

Zakir Husain Centre for Educational Studies, Jawaharlal Nehru University, India

This paper, using Cultural Historical Activity Theory as the theoretical framework, reveals how including children's language and other cultural tools in classroom practices changes the student-teacher relationships and learning experiences of Saora children studying in MLE schools in comparison with their counterparts studying in Odia-medium schools in Odisha, India.

Voices of border crossers: A look into the learning experiences of English language learners in the Hong Kong context

Vickie Wai Kei Li

The English Language Centre, The Hong Kong Polytechnic University, Hong Kong

The number of Chinese immigrants and returnees entering the Hong Kong education system has been increasing over the past decades. This presentation reveals the challenges facing the newcomers during their transition and suggests possible ways for language educators to create spaces for students' L1 and funds of knowledge in classrooms.

Newly arrived students' experiences of pedagogical and social provision in introductory and regular classes

Monica Axelsson

Department of Language Education, Stockholm University, Sweden

Reception of newly arrived students in Sweden is commonly organised in introductory classes, providing a basis for transition to the mainstream. The paper will discuss the time in and transition between introductory and regular classes from a social and pedagogical perspective and the allocation of responsibility for the students' education.

Connecting with students' dynamic and evolving funds of knowledge: Participation and identity negotiation in multimodal digital spaces

Jim Cummins*, Saskia Stille*, Burcu Yaman Ntelioglou*

Ontario Institute for Studies in Education at the University of Toronto, Canada

Increasing access to technology enables teachers to connect learning with students' funds of knowledge through multiple modes of representation. Synthesizing findings from several school-university research partnerships in Ontario, Canada, this paper articulates opportunities for students to use, represent, and develop their plurilingual identities through multiple modes in digital spaces.

In their shoes: Funds of knowledge of plurilingual teachers

Elizabeth Ellis

University of New England, Armidale, Australia

This presentation discusses how plurilingual teachers can draw on their own second language learning experience to validate and support the learners' developing plurilingualism. Drawing data from several studies it will suggest that teachers' own language biographies constitute powerful funds of knowledge that can be a key resource in the classroom.

RN08

FOLK LINGUISTICS AND LANGUAGE POLICY

Convenors: Antje Wilton¹, Martin Stegu^{*2}

1. University of Siegen, Germany 2. Vienna University of Economics and Business, Austria

Symposium summary

As applied linguistics (AL) is mainly concerned with solving language-related problems of laypeople, folk views of language(s) and communication constitute an important field of research for applied linguists. In this workshop we will highlight the relevance of Folk Linguistics (FL) for Language Policy while leaving enough room for discussing other aspects of the mutual relationship between FL and AL.

Symposium presentations

Folk linguistics and language policies

Martin Stegu

Vienna University of Economics and Business, Austria

This introductory statement will demonstrate the relevance of folk linguistic beliefs for language policies and focus on two central points of interest: 1. "Lay people" as main target of

language policies; 2. The “lay” or “expert” status of the language policy makers themselves.

Folk linguistics and secondary school language policy in the United States

Michael Pasquale
Cornerstone University, USA

This paper considers the role that folk linguistics plays in regards to setting secondary school language policy in the US. The ideologies, assumptions, and beliefs of policy makers as well as folk linguistic data from local and regional administrators, teachers, parents, and students must be taken into account.

Folk linguistics and language teaching education: From theory to practice

Matteo Santipolo
University of Padua, Italy

After outlining a theoretical framework of the relation between Folk Linguistics and Language Teaching Education, this talk will illustrate the results of an ongoing investigation of primary school teachers-to-be of Italian as a second language with respect to their beliefs about language teaching to inform language policy issues in education.

The choice of English as de facto language policy in the linguistic landscape of Vienna

Barbara Soukup
University of Vienna, Austria

Research on manifestations of de facto language policies regarding the choice of English in the linguistic landscape (LL) of Vienna is reported. Sociolinguistic and psycholinguistic methodology is used to locate/ describe the use of English in the Viennese LL, but also to investigate how this choice of English communicates messages to sign-readers.

ELF and standard language ideology: What can we learn from Latin?

Antje Wilton
University of Siegen, Germany

This contribution addresses current issues concerning the relationship of English as a lingua franca and standard (native) varieties, such as

prestige, language ownership, teaching models, and correctness. Focusing on speakers' attitudes, the contribution explores the historical dimension of this ideology using Latin as an example and – possibly – as a model.

RN09

INSTRUCTOR/INTERLOCUTOR INDIVIDUAL DIFFERENCES IN COGNITION AND SLA

Convenor: Laura Gurzynski-Weiss
Indiana University, USA

Symposium summary

The Interlocutor and Instructor Individual Differences in Cognition and SLA ReN will discuss theoretical role(s) of the interlocutor/instructor, and present novel studies investigating how interlocutor/instructor individual differences including L1, gender, training and research background relate to their provision of input, instruction, feedback, gestures, and use of training in instructed settings.

Symposium presentations

Introduction: Why consider interlocutor/instructor individual differences in SLA research? Examining the role of the interlocutor from several theoretical perspectives

Laura Gurzynski-Weiss
Indiana University, USA

The role of interlocutor training and orientation in interactive task performance

Charlene Polio*¹, Susan M. Gass
Michigan State University, USA

We report on two intervention studies that attempt to shift interlocutors' attention away from task completion to language learning. The first study involved preservice teachers, while the second study gave learners different task objectives in order to change their orientation. Implications for teacher and learner training are discussed.

How individual differences mediate instructor cognition and their provision of learning opportunities in the classroom

Laura Gurzynski-Weiss

Indiana University, USA

This paper reports on three studies examining instructor cognition and behavior regarding their provision of input, feedback and tasks during non-experimental Spanish FL lessons; learner interaction opportunities are also discussed. Results demonstrate that both cognition and behavior appear to be mediated by instructor individual differences, including research and educational background.

Interlocutors' gender impact on L2 acquisition: Analysis of L2 grammar acquisition via communicative tasks

Kimi Nakatsukasa
Texas Tech University, USA

This study examined gestures' effectiveness during recasts in relation to participant gender. 28 male and 20 female ESL learners were divided into Control, Recasts, or Recasts+Gesture conditions. The results showed that the females outperformed the males in the Control and Recasts. However, the difference diminished in the Recast+Gesture condition.

Investigating the role of instructor research background in relation to phonological input, instruction, and student attitudes

Avizia Yim Long
Indiana University, USA

The present study reports on an investigation of the relationship between instructors' research background (i.e., training in a particular field of study) and provision of pronunciation-related input, and how this relationship is believed to impact acquisition of a second language (L2) phonological system by classroom learners.

Colloquium summary and discussion

Charlene Polio
Michigan State University, USA

RN11

PROSPECTS AND CHALLENGES IN LANGUAGE TEACHER PROFESSIONAL DEVELOPMENT IN ASIA

Convenor: Yan Zhou

Beijing Foreign Studies University, China

Symposium summary

This colloquium presents findings from several research projects on the prospects and challenges that influence the professional development of language teachers in both basic and tertiary education in Asia. Issues concerning teacher identity, teacher engagement in classroom research, training models for teacher trainers, teacher-researcher collaboration, teachers' working context and social relationships in the learning communities will be addressed. The presentations will be followed by a discussion among the audience for a better understanding of the issues concerning the professional development of foreign language teachers.

Symposium presentations

Understanding Chinese EFL school teachers' professional identity through narrative frames

Lian Zhang
Beijing Foreign Studies University, China

This presentation reports a study of Chinese EFL school teachers' professional identity based on a construct of narrative inquiry. The purpose is to understand the teachers' professional identity in relation to professional development. Such understanding helps design and implement more targeted teacher education which in turn helps teachers to attach more positive meanings to their TPI.

Teachers' research engagement as and for their professional development: A multicase study of English teachers in Singapore

Lawrence Jun Zhang
University of Auckland, New Zealand

This presentation reports on how teachers' research engagement, which was intended for their professional development (PD), affected the way they taught English in the classroom as they perceived changes after they had participated in a research project as team members. Implications for research and practice in other contexts are discussed.

Towards inquiry-oriented language teacher trainers' training: Reflections based on a case study

Yi'an Wu

Beijing Foreign Studies University, China

A short-term "training-the-trainers" course was closely studied with mixed research methods. While the course was found helpful in general, it was inadequate in integrating theory and practice and producing a lasting effect. Reasons for the paradoxical outcome are explored and an inquiry-oriented approach to trainers' training proposed.

Co-development of EFL teachers and researchers through affective-cognitive interactions

Qiufang Wen

Beijing Foreign Studies University, China

The presentation introduces a collaborative effort to enhance the professional competence of teachers and researchers through the mediation of conceptual and physical tools such as critical issues in teaching and classroom videos and teachers' journals. The new model emphasizes concurrent development through affective-cognitive interactions between teachers and researchers.

The context of university english teachers' professional development in China

Peiya Gu

Suzhou University, China

This presentation discusses contextual factors that promote or hinder teachers' professional development. Using narrative frames and interviews as means of investigation, the data collected from 10 universities across China serve as empirical support for the examination and discussion of teachers' perceptions and experiences from the interpersonal, institutional and socio-cultural perspectives.

The social relationship and its impact on teachers' professional development

Yan Zhou*, Jie Zhang*

Beijing Foreign Studies University, China

This paper examines the social relationship in language teachers' professional communities in the early days of new China based on research

findings from a key project funded by MOE. It discusses the importance of positive social relationship that could become the driving force for teachers' efforts for professional development.

RN12

LEARNER AUTONOMY: RESEARCH AGENDAS

Convenor: Naoko Aoki

Osaka University, Japan

Symposium summary

Learner autonomy has become an increasingly popular idea among language educators. The number of researchers studying learner autonomy has dramatically increased in the past decade, while their interests have diversified. This is a good sign that our field is alive and kicking, but the field as a whole may be running the risk of losing a sense of direction. The Research Network therefore started a mailing list discussion in 2012 as to which areas are particularly worth our attention and what research agenda each area might have. The five symposium papers are the result of this discussion among members.

Symposium presentations

Researching the spatial dimension of learner autonomy

Terry Lamb*¹, Garold Murray*²

1. University of Sheffield, United Kingdom 2. Okayama University, Japan

In this presentation we propose a research agenda exploring the spatial dimension of learner autonomy. What is the relationship between space, place and autonomy? Given that spaces are social constructions, how do the meanings that learners attach to a space transform it into a place and influence their autonomy?

Learner autonomy in the Web 2.0 Era

Alice Chik

City University of Hong Kong, Hong Kong

The rapid growth and globalization of digital media offers opportunities for informal second and foreign language (SFL) learning and use. How do learners appropriate digital tools and spaces for SFL learning? What does learner autonomy contribute to SFL learning? What are the impacts on researching learner autonomy in digital environments?

Learner autonomy in the developing world

Harry Kuchah

University of Sheffield, United Kingdom

Learner autonomy as a concept has its origins in Europe, and for a time there were even questions about whether it had relevance for other educational cultures. This presentation suggests that it may have special relevance now for learners in developing countries, and specifically in less well-resourced contexts.

Learner autonomy in groups

David M. Palfreyman

Zayed University, United Arab Emirates

Autonomy has historically been associated with 'independence' but what about interdependence? For example, how does learner autonomy fit with sociocultural approaches to understanding language learning? Or with collaborative approaches to language teaching? What kind of groups foster autonomy and how does autonomy contribute to social learning?

Language teacher autonomy and social censure

Xuesong Gao

The University of Hong Kong, Hong Kong

Language teachers' autonomy has been increasingly undermined by bureaucratic management and marketisation of education. Our practice and performance has been subject to close social scrutiny. It has become critical for us to address the challenge of social censure in order to assert ourselves as autonomous language teachers.

RN13

TRANSMODAL TEXT PRODUCTION IN THE NEWS

Convenors: Geert Jacobs¹, Daniel Perrin²

1. Ghent University, Belgium 2. Zurich University of Applied Sciences, Switzerland

Symposium summary

The panel of the AILA Research Network on Media Linguistics focuses on transmodal text production in journalistic media as both a socially relevant field of language use and as a strategic field of applied linguistics. The presentations provide insights into scientific projects in the emerging field of media linguistics. From empirical micro and theoretical macro perspectives, strategies and practices of research development and knowledge transformation are discussed.

Thus, the panel is addressed to researchers, teachers and coaches interested in media linguistics and the linguistics of professional DISCOURSE in general and news DISCOURSE in particular. The presentations and discussions will also be useful to anybody who wants to become a more "discerning consumer" (Perry, 2005) or a more reflective producer of language in the media.

The AILA Research Network on Media Linguistics links applied linguists who address crucial aspects of text production (written, oral and online) in the domain of public discourse in general and news media in particular. The network aims at investigating the highly complex and dynamic interplay of language use in public spheres, newsrooms, and news source domains such as business or politics. Appropriate inter- and transdisciplinary theories, methodologies, and solutions to practical problems are developed and implemented. It is suggested that media linguistics (in particular knowledge about news production processes) can significantly improve our understanding of language dynamics in an increasingly mediatized and globally connected world.

Symposium presentations

Marcel Burger*¹, Colleen Cotter*², Mats Ekström*³, Richard Fitzgerald*⁴, Aleksandra Gnach*⁵, Gitte Gravengaard*⁶, Felicitas Macgilchrist*⁷, Els Tobback*⁸, Tom Van Hout*⁹

1. University Of Lausanne, Switzerland 2. Queen Mary University of London, United Kingdom 3. University of Oerbro , Sweden 4. University of Queensland, Australia 5. Zurich University of Applied Sciences, Switzerland 6. University of Copenhagen, Denmark 7. Georg-Eckert-Institut, Germany 8. Ghent University, Belgium 9. Leiden University, The Netherlands

RN14

SOCIOCULTURAL THEORY AND EMERGENTISM

Convenor: Jean-Paul Narcy-Combes
Université Sorbonne Nouvelle – Paris 3, France

Symposium summary

SLA research has frequently been carried out by researchers looking at either social, linguistic, or cognitive aspects of language learning. Language use and language learning are complex processes, in which all of these factors come into play. This ReN is studying how apparently diverging theories can be integrated to investigate how multiple factors interact in SLA.

Symposium presentations

Dynamic Systems Theory and Bildung: (Dis-)locating the normative dimension in foreign language education?

Stephan Breidbach*, Lutz Küster*
Humboldt University, Berlin

This talk will address some normative implications Dynamic Systems Theory may have for a postmodern conceptualisation of personal growth (*fremdsprachliche Bildung*) as induced by foreign language learning. In particular, we will use the notion of “identity” as an exemplary case, looking at data from various language learning histories.

The ethnographic interview of NS teachers as the complex co-construction of global identity

Claire Kramsch
University of California Berkeley, USA

Through surveys and ethnographic interviews with 15 NS teachers of 15 different languages at various University of California campuses, this paper attempts to show the enormously rich co-construction of global identities that a

postmodern methodology can reveal by capturing the complexity of individuals and experiences.

Complexity vs. reductionism... “and the winner is...?”

Jean-Paul Narcy-Combes
Université Sorbonne Nouvelle – Paris 3, France

Projects in language education in various settings of the French-speaking world show that contextual parameters are very numerous and complex and that attempts at dealing with their complexity are rarely totally satisfactory. Propositions for revisiting interdisciplinary relations will be suggested.

Geometrical data analysis and a Complex Dynamic Systems approach in a classroom language-learning study

Heather Hilton
Université Lyon 2, France

This talk will focus on methodological considerations when adopting a Complex Systems approach to language learning research. Geometrical Data Analysis will be used to investigate “hidden structure” in data collected from beginning learners of English in a primary school context in France, focusing on individual differences and emergent knowledge of English.

Sociocultural theory and emergentism in language teaching: Bridging the theory-to-practice divide

Marie-Françoise Narcy-Combes
Université de Nantes, France

This presentation questions the role of modelling, its usefulness for the implementation of a learning system and its limitations when it comes to accounting for the complexity of the forces at work. The concept of simplicity will be shown to provide avenues for action, avoiding the trap of reductionism.

Epistemological inputs of a transdisciplinary study in an emergentist perspective: from neurosciences to phonetics and applied linguistics

Gregory Miras
University Sorbonne Nouvelle Paris 3, France

The purpose of this paper is to show if it is possible to confirm data from neurophysiological studies in less controlled experimental design in applied linguistics. Our fieldwork will focus on the links between music and speech in learning/teaching pronunciation to learners of French as a foreign language.

RN15

STUDY ABROAD AND LANGUAGE LEARNING: THE ROLE OF SOCIAL NETWORKS, INTEGRATION AND IDENTITY

Convenors: Carmen Pérez-Vidal¹, Martin Howard²
1. Pompeu Fabra University, Spain 2. University College Cork, Ireland

Symposium summary

Reflecting recent developments in study abroad research within the field of SLA, this symposium focuses on the relationship between input exposure, interaction patterns, social networks, social integration and identity in L2 development during study abroad. The symposium consists of six presentations which explore such issues in various study abroad contexts.

Symposium presentations

Real and virtual social networking and language learning during residence abroad

Ros Mitchell*, Nicole Tracy-Ventura*, Kevin McManus*, Patricia Romero*, Laurence Richard*
University of Southampton, United Kingdom

Language learners undertaking residence abroad hope to enter new social networks where L2 skills will 'naturally' develop. However, online activity now sustains home networks alongside new uses of L2. This study documents virtual L1 and L2 use during residence abroad, and evaluates their significance for social engagement and L2 development.

Outside of class interaction, critical incidents and language learning abroad

Isabel Pereira*¹, Asunción Martínez-Arbelaiz*²
1. New York University (Madrid), Spain 2. USAC (The Basque Country)

We aim to clarify the potential effect of learners' interaction outside of class on language proficiency. Since previous research has provided mixed results on this topic, we newly address this debate by examining quantitative as well as qualitative data on the language experiences of Spanish L2 students while abroad.

Sojourn language learning and social networks: Agency and affordances

Jane Jackson
The Chinese University of Hong Kong, Hong Kong

This presentation will center on the second language learning, intercultural sensitivity development, and social networks of Chinese (Hong Kong/PRC) students who participated in a semester-long sojourn in an English-speaking country. Variations in their developmental trajectories raise awareness of the complex affective, agentive, and sociocultural dimensions of international, second language experience.

The affective benefits of a pre-session course at the start of study abroad

Jean-Marc Dewaele*¹, Ruxandra S. Comanaru*¹, Martine Faraco*²
1. Birkbeck College, University of London, United Kingdom 2. Aix-Marseille University (Aix-en-Provence), France

The present study focuses on the effect that a 2 to 4 week pre-session course at the Aix-Marseille University (Aix-en-Provence) had on Foreign Language Anxiety (FLA) and Willingness to Communicate (WTC) in the French as a foreign language of 93 learners of Western European, Eastern European and Asian origin. They were tested at the start and at the end of the course. They ranged from beginners to intermediate learners. Results showed a significant decrease in levels of FLA and a significant increase in WTC. Length of stay had no effect on FLA but was positively linked to difference in WTC. Level of proficiency had no effect on difference in FLA but had a positive effect on difference in WTC, with lower-intermediate learners showing the biggest increase in WTC. Students' cultural background had a marginal effect on FLA but a significant effect emerged for WTC at time 1, with the Asian group displaying the lowest mean. This group incidentally made the biggest gain in WTC.

Perceived comprehensibility in the oral production of adolescent EFL learners: Study-abroad vs. at-home learning contexts

C. del Río-San Román*¹, M. Juan-Garau*¹ C. Pérez-Vidal*²

1. Universitat Pompeu Fabra (UPF), Spain 2. Universitat de les Illes Balears (UIB), Spain

We explore the dimension of comprehensibility by assessing the impact of a 3-month study abroad programme on the oral production of a group of Spanish learners of English in secondary education, and comparing these results with the ones obtained by a control group receiving formal instruction at home.

The relationship between time and grammatical development in study abroad

Martin Howard

University College Cork, Ireland

This paper presents results of a 2-year longitudinal study which explores grammatical development at four stages during study abroad, and post-study abroad. The quantitative findings on different components of the learners' grammar in L2 French are correlated with changes in the learners' input exposure and engagement as the study progressed.

RN16

ADVANCING SYNTHETIC METHODS IN APPLIED LINGUISTICS

Convenors: John Norris¹, Lourdes Ortega¹, Luke Plonsky²

1. Georgetown University, USA 2. Northern Arizona University, USA

Symposium summary

This symposium, funded by a Language Learning Roundtable grant, encourages applied linguists to embrace principled, meaningful, and discipline-appropriate research synthetic practices. The presentations—including examples of synthesis and meta-analysis, as well as conceptual overviews—build upon the recent introduction of these methods to the field, and they offer

forward-thinking recommendations for improved practice.

Standards for research synthesis and meta-analysis in applied linguistics: A tentative proposal

Luke Plonsky

Northern Arizona University, USA

Despite the rapid expansion, visibility, and impact of meta-analysis in applied linguistics, familiarity with synthetic techniques and reporting practices remains scarce. In the hopes of inciting more informative and transparent syntheses, I propose and pilot a tool for editors, reviewers, and authors to evaluate research syntheses in applied linguistics.

Committing to a synthetic ethic in applied linguistics research

John Norris

Georgetown University, USA

This presentation argues that all research in applied linguistics should embark from a synthetic perspective, in order to produce new knowledge by carefully building upon and (sometimes) transforming what evidence has accumulated over time. Accordingly, synthesists, primary researchers, editors, and consumers must adopt improved practices in conducting, reporting, and interpreting research.

Cognitive task complexity: A research synthesis and meta-analysis

Shoko Sasayama*¹, Aleksandra Malicka*², John Norris*¹

1. Georgetown University, USA 2. University of Barcelona, Spain

This synthesis of 200+ studies revealed that task complexity (TC) has been investigated according to three main theories, through diverse task designs. Meta-analysis of moderating variables indicated that TC operationalization, learner proficiency, and choice of dependent variable measures systematically influence study findings. Gaps, like minimal validation of cognitive complexity, are discussed.

Using corpora in language learning: A meta-analysis of effectiveness and efficiency

Tom Cobb*¹, Alex Boulton*²

1. Université du Québec à Montréal, Canada 2. ATILF – CNRS & Université de Lorraine, France

This paper reports on a meta-analysis of the effects of corpus use in language learning and teaching.

Data collection and related procedures are described in detail, and results reported for the study as

a whole and a number of individual variables.

Difficulties are outlined, and avenues suggested for

future work.

Discussant

Lourdes Ortega

Georgetown University, USA

Open Forum

This symposium is funded by a Language Learning



Roundtable Grant

General Symposia



GENERAL SYMPOSIA

A2: Second Language Acquisition

S363

Language aptitude: Redefining the construct and reorienting the research

Convenors: Shaofeng Li¹, Natsuko Shintani²

1. The University of Auckland, New Zealand 2. Nanyang Technological University, Singapore

Symposium summary

The symposium seeks to redefine the construct of language aptitude, validate new measures, and open up new avenues of research. The included papers demonstrate a need to include measures of implicit aptitude and working memory and to view aptitude as a dynamic construct that interfaces with instructional factors.

Symposium presentations

The construct and predictive validity of traditional aptitude measures: A meta-analytic review

Shaofeng Li

The University of Auckland, New Zealand

This paper provides a critical evaluation of existing aptitude tests based on the results of a meta-analysis of empirical research. Aptitude was found to be significantly more associated with explicit than implicit instructional treatments. It was also found that the memory component of traditional aptitude tests was the least predictive of L2 achievement.

Cognitive aptitudes for explicit and implicit learning

Gisela Granena^{*1}, Yucel Yilmaz^{*2}

1. Universitat Oberta de Catalunya, Spain 2. Indiana University, USA

In this talk, we will make a distinction between cognitive aptitudes for explicit and implicit language learning and we will apply them to explain the relative effectiveness of different types of corrective feedback in an instructed context, as well as variation in long-term second language achievement in a naturalistic context.

Re-conceptualizing language aptitude from a working memory perspective: The Phonological/Executive Hypothesis

Zhisheng Wen

Hong Kong Shue Yan University, Hong Kong

This study advances a conceptual framework that aligns distinctive working memory (WM) components with various SLA domains and activities. In particular, it argues that phonological WM underpins the acquisition and developmental aspects of vocabulary, formulae and grammar learning, while performance-based aspects of L2 processing are mainly mediated by executive WM.

Language analytical ability: What role does it play in L2 learners' use of written feedback?

Natsuko Shintani^{*1}, Rod Ellis^{*2}, Wataru Suzuki^{*3}

1. Nanyang Technological University, Singapore 2. University of Auckland, New Zealand 3. Miyagi University of Education, Japan

The study investigated the mediating influence of L2 learners' language analytical ability (LAA) on the effect of different types of written feedback on the indefinite article and the hypothetical conditional. LAA had an influence on the acquisition of both structures but persistent effects were only evident for the hypothetical conditional.

S673

Facilitating fluency in L2 Processing: Evidence from behavioral and physiological research

Convenor: Shuhei Kadota

Kwansei Gakuin University

Symposium summary

Achieving fluency with automatized language processing while enhancing complexity and accuracy is vital to the success in L2 acquisition. The present symposium discusses several approaches to development and assessment of fluency in L2 processing through tasks and tests, e.g. extensive reading, shadowing, and measurements of lexical and syntactic processing.

Symposium presentations

The influence of extensive reading practices on word recognition and syntactic processing

Tadashi Noro

Aichi Gakuin University, Japan

This study aims to investigate the development of word recognition and syntactic processing skills through extensive exposure to the language in meaningful contexts, by showing the efficiency scores of both skills before and after the extensive reading program, and to examine the relationship between fluent reading and both skills.

The effect of shadowing tasks on L2 subvocal rehearsal process

Shuhei Kadota*, Mariko Kawasaki *
Kwansei Gakuin University, Japan

The effectiveness of listening and shadowing tasks on Japanese L2 learners' subvocal rehearsal performance were compared. The comparative and correlational analyses suggest that the shadowing task may enable learners to improve their subvocal rehearsal process in the phonological working memory (PWM).

Measuring fluency of lexical processing by two types of Computer-based English Lexical Processing (CELP) Test

Osato Shiki*, Naoya Hase*, Shuhei Kadota*
Kwansei Gakuin University, Japan

One aspect of L2 fluency enhanced through extensive reading and shadowing is “fluency” of lexical processing. Two types of CELP-tests (using semantic relatedness judgment task or lexical decision task) were developed to measure lexical processing ability. Which will be the better test will be discussed with the empirical data.

Processing cognitive load and working memory: Reading span performance of Japanese EFL learners

Hiroshi Nakanishi
Tohoku Gakuin University, Japan

The studies show that RST which directs participants' attention to syntactic processing is significantly correlated with performances on English proficiency tests and readers with larger WM spans can comprehend differently structured sentences better. The results suggest that their English proficiency largely depends on the degree of automatization of syntactic processing.

Contextual effects on sentence processing in L1 and L2 English

Yoko Nakano
Kwansei Gakuin University, Japan

This presentation reports mildly facilitative contextual effects on sentence processing in L1 and L2 English through behavioral and eye-tracking experiments. The results suggest that the contextual information does not force native speakers to alter their syntactic preferences but it facilitates sentence processing of both learners and native speakers.

S1035

Content and language integration in Swedish schools - the CLISS project

Convenor: Liss Kerstin Sylven
University Of Gothenburg, Sweden

Symposium summary

This symposium presents results from a large-scale, longitudinal investigation into written academic language proficiency and progress among CLIL and non-CLIL students in Sweden. Papers dealing with the major aspects of the project are presented by junior and senior members of the research team, and are commented on by external discussants.

Symposium presentations

Layers of Language Policy related to CLIL education in Sweden

Maria Lim-Falk
Stockholm University, Sweden

The research within the field of Language Policy (LP) has rarely dealt with the relation between policy and practice. Here, the Swedish CLIL education practice will be situated in different layers of LP. This leads to an expanded view of LP, beyond explicit normative statements.

CLISS students' background factors

Britt-Marie Apelgren
University of Gothenburg, Sweden

This paper will present results based on a student survey, part of the CLISS project. It will focus on and discuss a variety of background factors, such as gender, socioeconomic factors, language experiences and linguistic background, as well as

attitudes to school and choice of CLIL and non-CLIL education.

Academic writing and vocabulary

Per Holmberg*, Eva Olsson*
University of Gothenburg, Sweden

How do CLIL and non-CLIL students develop as writers, in English as well as in Swedish, towards norms of academic texts? The data consists of four writing assignments. The main findings are related to the use of academic vocabulary. Some results are reported from investigations of text structure and abstraction.

Language choice and language use in CLIL content lessons: Teacher and student perspectives

BethAnne Yoxsimer Paulsrud*, Ylva Sandberg*
Dalarna University, Sweden and Stockholm University, Sweden

This paper presents two aspects of language choice and language use in CLIL content lessons: first, teacher views on their instructional approach, and second, the functions of language alternation as described by stakeholders. The results reveal varied strategies as well as both planned and serendipitous translanguaging practices.

Discussants

Roy Lyster*¹, Ana Llinares*²

1. McGill University, Canada 2. Universidad Autónoma de Madrid, Spain

S1186

Visual constructions of L2 learning and/or teaching and use

Convenors: Paula Kalaja, Anne-Pitkänen-Huhta
University of Jyväskylä, Finland

Symposium summary

This symposium illustrates recent work (in the form of four papers) in Applied Linguistics that makes use of different kinds of visual data (including photographs and visual or multimodal narratives) to capture how individual L2 learners make sense of their learning processes and conditions or L2 teachers of their teaching.

Symposium presentations

Multimodal metaphors in multimedia language learning histories

Vera Menezes
Federal University of Minas Gerais, Brazil

This paper demonstrates that multimodal metaphors involve a series of simultaneous metonymic mappings. Visual, sound and verbal integration of metonymy/metaphor will be discussed by presenting examples of multimedia language learning histories, where Brazilian learners of English use images, sounds and text to talk about their learning experiences.

Visual constructions of language as a practice and as a system

Anne Pitkänen-Huhta
University of Jyväskylä, Finland

This paper focuses on young Finns' visual perceptions of their uses of L1 (Finnish) and L2 (English) in everyday and institutional spaces. The paper shows how subjective accounts construct language both as a practice and as a system, thus indexing broader social structures and discourses of language use and learning.

Kawaii in pain: The mismatch between visuals and texts

Alice Chik
City University of Hong Kong, Hong Kong

This paper explores the mis/match between cuteness ('kawaii') and pain of language learning experiences by analyzing the semiotic and textual components and composition of digital language histories (N = 300) written by Hong Kong undergraduates. The study draws on current theory on cuteness in Cultural Studies to inform multimodal composition.

Visual narratives and beliefs about language teaching

Paula Kalaja
University of Jyväskylä, Finland

This paper reports on beliefs about aspects of teaching foreign languages based on visual narratives drawn by teacher trainees who were about to graduate from a joint language and teacher education program (N = 65). The study

views beliefs and teaching foreign languages from a sociocultural perspective.

S1832

The effects of task repetition on L2 speech production by Japanese EFL learners

Convenor: Miwa Morishita
Kobe Gakuin University, Japan

Symposium summary

In this symposium we examine how repetition of oral picture description tasks influences the complexity and fluency of the speech production by Japanese EFL learners in order to explore the process of automatization in L2 speech production. Pedagogical implications are also discussed based on the results of the experiment.

Symposium presentations

Theoretical background of cognitive process in speech production

Miwa Morishita
Kobe Gakuin University, Japan

Exploring the process of automatization in speech production is central to current L2 research. In this symposium we examine how repeated oral picture description tasks influence complexity and fluency of speech production by Japanese EFL learners. I will present an overview of some of the most relevant theoretical background.

The experimental procedures

Ai Hirai*¹, Hisaki Satoi*²

1. Kanto Gakuin University, Japan 2. Ryukoku University, Japan

In the experiment, the participants were given a six-frame cartoon and asked to orally describe it three times in a row within three minutes for each trial after a three-minute planning time. All utterances were recorded and transcribed for the analyses from the perspectives of complexity and fluency.

The analysis of productive vocabulary

Yuko, Ikuma*¹, Emiko, Izumi*²

1. Osaka Kyoiku University, Japan 2. Kyoto University of Education, Japan

Both mean tokens and mean types significantly increased between the first and third trials of the task and this tendency was more salient in the case of the participants with higher proficiency. Overall results indicate that task repetition reduces the participants' cognitive load related to vocabulary access.

The effects of task repetition on fluency in Japanese EFL learners

Kaori Sugiura*¹, Tomoko Hori*²

1. Ritsumeikan University, Japan 2. Tokyo National College of Technology, Japan

Task repetition promoted participant fluency in terms of mean articulation rates and length of run. The repetition did not contribute to a decrease in the numbers of silent and filled pauses; however, the distribution of longer pauses decreased, while that of short pauses increased.

Implications for the ESL / EFL classroom

Shuhei Kadota
Kwansei Gakuin University, Japan

Direct repetition priming is supposed to be an effective framework for reducing learners' cognitive load in L2 acquisition. The present findings suggest to us that repetition practice enhances not only processing fluency but also increases complexity and accuracy in the classroom activities concerning L2 speech production.

S1944

Navigating critical linguistics in African and African diaspora contexts: Synergies, inequalities, challenges, and tensions

Convenor: Denise Troutman
Michigan State University, USA

Symposium summary

All the presenters engage Critical Linguistics as a means of going beyond mainstream linguistics. Thus, language within social context, language and power, as well as interrogations of social inequality are central analytical frames. We are advocates for social change and use our linguistic research to interject that change.

Symposium presentations

The quest for an elusive language policy in the educational institutions of the North-West province

Themba Ngwenya

North-West University, South Africa

The South African Constitution accords official status and parity of esteem to eleven of the most dominant languages in the country. One problem is that there is little coherence in policy and implementation. This paper examines effective language policies that could be designed to meet diverse language needs of educational institutions equitably.

Discursive strategies in gender discourses: A case study of parliament speeches in South Africa

Liqhwa Siziba*¹, Abigail Hlatshwayo*

North-West University, South Africa

In post-apartheid South Africa, women represent 32.1% of parliament seats, inclusive of all races. Women, then, hold minimal chances to speak out in parliamentary settings. Are they heard? Using critical discourse analysis, we identify discursive strategies used to perpetuate or resist power in the language of both male and female parliamentarians.

You cannot not show respect: Sociolinguistic constructions of (im)politeness within the African American speech community

Denise Troutman

Michigan State University, USA

Much scholarship produced on (im)politeness reflects a limited situatedness. The contributions of Brown and Levinson, for example, elide variation. What is (im)politeness based on the perspectives of African Americans? Is face central? I argue that a socially real system of linguistic (im)politeness exudes from broader social rules. Thus, the sociolinguistics of (im)politeness seems vital.

Towards the establishment of harmonious co-existence of marginalised and privileged Foreign Language Learning

Mustapha Moubarik

Universidad de Sevilla, Spain

English has functioned as a tool for advancement for many professionals in Spain. Due to linguistic privileging, some professionals may hold antipathy toward English foreign language learning (FLL). Through the use of questionnaires and semi-structured group interviews, I examine professionals' attitudes towards FLL in the workplace and make recommendations for FLL programmes.

Challenges of testing deep word knowledge of vocabulary: Which path to follow

Deogratias Nizokiza

Burundi National University, Burundi

Should vocabulary knowledge be conceptualized as the number of words known or the extent to which words are known in depth? This paper explores vocabulary knowledge at the tertiary level of ESL/EFL learners in South Africa and Burundi, assessing benefits of teaching and learning vocabulary through deep word knowledge.

A3: Reading, Writing and Visual Literacy

S824

Text talk as a means of enhancing learning in secondary education

Convenor: Kristina Danielsson

Stockholm University, Sweden

Symposium summary

Drawing on the notion that learning a (school) subject involves a gradual enculturation into the literacy domains (including multiple modes) of the specialized field in question, this symposium presents analyses of text talk in various subject areas in secondary classrooms and presents a new, student-active model for text talk.

Symposium presentations

Multimodal meaning making in the classroom

Kristina Danielsson

Stockholm University, Sweden

Drawing on social semiotics and systemic functional linguistics, this presentation discusses results from analyses of multimodal meaning

making in Chemistry classrooms. Analyses reveal complex patterns as to teachers'/textbook explanations, indicating a need for scaffolding practices regarding the ways numerous semiotic resources combine to a coherent picture of the content.

Talking about texts in vocational education

Pia Anderson
Stockholm University, Sweden

Drawing on systemic functional linguistics and reception theory, this presentation discusses results from analyses of lexical and conjunctive cohesion as well as text movability in teacher-led text talks in the subjects Swedish, Welding and Industrial Carpentry. Analyses reveal how cohesion and text movability vary depending on the teachers' questions.

Collaborative text talk in the subject of History

Yvonne Halleson
Stockholm University, Sweden

Anchored within systemic functional linguistics and reception theory, this presentation discusses a student-led structured text talk in the subject of History with regard to lexical and conjunctive cohesion as well as text movability. Analyses reveal how the students scaffold each other, and approach the text by moving between different positions.

Model for student-active text talk

Kristina Danielsson*, Yvonne Halleson*
Stockholm University, Sweden

In this presentation we describe a newly developed model aiming at scaffolding students' meaning making around texts (in an extended sense) in educational contexts. It is based on Halleson's student-active model for text talk (2011) in combination with a model by Danielsson and Selander (2014) for working with multimodal texts.

B3: Second/Foreign Language Teaching and Teacher Development

S61

Accommodating Japanese English Learners

Convenor: Mitsuyo Sakamoto
Sophia University Japan

Symposium summary

The first paper offers macro discussions based on Japanese learners' English proficiency test results and argues for creating a plurilingual society. On a micro level, the effects of a particular graduate course, beliefs held among returnees and non-returnees, and the problems faced by Japanese learners overseas are discussed.

Symposium presentations

TEFL in Japan: A change from native speaker standards to plurilingual standards

Kensaku Yoshida
Sophia University, Japan

The recent English proficiency test results as well as the anxiety felt by Japanese in using English will be discussed. The European concept of plurilingualism is introduced, from which the recent MEXT initiatives of setting "Can-do" goals, and the development of TEAP (Test of English for Academic Purposes) have evolved.

Teaching and evaluating a course in assessment literacy

Yoshinori Watanabe
Sophia University, Japan

In this presentation, focus is placed on the teaching of the basic principles of language assessment (assessment literacy) to Japanese university students with the expectation that the practice may enhance their motivation to learn from assessment processes. Instructional materials, procedures and the students' reactions are summarized and reported.

Beliefs and confidence of EFL learners with and without living-abroad experience

Shinichi Izumi
Sophia University, Japan

This study investigates university EFL learners' beliefs about language learning, learning strategy use, and their self-efficacy and confidence. A questionnaire-based study revealed modest positive relationships between learners' beliefs

and their uses of learning strategies. Analytic strategy use related to less confidence, while experiential strategy use related to greater confidence.

Accommodating Japanese learners during study abroad

Lisa Fairbrother
Sophia University, Japan

Although study abroad is being actively promoted by the Japanese government, little effort is put into preparing students for such an endeavor. Based on in-depth interviews with students studying overseas, this study examines the interactional and academic problems that Japanese students face and suggests ways to prepare students before departure.

Challenging hegemonic discourse: Oral proficiency=English proficiency?

Mitsuyo Sakamoto
Sophia University, Japan

Japanese English learners' hegemonic perceptions were explored first by administering a questionnaire, identifying their strengths and their definitions of a "good language learner". Despite introducing them to research findings about language learning, the post-treatment questionnaire revealed how the students privileged oral fluency as the mark of language proficiency.

S408

Enhancing students' English reading competence through university-school collaborative action research in the Chinese context

Convenor: Qiang Wang
Beijing Normal University, PR China

Symposium summary

This symposium reports three case studies on how teachers improved students' reading competence through university-school collaborative action research (CAR). It suggests that CAR could be one stone to kill multi-birds in that students improve in learning, teachers develop better understanding of teaching, and university researchers experience researching with teachers.

Symposium presentations

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Fostering good reading habits in the primary English classroom through SSR in collaborative action research

Shaoqian Luo*¹, Xiaofang Qian
Beijing Normal University, PR China

This case shows how two primary school English teachers dealt with 3rd graders' reading problems by doing SSR in their class. The preliminary analysis of the data suggests that SSR, embedded in collaborative action research, is inductive to fostering young learners' good reading habits and enhancing their reading ability.

Developing students' reading literacy through reading English classic works in secondary schools in Beijing

Xin Ma
Beijing Normal University, PR China

This presentation reports a case study on how reading English Classic Works could be used to improve secondary school students' English literacy and reading proficiency through a university-school collaborative action research project. The findings suggest that the students of different levels could all benefit from reading English Classic Works.

Developing students critical thinking skills through reading in high schools

Zehang Chen
Beijing Normal University, PR China

This case study reports how a senior high school English teacher developed her students' critical thinking skills through action research. During her research she recorded her own lessons with which she explored the way she questioned her students and helped her students develop their critical thinking skills.

What have we learned from the collaborative action research?

Shaoqian Luo

Beijing Normal University, PR China

A cooperative culture is important in teachers' professional development. In such a culture, teachers express their needs and seek for support; university educators play the role of mentoring and provide teachers with needed help. Such practice is to integrate resources and encourage a collaborative mechanism to serve teacher development.

S650

Perspectives on improving teacher training: Meeting challenges and creating opportunities

Convenors: Peter Broeder¹, Ken Hisamura²

1. Tilburg University, the Netherlands 2. Den-en Chofu University, Japan

Symposium summary

The information gained from large-scale surveys among secondary school teachers in Japan and Europe provides vital practical insights for developing core competence modules for pre- and in-service teacher training. It includes possible barriers to and opportunities for coping with language and literacy-diverse classrooms and thereby contributes significantly to teachers' qualifications.

Symposium presentations

Overview of research projects on adaptation of EPOSTL to Japanese context

Hisatake Jimbo

Waseda University, Japan

The JACET SIG on English Language Education has tried to adapt the European Portfolio for Student Teachers of Languages (EPOSTL) to a Japanese context since 2009. The first adaptation, J-POSTL, which has 100 self-assessment descriptors

adapted from 195 EPOSTL ones, was elaborated in 2010. To complete the genuine adaptation, the remaining EPOSTL descriptors have been under contextualization.

A 2012 national survey regarding the development of professional competence of Japanese teachers of English

Takane Yamaguchi

Waseda University, Japan

A 2012 survey of 5,658 Japanese English teachers with diverse professional backgrounds showed (1) an increasing level of confidence among responders in their teaching skills, (2) a need for a minimum of six months overseas training of teachers, and (3) a need to establish a model for autonomous learning.

Challenges in adapting the EPOSTL to the Japanese educational context

Ken Hisamura

Den-en Chofu University, Japan

This presentation will briefly sketch the background of the project, outline the steps taken so far to develop a workable prototype, and explore the ways to overcome the challenges in order to make J-POSTL an effective and integral component of teacher training programs for future language educators in Japan.

Teaching literacy-diverse classes: Challenges and competences

Peter Broeder*, Carel van Wijk*

Tilburg University, the Netherlands

This contribution goes into experiences of teachers in literacy-diverse classrooms. We conducted semi-structured interviews with 230 secondary school teachers in the Netherlands. How do they perceive, manage, and evaluate differences in literacy levels (PIRLS) in the classroom? Findings to be added to the recent proposals for a European Core Curriculum.

Developing teacher capabilities for teaching languages in the context of linguistic and cultural diversity

Angela Scarino

University of South Australia, Australia

Drawing on Australian national project data designed to develop the professional learning of language teachers, this paper provides an analysis of the experience as reported by participating teachers and the findings of external program evaluations. It concludes with a consideration of conditions that promote the development of teacher learning.

Implications of teacher surveys and evaluations in language teacher education

Kathleen Heugh

University of South Australia, Australia

The symposium concludes with a discussion of implications for improving the quality and relevance of teacher education as these emerge from country-wide interventions including surveys and evaluations. The purpose is to offer insights from local (classroom), national, regional and international perspectives in the context of increasing linguistic and cultural diversity.

S800

Language/literacy teacher professional learning communities across cultural and educational contexts

Convenor: Xiao Cheng

East China Normal University, PR China

Symposium summary

This symposium reports on four studies of language/literacy teacher professional learning communities (PLCs) in different geographical, cultural (including China, Malaysia, Taiwan, and the USA), and educational (primary, secondary and tertiary) settings, through which the presenters attempt to reveal the impact of PLCs on language/literacy learning and teacher development.

Symposium presentations

The development and impact of a small town professional learning community in the U.S

Heather Campbell*, Elizabeth Leer*

St. Olaf College, Northfield MN, USA

This presentation will highlight the history of the development of a small school district's Professional Learning Communities (PLCs) over

the course of several years. The presenters will share qualitative and quantitative data collected from district administrators, principals, teachers, parents, and PLC reports to the community.

Individual learning and the development of PLC: A case study of a Chinese middle school

Xiao Cheng

East China Normal University, PR China

This study involves teachers participating in one secondary school PLC in Shanghai, China, and investigates the teachers' learning experiences, the trajectories of their professional development, and the conditions for the sustainability of the PLC. Results show that top-down and bottom-up initiatives are both essential for individual and collective learning.

A critical approach to teacher's learning communities: Top-down vs. bottom-up

Li-ying Wu

Wenzao Ursuline University of Languages, Taiwan

This paper reports on five learning communities of Taiwan's higher education teachers of what motivated the formation of the TLCs and how their practice could be affected by their respective motivation. The results show two categories of TLCs formation: top-down and bottom-up, which are closely connected to individual motivation.

Developing teacher learning in community-based learning projects

KeanWah, Lee

Universiti Malaysia Sabah, Malaysia

This study examines the learning experiences of a bottom-up TLC, composed of teacher education faculty members and pre-service student teachers who were involved in community-based learning projects in rural areas of Sabah, Malaysia. Findings demonstrate that specific top-down and bottom-up initiatives are necessary for learning to take place.

S1259

A cross-national analysis of K12 ESOL/EALD instructional and teacher education policy

Convenor: Linda Harklau

University of Georgia, USA

Symposium summary

This symposium presents an international comparative policy perspective on K12 EALD/ESOL instruction and teacher education models across Australia, Canada, the UK, and the US. Papers compare trends, strengths and weaknesses of program models and teacher licensure requirements across nations, and provide recommendations for further cross-national research and policy.

Symposium presentations

A cross-national analysis of K12 ESOL/EALD instructional and teacher education policy

Linda Harklau*¹, Michele de Courcy*², Kelleen Toohey*³, Yvonne Foley*⁴

1. University of Georgia, USA 2. University of South Australia, Australia 3. Simon Fraser University, Canada 4. University of Edinburgh, United Kingdom

Education initiatives in Anglophone countries are changing perspectives on English learners and initial and inservice preparation of teachers to work with them. Yet ESOL/EALD policy at the K12 level tends to be parochial, rarely looking across state or provincial borders, much less internationally. We ignore at our peril lessons learned by other countries about successes and failures. This symposium presents an international comparative policy perspective on EALD instruction and teacher education models across four Anglophone immigrant-receiving nations: Australia, Canada, the UK, and the US.

Foley describes the UK context, where a legislatively-driven mainstreaming agenda in schools has met with markedly different responses. In addition, despite local interpretations and arrangements, Initial Teacher Education Programs do not require mandatory ESOL/EALD training of mainstream subject teachers.

Toohey describes the Canadian context, tracing the diversity in EAL/ESD K-12 teacher education resulting from provincial control and federal support for multilingualism. The range of current policy alternatives for preparing teachers for multilingual classrooms is sketched and evaluated.

De Courcy describes a new national Australian Curriculum aiming to bridge the gap between high and low achieving students, many of the latter being low SES and/or EAL children. The curriculum includes a new EALD teacher resource to maximise EALD educational opportunities, and the paper considers how the new resource is being taken up by teachers.

Harklau examines the impact of new US national 'Common Core' standards. A tension is portrayed between efforts to prepare all educators to work with English learners and new teacher evaluation systems that could penalize educators working with special needs students.

Together, the papers develop a shared terminology, compare strengths and weaknesses of program models and teacher licensure requirements across nations, and provide recommendations for further cross-national research and policy. Time will be left for questions and discussion with the audience.

S1348

Teacher training for CALL: Voices of CALL teacher educators

Convenor: Jeong-Bae Son

University of Southern Queensland, Australia

Symposium summary

This symposium addresses issues of language teacher training for computer-assisted language learning (CALL). A group of experienced CALL teacher educators who actually teach CALL as a formal course at universities in Australia, UK and USA discuss the current status of CALL teacher education and challenges they face in their own contexts.

Symposium presentations

CALL teacher education: An Australian context

Jeong-Bae Son

University of Southern Queensland, Australia

This presentation will focus on a CALL course the presenter teaches at an Australian university. The course introduces language teachers to the field of CALL by providing them with insights into key

aspects of CALL and a basic knowledge of the use of computer technology in language instruction.

A long-term view of CALL in teacher education

Scott Windeatt

Newcastle University, United Kingdom

The presenter has been educating teachers in the use of CALL for over 30 years, and this presentation will focus on the evolution of CALL teacher training courses over time, with the principal focus on a course at a UK university which has evolved over more than 20 years.

Integrating the TESOL Technology Standards into teacher education

Philip Hubbard

Stanford University, USA

The TESOL Technology Standards were released by TESOL International Association in a framework document (2008) and an expanded volume (2011). The presenter will briefly review the standards, show how they were implemented in his CALL mini-course, and discuss feedback from participants regarding their value.

S1454

Hobbyist dimensions and cultural consumption of language learning: Implications for teaching

Convenor: Ryuko Kubota

University of British Columbia, Canada

Symposium summary

Language learning is often viewed as a vehicle for socioeconomic mobility. However, learners may be drawn to socializing opportunities, enjoyment, fantasy, or romantic desire that learning offers. This symposium will examine the dimension of learning as leisure and consumption from international perspectives and explore implications for theory and pedagogy.

Symposium presentations

Romancing the English lesson

Roslyn Appleby

University of Technology, Sydney, Australia

This paper discusses the way Western English language teachers in Japan perceive and respond

to adult Japanese students' romantic – rather than strictly linguistic – desires. It investigates the discursive construction of Western teachers' desirability, and the strategies employed to manage students' perceived desires in the course of English language lessons.

***“We have nothing much in our age, but English”:
Elderly ESL students' learning English as a leisure activity***

Hakyoon Lee

University of Hawaii at Manoa, USA

This study investigates elderly ESL learners' experiences of language learning as a means of spending their free time and making friends. By emphasizing social functions of learning English, the analysis shows how the participants use English to create space to belong and construct their social identities and relations.

Language learning for leisure and life: Sherpa porters as English language learners in the Himalayas

Bal Krishna Sharma

University of Hawaii at Manoa, USA

This presentation examines the English language learning trajectories of Nepali Sherpa porters through “authentic” encounters with tourists. Findings blur the seemingly neat boundary between instrumental purposes of language learning versus language learning as leisure. Findings also call into question the focus of English teaching on the acquisition of formal linguistic competence.

Teaching Japanese to adult learners for serious and casual leisure: Insights from a case in Hong Kong

Masaki Seo

Hong Kong Polytechnic University, Hong Kong

This study illustrates the mismatch between the curriculum and interests of adult learners in Hong Kong who are learning Japanese as a hobby. It revealed the necessity of reconsidering the purposes of learning Japanese in a local community and developing a curriculum that is more appropriate for the local context.

Learning Japanese is 'cool': Consumption of Japanese language 'learning' in Australian universities

Chihiro Kinoshita Thomson
University of New South Wales, Australia

Some students of Japanese language at Australian universities appear to be learning Japanese because it is fun to learn and 'cool' to be learning Japanese. They are consumers of Japanese language and Japanese language 'learning'. The presentation describes this new type of learners of Japanese and discusses pedagogical implications.

Hobbyist dimensions and cultural consumption: Toward an alternative understanding of language learning

Ryuko Kubota
University Of British Columbia, Canada

Synthesizing the papers included in this symposium, this presentation will explore implications for research and practice in second language education through a lens of language learning as a hobby and cultural consumption. Desires for pursuing romance, socializing, consuming coolness, etc. problematize ideologically neutral proficiency-oriented language learning and teaching.

S1598

Space, place and autonomy in language learning and teaching

Convenors: Terry Lamb¹, Garold Murray²
1. University of Sheffield, United Kingdom 2. Okayama University, Japan

Symposium summary

Research on learner autonomy in language learning has begun to focus on the concepts of 'space' and 'place', and their relationships to learners' and teachers' practice. This symposium will explore such interrelationships in diverse settings, e.g. distance and self-access learning, telecollaboration, class blogs, study abroad, social learning and public spaces

Symposium presentations

Emotion in the construction of space, place and autonomous learning opportunities

Cynthia White
Massey University, New Zealand

This paper provides a critical analysis of enquiry into emotion in autonomous language learning using different research tools (interviews, digital ethnography, journals). It is argued that attention to affect significantly extends our understanding of students' thoughts, actions and decision-making, and their construction of space, place and autonomous learning opportunities.

Social learning spaces and 'the Invisible Fence'

Garold Murray*, Naomi Fujishima*, Mariko Uzuka*
Okayama University, Japan

The communities of practice construct has been criticized on the grounds that it raises boundary and membership issues, problematizing the question of access. This paper explores this concern by reporting on an ecologically-oriented ethnographic inquiry into how learners experience a social language learning space at a large Japanese university.

Spatio-learning experiences of Emirati female students in a single gender context

Gergana Alzeer
Zayed University, United Arab Emirates (PhD research in progress, University of East London, United Kingdom)

This presentation will provide research findings on the role of space in regards to women's educational experiences. It focuses on the relation between space, women and learning, and utilizes Lefebvre's triad to explore how spaces shape and construct the educational milieu while also being constructed and appropriated by their users.

The evolution of a learning space: Interactions with and within a new self-access centre

Katherine Thornton
Otemon Gakuin University, Japan

This presentation examines the evolution of a new self-access centre (SAC) over 18 months. Through quantitative and qualitative data (observations, questionnaires and interviews) I identify ways in

which students have interacted with the space, and how its actual spatial dimensions may have influenced the nature of their learning and interaction with others.

Creating spaces for autonomous learning in an EST course

Lindsay Miller*, Christoph Hafner*
City University of Hong Kong

This paper describes and evaluates the redesigning of an L2 university English for Science course. As a result of redesigning the course, learners were able to negotiate roles within their groups which would not normally exist in a classroom-based course, and our students invested heavily in preparing their scientific documentaries.

Public pedagogy through mobile learning: Autonomy and acquisition

Hayo Reinders*¹, Min Young Cho*²

1. Anaheim University, USA 2. University of Hawaii, USA

We present the results of a study into the effect of extensive listening on mobile devices on the acquisition of the English passive by Korean learners out-of-class. Aural input enhancement did not lead to acquisition of the target structure but the mobile activities did have other benefits for L2 learning.

S1813

New literacies in global contexts: Problems and prospects in language and literacy education

Convenor: Maureen Kendrick
University of British Columbia, Canada

Symposium summary

New literacies research impacts societies, education systems and public policies in powerful ways (Coiro et al, 2008), yet we know little about this new area of research in diverse contexts. This symposium addresses problems and prospects of new literacies for language and literacy learning in Canada, Australia, Kenya, and Brazil.

Symposium presentations

From policy to practice: A critical reading of (New) literacies in Brazil

Lynn Mario T. Menezes de Souza
Universidade de São Paulo, Brazil

This paper looks critically at the results of a nation-wide project on new literacy practices in public schools and in teacher education in public universities in Brazil to trace a map of the state of the art of new literacies practices and pedagogies.

Curation, critical literacy and the Internet

Ilana Snyder
Monash University, Australia

In response to the information deluge online, curation has emerged as a significant social practice. At one level, curation is about helping people find what they need. At another, it is far more complex – often ideological, rhetorical and political. This presentation examines online curation practices, including implications for critical literacy.

Changing the network: English as an additional language students and videomaking

Kelleen Toohey*¹, Diane Dagenais*
Simon Fraser University, Canada

Drawing from New Literacy Studies, multimodality, and actor-network theory, we conceptualize Canadian EAL students and teachers as designers/developers of cultural products. Examples of child-produced videos, as well as videos of the production process, are analyzed in relation to how new material artifacts and pedagogical practices affected children's language/literacy learning.

New literacies in a rural Kenyan girls' secondary school journalism club

Maureen Kendrick*¹, Margaret Early¹, Walter Chemjor²

1. University of British Columbia, Canada 2. Kabarak University, Kenya

During a year-long case study in a rural Kenyan secondary school, we documented how 32 adolescent girls used local cultural and digital resources within the context of their after-school journalism club. We conclude that the club as a

learning space fostered new degrees of freedom, community, equality, and creativity.

S1946

Second language learning and academic performance in Chinese and English at a Sino-British University, China

Convenor: Amanda Hilmarsson

Xi'an Jiaotong-Liverpool University, PR China

Symposium summary

This symposium presents findings from 5 research projects carried out in a Sino-British university in mainland China. These projects investigated ways of improving students' performance in language learning, thereby informing teachers' pedagogic practices. Papers examine learning strategies, written errors, critical thinking, mobile learning tasks and perceptions of China English.

Symposium presentations

***"How do we know what our students think?"
Aligning EFL instructors' conceptions of critical thinking to the Chinese context***

Seth Hartigan

Xi'an Jiaotong-Liverpool University, PR China

This study problematizes the assumption that Chinese university students are deficient in critical thinking. This stereotype arguably stems from different cultural modes of expression in the university classroom. Both tutors' and students' perceptions of critical thinking will be examined and culturally appropriate expressive activities will be suggested for the classroom.

Chinese language learning strategies and motivation

Xuanying Shen

Xi'an Jiaotong-Liverpool University, PR China

The present study investigates what Chinese language learning strategies adult learners use (students/staff) and whether the linguistic background and / or language proficiency of adult learners influences these strategies. It also looks into what motivates learners to study Chinese at Xi'an Jiaotong-Liverpool University in China.

Using a variety of writing correction techniques with Year One students at an English medium university in China: What works best in reducing grammatical errors?

Tim Wallis*¹, Debra Jones

Xi'an Jiaotong-Liverpool University, PR China

Debate regarding the value of error correction in improving students' writing has a long history but research to date is inconclusive. A year-long research project has therefore been conducted at Xi'an Jiaotong-Liverpool University in Suzhou, China to investigate the effectiveness of error correction on error density in student writing.

How to integrate mobile learning into English language teaching and learning

Bin Zou

Xi'an Jiaotong-Liverpool University, PR China

This study investigated how mobile learning can be integrated into English language teaching and learning at Xi'an Jiaotong-Liverpool University in China. The results showed that the quality of tasks is crucial to students' English learning on mobile devices and that teachers need to focus on effective task design.

Written Standard English or 'China English' teaching in China: Perceptions of students and teachers at Xi'an Jiaotong-Liverpool University

Amanda Hilmarsson*, Ellen E. Touchstone*

Xi'an Jiaotong-Liverpool University, PR China

This study investigates whether there are differences in attitudes towards written China English versus written Standard English between students and teachers and whether intelligibility in written communication is perceived as more important than accuracy of linguistic forms.

S2075

Addressing challenges in a large-scale ELT program: Learner needs, teaching approaches, and learner assessment

Convenor: Ralph Rose

Waseda University, Japan

Symposium summary

This symposium will describe research pertaining to efforts at addressing challenges in

implementing a large-scale English language skills development program for science and engineering students at a Japanese university. The talks and following discussion will focus on addressing learner needs, determining effective teaching methods, and assessing learner progress.

Symposium presentations

Communication disorders in universities and the potential of Inclusive Education in ESP

Fusa Katada
Waseda University, Japan

Interdisciplinary insights in ESP may develop hand in hand with the standardized global notion of Inclusive Education. This presentation spotlights science and engineering students with communication disorders, and demonstrates how ESP materials can be designed to meet the needs for this particular student population and eventually science students in general.

Science students' use of diagrams in communicating information: Challenges and possible solutions

Emmanuel Manalo
Waseda University, Japan

Research has shown that, when used appropriately, diagrams can enhance communication efficacy. However, students generally lack spontaneity in using diagrams – including university-level science students when explaining what they have learned. This presentation considers research-based explanations for this problem and some interventions that may promote greater spontaneity in students' diagram use.

WQC: A tool for quick automatic word quiz construction

Ralph Rose
Waseda University, Japan

Word Quiz Constructor (hereafter, WQC) is a tool for generating vocabulary quizzes automatically from pre-defined vocabulary lists and corpora. The application was created to provide secure, unique, but consistent quizzes for a large number of course teachers and time slots. This

presentation describes WQC and presents data on its use.

Ability grouping in large scale language programs: Is it really effective?

Chris Sheppard
Waseda University, Japan

This paper reports large-scale research into the effectiveness of ability grouping—the placement of students into classes with other students of similar abilities—in a large ESP program. Results show a very small positive effect for low-level students, but an increasingly negative effect for higher level students.

S2109

Language education and intercultural mediation: Perspectives from France and Australia

Convenor: Angela Scarino
University of South Australia, Australia

Symposium summary

This symposium will examine the nature and processes of intercultural mediation in language teaching and learning. It will draw on work in Australia and France to explore the different ways in which mediation and the intercultural are conceptualised and carried out in different linguistic and cultural contexts.

Symposium presentations

Language and languaging in intercultural mediation

Anthony Liddicoat
University of South Australia, Australia

This presentation examines how reflection on culturally contexted language use provides a resource for learners in mediating cultural differences for themselves and others. It examines students' reflections on language use, especially aspects of pragmatics, to describe how such reflections can become points of intercultural mediation.

Language teachers' biographies in a French higher institution: Exploring a habitus?

Geneviève Zarate*¹, Martine Derivry*², George Alao*¹

1. Institut national de Langues et Civilisations Orientales (INALCO), France 2. UPMC, Paris 6, France

The fact that foreign language teachers are de facto mediators of language and culture makes it important to do more research into their biographies and trajectories as this helps to have a better understanding not only of the intercultural individual mobilised in their teaching but also to appreciate their contribution to language and culture pedagogy and their trajectories.

Language teachers as mediators: The inseparability of teachers' lives from teaching

Michelle Kohler

University of South Australia, Australia

The paper explores the nature of mediation in language classrooms, particularly the relationship between teacher's own life-worlds and their teaching. Using transcriptions from three case studies, the paper highlights the role of teacher self-awareness in mediating an intercultural orientation in language teaching and learning.

Are a culture's representation by its multilingual learners a means of cultural mediation?

Elli Suzuki

Université Bordeaux Montaigne, France

When learners discover a cultural reality, especially a negative aspect of a culture, it turns out that plurilingual learners generally have a capacity to put such an event in perspective. Does one have to be plurilingual in order to be able to mediate culture? Is there a way of enabling learners to achieve this objective?

Mediation in the assessment of intercultural language learning

Angela Scarino

University of South Australia, South Australia

Drawing on data from a three year study with teachers of a range of languages that investigated how to assess language learning within an intercultural perspective, this paper addresses conceptual and methodological issues that pertain to mediation in the assessment of intercultural language learning.

S2290

Language and culture: A journey of research on EFL teaching at an Australian university

Convenor: Shen Chen

University of Newcastle, Australia

Symposium summary

Australian universities have attracted more and more research higher degree students from Asian countries. However, conducting research on EFL teaching in Australia is a daunting challenge to them. This symposium explores critical issues of language and culture encountered by Chinese, Indonesian, Thailand and Vietnamese students in their journey towards Ph.D.

Symposium presentations

Cultural confusion often faced by Asian students in conducting PhD research in Australian universities

Shen Chen

University of Newcastle, Australia

When PhD students from Asian countries come to Australian universities, the first thing they are facing is to know the new cultural context of research. To help them to have a good start, it is recommended that a "3-I model" namely, instruction, inspiration and interaction should be used during supervision.

English language problems encountered by Asian PhD students as they write a thesis

Jennifer Archer

University of Newcastle, Australia

Most Australian universities want more international PhD students because of the revenue they bring to universities. Also, because of visa conditions, international students tend to finish PhDs relatively quickly. However, ESL students from Asia often struggle because of insufficient proficiency in English, creating problems for students and supervisors. Students must demonstrate an understanding of complex, abstract ideas. To what extent is it the responsibility of the supervisor to rewrite students' work to improve their English?

Choosing the right research topic for your future career

Oktavian Mantiri

Asia-Pacific International University, Thailand

Potential university employers expect new staff to have a relevant degree and strong research skills to compete in the highly competitive academic field. How do Asian PhD students in Australia select research topics and research methods that are likely to enhance their chances of employment when they complete their PhD?

Developing a new theoretical model through a critical review of the literature

Thi Thuy Le

The University of Newcastle, Australia and University of Languages and International Studies, Vietnam

A critical review of the literature can be used to develop a theoretical framework or model. In the area of developing intercultural communicative competence in English Language Teaching (ELT), the appraisal of existing communicative competence frameworks has led to the development of a new model that is context specific for ELT in Vietnam.

Using a mixed method approach to conducting field work

Nunung Suryati

State University of Malang, Indonesia

There are advantages in gathering both quantitative and qualitative data for a PhD thesis. If the quantitative data set is relatively large, it is possible to draw generalisations. The qualitative data (interviews, observations, etc) can give a human touch to the quantitative data and often can help the researcher to make sense of the quantitative data.

Developing a framework for further research

Yuzhe Zhang

University of Newcastle, Australia

This presentation will discuss how PhD students from Asia can use their research to develop a constructive framework that can guide future research. Using the author's own research experience, the discussion will focus on some cultural misunderstandings and illustrate how she

was able to bridge differing expectations and develop a useful theoretical framework.

S3483

Language learning strategies in the Greek setting

Convenor: Zoe Gavriilidou

Democritus University of Thrace, Greece

Symposium summary

Language Learning Strategies (LLS), which may be defined as the conscious or semi-conscious mental processes employed for language learning and language use (Cohen 2003: 280) are important in facilitating second and foreign language learning and use. Despite the numerous studies in this area, so far no consensus has been reached on the effect of various variables on LLS use. The present symposium will bring together studies on language learning strategies from research conducted in Greece in the frame of the Thales project 379336 entitled "Adaptation of the Strategy Inventory For Language Learning (SILL) and Setting of the Learning Strategy Profile of Primary and Secondary School Learners of a Foreign Language and that of Muslim Learners of Greek as a Second Language".

The papers in this symposium will deal with the following issues

- The construct validity and reliability of a translated and culturally adapted SILL (Oxford, 1990) and
- The effects of variables such as age, gender, level of second/foreign language proficiency and motivation on the reported use of language learning strategies on primary and secondary school learners

The data derive from the administration of the adapted SILL questionnaire to a large and representative sample of 1310 learners from schools all over Greece. The findings will be discussed also with respect to pedagogical implications regarding the implementation of explicit language learning strategy use in the foreign and second language classrooms.

Symposium presentations

Construct validity and reliability of the Greek version of the Strategy Inventory for Language Learning

Zoe Gavriilidou

Democritus University of Thrace, Greece

This paper provides data about the construct validity and reliability of the translated Strategy Inventory for Language Learning (SILL) into Greek. Its construct validity was checked with principal component analysis with Varimax rotation. Cronbach's Alpha coefficient and correlation between individual items and total score were also computed.

Factors affecting language learning strategy use by learners of English at Greek secondary schools

Eleni Agathopoulou

Aristotle University of Thessaloniki, Greece

This study reports on Language Learning Strategies (LLS) use by 604 learners of English in Greek secondary schools. Results indicate significant effects of proficiency and motivation on LLS. The discussion includes implications for further research and for the suggestion of classroom activities promoting the use of LLS.

Gender and age impact on language learning strategy use: Research on Greek EFL learners

Vassilia Kazamia

Aristotle University of Thessaloniki, Greece

The research investigates the language learning strategy use of early adolescent EFL learners in Greece in relation to gender and age. It uncovers specific strategy preferences for age levels (12-14 years old) which are interesting and useful for classroom activity design and materials development.

Profiling language learning strategy use by learners of English attending Greek public schools

Lydia Mitits

Democritus University of Thrace, Greece

Language learning strategies play a significant role in the development of fluency and competency of

schoolchildren making it necessary to identify strategies used in foreign language learning to improve teaching/learning practices. The presenters will describe a large-scale quantitative study on strategy use frequency by primary/secondary Greek learners of English.

Investigating and measuring young learners' foreign language aptitude and strategies: Challenges and perspectives

Thomai Alexiou

Aristotle University, Greece

Limited studies focus on language aptitude and strategy use in young learners although these variables affect rate and ease of learning. The presenter will investigate language learning aptitude and strategies in 400 Greek young learners and their relation to learners' EFL knowledge.

Variables affecting choice of language learning strategies by Greek learners of English attending elementary school

Pinelopi Kambakis-Vougiouklis

Democritus University, Greece

Strategy use differs according to individual differences even at an early age. This is an investigation of variables affecting strategy choice of 604 Greek learners of English through the adapted Greek SILL. Learners should be encouraged to explore different learning strategies and teaching instruction should, in turn, be modified.

B4: Language and Education in Multilingual Settings

S859

Exploring ethical issues from the ground: Language researcher narratives

Convener: Peter De Costa
Michigan State University, USA

Symposium summary

Our symposium focuses on ethical issues which emerged during the research process as encountered by members of the panel themselves and/or fellow language researchers with whom they worked. By exploring the ethical quandaries that were negotiated, we hope to better understand the complexities surrounding ethical language research.

Symposium presentations

Introduction

Peter De Costa
Michigan State University, USA

An overview of the session will be provided.

How ethical are we? Ethics and research in the SLA community

Susan Gass*, Paula Winke*, Scott Sterling*
Michigan State University, USA

This paper focuses on research ethics among SLA researchers. Results from a survey of SLA researchers concerning their beliefs about various ethical practices and their experiences with ethical issues are presented. We conclude with a discussion of ways to include ethical issues in graduate student preparation.

Negotiating ethical research engagements in multilingual ethnographic studies in education: Narratives from the field

Patricia Duff*, Klara Abdi*
University of British Columbia, Canada

In this presentation, we examine the dilemmas, negotiations, concessions, and decisions language researchers make in relation to ethical guidelines and requirements, and the consequences of those for the field of applied linguistics and beyond.

Data selection as an ethical issue: Dealing with outliers in telling the research story

Brian Paltridge
University of Sydney, Australia

The selection of data for a study is a serious ethical issue, especially when excluding particular data may change the outcomes of the study. This paper reports on such an instance, where the inclusion of outlier data significantly changed the insights that were gained from the research.

Ethics in research and activist scholarship: Media/policy analyses of Seattle's homeless encampment "Sweeps"

Sandra Silberstein
University of Washington, USA

This paper explores the ethical issues posed by advocacy scholarship around homelessness, particularly the role of the researcher in policy debates, the pitfalls of "gotcha journalism," and avoiding reinscribing power relations with a disenfranchised community.

Discussant Comments

Jane Zuengler
University of Wisconsin-Madison, USA

Discussant comments will be provided after the four papers are presented.

S940

Newly arrived students: A cross-disciplinary study on learning conditions in Swedish schools

Convener: Monica Axelsson
Stockholm University, Sweden

Symposium summary

This symposium presents and discusses a study on organization, practical operations and effects of the reception and integration of newly arrived students in Sweden from various perspectives (e.g. students', teachers', municipalities'). Theoretical frames of reference are the work of Bourdieu and Halliday, focusing the connection between linguistic and sociological perspectives.

Symposium presentations

Two “opposite” models for receiving newly arrived students in Sweden: What do they cater for?

Monica Axelsson
Stockholm University, Sweden

Reception of newly-arrived students in Sweden is commonly organized within the mainstream or in introductory classes. Schools’ perceptions of students’ needs paired with teacher resources are guiding the choice of model. In this presentation instruction models are problematized according to their impact on students’ linguistic, academic and social needs.

Newly arrived pupils’ experiences of pedagogical and social provision within the Swedish school system

Jenny Nilsson
Stockholm University, Sweden

Drawing on fieldwork in three schools in Sweden, the presentation focuses on the experiences of newly arrived students in the final years of secondary school. The presentation will address the question of how the students experience, both socially and pedagogically, the time in and transition between introductory and regular classes.

“They never asked me about anything”: The role of parents in educational processes for newly arrived students in Sweden

Nihad Bunar
Stockholm University, Sweden

The aim of this presentation, based on an interview study, is to bring into analyses and discussions the voices of parents of newly arrived students in Sweden. Focus is on their experiences and perceptions of organisational, pedagogical and relational aspects of education provided to their children.

Teacher voices on newly arrived pupils in mainstream education

Päivi Juvonen
Stockholm University, Sweden

Based on a survey conducted among teachers and headmasters in two municipalities, the paper addresses both the question of how prepared

teachers are to teach newly arrived students in mainstream education and the question of their views of how education should be arranged in order to be successful.

Inclusion or Othering? Reflections on the withdrawal/mainstreaming debate and implications for the successful bilingual learner

Mano Candappa
University of London, United Kingdom

Framed within inclusive education discourses this paper responds to the four presentations on learning conditions in Swedish schools for newly-arrived students, to consider these in relation to what is considered good pedagogical practice drawing on research within the UK context. Sociocultural and cognitive theories of language acquisition underpin the paper.

S1716

An intervention to improve Qatari middle-schoolers' strategies for reading EFL science materials

Convenor: Dudley Reynolds
Carnegie Mellon University Qatar, Qatar

Symposium summary

This symposium presents findings from a study to improve the reading strategies of Qatari middle-schoolers reading EFL science texts. The five papers cover the study rationale and context, an analysis of the science textbooks, teacher beliefs and practices re reading strategies, reasons for students' reported reading strategies, and strategy effectiveness.

Symposium presentations

Studying reading strategies in the context of multilingual instruction

Dudley Reynolds
Carnegie Mellon University Qatar, Qatar

Improved reading leads to improved learning. The premise is straightforward, but when learning needs to occur across two languages, studying it is not. This paper situates the focus study for the symposium in the context of recent discussions on multilingual TESOL, effective learning strategy instruction, and teacher development.

Curricular texts as preparation for science reading

Zohreh Eslami*¹, Katherine Wright*¹, JoAnn Crandall*²

1. Texas A&M University, USA 2. University of Maryland, Baltimore County, USA

This paper presents a qualitative analysis of how curricular texts support the development of science reading ability in L2 English. Using findings from verbal reports and reading comprehension assessments as a baseline, we examine ways in which English, science, and scientific English texts support the development of appropriate strategy use.

Dealing with discrepancies in reported versus observed teacher beliefs and practices

Nancy Allen*¹, JoAnn Crandall*²

1. Qatar University, Qatar 2. University of Maryland, Baltimore County, USA

A vexing issue facing teacher trainers is the mismatch between teachers' reported beliefs and practices and their observed practices. Drawing on teacher surveys, classroom observations, and researcher experience with Qatari teacher development, this paper explores possible reasons for discrepancies in the Qatari context and the implications for teacher training.

Homogeneity of Qatari middle-schoolers' strategy use

Dudley Reynolds*¹, Andrew Cohen*²

1. Carnegie Mellon University Qatar, Qatar 2. University of Minnesota, USA

Immediately following Arabic and English reading passages, 1,035 grade 7 and 8 students completed 20-item, matching strategy inventories. This paper examines variation in the responses across passage language, passage topic, grade level, and gender. Discussion focuses on the implications for instructional intervention and whether strategy use profiles exist.

Examining strategy effectiveness when reading isn't strategic

Zohreh Eslami*¹, Katherine Wright*¹, Dudley Reynolds*², Andrew Cohen*³

1. Texas A&M University, USA 2. Carnegie Mellon University Qatar 3. University of Minnesota, USA

Verbal reports (n=45) from the Arabic and English reading comprehension tests suggest that students viewed the exercise as a performance task more than a learning opportunity. Echoing conclusions from the analyses of curricular texts, classroom observations, and strategy inventories, this finding suggests intervention should begin by defining reading.

S1989

One size does not fit all: Specificities of language and culture in the Australian Curriculum

Convenor: Michael Walsh

Australian Institute Of Aboriginal And Torres Strait Islander Studies, Australia

Symposium summary

This symposium explores challenges presented by the development of the Australian Curriculum for English and Languages. The four sections of the symposium will consider interrelated curriculum work focused on language and linguistics: world languages like Chinese and Italian; English; Australian Indigenous Languages; and curriculum planning in a language policy context.

Symposium presentations

Examining the specificity of languages in developing the Australian Curriculum: The case of Chinese and Italian

Angela Scarino

University of South Australia, Australia

In this paper I discuss a range of issues at play in developing language-specific curricula, with particular reference to the learning of Chinese and Italian. This negotiation requires finding ways to capture commonalities across languages and at the same time to respect inherent differences in their use and learning.

Supporting linguistic equity and understanding of diversity in the English curriculum

Jean Mulder

University of Melbourne, Australia

This talk focuses on three aspects of the F-12 English curriculum: first, a critical overview of the National Curriculum's support of students who use English as an additional language/dialect (EAL/D); second, the significance of the term EAL/D; and third, a range of entry points within the English curriculum is presented.

Grappling with granularity: The challenge of the Australian Languages Framework within the Australian Curriculum: Languages

Jaky Troy*¹, Michael Walsh*

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), Australia

The Framework seeks to satisfy potential needs of all 250 Australian Languages. These range from those spoken 'right through' (around 20 of 250) to those with no known speakers and precious little documentation. We also attempt to infuse learning areas other than Languages with Aboriginal and Torres Strait Islander cultures.

Curriculum planning and language policy: Do the twains meet?

Joseph Lo Bianco

University of Melbourne, Australia

The Australian Curriculum exercise has engaged language educators with a task that intersects with language planning. The paper draws on theories of practice and of policy implementation to question the shifting boundary between language planning and specification of syllabus/curriculum, extended into reflections on teaching as a language planning practice.

S2024

Beyond the metropolis: Language learning, teaching, use and maintenance in rural and regional Australia

Convenor: Elizabeth Ellis

University of New England, Australia

Symposium summary

Four complementary presentations on language in rural and regional areas, followed by structured discussion. Studies of language in less-populated regions reveal that stereotypes of cultural and linguistic uniformity, and assumed patterns of language learning and language use, belie the

actual diversity encountered, demanding new perspectives and new tools.

Symposium presentations

Changing statistics on migrant languages: Implications for languages in regional areas of Australia

Louisa Willoughby

Monash University, Australia

This framing paper uses census data to give a snapshot of the changing presence of migrant languages in regional Australia. Recent policy changes have seen the number of refugees settling in regional areas sky-rocket, bringing challenges and opportunities for heritage language teaching to many previously monolingual communities.

Bilingualism in the bush: Reconceptualising 'speech community' in regional immigrant family language maintenance

Elizabeth Ellis

University of New England, Australia

This paper discusses how immigrant families in NSW regional towns maintain their children's home language in the absence of the critical mass of speakers, networks and resources found in metropolitan areas. Early data from a 3 year ARC project demonstrates creative development of social networks both real and virtual.

Teaching African community languages in regional Australia: Prospects and opportunities

Finex Ndhlovu

University of New England, Australia

This paper discusses the linguistic repertoires and language practices of small African migrant communities in three regional areas of NSW. It introduces the new concept of language nesting and the promises it holds for the teaching and maintenance of ethnic languages among remote and isolated migrant communities in regional Australia.

Self-directed study of L2 Mandarin in regional Australia: Agency, creativity and co-adaptation

Isabel Tasker

University of New England, Australia

A 5-year study of adults learning L2 Mandarin Chinese contributes a longitudinal perspective on the exercise of agency by learners in rural and regional settings in creating opportunities for L2 engagement, practice and socialisation. Moreover, individuals' long-term Mandarin learning endeavours, in turn, influence family, local community and other wider networks.

S2253

Implementing Subject Specific Language for Learning: Four educational design studies in science and mathematics classrooms

Convenor: Maaïke Hajer

University of Applied Sciences Utrecht, The Netherlands and Malmö University, Sweden

Symposium summary

Supporting learning processes in content areas for multilingual students requires domain-specific language and teaching strategies. These were developed in four PhD classroom intervention studies that used educational design research methodology. Results contribute to theory on innovative ways of learning and to educational materials, relevant for curriculum development and teacher training.

Symposium presentations

Scaffolding language in multilingual primary mathematics classrooms: Integrating language and learning math

Dolly van Eerde

Feudenthal Institute, Utrecht University, The Netherlands

During three design experiments a repertoire of strategies and materials for whole-class-scaffolding of mathematical language was designed, enacted and evaluated in close cooperation with the teacher. She learned to use whole-class scaffolding strategies and promoted students' daily and subject specific language required for reasoning and writing about graphs.

Physics teachers' planning of interactive tasks in multilingual groups

Maria Kouns

Malmö University, Sweden

Two upper-secondary physics teachers were guided to include talk-in-interaction as part of their content teaching. Materials and teaching strategies were designed in intensive cooperation with the researcher. Analysis of planning meetings and classroom data show how teachers adopted an active role in L2 learners and integrated language development in physics.

Designing training in concept mapping techniques for language sensitive biology teachers

Maaïke Hajer

University of Applied Sciences Utrecht, The Netherlands and Malmö University, Sweden

A class of student teachers experienced how concept mapping can help learning complex biology concepts. Then they received training in how to design such lessons themselves. Analyses of interviews, concept maps and lesson plans show how teacher beliefs and skills about language sensitive biology can develop within a teacher training curriculum.

Learning to teach the language of lab reports in science and technology: Design principles for teacher education

Gerald van Dijk

University of Applied Sciences Utrecht, The Netherlands

Secondary teacher training curriculum was redesigned to include science literacy, specifically the writing of different types of lab reports. Three steps were taken: experiencing genre pedagogy, learning about genre pedagogy and adapting this pedagogy in practice. Implementation of the first design cycle in chemistry, physics and technology is discussed.

B5: Educational Technology and Language Learning

S989

Beyond the language classroom: Exploring the social learning ecology

Convenors: Hayo Reinders¹, Philip Hubbard²

1. Anaheim University, USA 2. Stanford University, USA

Symposium summary

This symposium explores the social dimensions of learning beyond the classroom, focusing on environments incorporating digital technology. The presentations discuss technology's affordances and limitations for developing autonomy, informal learning in new media environments, online learner interaction outside the classroom, three scenarios for mobile learning, and social networking alongside formal language study.

Symposium presentations

Technology and autonomy in language learning beyond the classroom: An exploratory framework

Hayo Reinders*¹, Philip Hubbard*²

1. Anaheim University, USA 2. Stanford University, USA

This presentation builds on a general framework for investigating the use of technology for developing learner autonomy, applying it to the specific dimension of social learning. The presenters identify a range of affordances for promoting autonomy in social learning settings, obstacles in realizing those affordances, and ways of overcoming them.

Informal learning in new media environments: Translanguaging, sociality and interaction on YouTube

Phil Benson

Institute of Education Hong Kong, Hong Kong

This contribution discusses translanguaging and evidence of informal language and intercultural learning in YouTube videos and their comments. It also explores the more general sense in which global new media sites provide affordances for the roles of sociality and interaction in such learning.

Social interaction outside of the language classroom: Do learners really want to interact?

Glenn Stockwell*¹, Yasuhisa Watanabe*²

1. Waseda University, Japan 2. University of Melbourne, Australia

The study examines how Japanese learners of English engage in asynchronous forums based on topics related to the class content (required), an

asynchronous discussion board for questions about the class (optional), and a Facebook group that included learners studying Japanese in Australia (optional) to determine their pedagogical and practical implications.

Mobile learning: Noisy, personal and social

Mark Pegrum

University of Western Australia, Australia

Mobile learning is a 'noisy' phenomenon which varies greatly across contexts, depending on the mobility of the devices, the learners, and the learning experience. This presentation will review the social affordances of mobile learning in three different contexts.

Social networking alongside formal language study: Do students do it? Do they learn from it?

Marie-Noëlle Lamy

The Open University, United Kingdom

Most studies confuse 'interacting within set tasks on social network sites' and 'networking'. We define the latter, investigating 5372 messages and linked multimodal material posted by language learners over 12 months, to see whether students network and whether informal learning is happening. Findings highlight some determiners of networking for language learning.

B6: Language Evaluation, Assessment and Testing

S1274

Post-entry academic English assessment and students' engagement with independent language enrichment: Rising to the challenge

Convenor: Janet Von Randow

University of Auckland, New Zealand

Symposium summary

The Diagnostic English Language Needs Assessment (DELNA) was introduced in 2002 at a New Zealand university to identify incoming students with significant academic language needs. The challenge to gain maximum participation has largely been achieved. This colloquium focuses on embedding DELNA, the

language advisory session and subsequent language enrichment uptake.

Symposium presentations

DELNA at the University of Auckland: An overview

John Read

University of Auckland, New Zealand

This paper discusses the rationale for introducing the Diagnostic English Language Needs Assessment (DELNA) at Auckland for all incoming students. It outlines the structure of the assessment, some details of its implementation, and the process by which the results are communicated to the students and other interested parties.

The role of the DELNA Academic English Language Adviser

Siew Hean Read

University of Auckland, New Zealand

The major aim of DELNA advising is to support the development of academic literacy in general, and to help students understand their language learning needs in particular. It is a process of shared knowledge construction, in which both adviser and student negotiate a suitable and sustainable language learning pathway.

Barriers and bridges to student uptake of English language enrichment

Jenni Bedford

University of Auckland, New Zealand

Faculty of Education students diagnosed by DELNA as needing to develop their academic English language skills are required to access a range of language enrichment options. Follow up interviews with students focused on factors that make a difference in their level of motivation, engagement and self-regulation in accessing such enrichment.

Doctoral candidates experience DELNA and language development

Janet Von Randow

University of Auckland, New Zealand

Doctoral candidates whose DELNA Diagnosis reveals language needs meet a language adviser and construct a compulsory language enrichment programme for the duration of their provisional year. Twenty candidates' response to this procedure, gained from an online questionnaire, a one-on-one interview and an exit report, will be discussed.

The role of Student Learning Services

Jennifer Jones

University of Auckland, New Zealand

This session outlines the vital role of Student Learning Services (SLS) in supporting the language development of students following DELNA. SLS gives students the opportunity to receive language advice, access print, audio and on-line language resources, attend language-focussed workshops, participate in speaking groups, and converse with L1 speakers.

S2264

Enhancing teacher assessment literacy: Building assessment for learning communities in English as an additional language

Convenor: Chris Davison

University of New South Wales, Australia

Symposium summary

This symposium explores various aspects of a project designed to build a stronger and more confident teacher assessment community through an innovative e-based 'toolkit' of assessment tools and advice to assist teachers in developing pedagogically sound and trustworthy approaches to assessing the English language development of EAL students in Australian schools

Symposium presentations

What do teachers want? The tools to enhance the assessment literacy of Teachers of English as an Additional Language (TEAL) project

Chris Davison

University of New South Wales, Australia

This paper presents the aims, rationale and various components of the web-based Tools to Enhance Assessment Literacy of Teachers of English as an Additional Language (TEAL) project

and its theoretical underpinnings in both assessment for learning and Vygotskian notions of dynamic and scaffolded student and teacher learning.

Designing an EAL teacher assessment literacy framework: Linking results to professional development

Dennis Alonzo*, Chris Davison*
University of New South Wales, Australia

Drawing upon the principles of assessment for learning and curriculum innovation and change, this paper reports on the development of a standards-based framework for describing and evaluating ESL teachers' assessment literacy, to be used as the basis for developing a more effective assessment literacy program.

Theorising the construct of ESL teacher classroom-based assessment literacy

Michael Michell
University of New South Wales, Australia

This paper explores theoretical understandings of the tool-mediated nature of assessment literacy essential to enhancing ESL teachers' language-based assessment knowledge practice arising from a three year project aimed at developing the classroom-based, assessment-for-learning tools and practices of primary and secondary ESL teachers.

The development and application of a reading and vocabulary computer adaptive test

Sofia Kesidou*, Nick Connolly*, Janelle Ho*
University of New South Wales, Australia

This paper will report on the result of small-scale pilots involving exploratory cognitive interview of a reading and vocabulary computer adaptive test for students of English as an additional language. The results will guide refinement of test items and specifications and ensure the trustworthiness of the test.

S2586

Assessment for autonomy assessment of autonomy

Convenor: Maria Giovanna Tassinari
Freie Universitaet Berlin, Germany

Symposium summary

The relationship between autonomy and assessment, while of interest to many theoreticians and practitioners in the field, has suffered from striking neglect. In this symposium, five researchers in Higher Education (HE) will examine both the use of assessment to promote autonomy in language education and the use of assessment to identify autonomy.

Symposium presentation

Measuring learner autonomy for research and practice

Fumiko Murase
Tokyo University of Agriculture and Technology, Japan

This presentation explores the rather "problematic" issue of measuring learner autonomy and reports on an attempt at developing an instrument for quantitatively measuring language learner autonomy from its multidimensional perspectives. Such an approach to measurement can serve as a useful tool in the research and practice of learner autonomy.

Assessing learner autonomy: A dynamic model

Maria Giovanna Tassinari
Freie Universitaet Berlin, Germany

The learner's disposition to and skills for learner autonomy play a central role in managing self-directed learning processes. This presentation illustrates how a qualitative, discursive approach to self-assessment of/for learner autonomy with a dynamic model of learners' competences, attitudes and knowledge can enhance the learners' reflection, awareness and goal-setting.

Using peer- and self-assessment as a means of promoting autonomy in language learning

Carol Joy Everhard-Theophilidou
(formerly) Aristotle University of Thessaloniki, Greece

Quantitative and qualitative data from a five-year research project involving neophyte majors in English Philology who participated in peer-assessment, followed by self-assessment, of writing and oral assignments using given criteria, revealed evidence of increased critical thinking,

responsibility and objectivity. While uptake of autonomy may vary, initial signs are encouraging.

Teacher expectations, learner interpretations

Diane Malcolm
Arabian Gulf University, Bahrain

Self-directed projects are a required element of first-year English courses at our medical university. This presentation discusses how different teacher expectations and learner interpretations of what makes a “good” self-directed project affect their assessment, and may act to enable or counteract the autonomy promoting intention of this initiative.

Assessing progress in research writing

Sara Cotterall
American University of Sharjah, UAE

Becoming a more autonomous writer depends on one’s ability to manage the writing process. This presentation reports on the reflective self-assessments of a group of Arab students at the end of a research writing course. Their reflections provide evidence of modest gains in knowledge, skill and autonomy.

S3304

Teacher assessment literacy in second and foreign language education: International perspectives

Convenor: Kathryn Hill
La Trobe University, Australia

Symposium summary

The successful implementation of educational reforms emphasising 'assessment for learning' crucially depends on teachers' assessment literacy. The symposium will consider research on this issue in second and foreign language education in a range of contexts in Australia and Asia. The findings have implications for policy, teacher training and professional development.

Symposium presentations

A framework for developing teacher awareness of their assessment practices and beliefs

Kathryn Hill
La Trobe University, Australia

This paper will consider how a framework designed as a tool for researching classroom-based assessment might be used as a tool for raising teachers’ consciousness about their own practices and beliefs and how these might impact on learning. This, it is argued, is a pre-condition for developing teacher assessment literacy.

Developing the assessment literacy of teachers of languages: Conceptual and interpretive challenges

Angela Scarino
University of South Australia, Australia

Drawing upon data from a three year study of assessment practices in the context of an intercultural orientation to the learning of diverse languages in Australian primary and secondary schools, this paper presents a consideration of the conceptual and interpretive challenges to developing teacher assessment literacy in the context of change.

Assessment literacy: Changing cultures, enculturing change in Brunei and Hong Kong

Chris Davison*¹, Liz Hamp-Lyons*²
1. University of New South Wales, Australia 2.
University of Bedfordshire, United Kingdom

This paper will draw on quantitative and qualitative data from pre- and post-evaluations of professional learning programs to explore changes in English language teachers’ assessment attitudes, processes and practices following the introduction of school-based assessment for learning as part of high stakes secondary school assessment reform in Brunei and Hong Kong

Evolving assessment literacy in an English academic writing classroom in Iran: The role of emotion and power

Leila Iranmanesh
University of New South Wales, Australia

Drawing on critical language testing, democratic assessment and emotion theories, this paper explores the impacts of integrating formative assessment practices into an English language academic writing classroom in Iran and the shifts in and challenges to all participants’ understandings of assessment literacy as the class evolves.

C4: Language and the Workplace

S2128

How authentic can we get? Reconstructing a specific-purpose language test to reflect health professionals' values

Convenor: Catherine Elder
University of Melbourne, Australia

Symposium summary

We report on an interdisciplinary project designed to identify what health professionals value in workplace communication and to improve test authenticity by training language experts to apply these 'indigenous criteria' in assessing speaking performance on an occupation-specific English test. The commensurability of health professional and language expert perspectives is considered.

Symposium presentations

The hunt for 'indigenous criteria' in workplace communication assessment: The case of health professionals

Catherine Elder*, Tim McNamara*
University of Melbourne, Australia

Accessing indigenous criteria in naturally occurring feedback situations posed challenges for this study, prompting consideration of simulation as an alternative. The limits of authenticity are explored by comparing findings from simulated and naturally occurring settings in physiotherapy. Implications are drawn for future study of indigenous assessment criteria in workplace settings.

Deriving assessment criteria from aspects of performance valued by health professionals in their interaction with patients

John Pill*, Sally O'Hagan
University of Melbourne, Australia

Thematic analysis of educators' feedback on the interaction of trainee health professionals with patients revealed what they value in this context – their "indigenous criteria" (Jacoby & McNamara, 1999). From these data, a conceptual model was developed and new professionally-relevant

criteria were proposed for use on the OET speaking sub-test.

Authenticity and patient-centred communication in an English language screening test for health professionals: A comparative discourse study.

Robyn Woodward-Kron*, Catherine Elder*
University of Melbourne, Australia

The study investigates the question of test task authenticity from a discourse analytic perspective by comparing the OET speaking subtest role-plays with practice role-play performances of International Medical Graduates preparing for the Australian Medical Council clinical examination.

How much is enough? Involving occupational experts in setting standards on a specific-purpose English language test for health professionals

Tim McNamara*, John Pill*
University of Melbourne, Australia

Health professionals from medicine, nursing and physiotherapy were involved in a standard-setting exercise to determine passing standards on the Occupational English Test. Their judgements were then compared with ratings by language-focused OET assessors, allowing consideration of how far domain-expert perspectives are commensurable with language-oriented assessment.

Whither LSP testing?

Discussant - TBC

The discussant considers the four symposium papers in terms of their contributions to occupational English testing and highlights the areas still left unresolved in designing and rating tests for specific purposes.

D1: Sociolinguistics

S657

Communicative competence: Are L2 teachers giving students everything they should be entitled to?

Convenor: Virgilio Almeida
University of Brasília, Brazil

Symposium summary

The symposium participants will discuss the importance of including in L2 teaching/learning other competences besides the linguistic, which is generally the one most emphasized in L2 syllabi. The presenters will show the relevance of the competences presented in Celce-Murcia's model of 2007 in different contexts and with different languages.

Symposium presentations

Marianne Celce-Murcia's 2007 Model of Communicative Competence

Virgilio Almeida
University of Brasília, Brazil

The presenter will describe Marianne Celce-Murcia's construct of Communicative Competence (2007) with the six sub-competences (linguistic, formulaic, sociocultural, discursive, interactional, and strategic) and their own subdivisions. This is the model which has served as the theoretical grounds for the four studies which follow.

Communicative competences in Chinua Achebe's narratives

Fernanda Pereira
University of Brasília, Brazil

Achebe's novels, written in English, reveal the underlying presence of the Igbo language in different occurrences. Pidgin and Broken English also contribute to the weaving of Achebe's literary language. Different and complementary communicative competences are then necessary for understanding the narratives and conveying the specificities of their multicultural context.

Communicative competence in speech communities with diglossia: The Indigenous influence in Paraguayan Spanish

Susana Martínez
University of Brasília, Brazil

The presentation stresses the knowledge of indigenous languages in diglossic and bilingual speech communities in order to acquire communicative competence in Spanish as L2. The presenter will describe research on the use of

Spanish with Guaraní influence in Paraguay for the aims of improving Spanish learning as L2.

Communicative Competence in the EFL classroom

Isabela Villas-Boas
Casa Thomas Jefferson, Brazil

The presenter will show the results of an investigation which analysed how EFL teachers perceive the presence of competences other than the linguistic in the teaching syllabus. The study involved over 230 teachers from four institutions in Brasília, who were asked to compare eleven pairs of different competence-based activities.

S1455

Researching literacy practices in transition

Convenor: Lars Holm¹, Anne Pitkänen-Huhta²
1. Aarhus University, Denmark 2. University Of Jyväskylä, Finland

Symposium summary

Based on detailed empirical studies in the Nordic countries, the aim of this symposium is to discuss how to explore and research intersections between transnational processes of mobility and the local situated character of literacy in and around education in order to understand the effects of mobility on individuals and communities.

Symposium presentations

Conceptualizations of language learning

Anne Golden*, Elizabeth Lanza*
University of Oslo, Norway

Metaphors characterizing language learning and literacy at different periods are an index to how these processes are conceptualized and in transition. In this study adult migrants' narratives are analyzed to study language learners' views of the learning process, with a focus on metaphorical expressions used in focus group conversations.

(Re)searching literacies and identity-positions in the GLO-CAL North and South: Challenges in the 21st century

Sangeeta Bagga-Gupta
Örebro University, Sweden

Issues related to time and space explicitly or implicitly frame ways in which identity and language broadly and literacy specifically gets researched. This study explicates challenges related to space –here, there and the virtual – and identity-positions through empirical examples from on-going ethnographically framed research in the Global North and South.

Figured worlds as a lens to explore literacies in transition

Helle Pia Laursen
Aarhus University, Denmark

For children, beginning school is also a specific transition time which involves transformations of the understanding of what literacy is and negotiations of how they perceive themselves as readers and writers. My presentation will address literacies in transition by studying how children, in their investments, draw on figured worlds.

Discourses of Literacy on an International Master's Programme in Finland

Laura McCambridge
University of Jyväskylä, Finland

One way to understand the processes of transition in a community's practices is through analysing patterns and conflicts in how people in that community talk about those practices. This presentation looks at discourses about writing on an international Master's programme, an increasingly common context where local and global norms converge.

Localizing supranational concepts of literacy

Lars Holm
Aarhus University, Denmark

Through the growing influence of supranational agencies' conceptualizations of literacy in education it becomes important to read specific conceptualizations of literacy locally as well as translocally. In this presentation the interpretation and adaption of supranational concepts about literacy in education in different national contexts are compared and analysed.

S1847

Repertoires, spaces, mobilities

Convenor: Alastair Pennycook
University of Technology Sydney, Australia

Symposium summary

A renewed focus on repertoires of semiotic resources rather than multiple languages presents a dilemma: if within a new sociolinguistic order such repertoires are not well accounted for in either individual nor speech community terms, how best to understand the spatial organization, social distribution and local stratification of sociolinguistic repertoires?

Symposium presentations

Chronotopic repertoires

Brigitta Busch
Universität Wien, Austria

Looking at repertoires in terms of multimodal, biographical language portraits, this paper focuses on Bakhtin's notion of chronotopos (the co-presence of time and space in linguistic repertoires) as a way of understanding the bodily, emotional, and historico-political dimensions of language experience along life trajectories.

Chinatown as translanguaging space

Li Wei*, Zhu Hua*
University of London, United Kingdom

Looking at the bewildering world of smells, colours, and sounds of Chinatown as a translanguaging space, this paper explores the ways in which different participants in everyday activities of Chinatown – workers, diners, shoppers, tourists, members of community organisations, passers-by, ethnographers – negotiate multimodality repertoires and construct social/sociolinguistic order.

Repertoires and homeopathic language

Jan Blommaert
Tilburg University, the Netherlands

Repertoires often include 'homeopathic language', minimal bits of language such as greetings, thanks and farewells. By using such small linguistic tokens homeopathically, we neutralize our ignorance of the language through such minimal display while also showing a level of linguistic respect.

Spatial repertoires

Alastair Pennycook*, Emi Otsuji*
University Technology Sydney, Australia

If repertoires of semiotic resources (rather than competence in multiple languages) are not satisfactorily accounted for either in terms of individual competence nor speech communities, where do they operate? Drawing on research in metrolingual kitchens and restaurants, this paper makes an argument for understanding repertoires in spatial terms.

D2: Language Policy and Planning

S188

Native-speakerism and beyond: Constructing the vision of the post-native-speakerist language teacher

Convenor: Stephanie Houghton
Saga University, Japan

Symposium summary

Native-speakerism, a language-based form of prejudice affecting language teachers, can create perceptions of employment discrimination against non-native and native language teachers alike. This symposium will explore the specific nature of native-speakerism in the Japanese context, and the possible grounds upon which the language teachers of the future should be employed.

Symposium presentation

Narrative explorations of the burden of native speakerhood

Damian Rivers
Future University Hakodate, Japan

Rivers draws upon narratives from a population of 'teachers in training' to outline some of the most significant consequences of pedagogical practices and policies which continue to situate individuals on the basis of their supposed linguistic nativity. Questions of professional responsibility are raised and extracts from personal experience shared.

Native-speakerism in Japanese language teaching in Japan

Kayoko Hashimoto
The University of Queensland, Australia

Hashimoto will present how the notion of "native speaker" and "non-native speaker" of Japanese has been assumed in the practices of teaching Japanese as a foreign/second language in Japan. She will argue that the construct of the Japanese native-speaker in fact mirrors that of the Japanese version of English native-speaker.

English as a multilingual language: Implications for ELT

Andy Kirkpatrick
Griffith University, Australia

Kirkpatrick will present principles which could underpin the teaching of English, especially in contexts where English is used as a lingua franca by multilinguals for whom English is an additional language. He will argue that, in such contexts, the non-native speaker provides the appropriate role, linguistic and cultural model.

Replacing the 'native-speaker': Views from the fields of intercultural communicative competence, World Englishes and English as a Lingua Franca

Stephanie Houghton
Saga University, Japan

Houghton will present a set of newly-emerging standards from the differing standpoints of intercultural communicative competence, World Englishes and English as a Lingua Franca, all of which seem to reject the native-speaker as model, drawing upon over forty interviews conducted with 'experts' in each field.

S1017

Language planning, medium of instruction and student agency: Case studies from Vietnam and Malaysia

Convenor: M. Obaidul Hamid
The University Of Queensland, Australia

Symposium summary

Medium of instruction (MOI) and the agency that students and teachers bring to this issue are major topics for discussion in language policy and planning. This symposium brings together five papers that illustrate the exercise of individual

agency in the implementation of ELT and MOI policies in Malaysia and Vietnam.

Symposium presentations

Medium of instruction and teacher agency in higher education in Malaysia

Nor Liza Ali

University Technology Malaysia, Kuala Lumpur

Policy makers have positioned tertiary English-medium instruction programs as a language planning tool to promote students' mastery of English. This presentation examines the agency of content-area lecturers in a Malaysian university. Findings suggest that the meso-level leadership is critical in promoting the agency of content-area lecturers as policy actors.

Exploring student agency in English-medium programs in Vietnamese higher education

Huong Nguyen

The University of Queensland, Australia

English is used as instructional medium for internationalisation of higher education in many non-native English contexts. This presentation explores student experiences in English-medium programs in Vietnam to understand their agency in meeting educational goals. The findings shed light on the decisive role of individual agency in the implementation of EMI.

The paradox of policy enactment and individual agency in implementing the Common European Framework of Reference for languages in Vietnam

Huy Van Nguyen

The University of Queensland, Australia

This presentation explores language planning and policy from the perspective of individual agency and its embodiments in the enactment of an English language education policy at a university in Vietnam. It argues that the paradox of policy enactment process lies in the conflicting policy positions each actor is to take.

English in the primary classroom: Pupils' experiences and their agency from a language policy and planning perspective

Lan Chi Nguyen

The University of Queensland, Australia

Recent years have witnessed a growing trend of introducing English early in primary schools in many parts of the world. This presentation focuses on the complexity of pupils' classroom experiences and their agency as revealed by an ethnographic case study which was conducted in a primary school in Vietnam.

Medium of instruction and identity of ethnic minority students

Trang Thi Thuy Nguyen

The University of Queensland, Australia

This presentation focuses on the impact of medium of instruction on the identity of minority students whose L1 is not chosen as the school language. Findings reveal that the school language could bring both challenges and supports for the students in their identity development regarding language, culture and social relations.

S1027

Policy and practice: Learning English early in Europe

Convenor: Janet Enever

Umeå University, Sweden

Symposium summary

This symposium reviews current contexts for learning English in European primary schools, drawing on new evidence from transnational, national and local studies. Findings are discussed in the light of the European priority for overcoming weaknesses in the key competency of foreign languages at primary school level identified in previous evaluations.

Symposium presentations

Governance beyond government in European primary foreign languages policy

Janet Enever

Umeå University, Sweden

In a European context where countries have increasingly lowered the start age for foreign languages this paper reviews the influence of European soft policy recommendations and indices on national education policies. Empirical

evidence from the ELLiE study will be used to illustrate the extent of the OMC influence.

Against all odds: Investigating reasons for young learners' success in foreign language (FL) development

Lucilla Lopriore
Roma Tre University, Italy

Research usually informs language policies and innovations in the FL curriculum and in teacher education programs, but it may also unveil incidental learning factors that sustain FL development. The way young learners' aural comprehension and capacity for self-assessment develop in time will be illustrated drawing from different research studies.

Research on the implementation of early foreign language instruction in Poland

Magdalena Szpotowicz
Educational Research Institute, Poland

This paper presents the results of a national research study which was carried out in Poland to assess the implementation of a curricular change – an early start in compulsory foreign language education. It will discuss the test design and highlight selected external factors which seem to influence young learners' receptive skills.

Primary English learning in two French schools

Heather Hilton
Université Lyon 2, France

One group of first- and one group of third-graders were followed during their first year learning English in two French primary schools: lessons were filmed, individual variables and emerging English knowledge were measured. Complex interactions between methodology, individual characteristics and emerging L2 skill will be discussed.

The need for 'reculturing' parents in lowering the starting age of foreign language learning

Karmen Pizorn
Ljubljana University, Slovenia

Parents as important out-of-school factors in lowering FL learning have unfortunately not received much attention from policy-makers. The

case study results show that 'recultured' parents' attitudes to lowering the starting age can differ greatly from those of 'non-recultured' parents if the educational change has been properly prepared.

S1499

Developing language and literacy policy in a global age: The case of Timor-Leste

Convenors: Marilyn Martin-Jones¹, Estêvão Cabral²

1. University Of Birmingham, United Kingdom 2. Tilburg University, The Netherlands

Symposium summary

In this symposium, we draw on ethnographic and discourse analytic research in the multilingual nation of Timor-Leste to make the case for language-in-education policy research of a multi-layered nature that links globalised policy-making processes and ideologies of language and pedagogy to everyday practices on the ground, in different research sites.

Symposium presentations

Constructing a common language: Some remarks about the reintroduction of Portuguese in Timor-Leste

Alan Silvio Ribeiro Carneiro
University of Campinas (UNICAMP), Brazil

This presentation highlights emergent tensions around the construction of language policies in Timor-Leste. The focus is on the positioning of different actors involved in a project related to the reintroduction of Portuguese. The study I present reveals the complexity involved in accommodating different views in the building of language policies.

From language-in-education policy to language-in-classroom practice: An ethnographic study in Timor-Leste

Ildegrada da Costa Cabral
University of Birmingham, United Kingdom

This research focuses on the ways in which language-in-education policy is being translated into classroom practice in primary schools in Timor-Leste. Combining ethnography with

analysis of bilingual classroom discourse, I show how one teacher in my study uses Tetun and Portuguese to connect the curriculum to pupils' life world knowledge.

Adult literacy education in multilingual Timor-Leste: Ideas on literacy and languages guiding classroom interaction

Danielle Boon

Tilburg University, The Netherlands

This presentation draws on ethnographic research on adult literacy education carried out in Timor-Leste in 2010-2011, including class observations and interviews. It shows how teachers and learners are clearly identifying local, pragmatic solutions for the challenges they face in this multilingual country with its relatively new language-in-education policy.

Finding space for non-dominant languages in education: Language policy and medium of instruction in Timor-Leste

Kerry Taylor-Leech

Griffith University, Australia

This presentation examines the tensions between global and local discourses in medium-of-instruction policy development for primary education in Timor-Leste since independence. Controversy over recent policy initiatives and a pilot project for mother tongue-based multilingual education highlight the ideological nature of the relationship between language planning and the medium of instruction.

S2028

Bourdieu and Language Policy

Convenor: Stephen May

University Of Auckland, New Zealand

Symposium summary

This symposium explores how a Bourdieusian perspective can be usefully applied to the field of language policy and planning. The symposium provides an overview of his analytical framework as it pertains to language policy and explores language policy in Singapore, the Philippines and South Africa from a Bourdieusian perspective.

Symposium presentations

Bourdieu and Language Policy: Key principles

Stephen May

University of Auckland, New Zealand

The paper examines three key aspects of Bourdieu's work that provide the basis for a critical analysis of language policy: 1) the need for a diachronic study of languages 2) understanding the role of the state, and particularly education 3) exploring the impacts of both 1) and 2) on the linguistic habitus of individuals and the linguistic markets in which they engage.

Language Policy as forgetting: English and the Philippine-American War

Ruanni Tupas

National Institute of Education, Singapore

This paper examines the relationship between language policy and historiography via the example of 20th language policy-making in the Philippines. This process, shaped by the Philippine-American War of 1899-1902, includes a policy of forgetting which, following Bourdieu, contributes directly to ongoing inequalities shaping language policy in the Philippines.

Bilingual policy in Singapore: Contradictory approaches to English and Chinese

Xiao-Lan Curdt-Christiansen

National Institute of Education, Singapore

This paper explores different prestige and image language planning approaches to the promotion of English and Chinese in Singapore from a Bourdieusian perspective. In particular, it examines how Chinese language has lost ground to English in terms of linguistic and cultural capital through prestige planning in the field of education and the subsequent impacts on individual linguistic habitus.

Language policy in post-apartheid South Africa: A critical evaluation

Nkonko Kamwangamalu

Howard University, USA

Drawing on Bourdieu, this paper examines why South Africa's multilingual language policy has not yet managed to achieve a key objective – notably, the promotion of African languages as medium of

instruction in schools. It highlights the ongoing resistance, especially from parents, who do not perceive African languages as having economic value in the linguistic market place and suggests a range of alternatives.

Discussant

Robert Lingard
University of Queensland, Australia

D3: Bilingualism and Multilingualism

S574

Bilingualism as a first language in the Japanese context

Convenor: Hideyuki Taura
Ritsumeikan University, Japan

Symposium summary

Bilingualism as a first language in the Japanese context is discussed from four perspectives: (1) longitudinal narrative development in a non-dominant language, (2) the locus of cross-linguistic influences in simultaneous Japanese/English language development, (3) bilingual language processing in the brain, and (4) balanced bilinguals' code-switching using Systemic Functional Grammar.

Symposium presentations

Longitudinal narrative development in a non-dominant language

Hideyuki Taura
Ritsumeikan University, Japan

Two Japanese-English early bilinguals' non-dominant language (English) narrative development was tracked for 16 years. Storytelling data were also analyzed in terms of linguistic development. The presenter discusses the results in comparison to those taken from English monolinguals and bilinguals whose two languages are alphabetical.

The locus of cross-linguistic influences in simultaneous Japanese/English language development

Satomi Mishina-Mori
Rikkyo University, Japan

A syntax-pragmatics interface has been considered to be the common locus of any interlingual influence in BFLA, but counter-evidence suggests that this may depend on the typological distance between the two languages being acquired. The presenter further supports this claim through the analysis of argument representation patterns in young Japanese/English bilinguals.

Bilingual language processing in the brain

Yukio Ikari
Osaka City University, Japan

Neuroimaging techniques such as ERPs and fMRI have made it possible to explore the function of particular areas of the brain in the scientific study of language acquisition. As yet many of the methods have only been applied to monolingual language processing. The presenter shows a possible use of ERPs and fMRI in bilingual language processing.

Balanced bilinguals' code-switching using Systemic Functional Grammar

Kazuhiko Namba
Kyoto Sangyo University, Japan

Japanese-English code switching (CS) frequently entails items with pragmatic functions, e.g. discourse markers or interpersonal particles. To account for the structure of CS, an approach is needed which integrates both pragmatic and morpho-syntactic perspectives. The presenter achieves this by analyzing balanced bilinguals' alternational and insertional CS data using Systemic Functional Grammar.

S1193

Maximising language resources: Exploring and developing languages across sectors, schools and communities

Convenor: Liam Morgan
University of Technology Sydney, Australia

Symposium summary

This study explores the gap between policy and practice, between local resources and government programs. The four stages of the research are designed to provide macro- and

micro- perspectives on issues relating to the uptake of languages as well as the untapped resources that exist in systems and schools.

Symposium presentations

Mapping the gaps between provision and uptake: A site-based approach

Ken Cruickshank

University of Sydney, Australia

How can gaps between government languages policy and the reality of local provision be so great? This paper presents findings from a major study of cross-sectoral program provisions at local areas in Sydney and Wollongong, NSW. The implications for language users, program and policy development are explored.

Local languages resources: Attitudes, experiences and skills of school staff

Linda Tsung

University of Sydney, Australia

How do local resources in language attitudes and skills impact on school programs? This paper presents findings from large-scale online surveys in Sydney and Wollongong, Australia (n=1942). Findings indicate segmentation of resources with the main contribution towards positive attitudes being experience of languages through home background, study or work.

Languages and school cultures: Case studies of what make for effective languages programs

Honglin Chen

University of Wollongong, Australia

What makes for effective languages programs for young people? This paper presents findings from collaborative ethnography case studies in 16 primary, secondary and community languages schools. The findings indicate the role of factors such as local community, school executive attitudes and individual teacher skills and approaches.

Researching the gap between policy and practice between provision and uptake

Liam Morgan

University of Technology Sydney, Australia

This paper provides a description of the conceptual and methodological framework developed for the major study into the provision and uptake of languages across systems and sectors in NSW. This presentation outlines the theoretical and methodological perspectives that provided researchers with tools for conceptualising, analysing and interpreting data.

S1326

Researching multilingualism: Unilingual or multilingual approaches?

Convenors: Anthony Liddicoat¹, Geneviève Zarate²

1. University of South Australia, Australia 2. Institut National des Langues et Civilisations Orientales, France

Symposium summary

This symposium focuses on the nature of intercultural communication in the academic world taking as its starting point the study of multilingualism. It examines the ways in which the flow of ideas is enacted between various traditions and how languages as components of the research process construct this flow.

Symposium presentations

Multilingualism in publishing practices in multilingualism research in Anglophone contexts

Anthony Liddicoat

University of South Australia, Australia

This presentation investigates multilingualism as an academic practice in research in multilingualism by examining the citation practices of research published in key English-language journals. It argues that, although research traditions other than those of the English-speaking world may be present, multilingualism as a visible research practice is largely absent.

The international flow of ideas through an international project edited in three languages

Geneviève Zarate

Institut National des Langues et Civilisations Orientales, France

This presentation proposes a typology of plurilingual and pluricultural processes that take place in an international research project. It

shows how discussing concepts sheds light on the complexity of meaning when cultural assumptions are made explicit. These processes show it is illusory to believe that “intellectual life is spontaneously international” (in French)

Researching the training of women engineers in Cameroon: New identities, new modes of inquiry

Claire Kramsch*, Patience Fielding*
UC Berkeley, USA

The multilingual engineering school in Yaoundé, Cameroon offers women opportunities to redefine themselves outside the traditional role models provided by society but also outside the entrepreneurial models provided by the World Bank. The presenters will explore which research approaches are best suited to study these heteroglossic engineers of the future.

Storying research on multilingualism in indigenous contexts: Many-eyed seeing as a pluricultural approach to academia

Vicki Kelly*, Danièle Moore*
Simon Fraser University, Canada

At a time when Indigenous scholars are reclaiming their voice in academia, the contribution discusses how the concepts of Métissage and Two-Eyed Seeing (involving the articulation of Indigenous and contemporary science as complementary forms of knowledge) involve different ways of storying collaborative research on multilingualism in a context of First Nations’ language revitalization in Canada.

Managing multilingualism in the academy: Linking rhetoric and practice

Anne Pauwels
School of Oriental and African Studies, University of London, United Kingdom

Universities are developing internationalisation/globalisation strategies and policies in which language/multilingualism (may) play a role. These operate with concepts of language and language learning that are restricted in scope and do not take account of multilingual realities. This contribution explores facets of the relationship between policy and practice through case studies.

S2388

Theorising multilingualism and diversity in, of and from the South

Convenors: Kathleen Heugh¹, Christopher Stroud²
1. University of South Australia, Australia 2. University of the Western Cape, South Africa

Symposium summary

Contributors to this symposium will, from a critical perspective, attempt to explore contemporary deliberations on multilingualism and diversity across academia and society at large. This will be from the vantage point of the global South rather than more conventional perspectives which have enjoyed greater currency in recent literature.

Symposium presentations

Why do mainstream Occidental theoretical concepts fail when the focus is on minorities, diversities and multilingualism?

Marilda Cavalcanti*, Terezinha Maher*
Universidade Estadual de Campinas, Brazil

Having spent more than a decade doing research from without/supervising research from within in an indigenous teacher education course in Brazil, the researchers, voluntary tutors in this multilingual/multiethnic setting, question mainstream theoretical concepts which have proved inadequate to account for the diversity and complexity of the scenario.

Multilingualism and diversity in Ethiopia

Elizabeth Woldemariam*¹, Hirut Woldemariam*²
1. University of Oslo, Denmark 2. Addis Ababa University, Ethiopia

Ethiopia, with a population of about 80 million, is multilingual and culturally pluralistic with a policy of ethnic federalism recognizing the country’s various ethnolinguistic groups. We discuss the country’s language policy in light of ethnic federalism – the roles of regional languages, the national working language Amharic, and English.

East Timor: Tensions between linguistic diversity and modernist visions of language-in-education

Estêvão Cabral*¹, Marilyn Martin-Jones*²
1. Tilburg University, The Netherlands 2. University of Birmingham, United Kingdom

This presentation focuses on the specific challenges for research on multilingualism in East-Timor. These include: unpacking the modernist views of language-in-education imposed by Portuguese and Indonesian colonizers; understanding the dynamics of linguistic diversity in the context of wider social and political developments and the forging of fine-tuned critical, ethnographic approaches.

English Plus: Multilingual resourcing in development intervention

Tope Omoniyi

Roehampton University, United Kingdom

This paper presents the English Plus project which deploys multilingualism as a resource in development intervention in sub-Saharan Africa. It will argue that Western literacy models imposed on the region may be partly responsible for a disconnection between the top and base of the development pyramid which hinders the process.

Towards epistemic justice in multilingual contexts

Caroline Kerfoot

Stockholm University, Sweden

Dynamic multilingual South(ern) African educational contexts, in which historicised ideologies of language, race, ethnicity, and gender remain starkly visible, can illuminate questions of epistemic injustice, less visible in the North. They can also suggest ways of creating more egalitarian conditions for recognising learners as bearers of linguistic and other knowledge.

To what extent are southern and eastern considerations of diversity mutually enriching of northern and western considerations?

Christopher Stroud*¹, Kathleen Heugh*²

1. University of the Western Cape, South Africa 2.

University of South Australia, Australia

The presenters will offer critical commentary on key themes emerging from different geographical regions during the symposium. They will also attempt to identify issues for strengthening collaborative research across southern-northern and eastern-western contexts in ways that require

repositioning or reconceptualising of the diversity-rich resources of the south and the east.

D4: Intercultural Communication

S977

Symbolic power and conversational inequality in intercultural communication

Convenors: Hua Zhu¹, Claire Kramersch²

1. University of London, United Kingdom 2. UC Berkeley, USA

Symposium summary

This symposium aims to stimulate discussions on the following issues: How is symbolic power defined and constituted in intercultural communication? How does power inequality impact the way language is used and vice versa? And what is the most appropriate research approach to studying the workings of power in intercultural communication?

Symposium presentations

Authorization and delegitimation among biomedical and traditional doctors in Tanzania

Christina Higgins

University of Hawaii, USA

This paper analyzes the construction of professional identities among biomedical and traditional doctors in northern Tanzania. Using Bucholtz and Hall's (2005) framework, I explore how both sets of doctors are first legitimated through narratives of equality, and then I analyze how the traditional doctors are subsequently delegitimated in interaction.

The interactional accomplishment of native speakers' power

Anthony Liddicoat

University of South Australia, Australia

Intercultural interactions involving both native speakers and non-native speakers are characterised by inequality not simply because of differential command over the language, but because these identities are inherently unequal. This inequality relates to the symbolic power that inheres in the command of a particular language.

“Serving with passion:” Naturalizing inequality as cultural difference in service work

Ingrid Piller

Macquarie University, Australia

This presentation explores discourses of cultural difference in the tourism industry. Working conditions of global service workers are naturalized as cultural. Furthermore, their embodied identities are used as a unique selling proposition. The paper contributes to critical Intercultural Communication Studies by exploring the socio-economic functions of national-cultural identity constructions.

Institutional power, professional inequality and the native/non-native teacher

Martine Derivry-Plard

UPMC, University of Paris 6, France

Native and non-native FL teachers have to struggle differently with the institutional power of their educational system and that of the media. Drawing on Bourdieu’s theory of social action, the presenter will describe the difference between the two kinds of teachers and their unequal relationships within the FL educational field.

‘Where are you really from’: Nationality and ethnicity talk in everyday interactions

Zhu Hua

University of London, United Kingdom

This talk will examine how conversation participants do nationality and ethnicity talk (NET), i.e. discourse that either explicitly or inexplicitly evokes one’s nationality or ethnicity, in everyday life. It will argue that more often than not NET reifies differences and create ‘othering’, exclusion and marginalisation.

Discussant

Claire Kramsch

UC Berkeley, USA

D5: Language and Ideology

S2270

Language, multifaithism and one-world identity

Convenors: Christian Muench¹, Tope Omoniyi²

1. University of Frankfurt, Germany 2. University of Roehampton, United Kingdom

Symposium summary

The spread of religions and languages around the world calls for new perspectives. This panel presents case studies focussing on language and multifaithism. Highlighting aspects of multilingualism and multi-religious practices, it contributes to the sociology of language, thus extending the emerging field of the sociology of language and religion (SLR).

Symposium presentations

Faith, diversity and the English Language Express in Nigeria

Tope Omoniyi

University of Roehampton, United Kingdom

This paper explores Allan Bell’s (1984) ‘Audience Design’ in discussing language choice in soul-winning outreaches of evangelical churches in Nigeria. Drawing illustration from internet and music ministries of Loveworld Inc., I argue that the primary target of outreach activities comprise the young and educated which privileges English over indigenous languages.

Linguistic and religious pluralism amongst Ismaili Muslims

Brook Bolander

University of Zurich, Switzerland

This paper explores the relationship between local and global formations of identity amongst Ismaili Muslims, by focusing on the construction of a discourse of multilingualism at a local level (Pakistan, Tajikistan) and a global level (online discourse). The role played by English at both levels is paid particular attention.

Language and identity in Latino churches in New York City

Christian Muench

University of Frankfurt, Germany

Latino identity has been discussed from a variety of perspectives. Under the pressure of new waves of immigration, Latino ethnic churches have allowed immigrants to convert Spanish into a common identity marker, building a community

that transcends the categories of the kind of ethno-linguistic nationalism still dominant in Latino neighborhoods.

Aboriginal language revival based on Lutheran missionaries' material

Ghil'ad Zuckermann
University of Adelaide, Australia

D6: Language, Culture and Socialisation

S1358

Sociocultural and discursive approaches to research on Chinese language learning

Convenor: Patricia Duff
University of British Columbia, Canada

Symposium summary

Five presentations and two discussants illustrate new directions and issues in sociocultural and discursive research on Chinese language learning internationally. A common focus is the co-construction and contestation of learners' identities, trajectories, and experiences through various in-class, extracurricular, and textual practices. Implications for education, policy, materials/media, and research are discussed.

Symposium presentations

"Too sexy la:" Socializing American sojourners into Chinese youth linguistic practices through sentence-final particles

Wenhao Diao
University of Arizona, USA

This study reports the peer socialization processes among three American students and their Chinese roommates in a college dorm in Shanghai. Through examining their learning of Mandarin sentence-final particles over the course of one semester, the findings illustrate how they were socialized into emerging linguistic practices among China's urban youth.

Representations of Chinese language learning in contemporary media

Patricia Duff*, Tim Anderson*, Liam Doherty*, Rachel Wang*
University of British Columbia, Canada

This project examines how Chinese language learning is represented in major English-language news media from 2004-2012. Our analysis reveals how international/national politics, economics, and other factors influence the public's view of the status and power of Chinese – and China – and thus the perceived benefits (and risks) of Chinese language education.

A long engagement: Affective and personal meanings of long-term Chinese learning for adult learners

Isabel Tasker
University of New England, Australia

This paper draws upon a 5-year longitudinal qualitative case study of adult long-term learners of Chinese as an additional language in Australia, as they traverse episodes of formal study and self-directed language activity. It examines the evolving personal and emotional significance of their long-term Chinese language learning ventures.

The construction of Chinese identities and ideologies in textbooks for Chinese heritage-language learners

Duanduan Li*¹, Patricia Duff*¹, Hong Jiang*², Lorita Chiu*³

1. University of British Columbia, Canada 2. University of Calgary, Canada

This presentation examines the positioning of Chinese heritage-language (HL) learners in terms of aspirational or idealized identities in widely used textbook series. We argue that the images, linguistic (and orthographic) choices and practices, and textbook content have consequences for learners' investment in and retention of their HLs and community engagements.

Authenticity revisited: The teaching and learning of Chinese in the era of globalization

Zhu Hua*¹, Li Wei*
University of London, United Kingdom

This paper examines the issue of authenticity, especially linguistic and cultural authenticity, in the teaching and learning of Chinese as a global language, using examples of discursive practices from ethnographic studies of Confucius Institutes

and classrooms in the UK. Particular attention will be paid to the different language ideologies of the teachers and learners.

Discussant

Angel Lin
University of Hong Kong, Hong Kong

The discussant will comment on salient themes across the presentations, noting points of similarity, difference, and importance for further research and consideration.

Discussant

Linda Tsung
University of Sydney, Australia

The discussant will comment on salient themes across the presentations, noting points of similarity, difference, and importance for further research and consideration.

S1786

The (in)visibility of children's linguistic and cultural resources in schooling in African contexts

Convenor: Carolyn McKinney
University of Cape Town, South Africa

Symposium summary

This symposium examines the 'question of language' and what counts as cultural resources in multilingual educational contexts, drawing on ethnographic data from Uganda and South Africa. Papers demonstrate how essentialist conceptualisations of language and cultural resources in official language/curriculum policies continue to construct social inequality in the global periphery.

Symposium presentations

Multilingual cultural resources in child-headed families in Uganda

Maureen Kendrick*, Elizabeth Namazzi*
University of British Columbia, Canada

We report on the use of multilingual cultural resources in child-headed households (CHHs) in Uganda. Using funds of knowledge and sociocultural perspectives, we documented how children in four households co-construct, re-

appropriate, and remix stories, songs, and riddles in situated ways in response to the changing context of their social worlds.

Linguistic diversity in education: A case of a racially de(re)segregated South African primary school

Pinky Makoe
University of South Africa, South Africa

This paper investigates the mismatch between institutional monolingual ethos, systematically inculcated through a de(re)segregated primary school's language policy and practices, and students' multilingual resources and identities. The marginalisation of diverse linguistic profiles imposes a fallacy that homogeneity is the norm, and that multiple meaning-making resources are undesirable and disadvantageous.

Anglonormativity and what counts as language in South African suburban schools

Carolyn McKinney
University of Cape Town, South Africa

Drawing on Butler's theory of heteronormativity, I present the notion of 'Anglonormativity' as a resource for understanding the consistent neglect of children's linguistic resources in schooling. The paper aims to illuminate what counts as language in South African schooling, highlighting intersections of ideologies of language and race, and their subversion.

Discussant response to symposium

Jan Blommaert
Tilburg University, the Netherlands

This presentation will provide a response to the three papers presented in the symposium 'The (in)visibility of children's linguistic and cultural resources in schooling in African contexts'

D8: Language and Technology

S1045

Utilizing emerging technologies and social media to enhance EFL learning

Convenor: Hiroyuki Obari
Aoyama Gakuin University, Japan

Symposium summary

This symposium examines the potential of emerging technologies – including social media (e.g., Facebook, Twitter), hand-held devices (smart phones, iPods, iPads), and iBooks – to approach ubiquitous language learning. Case studies focusing on higher education in Japan show how these communication technologies could improve language acquisition in EFL and ESL contexts.

Symposium presentations

Analyzing successful Mobile learning for EFL

Takeshi Sato

Tokyo University of Agriculture and Technology, Japan

Factors for successful mobile-based EFL learning are examined from three perspectives: how mobile learning is implemented in educational institutions; how teachers scaffold learners to help them develop agency as individuals using this technology; and what makes learners willingly use mobile devices and become involved in contexts they themselves generate.

Using social media to enhance second language learning

Stephen Lambacher

Aoyama Gakuin University, Japan

Social media is gaining popularity among educators as a tool to boost learning in and out of the classroom. After reviewing how social media is being used in educational settings around the world, the presenter reports on how he's using Facebook to improve the English skills of his Japanese undergraduates.

Project-based EFL learning through e-Book and video creation

Kazunori Nozawa

Ritsumeikan University, Japan

Technology-Enhanced Language Learning implemented since 1998 is augmented by Project-Based Learning since 2012, with the theoretical background and one case reported in this presentation. EFL students chose to create either an interactive eBook as an individual project using

iBooks Author or a promotional video as a small-group project using iMovie.

Ubiquitous language learning from mobile internet to iPod to iPad

Steve McCarty

Osaka Jogakuin University, Japan

Ubiquitous language learning has progressed from mobile phone Websites in 2000. From 2004, first in the world, all incoming Osaka Jogakuin University students received an iPod stocked with faculty-created listening materials. Podcasting student-generated performances was an "effective practice." Since 2012, students use an iPad with Wi-fi and faculty-made interactive e-books.

A blended environment with M-Learning: Impact on EFL skills

Hiroyuki Obari

Aoyama Gakuin University

A year-long study sought to ascertain whether or not a blended learning environment incorporating m-learning could help Japanese undergraduates improve their English skills. Various emerging technologies and materials will be demonstrated, along with several empirical studies indicating their effect in improving students' CASEC and TOEIC scores.

S3191

Virtual sites for sustainable lifelong language learning

Convenors: Giulia Messina Dahlberg¹, Ylva Lindberg²

1. Dalarna University, Sweden 2. Jönköping University, Sweden

Symposium summary

Virtual spaces where participants engage in learning activities are focused in this symposium. Digital technology shapes human interaction and allows for specific identity positions: participation means to engage in interaction at different levels or with different experiential trajectories, with the language, the social codes and the technology in use.

Symposium presentations

***Learning on the go while staying at home:
Languaging in virtual learning spaces***

Giulia Messina Dahlberg*¹, Sangeeta Bagga-Gupta*²

1. Dalarna University, Sweden 2. Örebro University, Sweden

Virtual spaces where participants engage in institutional learning activities are focused in this presentation whose aim is to deepen the theoretical-methodological understanding of social interaction for language learning. In such spaces languages are negotiated in transitions across time and space in the situated activity inside the virtual classroom.

Divergence in student linguistic repertoires online: Performing language in social media and in education

Sylvi Vigmo

University of Gothenburg, Sweden

This study reports on the divergence found in students' linguistic repertoires when communicating in English in social media during international collaboration, and potential implications for language education. Spaces for language use in social media can be regarded as challenging, but also as new spaces contributing to recognizing students' digital vernacular.

Young people's languaging and multimodal practices: "Bilingualism" in a Swedish school and in virtual spaces

Annaliina Gynne*¹, Sangeeta Bagga-Gupta*²

1. Mälardalen University, Sweden 2. Örebro University, Sweden

Taking sociocultural perspectives on learning and communication and using ethnographic, including netnographic data, this paper explores the nature of languaging young people engage in, in Swedish school and virtual spaces. The study illustrates the doing of multilingualism and focuses the interconnectedness of different linguistic and multimodal varieties in meaning-making.

Languages of Amor and Eros in a virtual world

Ylva Lindberg

Jönköping University, Sweden

Digital environments transform our interaction with each other and our view on personal relationships. This study focuses on the virtual world Second Life and the communicative and linguistic crafting of love between avatars. Knowledge about how emotional bonds are created through technology is important when designing virtual learning sites.

E1: Language and Social Interaction

S1163

Personal moments of classroom language learning in the history of persons

Convenor: Richard Young¹, Paul Toth²

1. University of Wisconsin-Madison, USA 2. Temple University, USA

Symposium summary

Papers in this symposium challenge the distinction between moments of classroom language learning described by discourse analysts and social histories of learners described by sociologists. We propose instead a dialectic in which the horizon of classroom interaction expands to include dispositions emanating from and integrating past experiences of language learners.

Symposium presentations

Introduction

Richard Young¹, Paul Toth²

1. University of Wisconsin-Madison, USA 2. Temple University, USA

In this symposium, three presenters consider how the micro context of the classroom can be seen in the details of interaction. Three others demonstrate the relation between exogenous context and classroom talk. Juxtaposing presentations from the two groups will begin a dialog between the micro and the macro.

D'you know Jet Lee? Referential practices and estimating each other's knowledge in conversation-for-learning

Younhee Kim

Nanyang Technological University, Singapore

Coming from a Conversation Analysis perspective, the current study contributes to the proposed

dialogue between conversation analysts and more macro-minded sociologists by demonstrating that close sequential analysis reveals participants' assumption of each other's knowledge status, which is based on the perceived membership/identity and shared interactional history of each other.

Talking the learning experience into relevance

Silvia Kunitz

Stockholm University, Sweden

Within Conversation Analysis the extent to which the exogenous context can be invoked in data analysis is an ongoing issue. This paper shows how ethnographic information is useful in providing an emic account of those interactional moments when students talk their learning experience and their learner identities into relevance.

Foreign language classroom discursive practices as history-in-person processes

Richard Donato*¹, Kristin Davin*²

1. University of Pittsburgh, USA 2. Loyola University-Chicago, USA

In this study, we investigate novice foreign language teachers' discursive practices and trace them to their own histories as language learners, concepts about language and learning, and identities as novice teachers. Interview and questionnaire data from six foreign teachers in training are used to explain observations of their classroom discourse.

Life outside the classroom as a resource for language learning

Hansun Zhang Waring*, Di Yu*

Teachers College, Columbia University, USA

This conversation analytic study details how life outside the adult ESL classroom is leveraged to reconfigure the interactional asymmetry typified by the IRF exchange and how such reconfiguration engenders greater access to a wider variety of interactional resources crucial for the development of interactional competence.

The relevance of prior knowledge to collaborative consciousness-raising

Paul Toth

Temple University, USA

This paper documents how small groups of adolescent, third-year L2 Spanish learners collaborated in formulating metalinguistic rules for the pronoun *se*. Transcripts reveal how they overcame the challenges of divergent prior knowledge by building on the contributions of individuals deemed experts, and stretching informal terminology to reach a mutual understanding.

Trapped by the transcript!

Richard Young

University of Wisconsin-Madison, USA

A transcript of classroom interaction is an entextualization of a lived social process in which talk is ripped from its physical and socio-historical environment. Yet there is a social semiotic of historical and political processes extending beyond the time and place of interaction that cannot be found in a transcript.

Discussion

Patricia Duff

University of British Columbia, Canada

The concluding paper of the symposium will identify the main areas of agreement and disagreement between proponents of a macro and a micro approach to classroom interaction. Members of the audience will be encouraged to join the discussion.

E2: Pragmatics

S1021

Chinese university students' email discourse in academia: An ELF pragmatic perspective

Convenor: Yihong Gao

Peking University, PR China

Symposium summary

This symposium aims to examine Chinese university students' email discourse in academia from an ELF pragmatic perspective. It consists of nine studies, examining the nature of Chinese students' email discourse to faculty and peers, Chinese faculty's perceptions of an appropriate

email, and instructional effectiveness of email pragmatics to Chinese learners of English.

Symposium presentations

Pre-emptive and remedial strategies for problems of understanding in Chinese university students' ELF emails

Wei Ren

Guangdong University of Foreign Studies, PR China and
University of Chinese Academy of Sciences, PR China

This study investigates 30 Chinese university students' emails to faculty, to staff, and to friends in institutional settings in intercultural communication. It analyzes the pre-emptive and remedial pragmatic strategies employed by the students to achieve understanding and to avoid problems of understanding when writing their ELF emails.

Language choice and discourse organization of email writing by ELF students in Taiwan

Daphne Li-Jung Huang

Providence University, Taiwan

This study investigates how Taiwanese EFL learners use their linguistic repertoire to communicate with their teachers in emails. The data were analysed according to language choice, function, discourse patterns and spoken and written features. This paper presents the analyses of language choice and discourse patterns of the emails.

How to do student with English email of "Taoci": Rapport building by Chinese student applicants to potential supervisors

Yihong Gao*¹, Lin Xiao

Peking University, PR China

The present research examined Taoci email in this intercultural context, i.e., what Chinese student applicants performed discursively in their email written to potential supervisors of graduate programs overseas. Their strategies of rapport building and related identities were analyzed.

E3: Multimodality

S741

Investigating learning and identity: A multimodal mediated research lens

Convenor: Sigrid Norris

Auckland University of Technology, New Zealand

Symposium summary

This symposium takes a multimodal mediated approach to investigate the interconnection between learning new actions and mastering new identity elements in settings such as painting lessons, kitesurfing sessions, vegan food preparation times, high school tutoring sessions, and family interactions through Skype. Our emphasis will be on mediation.

Symposium presentations

Learning how to paint: From action to practice

Sigrid Norris

Auckland University of Technology, New Zealand

I illustrate how a student learns to paint and how similar actions (painting) conducted repeatedly form practices (practice of painting). As actions are taken, and practices are shaped, the individual learns by developing and adjusting the systems of mediated action (how to paint) on the inter-intramental plane.

Enactment of spiritual mother identity through vegetarian food preparation time

Bonnyalakha, Makboon

Auckland University of Technology, New Zealand

I illustrate the co-production of the identity of the participant as a mother with her 8-year old daughter during the higher-level action of teaching a daughter how to cook vegetarian food, incorporating religious values into it. Through learning new actions in cooking vegetarian food, a spiritual mother identity element is produced.

Learning to show (and sometimes tell) during video-conferencing sessions

Sigrid Norris

Auckland University of Technology, New Zealand

In this paper, we present representative samples of data collected during a project entitled 'Video-conferencing: How is family interaction changing?' which exemplifies the ways in which young

children are introduced to and encouraged to show various objects and animals which are considered 'situationally relevant'.

Learning to tutor with objects

Jesse Pirini

Auckland University of Technology, New Zealand

Through repeated concrete action the practice of tutoring with objects develops. Excerpts from a study focused on objects used in high school tutoring show tutors incorporate objects, such as models of the brain, more slowly than expected. Mediation, the internalisation, externalization of knowledge and the development of practices are examined.

Changing discourses and practices through participatory research 'nexus analysis'

Elina Tapio

University of Jyväskylä, Finland

This paper (1) presents the previous study on multimodal and multilingual practices that Finnish Sign Language signers take with regard to English, and (2) discusses the way the actions of the researcher may transform discourse and actions into new discourses and practices when using nexus analysis as the research framework.

No Theme Allocated

S507

Exploring the role of agency in language education

Convenor: Xuesong Gao

University of Hong Kong, Hong Kong

Symposium summary

The learner's agency is increasingly regarded as a fundamental construct in language learning processes. Drawing from sociocultural and critical theories, this symposium explores the role of agency in language learners in a variety of contexts including indigenous language education, migrant education, college-level language classes, English-as-a-foreign-language instructed settings and out-of-school settings.

Symposium presentations

"Crossing" into the L2 and back: Agency and ultimate attainment in the post-critical period

Adnan Ajsic

Northern Arizona University, USA

This paper presents an autoethnography of language "crossing" as a form of language learner/user agency. Discussion will focus on issues of acculturation, linguocultural appropriation, agency, and ultimate attainment in the post-critical period. Implications of a theoretical and pedagogical focus on individual agency and social identity will be discussed.

Theorizing agency among young language learners through the lens of multilingual repertoires: Socio-cultural perspective

Chatwara Suwannamai Duran

University of Houston, USA

This paper argues how language socialization in multilingual settings, particularly outside school, can be utilized as a field to investigate agency. It examines how recently-arrived migrant children strategically used their linguistic repertoires for practicing agency. It discusses how the findings can help teachers encourage learners' participation in language learning.

Revisiting agency in community-based indigenous language education

Man-Chiu Lin

University of Arizona State University, USA

This paper focuses on one Indigenous village in Taiwan, and incorporates engaged ethnography with Critical Indigenous Pedagogy to undertake a community-based language revitalization plan. It contends that agency is best understood as an emergent process of relationship rebuilding and the restoration of humanity from the market-driven ideology.

Verbalizing in the L2 classroom: The role of agency in the internalization of grammatical categories

Próspero N. García

Rutgers University, Camden, USA

The last paper explores the role of agency in the internalization of the grammatical concept of

aspect in the L2 classroom. Through the analysis of learners' performance in three types of L2 conceptual data, this study provides critical insights to understand the role of learners' agency in L2 conceptual development

Discussant

Patricia Duff

University of British Columbia, Canada

Oral Presentations



ORAL PAPERS

A1: First Language Acquisition

OR1465

The acquisition of embedded verb placement in Scandinavian: On transfer, verb type and input

Christian Waldmann
Umeå University, Sweden

It is unclear why children acquiring the Mainland Scandinavian verb placement in embedded clauses systematically misplace verbs. In this presentation, new experimental data from Swedish children are presented, and the influence of various factors (transfer, verb type, input) on the acquisition of embedded verb placement is investigated.

OR2155

The acquisition of double object constructions in Creole languages

Dany Adone
University of Cologne, Germany

This cross sectional study investigates the acquisition of double object constructions and prepositional ditransitive constructions in three Creole languages as L1 (two French-based Creoles and one English-based Creole). Spontaneous data was collected from 20 Mauritian Creole, 20 Seychelles Creole and 18 Roper River Creole speaking children showing double object constructions as the preferred option.

OR2932

Vowel harmony patterns in Greek child speech: A process not meant to be

Marina Tzakosta
University of Crete, Greece

Our paper draws on Greek L1 developmental data and challenges the idea of the universality of Vowel harmony as a process facilitating phonological development (cf. Cohen 2012). The data demonstrate that vowel harmony is morphophonologically conditioned, affects the order of vowel acquisition and suggests inter- and intra-child developmental paths.

OR3363

The influence of television on American vocabulary acquisition with North Queensland Children

Danica Kelly*¹, Gary Williams¹, Susan Morrison²
1. James Cook University, Australia 2. Central Queensland University, Australia

Children's language acquisition, particularly vocabulary variation across dialects is important to speech-language pathology practice. The acquisition of vocabulary variations may have significant relation to speech and language testing and educational outcomes regarding literacy. The presenter will describe and discuss the project outcomes and the application to current practice.

OR807

Mind the gender gap: Boy-girl differences in L2 proficiency across countries, languages and skills

Katrijn Denies*, Liesbet Heyvaert, Rianne Janssen
KU Leuven (University of Leuven), Leuven, Belgium

Female second language learners often perform better than males at school. Using data from the European Survey on Language Competences, it is shown that this gender gap varies across languages, skills and countries. The presenters will also attempt to explain these differences, identifying focal points for practitioners and policy makers.

OR892

Bilingualism as first language in non-identical twins acquiring Italian and English from birth

Margaret Gearon*, Erika Frezzato-Inggall*
Monash University, Melbourne, Australia

This ethnographic study investigated the acquisition of bilingualism as first language (Italian and English) of non-identical female twins. The paper will examine their reactions to the input from family members during the second and third years of life to illustrate the development of both languages according to interlocutor and context.

A2: Second Language Acquisition

OR1019

Preferred argument structure and the English relative constructions by Japanese learners in spoken language

Megumi Okugiri

Tokyo Healthcare University, Japan

This study investigates the state of Preferred Argument Structure in English relative constructions in spoken language produced by Japanese learners. The results of this study find a strong association between the learners' production and Preferred Argument Structure, which reflects learners' cognitive processing of second language.

OR1033

Vocabulary proficiency and progress among CLIL and non-CLIL students - A longitudinal study

Liss Kerstin Sylvén

University Of Gothenburg, Sweden

In a longitudinal study carried out in Sweden, CLIL and non-CLIL high school students' proficiency and progress in academic written English are investigated. Several tests have been used to measure students' vocabulary proficiency in English, and the results of three of these tests are presented and analyzed in this paper.

OR1131

The impact of first language variety and experience with Japanese on cross-language perception

Kimiko Tsukada*¹, Yukari Hirata²

1. Macquarie University, Sydney, Australia 2. Colgate University, Hamilton, United States

The "footprint" or linguistic experience on cross-language speech perception was examined by having English (American and Australian) speakers with and without knowledge of Japanese listen to vowel length contrasts in Japanese and Arabic. A larger influence of foreign language learning than the difference in the variety of English was found.

OR1139

The acquisition of Spanish copulae by first and second language learners: An experimental approach

Carolina Hotltheuer¹, Elisabeth Mayer*², Susana Eisenchlas³

1. Centro de Investigación Avanzada en Educación, Universidad de Chile, Chile 2. School of Language Studies, Australian National University, Canberra, Australia 3. School of Languages and Linguistics, Griffith University, Brisbane, Australia

Despite the difficulties adult learners of Spanish experience with the copular system, children master the basic syntactic-semantic distribution of the copular verbs early on. The methodologies used to study child and adult acquisition differ greatly. Thus this project uses the same experimental tools to compare acquisition across the two populations.

OR1142

Learner corpus-based research of the dynamic lexical richness development in EFL learners' writing

Yurong Zheng

Foreign Languages Department, Harbin Engineering University, P.R. China

From a Dynamic Systems Theory (DST) perspective, this learner corpus-based study tracks the lexical richness development in EFL learners' writing, with a 6-semester longitudinal span. The findings indicate the existence of attractor and repeller states, which proves the dynamic features in their lexical development, entailing challenge to the generally-held 'plateau phenomenon'.

OR1159

A new horizon for early english education in Japan

Naomi Ono*¹, Tsuneo Takanashi*², Kagari Tsuchiya*³

1. Seikei University, Japan 2. Hirosaki University, Japan 3. Tokyo Woman's Christian University, Japan

The presenters will propose a new method to teach English to Japanese elementary students, which can develop their oral English language and written English language. The method is developed based on the theory and practice in

Reading Recovery which works effectively in many countries where English is a major language.

OR1172

Phonological Development of ESL Learners in a Multilingual Context: L1 Transfer or L3 Influence

Ngee-Thai Yap

Universiti Putra Malaysia, Malaysia

The influence of the first language on second language acquisition is well documented. However, the presenter will discuss results involving the interaction of segmental and suprasegmental differences in three language systems to show that the influence from a third language is stronger than the first language in a multilingual context.

OR1196

Creating an autonomous learning model for Japanese learners of English to foster their autonomous attitude

Akiko Kochiyama

Meisei University, Japan

The presentation is about my research by which I created autonomous learning model to foster English learners' autonomy. Four kinds of autonomous variables (motivation, affective variables, meta-cognitive strategies, and strategies) were measured by a questionnaire given to 804 university students. The findings and pedagogical implications will be presented.

OR1244

The concurrent prediction of writing performance in young learners

Maria Del Mar Suárez Vilagran

Universitat de Barcelona, Spain

This study explores the relation between language aptitude in young learners as measured by the MLAT-EC (Suárez, 2010) and the learners' written performance. The results show that the total score in the aptitude test is not the best predictor of written performance, unlike the results in aptitude test validation studies using other proficiency measures.

OR1254

The role of input properties on lexical development in foreign language acquisition: Transparency and frequency

Ada Valentini*, Roberta Grassi

University of Bergamo, Italy

This paper investigates the role of input (frequency and transparency) on lexical development in instructed Second Language Acquisition. Data from the Italian edition of the European Project VILLA, where initial instructed SLA is investigated under fully controlled input conditions (a 14 hour Polish course addressed to total beginners), are discussed.

OR1273

Using learners' first language word association profiles as an alternative to native speaker norms

Tess Fitzpatrick*¹, John Racine²

1. Cardiff University, United Kingdom 2. Dokkyo University, Japan

Most L2 word association (WA) studies use native speaker norms as a baseline for learner proficiency, but the underlying assumption of native speaker homogeneity is problematic. This paper reveals that learners' individual L1 WA profiles are more reliable benchmarks, with L2 profiles becoming more similar to these as proficiency increases.

OR1283

Eye movement prompts in stimulated recall: Tapping cognitive processes based on audio vs. visual stimuli

Marije Michel*¹, Roger Gilabert*², Andrea Revesz*³

1. Lancaster University, United Kingdom 2. Universitat de Barcelona, Spain 3. Institute of Education, University of London, United Kingdom

This presentation explores the value of combining eye tracking methodology with stimulated recall to investigate task-based cognitive processes. In particular, we investigate whether stimulated recall prompted by additional recordings of eye movements leads to greater understanding of cognitive processes than stimulated recall elicited by traditional audio and visual stimuli alone.

OR1284

Story telling works wonders in children's second/foreign language acquisition

Siao-Cing Guo

National Taipei College of Business, Taiwan

Storytelling offers a rich context for comprehension and language development. It helps children visualize abstract language and process meanings. The presenter will report on a storytelling project at a local elementary school and present empirical data to demonstrate the effects of storytelling.

OR1319

The differential effects of extensive versus intensive recasts on learning English articles

Hossein Nassaji

University of Victoria, Canada

This study investigated the effects of intensive versus extensive recasts on learning English articles. Learning was measured using a written grammaticality judgment task, a written story telling task, and an oral picture description task. The results indicated that learners were more likely to benefit from extensive than intensive recasts.

OR1335

Can Processability Theory assess readiness for written feedback? - An empirical study

Bronwen Dyson

University of Sydney, Australia

While recent research has suggested employing Processability Theory (PT) to predict readiness for feedback, this proposal remains controversial. This paper engages in the debate by outlining a study using PT to assess the readiness of postgraduate students. To conclude, it discusses the study's implications for SLA and written corrective feedback.

OR1355

Measuring second language productive vocabulary: Strengths and limitations of the capture-recapture sampling technique

Norman Segalowitz*, Joy Williams

Concordia University, Canada

This work addresses strengths and limitations of the capture-recapture word-association technique for estimating second language productive vocabulary size in bilingualism research. Two studies supported construct and convergence validity. Computer simulations examined how accuracy and reliability of estimates varied as a function of vocabulary size and number of responses.

OR1425

Strategy: Teaching a controversial strategy

Natsumi Wakamoto

Doshisha Women's College of Liberal Arts, Japan

This presentation reports on an empirical study of strategy training (teaching 'Reading for Pleasure') to Japanese learners of English, using the conceptual framework of 'strategizing' and emphasizing the interaction with learning style. MBTI, questionnaires, and interviews were given, and the positive effects and difficulties of strategy training were found.

OR1462

Emotions and cognition in language counselling

Maria Giovanna Tassinari

Freie Universität Berlin, Germany

The relationship between emotions and cognition in language learning has become of interest in the literature only in the last decades. This paper analyses how learners address emotions and feelings in language counselling discourses and how counsellors can help them to support the affective dimension in self-directed learning processes.

OR1565

Missing academic words in high school wordlist: Its impact and subsequent acquisition in EFL colleges

Lee-Yen Wang

Department of English Xiamen University Tan Kah Kee College, Xiamen Zhangzhou. Economic and Technological Development Zone, China

This research investigates the impact and the subsequent acquisition process of 52 missing Academic Words in the national English Reference Word List (ERWL) of the College Entrance Examination Center (CEEC) in EFL colleges in

Taiwan. This slip provides a rare window to study Academic Word acquisition in EFL colleges.

OR161

Establishing the psychological and sociobiographical profile of proficient English foreign language users

Jean-Marc Dewaele

Birkbeck, University of London, United Kingdom

The analysis of self-perceived oral and written proficiency scores in English of 1252 foreign language users showed that how and when English was learnt was linked to proficiency, in addition to learner-internal factors such as extraversion, multilingualism, education and age, and external factors such as frequency of use of English.

OR1632

Making sense out of sound: Fostering L2 word recall through sound-symbolic associations

Julie Deconinck*¹, June Eyckmans*², Helene Stengers*³, Frank Boers*⁴

1. Vrije Universiteit Brussel, Belgium 2. UGent, Belgium

3. Vrije Universiteit Brussel, Belgium 4. Victoria University of Wellington, New Zealand

This study was designed to investigate whether L2 learners can be encouraged to formulate explicit sound-symbolic associations (SSA) with novel word forms, and to gauge whether these SSAs fostered subsequent word recall. Results suggest that learner-generated SSAs enrich and strengthen the memory trace of new words, facilitating their productive and receptive recall.

OR1634

The Relationship between Time, Language Exposure and Grammatical Development in a Study Abroad Context

Martin Howard

University College Cork, Ireland

This paper presents results of a 2-year longitudinal study which explores grammatical development at four stages during study abroad, and post-study abroad. The quantitative findings on different components of the learners' grammar in L2 French are correlated with changes in the learners' input exposure and engagement as the study progressed.

OR1649

Promoting oral proficiency gain in study abroad: A three-year study

Margaret Malone¹, Francesca Di Silvio¹, Anne Donovan*¹

1. Center for Applied Linguistics, USA

It is widely assumed that living in a homestay is the most beneficial context for language learning during study abroad. However, research has found quite mixed results. This paper presents quantitative and qualitative results of an intervention to promote interaction in the homestay to maximize language gains.

OR1674

'I can't eat, I gotta play': The importance of digital gameplay for English language learning

Pia Sundqvist

Karlstad University, Sweden

The focus of this presentation is the relation between out-of-school digital gameplay and learning English. Findings on the topic are presented from a Swedish large-scale study among 9th-graders. The results indicate significant gender-related differences regarding vocabulary and, further, imply that digital gaming plays a crucial role for learning English.

OR1694

In which conditions will analytic ability and working memory predict learning outcomes?

Nadia Mifka-Profozic

University Of Zadar, Croatia

The paper examines the role of analytic ability and working memory in two learning conditions, determined by two types of feedback: recasts and clarification requests. Multiple regression analysis indicated that analytic ability predicted the gains in the clarification requests group, whereas working memory was more related to gains from recasts.

OR1731***Pragmatic development by Japanese students studying abroad: Focusing on pragmatic routines***

Naoko Osuka
Meiji University, Japan

Previous studies indicate that L2 learners develop pragmatic routines in the late stages. This study investigates the development of pragmatic routines by Japanese students studying abroad. The oral data elicited by a multimedia elicitation task indicated that their use of pragmatic routines deviated from target norms even after they studied abroad.

OR1747***Task-based Interaction in Turkish***

Shawn Loewen*, Talip Gonulal
Michigan State University, USA

This study investigates the task-based interaction of four learners of Turkish at an American university. The dyadic interaction is coded for the frequency of negotiation of meaning, corrective feedback, and LREs, as well as targeted linguistic structures. Comparisons are made with existing research regarding interactional characteristics and their frequency.

OR1759***The acquisition of verbs in a second language***

Bernt Ahrenholz
Friedrich-Schiller-Universität, Germany

This presentation looks at the results of a longitudinal study into the acquisition of verbs by 37 eight-ten year olds, some with German as a first language, others learning it as a second language. Examples of narrative speech indicate differences in understandings related to semantics, valency and usage restrictions.

OR1790***The impact of computer assisted pronunciation training across multiple phonetic contexts***

Ron Thomson*¹, Raul Erazo²
1. Brock University, Canada 2. University of Amazonia
Florencia, Colombia

This study reports the results of a large-scale L2 English vowel training study, examining the extent

to which perceptual training in one phonetic context transfers to novel phonetic contexts.

OR1825***Enhancing learner agency in a dialogical writing class: A case study***

Li-Te Li
Shih Chien University, Taiwan

The presenter will first introduce the features of a dialogical writing class, designed with Bakhtin's dialogism, and then discuss how and why EFL student-writers' learner agency would be fostered and exercised through these features. The pedagogical implications to incorporate learner agency into writing course design would also be addressed.

OR1932***Effects of different reading plus word-focused tasks on L2 incidental vocabulary acquisition***

Ping Fu*¹, Qing Zhou²
1. Hunan No.1 Teacher College, P.R. China 2. Hunan
Environment Vocational College, P.R. China

This study tests with empirical data from 104 Chinese English learners if tasks hypothetically at the same level of involvement load can yield similar incidental vocabulary acquisition. Three findings emerging from the research support the involvement load hypothesis in limited way but shed light on teachers teaching meaningfully.

OR1933***Developmental patterns in features of spoken and written styles in learner English***

Limin Jin*, Qiufang Wen
Beijing Foreign Studies University, P.R. China

The presenters will report a cross-sectional study on the development of spoken and written styles in L2 English. We will analyze changes in typical features of register in oral and written compositions by 320 English majors from a university in Beijing. Implications for advanced language learning will be discussed.

OR1949

Corpus-based analysis of 'develop' in Chinese and German second language learners

Yuanyuan Yang

Shanghai University of Engineering Science, PR China

The paper presents a corpus-based interlanguage analysis on Chinese and German English learners. The presenter will describe "develop" for its synonym variation and usage across three corpora: CLEC, ICLE and LONCNESS. Cultural and pedagogical implications will be drawn.

OR1999

The rejected stones: Linguistic analysis of internationally adopted school-age children

Jogile Teresa Ramonaite

The Institute of The Lithuanian Language, Vilnius University, Lithuania

Drawing on quantitative and qualitative data this paper analyses the linguistic development of Lithuanian school-age children adopted to Italy. The L2 acquisition is spontaneous, rapid and presents features typical to L1 development. Reaching near-native competence in a year in Italy these children seem to start a new life also linguistically.

OR2031

Second language acquisition, study abroad and motivation: A mixed-method study of Japanese university students

Gaby Benthien

Shumei University, Japan and University of New England, Australia

This longitudinal study investigated changes and issues in motivation, identity and culture during and after a study abroad program. The presenter will describe the most relevant findings, giving language educators an insight into how students experienced language learning in an abroad and foreign language classroom setting.

OR2077

On the relationship between first and second language spontaneous speech: The role of hesitation phenomena

Ralph Rose

Waseda University, Japan

Research on second language fluency has consistently shown that high proficiency speakers use fewer hesitation phenomena (e.g., silent pauses, filled pauses). However, recent studies question whether these trends might be explained by first language speech patterns. This study presents evidence from a crosslinguistic speech corpus that bears on this question.

OR2222

The impact of learner demotivation: Retrospective accounts of Japanese university EFL learners

Kota Ohata*¹, Mark Christianson*²

1. Ferris University, Japan 2. Keio Yokohama Elementary School, Japan

In foreign language learning, demotivation is a prevalent phenomenon and many learners struggle with negative emotions that can lead to less effective learning. Drawing on Japanese university EFL learners' retrospective accounts of demotivating experiences in their language learning, this study explores the impact of demotivation on their subsequent learning behaviors.

OR2250

Patterns of definiteness as mirrors of the acquisition of memory and attention in interlanguage

Marie Fellbaum Korpi

The University of Western Sydney, Australia

This study revealed three distinct patterns of definiteness structures defined according to features of definiteness and specificity in the discourse of native speakers of Japanese, shedding light on the acquisition of the semantics of language and also a systematic study for the development of memory and attention by non-native speakers.

OR2263

'Dear diary' - L2 proficiency development through diary writing

Conny Opitz*, Sarah Smyth

Department of Russian and Slavonic Studies, Trinity College Dublin, Ireland

The presenters report on a longitudinal study of L2 proficiency development in ab initio learners of

Russian who kept personal Russian-language diaries over a five-month period. The paper analyses the dynamics of complexity, accuracy and fluency development, lending empirical support to the emerging field of Dynamic Systems Theory in SLA.

OR231

Modified Spanish second language acquisition program

Mariche Garcia-Bayonas
University of North Carolina Greensboro, USA

This study reports on the particular experience of the "modified foreign language program" offered for students with a variety of learning disabilities (LDs) or "learning issues". This investigation reports on the qualitative research undertaken during a 2-semester period on Spanish offered with a modified curriculum for students with LDs.

OR2334

A Swedish constructicon - A potential resource for L2 acquisition and instruction

Julia Prentice*, Lars Borin, Linnéa Bäckström, Markus Forsberg, Benjamin Lyngfelt, Leif-Göran Olsson, Rydolf Rydsted, Emma Sköldberg, Sofia Tingsell, Jonatan Uppström
Department of Swedish, University of Gothenburg, Sweden

Both language description and instruction are today mainly built on grammatical rules and lexical units. A better understanding of intermediate linguistic patterns can contribute to fill a gap between grammars and dictionaries. The presenters will describe the Swedish constructicon and discuss its implications for L2 acquisition and instruction.

OR2351

Labelling and defining the meta zone: What is meta awareness?

Donna Starks*, Howard Nicholas*
La Trobe University, Melbourne, Australia

Labels referring to the "meta zone" are multiple and varied. Most are polysemous or dichotomous, centred around binary poles in a field that is far from binary. We survey labels for knowledge about language and examine the ways that these

terms position that knowledge and shape language education.

OR242

Education internationalization and motivation in EFL learning: Perspectives from Taiwanese college EFL students

Yih-Lan Chen
Ming Chuan University, Taiwan

The current study investigated the impact of an 'International program' on Taiwanese college students in L2 motivation and engagement. Results indicated significant difference in intrinsic motivation and learning engagement between student groups. Multiple regressions reveals significant predictive power of intrinsic motivation and external regulation on students' L2 learning engagement.

OR2459

L2 pragmatic and grammatical awareness in relation to vocabulary knowledge

Nanaho Oki*, Hiroya Tanaka*
Hokkai-Gakuen University, Japan

This study examines the relationship between L2 pragmatic awareness and vocabulary knowledge of Japanese EFL learners. The findings have implications for L2 instructors and researchers by evidencing the difficulties in identifying pragmatic and grammatical errors in the survey and by revealing the cause of learners' misinterpretation through follow-up interviews.

OR2471

Others' words in active use at work: Repeating as languaging

Minna Suni
University of Jyväskylä, Finland

This paper discusses repetition as a means for sharing and recycling linguistic resources at multicultural workplaces, and as an example of a languaging activity. Interaction and interview data are analysed to show how language is shared by intensive interactional collaboration at work, and how this is experienced by the interlocutors.

OR2505***Exploring the role of units in young foreign language learners' linguistic production at early stages***

Keiko Imura
Rikkyo University, Japan

A 50,000 word corpus of young Japanese learners of English was analyzed to explore the role of units in second language acquisition. The study indicated the learners' step by step linguistic analysis, and that units became productive by stages. The result showed that a usage-based claim was applicable to foreign language contexts.

OR2540***Working memory and acquisition of L2 implicit and explicit grammatical knowledge***

Zhisheng Wen
Hong Kong Shue Yan University, China

This paper argues for a distinction between phonological short-term memory (PSTM) and executive working memory (EWM) in SLA and further explores the role of EWM (indexed by a complex memory span task) in the acquisition of L2 implicit and explicit grammatical knowledge. Theoretical and pedagogical implications will be highlighted.

OR2560***Cross-linguistic comparison of motion events***

Jhyyi Chen
Cardinal Tien College of Healthcare and Management, Taiwan

The lexical expression of L1 Chinese Speakers and L1 English speakers of motion events in English was collected as the data of the study. Contrastive analysis was used as the main tool to analyze the data and present the results of cross-linguistic comparison of motion events.

OR2603***Interplay of two types of cognitive demands and attention orientation in L2 oral production***

Junya Fukuta*, Junko Yamashita
Nagoya University, Japan

The present study compared learners' speech performance and attention distribution in (1) normal conditions, (2) reasoning demands

condition and (3) dual-task condition. The results showed that reasoning demands improved learners' accuracy while the dual-task condition did not. However, analysis showed that both types of demand decreased learners' attention to form.

OR27***The effects of teachers' motivational practice on EFL learners' motivation and actual achievement***

Fakieh Alrabai
King Khalid University, Saudi Arabia

The main target of this study is to investigate the effects of utilizing motivational strategies on EFL learners' motivation and actual achievement in English language. The study is anticipated to confirm the theoretical assumptions grounded in literature that motivation is a key factor in the successful attainment of non-primary languages.

OR274***Dynamic development of second language academic writing: The case of syntactic complexity***

Rosmawati
The University of Sydney, Australia

This study examines the dynamic development of syntactic complexity in an advanced English learner's academic writing. Working within Dynamic Systems Approach, this study looks for signs of developmental transitions by examining variability patterns along the developmental trajectory. This presentation offers a new dynamic perspective on second language writing development.

OR2911***Short-term ESL study abroad: Its linguistic and pragmatic impact***

Yoko Sato
Hosei University, Japan

This study investigated the impact of short-term study abroad experiences on Japanese university students' communicative competence in English. The participants were intermediate level business students who joined English language courses at US universities. The results of oral proficiency interviews showed significant improvement, with

smaller individual differences after the experience.

OR293

The impact of linguistic knowledge on L2 productive word learnability

Chen-Chun Camille Lin

University of Sydney, Australia

This paper investigates the relationships between second language learners' existing linguistic knowledge and the learnability of words. The results suggest that productive word learnability is predicted more by L2 learners' morphological knowledge, indicating the better morphological knowledge the learners have, the better opportunities the words can be retained.

OR3069

The benefits of encouraging learners to notice their spoken errors

Amanda Toyoura*¹, Satoko Watkins*²

1. Ferris Women's University 2. Kanda University of International Studies

This presentation reports on research conducted on the benefits of encouraging learners to notice their spoken errors. Along with a discussion of data collected and the results, relevant literature will be reviewed and in conclusion, advice for teachers on how to encourage learners to notice their errors will be given.

OR3072

Autobiographical narratives of English learning by American academics as multilingual subjects

Fu Wang

Indiana University of Pennsylvania, USA

Based on a qualitative research project, this paper investigates the autobiographical narratives of the life-long English learning experiences of professional American academics as L2 speakers of English, how they become multilingual and what it means to be multilingual (Block, 2003) through the lens of subjective, symbolic dimension of language study (Kramsch, 2009)

OR3077

Experience as development: Investigating the language learning activity of adult migrants beyond the classroom

Diego Navarro

Victoria University Of Wellington, New Zealand

This presentation addresses the relative neglect of language learner cognition in applied linguistic research. It describes the language development of adult migrants in a naturalistic context. Focusing on prior learning experiences, it details how different interactions modified these learners' language learning cognitions and refined their language-related behaviour.

OR3085

Quantifying vowels, voicing, and vocal fry in Australian L2 Spanish pronunciation: Implications for teachers

William Steed*¹, Alfredo Herrero de Haro*², Manuel Delicado Cantero*³

1. James Cook University, Australia 2. University of Wollongong, Australia 3. Australian National University, Australia

Australian students pronounce Spanish differently to learners who speak other varieties of English. The presenters will quantify and compare the Spanish pronunciation of Australian learners with that of native speakers and will identify interferences from Australian English into Spanish to help language teachers tackle these common speech errors.

OR313

Participants' perspectives in EFL classrooms: Understanding classroom interaction experience in English language learning in China

Yingna Wang

University of South Australia, Australia

The presenter will describe the importance of understanding classroom interaction from both teachers' and students' experiences, acknowledging their interpretations and reflections as situated within a multilayered context in Chinese university English classrooms. This study contributes to the ongoing discussion on how to understand classroom interaction in second language acquisition.

OR3150***Timing of focus on form***

Younghee Sheen
American University, USA

This talk presents an experimental study that investigated whether the timing of focus on form (immediate vs. delayed) produces a differential effect on L2 learning. The results indicate that learners benefited more from the delayed focus on form than the immediate focus on form. Theoretical and pedagogical implications are discussed.

OR3165***English prosodic acquisition by second language learners***

Zhengguang Liu*, Jun Xu*
Hunan University, PR China

This study aims to analyze and investigate Chinese adult learners' oral production in terms of prosodic features such as speech rhythm, stress and intonation by PRAAT. The data show that one common mistake in prosodic features is that Chinese speakers fail to identify and differentiate the locations of stressed syllables.

OR3199***Investigating the relationship between communication strategy training and L2 acquisition: A longitudinal study***

Joseph Wood
Nagoya University of Foreign Studies, Japan

Communication strategies (CSs) potentially help students to handle communicative problems, but how are they learned? This study looks at the developmental sequence of learning CSs over one year and their influence on first year university students' overall language acquisition. Data was collected and analyzed using a mixed methods approach.

OR3248***L2 Chinese learners' production of linguistic politeness strategies***

Feng Xiao*¹, Zhongqi Shi*²
1. Carnegie Mellon University, USA 2. Columbia University, USA

The present study aims to investigate effects of perceived concept of face (i.e., public self-image) in the target culture and general proficiency on L2 Chinese learners' production of linguistic politeness strategies. ANCOVA will be used to analyze the data. Findings will reveal the interplay between L2 learners' perception of face and general proficiency in their use of linguistic politeness strategies.

OR3268***The phonology of L2 Spanish learners - A corpus study***

Lluisa Astruc²
1. The Open University, United Kingdom 2. The University of Cambridge, United Kingdom

Research on the phonology of second language learners has mostly focused on L2 English. This study analyses a corpus of English learners of Spanish and discusses how errors affect intelligibility or contribute to the perception of a non-native accent. Implications and suggestions for classroom practice are discussed in this presentation.

OR3278***The effect of explicit teaching on EFL oral fluency development***

Shzh-Chen Nancy Lee
Temple University, Osaka, Japan

This study explores the development of English speaking fluency among EFL university students. Once a week for ten weeks, story narrations of 240 first-year Japanese university students were recorded after they were exposed to teacher modeling, explicit teaching and self review. Learners' speaking fluency development over time will be discussed.

OR3297***Profiling vocabulary knowledge for L2 learners and L1 speakers of Japanese***

Yukie Horiba
Kanda University of International Studies

Vocabulary knowledge and language performance are interdependent. Both breadth and depth of vocabulary knowledge influence language performance; language use affects language learning. How does the learner's L1 background

affect this interdependency? We will discuss this issue based on the findings from our research investigating the profiles of L2 knowledge.

OR3312

Relative clauses in English-Mandarin bilingual children: Language transfer and development

Jing Yan

Hong Kong University, Hong Kong

Language transfer is bi-directional because Singapore-Colloquial-English with characteristics of Chinese may influence the learning of both languages. The presenter will analyze the transfer of head-initial relative clauses from English to Chinese and other features transferred from Chinese to English in the development of the relative clause in Singapore bilingual learners.

OR3334

The interaction of the development of lexical variety and the use of tri-grams in spoken ESL

Alan Juffs¹, Mary Lou Vercelloti*^{1, 2}

1.University of Pittsburgh, USA 2. Ball State University, USA

This paper addresses two questions about the relationship between multi-word utterances, operationalized as tri-grams, and vocabulary use, measured as lexical variety. When learners begin to use tri-grams, lexical variety scores decreased because using formulaic sequences recycles the same lexical items. These patterns support a usage-based theory of constructions in SLA.

OR3347

Robustness of phonological categories in child L2 phonology acquisition under the influence of input multiplicity

Alex Ho-Cheong Leung,

Northumbria University, United Kingdom

Perception tasks reveal young participants' limited L2 English phonological representation despite early and ongoing input, contrary to theories' predictions. This paper argues that the limited input diversity participants obtained for a variety which is neither the community nor institution norm has impeded their development of robust categories for this variety.

OR3350

Seeing primed production: Measuring eye movements during second language learners' computer-mediated peer interaction

Marije Michel*¹, Bryan Smith*², Alison Mackey^{1, 3}

1.Lancaster University, United Kingdom 2. Arizona State University, USA 3. Georgetown University, USA

We investigated eye-movements during primed written synchronous computer-mediated interaction (chat) among L2 learning peers. Participants performed weekly dialogic tasks over two months. Material was manipulated to prime advanced levels of academic writing. The analyses of chat and eye-gaze records will be discussed in light of pre-post-test results on written production.

OR3373

Investigating the relationships among motivational variables, self-regulation strategies, willingness to communicate, and English oral fluency

Sakae Onoda

Kanda University of International Studies, Japan

This paper presents results of a survey-based study that investigated the relationship between motivational variables, self-regulation strategies, willingness to communicate and English oral fluency at the university level EFL context in Japan. The research focused on a group of English majors, and analyzed the data using structural equation modeling.

OR3378

Investigating the effects of 'issue logs' on oral fluency and accuracy of university English majors

Sakae Onoda

Kanda University of International Studies, Japan

This paper presents the results of an investigation into the effects of "issue logs" on oral fluency and accuracy in Japanese university classrooms that was implemented over an academic year. Results showed that oral fluency and accuracy improved as measured by an interview test and a standard university speaking test.

OR3391

Comprehension of vague expressions in a study-abroad setting

Feng Xiao*¹, Yanjun Liu*²

1.Carnegie Mellon University, USA 2. Beijing Chinese Language and Culture College, China

The study-abroad (SA) setting is believed to provide L2 learners with great opportunities to communicate in the target language. These opportunities are assumed to lead to gains in L2 pragmatics. The present study examines the relationship between L2 Chinese learners' SA experience and their comprehension of vague expressions. Findings will reveal what kind of SA experience can affect L2 Chinese learners' ability to comprehend vague expressions.

OR3393

Adaptive imitation: Formulaicity and the words of others in L2 writing

Susy Macqueen*, Ute Knoch

University of Melbourne, Australia

This paper explores the notion of adaptive imitation in L2 writing. Evidence will be presented from a qualitative case study and a large scale study of assessment tasks which require incorporation of source texts. The development of formulaicity and the ability to paraphrase the words of others will be discussed.

OR3406

What do adult L2 learners know about phonology after minimal exposure?

Natalia Pavlovskaya*¹, Samawal Jarad*¹, Alex Ho-Cheong Leung², Martha Young-Scholten¹

1.Newcastle University, United Kingdom

Infants identify linguistic patterns in ambient input. Little research has put this assumption to the test with adults. The presenters will describe the findings from a real language course where English speakers learned Arabic or Russian languages aurally. The study implies prioritisation of listening at the outset of L2 acquisition.

OR3426

The effects of working memory on L2 development in task-based interaction

Binbin Dai

The Chinese University of Hong Kong, Hong Kong

A few studies have investigated the effects of working memory capacity on learners' L2 development in task-based interaction and results were only suggestive. The presenter will make an attempt to further explore this issue with refined research methods. The results indicated the role of working memory may be overemphasized.

OR3433

Phonetic negotiation of form as corrective feedback in form-focused instruction and L2 pronunciation pedagogy

Hideki Abe

Tsuruoka National College of Technology, Japan

This research presents an attempt to investigate the effectiveness of form-focused instruction in L2 pronunciation pedagogy, and also reports the findings of a study which comprised the phonetic negotiation of form as corrective feedback, yielding positive effects of instruction on L2 pronunciation development in the formal setting.

OR360

Can performance-oriented instruction really create competence?

Chiaki Iwai

Hiroshima City University, Japan

This study discusses the possibilities and necessity of teaching communication strategies (CSs) based on two longitudinal studies investigating the effects of teaching CSs for oral speech performance. Their findings will be used to examine how and to what extent performance-oriented instruction could lead to the development of learners' competence.

OR380

A longitudinal study on the fluctuating development of L1/L2 semantic awareness

Yongyan Zheng

Fudan University, China

The presentation reports on findings of a longitudinal study that explores two levels of Chinese EFL learners' L1/L2 semantic awareness of meaning and collocation. Findings suggest that the L1/L2 semantic awareness does not always grow but stabilizes and relapses, thus shedding

light on the dynamic nature of semantic awareness.

OR396

Logging metaphorical thoughts: A pausological study of second language learners' production of metaphors

Ha Hoang

Victoria University of Wellington, New Zealand

How second language learners produce metaphors is unknown. The presenter will report on a study that combines keystroke logging and retrospective interviews to explore EFL learners' process of metaphor production. Findings about metaphorical thinking and writing have important implications for the teaching and researching of second language writing and metaphor.

OR406

Formation and maintenance of motivation in L2 learning: Implications from a study abroad program

Ueki Michiko*¹, Takeuchi Osamu²

1. Graduate School of Kansai University & JSPS Research Fellow, Japan 2. Kansai University, Japan

This presentation will describe the results of a study that examines the effects of a study abroad program on students' L2 motivation. Drawing on Dörnyei's L2 motivational self system, the presenters investigate quantitatively and qualitatively the changes and interplay of the variables related to motivation during the 10-month SA program.

OR461

The role of working memory in L2 listening comprehension

Miki Satori

Aso College, Fukuoka, Japan

The present study investigated the role of working memory in L2 listening comprehension. The results showed that working memory capacity was related to higher-level processing in the higher-level group, and lower-level processing in the lower-level group. The results highlight a greater role for working memory in controlled processing.

OR532

The effects of meta-cognitive monitoring training on L2 proficiency

Sachiko Takahashi

Notre Dame Seishin University, Japan

It is hypothesized that students with meta-cognitive monitoring will sustain their motivation to study an L2. By testing the effect of meta-cognitive monitoring on L2 proficiency measures, this presentation will address an issue of both theoretical and practical importance of how motivation to learn an L2 can be sustained.

OR608

Transfer and beyond: The case of Russian-English bilinguals

Ludmila Isurin

The Ohio State University, USA

The study looks at first language changes in 30 Russian-English bilinguals speaking English and residing in the US. Semi-structured narratives of bilinguals compared with those of 20 Russian monolinguals registered changes concerning inverted word order, existential structures, and null subject. The results are discussed within the framework of cross-linguistic influence and language processing.

OR628

Overviews of motivation, communicative/traditional language learning orientation, and linguistic abilities among Japanese university EFL learners

Rieko Nishida*¹, Tomoko Yashima²

1. Osaka University, Japan 2. Kansai University, Japan

This study focuses on a cross-sectional study of intrinsic/extrinsic motivation, future possible selves, communicative/traditional language learning orientation, Can-Do, willingness to communicate, international posture, and TOEFL-ITP to identify the overall tendencies among Japanese university EFL learners. The authors will present the results and suggest possible future studies in this field.

OR63***ISLA: Methodological issues and options***

Mike Long

University of Maryland, USA

An overview is provided of 40 years of research on instructed second language acquisition (ISLA). Methodological developments, including the symbiotic relationship between laboratory and classroom studies, are illustrated using work on teacher questions and student production, task-based conversation, implicit and explicit instruction, negative feedback, content-and-language-integrated learning (CLIL), and aptitude-treatment interactions.

OR677***Acquisition of WH-Interrogatives by Chinese learners of English***

Shinian Wu

Grand Valley State University, USA

This presentation reports an empirical study of Chinese college English learners in their acquisition and use of English WH-interrogative constructions. It examines the relationship between proficiency levels and rates of seven error types in their written language and offers an explanation of the nature of challenge in the acquisition process.

OR712***Extramural English, CLIL and the development of academic vocabulary in English among Swedish students***

Eva Olsson

Department of Pedagogy and Special Pedagogy, Gothenburg University, Sweden

In this paper, the possible impact of extramural English - i.e. English encountered outside of school - on the development of academic vocabulary in writing among Swedish students is analysed. Using corpus-based methods, texts written by CLIL and non-CLIL students with various amounts of extramural English are compared.

OR743***Understanding second language acquisition in an academic context: Going beyond the socially oriented paradigm***

Hyeseung Jeong

The University of Waikato, New Zealand

The paper examines the socially oriented notion that learning a language occurs while socially co-constructing knowledge through the use of the language. It then presents a study suggesting instead that second language acquisition emerges through individual cognitive processing to accurately understand and critically evaluate the linguistically encoded knowledge of others.

OR759***Determinants of second language willingness to communicate: What about proficiency and situational dependence?***

Katrijn Denies*, Rianne Janssen

KU Leuven (University of Leuven), Belgium

Second language (L2) learners differ in their willingness to communicate (WTC). What are the determinants of these differences? To which degree does WTC depend on situations? How does it relate to proficiency? These questions are answered using structural equation models on data for French L2 (N = 3500, Grade 12).

OR760***Swedish L1 and L2 speakers verbalize grammatical knowledge - Technical metalanguage versus imagined scenarios***Gisela Håkansson*¹, Catrin Norrby*²

1. Lund University, Sweden 2. Stockholm University, Sweden

Ellis (2008) distinguishes between verbalizable and non-verbalizable grammatical knowledge. This presentation applies this notion to the discussion of 14 language examples by L1 and L2 adolescent speakers of Swedish. The study shows that L2 speakers use more technical metalanguage than L1 speakers who resort to everyday language descriptions.

OR811***Lexical transfer in young CLIL and traditional EFL learners: a preliminary comparison***

MariaPilar AgustinLlach

Universidad de La Rioja, Logroño, Spain

Content and Language Integrated Learning (CLIL) is a central approach of paramount importance in the teaching of foreign languages and especially of vocabulary. The presenter will describe a study comparing lexical transfer of learners in a traditional approach and in a CLIL approach. This study can help tease out L1 influence patterns of learners in different instructional approaches.

OR855***Processability Theory meets Conversation Analysis: A multi-perspective analysis of instructed language development***Goetz Schwab*¹, Joerg-U. Kessler*²

1. Karlsruhe University of Education, Germany 2.

Ludwigsburg University of Education, Germany

We combined two established theoretical approaches (PT and CA) in order to provide a deeper insight into (instructed) L2 English. From a PT perspective we analysed data for morphosyntactic and lexical development. From a CA perspective we focused on interactional phenomena to better understand low-achievers in a CLIL setting.

OR861***A scalar approach to SLA: Analyzing the narratives of an immigrant student***

Peter De Costa

Michigan State University, USA

I investigate the narratives of a Grade 9 Vietnamese student in an English-medium school in Singapore and demonstrate how multiple intersecting spatial dimensions and timescales shaped her English language learning experience. Such a scalar approach to SLA affords new insights into how languages are learned in an increasingly globalized world.

OR872***Effects of increased semantic and structural processing on mapping meanings onto homographs in L2***Shusaku Kida*¹, Joe Barcroft*²

1. Hiroshima University 2. Washington University in St. Louis

This study assessed effects of increases in semantic and structural processing on mapping secondary meanings of words with previously learned primary meanings. Results indicated negative effects of increases in both semantic and structural processing on this mapping process, providing new support for the type of processing - resource allocation model.

OR891***Ancient words, modern worlds: Second language learners of an endangered language: The Maori language***

Elisa Duder

AUT University, New Zealand

This paper will explore which sociocultural contexts support second language learners of an endangered language so they can contribute to language revitalisation.

OR919***The acquisition of the lexicon in immersion pre/schools: A longitudinal study***

Anja Steinlen*, Thorsten Piske*

University of Erlangen-Nuremberg, Nuremberg, Germany

This study examined how German children's receptive lexical skills developed in preschool, primary and secondary school German-English immersion programmes. Two major findings were obtained: the immersion children's lexical development was comparable to that of native English children; immersion children from migrant backgrounds made similar progress to children from German-speaking homes.

OR936***Prosodic characteristics in Mandarin polite speech by native and non-native speakers***Wentao Gu¹, Chiharu Tsurutani*², Ting Zhang¹

1. Nanjing Normal University 2. Griffith University

Despite the importance of prosody in signaling speakers' attitudes, prosodic manifestations for attitudinal speech have not been well studied to guide second-language learners. We investigated prosodic characteristics of Mandarin polite speech

by both native and non-native speakers. The study helps clarify the prosody-pragmatics interface, and also serves pedagogical purposes.

OR986

A study of L2 Chinese learners' speech competence and performance in a classroom context

Peijian Sun

University of Auckland, Auckland, New Zealand

This research aims to investigate L2 Chinese learners' speech competence and performance from cognitive, affective, and socio-cultural perspectives hoping to find out the underlying reasons for L2 Chinese learners' speech performance breakdowns and also to answer an over-arching question of how do intermediate and advanced learners differ in the above three aspects.

OR987

The effects of comprehensible input on L2 reading comprehension and incidental vocabulary acquisition

Xiaohui Han*, Lili Wen*

Harbin Institute of Technology, Harbin, PR China

The researchers of this study reviewed the importance and contributions of comprehensible input to SLA, and employed a pretest-posttest-delayed posttest design to investigate the effects of different types of comprehensible input: lexically premodified input, interactionally modified input, and modified output on L2 reading comprehension, vocabulary recognition and vocabulary production.

OR994

Contribution of musical memory to L2 pronunciation and listening skills

Akiko Kondo

Hyogo University of Teacher Education, Kato, Japan

This study investigates to what extent musical memory contributes to L2 skills. Japanese university students participated in this study by engaging in musical memory tests and L2 oral tests, which were validated by using the Rasch Model. A multiple regression analysis revealed that musical memory had significant effects on L2 skills.

A study of the acquisition of Chinese logical connectors by native English speakers

Li Wang

Nantong University, Nantong City, China

The presenter will describe the use of Chinese logical connectors in written discourse on the part of native English speakers and comes up with some pedagogical implications involved in making logical connectors instruction an indispensable part in Chinese L2 teaching.

Promoting oral proficiency gain in study abroad: A three-year study

Margaret Malone*, Francesca Di Silvio, Anne Donovan

Center for Applied Linguistics, Washington, DC, USA

It is widely assumed that living in a homestay is the most beneficial context for language learning during study abroad. However, research has found quite mixed results. This paper presents quantitative and qualitative results of an intervention to promote interaction in the homestay to maximize language gains.

A3: Reading, Writing and Visual Literacy

OR1063

Effects of textual enhancement and exposure frequency on phrasal verb acquisition through L2 reading.

Yueh-Tzu Chiang

Cardinal Tien College of Healthcare & Management, Taipei, Taiwan

The study examined effects of textual enhancement and exposure frequency on phrasal verb acquisition through L2 reading. Learners in enhanced (+EN) and unenhanced (-EN) groups were exposed to target items one to four times. The results indicated +EN group outperformed -EN group and the fourth-time exposure gained the highest scores.

OR1180

What is the relationship between vocabulary knowledge and reading comprehension? The case of Japanese

Tatsuhiko Matsushita

The University of Tokyo, Japan

This study uses Japanese tests to answer the two questions: 1) How much does vocabulary knowledge account for L2 reading comprehension? 2) Does the threshold level of vocabulary known in a text exist? The answers will contribute towards thinking about how we control the lexical level of texts for learners.

OR1220

Dimensions of multilingualism: Hungarian and Vietnamese bilinguals writing in English

Emese Boksay Pap

Eötvös Loránd University, Budapest, Hungary

The study attempts to contribute to existing knowledge of multilingual mental activity and language activation by examining the process of writing in an additional language. The presenter will outline the cognitive patterns and language activation of Hungarian bilinguals writing in English. A tentative model of multilingual writing will be introduced.

OR130

Skilled and unskilled EFL student writers' narrative story production

Taeko Kamimura

Senshu University, Kawasaki, Japan

The presentation reports on a study that attempted to clarify differences in the production of narrative writing between skilled and unskilled EFL student writers. The two groups' compositions differed in fluency, accuracy, and organization. The study suggests the importance of previous literacy experiences in and out of school.

OR1521

A case study of a children's literature course for junior college EFL learners

Hsiu-Chuan Chen

Kang Ning Junior College of Medical Care and Management

The teaching of children's literature has been recognized as an effective way to facilitate second language acquisition over the past few decades. The study will employ a mixed-method approach to explore the effects of a Children's Literature course on EFL learners' literacy development. It will offer implications for literature instruction.

OR162

What factors contribute to L2 text comprehension?

Kusumi Dhanapala

Colombo University, Sri Lanka

How do cognitive as well as social and contextual factors affect L2 text comprehension among adult learners of English? The proposed model using Structural Equation Modeling reveals that vocabulary, grammar, morphology, connectives, metacognitive strategy use, reading motivation, and print access differentially made contributions to L2 text comprehension indicating the importance of all these variables for ELT pedagogy.

OR199

Overcoming the Japanese writing system: Challenges faced by learners of the Japanese language

Heath Rose

Trinity College Dublin, Dublin, Ireland

This study investigates issues surrounding the learning of kanji for alphabetic-language background learners of the Japanese language. It reports on a number of studies which analyse strategies used by learners, and the cognitive processes involved when memorising kanji. It also examines the psychological impact of kanji learning on the individual.

OR2302

When, why and how is the audience anticipated during writing? An on-line study

Markus Linnemann

University of Cologne, Cologne, Germany

Common to models of writing is the absence of a description of the processes concerning the audience. The presenter will describe an experiment to explore the audience anticipation during writing and discuss the results in the context of Andersons ACT-R-model. The findings have implications for the development of writing tasks.

OR2326

Writing in a second and a third language: A translingual perspective

Nadya Tanova

University of Dayton, Dayton, OH, USA

Recent research in second language writing calls for moving beyond the conventional monolingual view of writing and language relations. This presentation reports on a study that examines the semiotic strategies used by six trilingual writers while composing. Their shuttling across languages suggests that languages are interrelated and writing is translingual.

OR2377

Formulaic expressions in writing of L2 learners of English

Natsumi Okuwaki

Tsuru University, Yamanashi, Japan

Formulaic language (FL) is currently receiving a large amount of attention in L2 research. The present study examines L2 compositions written by Japanese learners of English and investigates the quantity of FL of different types used, types of FL produced, and the relationship between FL use and L2 writing proficiency level.

OR2488

An investigation of Chinese Learners' argumentation essay writing skills

Peiling Xing

Xi'an Jiaotong-Liverpool University, PR China

This study investigates Chinese learners' perception of their argumentation essay writing skills and the difficulties that they encountered in the course of writing an argumentation essay, and provides correlation analysis between their perception and their own writing performance. The results will enable practitioners to engage in effective curricular practices.

OR2527

Error correction in EFL writing: The case of Saudi Arabia, Taif University

Naif Althobaiti*^{1,2}

1. Taif University, Taif, Saudi Arabia 2. University of Queensland, Brisbane, Australia

Error correction research has received a considerable attention since 1970s. It also has witnessed lots of controversies as to whether or not to correct writing errors and to how correction should be provided. The provision of written error correction includes many strategies such as indirect error correction and direct error correction. These issues have been the focus of many studies in many countries around the world, specifically in those contexts where English is taught as a second language (ESL). However, little efforts have been paid to explore these issues in EFL contexts, specifically, in university contexts. Thus, more studies are needed in these contexts to EFL teachers' beliefs and practices as well as EFL university students' beliefs and preferences about written error correction. This study therefore, will investigate EFL teachers' beliefs and current practices of written error correction at Taif University. It will also explore EFL Taif university students' beliefs and preferences about written error correction.

OR2680

The relation between linguistic skills and writing processes of bilingual Finnish-Swedish children

Asa Wengelin

University of Gothenburg, Gothenburg, Sweden

This paper presents a longitudinal study of the language and literacy skills of bilingual children in Finland. The sample consists of predominantly Swedish-speaking, predominantly Finnish-speaking and bilingual Finnish-Swedish children. The main distinguishing factor between the groups was their writing processes. These will be discussed in relation to their other linguistic skills.

OR2709

How to organize written information: Norwegian 7th-graders using linguistic tools to describe objects and processes

Hildegunn Otnes

Norwegian University of Science and Technology, Trondheim, Norway

This study focuses on structure and language in descriptions written by students in the 7th grade. Central questions are: 1) What linguistic tools do students use to write accurate descriptions? 2) How does the students' competency develop from

one year to the next? The analysis is based on functional grammar and focuses on grammatical as well as textual aspects.

OR2779

Comparing children's and adults' typing and handwriting: Production processes and text characteristics

Asa Wengelin

University of Gothenburg, Gothenburg, Sweden

Despite the different production conditions for handwriting and typing, few systematic comparisons exist. We compare the two input modes for 4th-graders, 7th-graders and university students. Even if writers are more or less fluent in the two input modes their texts and production processes display similar linguistic profiles across the modes.

OR3064

On the dynamic of metaphoricality in second language learners' compositions

Ha Hoang

Victoria University of Wellington, Wellington, New Zealand

This presentation reports on an investigation into the dynamic of metaphoricality in L2 learners' compositions. Findings show that metaphors make up a dynamic component of the L2 learners' writing and characterize their writing in many ways. Implications of this dynamic for the teaching of writing and vocabulary will be discussed.

OR3202

Task-based instruction for scientific writing: A four-year action research project

Yuwen Wang

Beijing Institute Of Technology, PR China

This paper reports a four-year action research project on scientific writing instruction, in which more than 200 graduate students at Beijing Institute of Technology were involved in the contribution of finding out "what to teach and how to teach".

OR3204

Effects of chunk-driven oral reading training on memory retention of chunk expressions

Takane Yamaguchi*¹, Eiichi Yubune*²

1. Waseda University, Tokyo, Japan 2. Toyo University, Saitama, Japan

The authors compared effects of oral reading with those of silent reading on the memory retention rate of English chunk expressions including words and collocations. Japanese learners participated in the two types of reading training. This paper shows how they were getting familiar with English expressions in an EFL environment.

OR324

Caught and taught: The impact of immersion and explicit instruction on children's written arguments

Paula Png*, Guangwei Hu, Peter Teo

National Institute of Education, Nanyang Technological University, Singapore

Drawing on Halliday's Systemic Functional Linguistics and Vygotsky's work on spontaneous and scientific concepts, the presenters report an empirical study conducted to investigate the effects of a combined approach of explicit instruction and immersion on the quality of written arguments by elementary students from Singapore.

OR3294

Task-induced strategic processing and learning in the L2 reading-and-writing task

Yukie Horiba

Kanda University of International Studies, Japan

Flexible, strategic processing is important for successful communication (via L2 reading and writing). How does task instruction affect students' processing and subsequent learning? How does the task-induced processing interact with vocabulary knowledge? These issues are discussed on the basis of our research investigating EFL students' performances on the reading-and-writing task.

OR3321***Exploring Arab Learners' EAP writing strategies: A case study of universities in the Middle East***Manisha Sinha*¹, Yogesh Sinha*², Thomas Roche³

1. Sohar University, Sohar, Sultanate of Oman 2. Sohar University, Sohar, Sultanate of Oman 3. Southern Cross University, Coffs Harbour, Australia

Arab EAP learners lack an adequate writing strategy repertoire. This study reports on research into the efficacy of Arab learners' writing strategies and its implications in terms of curriculum design, materials development, classroom instruction, and assessment. Participants are given a roadmap to develop core writing standards for Arab EAP learners.

OR415***The mediating effect of contextual factors on second language learner uptake from written corrective feedback***

John Bitchener

AUT University, Auckland, New Zealand

This paper reports the findings of an investigation into the effect of individual, social and pedagogical factors on 45 advanced second language learners' responses to written corrective feedback and the impact of these responses upon whether uptake is evident in the writing of a new text.

OR454***The Impact of context on beliefs about and use of written corrective feedback***

Stephanie Rummel

Auckland University Of Technology, New Zealand

This paper will present findings relating to beliefs about and use of written corrective feedback (WCF) in two contexts. Data were collected from 72 EFL students in Laos and Kuwait and their teachers. Analysis has shown that the beliefs of students in the two contexts seemed to influence their use of WCF differently.

OR493***The effects of mother tongue instruction on the acquisition of literacy skills***

Lalaine Yanilla Aquino

University of the Philippines, Quezon City, Philippines

The presenter will discuss the results of a study on the effects of language of instruction – the mother tongue (L1), a second language (L2), or both L1 and L2 – on preschool children's acquisition of literacy skills. Results suggest that to facilitate L2 literacy learning, educators must invest in L1.

OR596***A longitudinal and a cross-sectional study to investigate literacy development among young EFL learners***

Mitsue Allen-Tamai

Aoyama Gakuin University, Tokyo, Japan

Phonological awareness and print knowledge are believed to affect the development of L1 early literacy. The two studies in this presentation underpin this claim about English literacy development among young Japanese EFL learners in spite of the substantial differences between the English and Japanese phonological and orthographic systems.

OR656***Lexical richness in L2 academic writing***

Paivi Pietila

University of Turku, Turku, Finland

This presentation will discuss lexical characteristics of academic theses written by advanced learners of English. The main focus will be on lexical richness, evaluated both internally (lexical variation) and externally (lexical sophistication). Comparisons will be made to native speaker writing. The results will have implications for the teaching of academic writing.

OR670***Peer and teacher feedback: The relative effects on ability and confidence***

Rachael Ruegg

Akita International University, Akita, Japan

Numerous studies have compared peer and teacher feedback on writing. However, no published studies compare peer and teacher feedback longitudinally. In this longitudinal study one group received peer feedback alone while the other received only teacher feedback. Gains in writing ability and changes in confidence were compared between groups.

OR733***Evidence for two competing hypotheses in FL reading among Chinese students: Inhibition or compensation?***

Feifei Han

The University of Sydney, Sydney, Australia

This project investigates the inhibition and compensation hypotheses among Chinese EFL readers by two sub-studies. The quantitative sub-study created two reading conditions and examined the relationship between lower-level processing and reading comprehension. The mixed-methods sub-study examined the reading processes. The results are discussed in relation to the two hypotheses.

OR778***The effects of oral feedback in one-to-one writing conferences on L2 student subsequent revision***

Mazin Yousif

The University of Sydney, Sydney, Australia

The presentation highlights the major findings of a study into L2 student uptake of oral feedback in writing conferences. The study answers questions pertinent to what writing issues are discussed by writing tutors and L2 students, how the students revise their work accordingly, and how the students view oral feedback.

OR787***Near and far learning transfer from an EAP pathway program: An academic literacies perspective***

Veronica Ong

University of New South Wales, Sydney, Australia

The presentation reports findings from a study into the effectiveness of an English for General Academic Purposes pathway course in preparing students for disciplinary writing. Learning transfer is examined using an academic literacies perspective. Implications for the design of university in-house English admissions examinations and EAP writing instruction are discussed

OR835***Improvement in L2 EFL writing as a result of Content and Language Integrated Learning***

Eva Berkes

University of Applied Sciences Burgenland, Austria

The impact of Content and Language Integrated Learning is scantily explored in foreign language contexts. This study describes improvement in ESL writing as a result of a CLIL module based on performance of German L1 learners at three proficiency levels and supports the viability of using computational tools for language assessment.

OR880***Developing self-regulated L2 writers: Self-efficacy, self-regulated learning (SRL) strategies and L2 proficiency***

Lin Teng*, Lawrence Jun Zhang*

The University of Auckland, Auckland, New Zealand

Grounded in sociocognitive theory, this paper reports a study which found a significant interrelationship between self-regulated learning (SRL) strategies, self-efficacy, and L2 proficiency. Individual differences related to the use of strategies and self-efficacy are discussed. Findings contribute to applying SRL theory to second language acquisition and developing pedagogical innovation.

OR947***Text talk in the subjects of History, Swedish, Industrial Carpentry and Welding***

Yvonne Hallesson*, Pia Anderson*

Stockholm University, Stockholm, Sweden

Based on the notion that students should be acculturated into subject specific discourses, this presentation focuses on how text talks in various subjects in secondary education may scaffold students' reading literacy. Analyses of text-movability and cohesion reveal students' text reception and how the text content is dealt with.

A4: Psycholinguistics

OR1124

Stress and second language acquisition: Cortisol as a measure of stress

Machiko Tomiyama

International Christian University, Tokyo, Japan

The presenter will describe a study which examines the relationship between stress and success in second language acquisition (SLA). Taking an innovative approach, stress, in this study, is investigated as an independent construct apart from language anxiety and is operationally defined physiologically as the level of cortisol secretion.

OR1415

Measuring L2 fluency in task-based performance

Gavin Hiu Yuet Bui

Hang Seng Management College, Hong Kong

This paper analyses a total of 19 different measures for assessing fluency in an experimental study, with a few new measures proposed by the author. It is hoped that the results will shed light on both improving L2 fluency in the classroom and pushing the boundary of research methodology in task-based language teaching.

OR1680

L1 influence and semantic cues in L2 relative clause processing

Ken-ichi Hashimoto

Osaka Kyoiku University, Osaka, Japan

To evaluate the influence of semantic cues on 1) L2 syntactic processing and 2) how it is affected by learners' L1 syntax, 74 advanced-level learners of L2 English from China, Japan, and Vietnam completed a self-paced reading task. The L1 influence was evident only when no semantic cues were available.

OR2502

Chinese versus English word order of temporal and spatial adverbial phrases: Cognitive and neuro-architectural perspectives

Sheue-jen Ou

Hsuan Chuang University, Hsinchu, Taiwan

Chinese sentences mention time before place, while English sentences do the opposite. What differences of cultural background or mental process could explain this? This presentation investigates the question from a cognitive-linguistic perspective, focusing on neural substrates and associator networks.

OR3284

Task sequencing or working memory capacity: Which one is decisive for L2 development?

Mayya Levkina

University of Barcelona, Barcelona, Spain

Motivated by the gap in the studies on working memory (WM) and task sequencing related to L2 development, the present research aims to explore the role of WM and task sequencing in L2 acquisition. The results are discussed in the light of Robinson's cognition hypothesis and previous studies of WM capacity.

OR3423

An exploration of the possible L2 selves of Japanese science students

Matthew Apple*¹, Joseph Falout*², Glen Hill*³

1. Ritsumeikan University, Kyoto, Japan 2. Nihon University, Tokyo, Japan 3. Obihiro University of Agriculture and Veterinary Medicine, Obihiro, Japan

This presentation will discuss a large-scale mixed methods investigation of the Possible L2 Selves of science and engineering students in Japan, an EFL learner subset who are frequently identified as suffering demotivation. Results indicated that contrary to theory, learners' sense of an Ought-to L2 Self is a primary motivating factor.

OR382

Does attention control matter in L2 development of spatial expressions based on task complexity manipulation?

Mayya Levkina*, Elena Safronova

University of Barcelona, Barcelona, Spain

Motivated by the gap existing in the studies of attention control in relation to task sequencing, the present research aims to explore the role of attention control in L2 development of spatial expressions with the use of tasks sequenced according to their cognitive task complexity.

OR413***Overt rehearsal and mouthed rehearsal: An fMRI study***

Takaaki Takeuchi

Aichi University of Education, Kariya, Japan

In order to investigate premotor activation, both overt and mouthed rehearsal immediately after listening to speech were examined. To study both overt and mouthed rehearsal, I use functional magnetic resonance imaging in an effort to identify Japanese-English bilinguals' auditory regions with sensorimotor response properties.

OR573***The critical period hypothesis tested by brain-imaging data from early Japanese-English bilinguals***

Hideyuki Taura,

Ritsumeikan University, Kyoto, Japan

131 Japanese-English bilinguals were divided into six groups according to their onset age for English. A verbal fluency task was administered while fNIRS data were collected from Broca's area. Although the behavioral data failed to detect early bilingual group differences, brain-imaging data clearly showed multiple critical periods.

OR997***A Structural Equation Model of EFL learners' perceptual learning styles, L2 self, and English proficiency***

Tae-Young Kim*, Yoon-Kyoung Kim*

Chung-Ang University, Seoul, South Korea

This study examined the relationship between perceptual learning styles, the ideal L2 self, motivated behavior, and EFL achievement in the Korean context. By using structural equation modeling, visual style proved to have the most substantial influence on achieving successful English proficiency, mediated by the ideal L2 self and motivated behavior.

B1: Mother Tongue Education**OR1107*****Linguistic minority students' mother tongue education and academic success in an International Baccalaureate Diploma Program***

Shim Lew

The University of Georgia

This paper is a qualitative research study on how mother tongue education promoted in the International Baccalaureate Diploma Program in a rural high school in the southeastern US contributes to linguistic minority students' academic achievement.

OR1508***Break time! Understandings of mother tongue education in Farsi and Arabic classrooms***

Martha Karrebæk

University of Copenhagen, Copenhagen, Denmark

This paper compares understandings of language, linguistic identity, and (mother tongue) education available in Farsi and Arabic mother tongue classrooms in Denmark. The focus is on break time. The work will enhance our insight into minority language education in times of migration.

OR1590***The cross-lingual relationship of pre-academic vocabulary in the writings of Japanese-English bilingual children***Aiko Sano*¹, Haidee Thomson*², Yuko Ikuta³, Kazuko Nakajima⁴, Tomoko Nakano⁵, Misa Fukukawa⁶

1. Hokkaido University, Sapporo, Japan 2. Victoria University of Wellington, Wellington, New Zealand 3. Chubu University, Kasugai, Japan 4. University of Toronto, Toronto, Canada 5. Brooklyn Nihongo Gakuen, New York, U.S.A. 6. The Japanese School of Toronto Shokokai Inc., Toronto, Canada

242 sets of compositions in English and Japanese written on the same topic by G1-G9 bilingual students studying in Canada were examined to investigate the interrelationships between writing skills in the two languages. The development of linguistic features that lead to academic writing and its interrelatedness across languages is discussed.

OR1812***Promoting academic literacy at graduate level through genres***

Orlando Vian Jr

Federal University of Rio Grande do Norte/CAPES,
Brazil

Based on needs analysis results, the presenter will describe how genres, from a systemic functional perspective, may be used both as a tool in the education of novice researchers in the field of Applied Linguistics and also for planning and implementing courses in a Language Studies Graduate Program.

OR1908***Translanguaging as pedagogy and ideologies in mother tongue tuition classrooms***

Anne Reath Warren

Stockholm University, Stockholm, Sweden

Translanguaging as multilingual pedagogy is the focus of this presentation of preliminary findings from an ongoing PhD project on mother tongue tuition in Sweden and Australia. Descriptions of language practices, classroom activities and resources are located within a discussion of local ideologies of multilingualism.

OR2065***Metaphor, simile and the creation of identity in history***

Jean Brick

Macquarie University, Sydney, Australia

This paper uses Positioning Theory to examine the roles of metaphor and simile in lectures in a survey course in history. It suggests metaphor is associated with historian positioning and contributes to learner understanding of the nature of historian identity, while positionings associated with simile facilitate adopting this identity.

OR2113***Is a 'snowman' a 'man made of snow'? Morphology teaching through children's stories***Marina Tzakosta*, Evanthia Sinodi
University of Crete

University of Crete, Rethymno, Greece

This paper presents a program of teaching the morphology of Greek L1 through children's stories. Three stories addressing the word formation processes of inflection/conjugation, derivation and compounding were applied in Greek monolingual and Greek-German bilingual preschool classes. The results revealed fast and effective learning of the Greek morphology.

OR2854***Teachers caught in the middle: Language teacher positioning in school contexts among conflicting language ideologies***

Janica Nordstrom

University of Sydney, Sydney, Australia

This paper focuses on conflicting language ideologies in heritage/ complementary/ community language schools. The paper analyses how teachers are placed at the intersection of these ideologies, resulting in a re-construction of ideologies and identities which both facilitate and hinder classroom learning.

OR3091***Grammar for real***

Tomas Riad*, Maria Lim Falk*

Stockholm University, Stockholm, Sweden

Grammar instruction in school should be grounded in the systematic nature of grammar, exploring patterns via the linguistic intuition and general analytical work. We tried out instruction with problem sets requiring no preunderstanding of grammar. Students were able to solve fairly advanced grammatical problem sets and found the activity stimulating.

OR3310***Developing and maintaining heritage language speaker identity through discursive positioning***

Corinne Seals

Georgetown University, Washington DC, United States

This study comes from an in-school and in-home ethnography with primary school students who are Russian and Ukrainian heritage language speakers. Findings show that while students' classroom language abilities reflect in-home language use patterns, their self-claimed multilingual skills and identities reflect how they

are discursively positioned by teachers and parents.

OR922

Teacher cognition in literacy instruction within minority language education in Sweden

Christina Hedman*¹, Natalia Ganuza*²

1. Stockholm University, Department of Language Education, Stockholm, Sweden 2. Stockholm University, Centre for Research on Bilingualism, Stockholm, Sweden

This presentation reports on a qualitative study within the field of teacher cognition. It aims to highlight theoretical beliefs and practices regarding literacy instruction of mother-tongue teachers within the Swedish school. Analyses of field notes and teacher interviews are discussed in the light of current institutional and language-political contexts.

B2: Standard Language Education

OR1539

Is a picture really worth a thousand words?

Functions of images in business English textbooks

Leon Bell*¹, Cameron Romney*²

1. ESL Teacher, Australia 2. Kyoto Sangyo University, Kyoto, Japan

A survey was conducted of 15 business English textbooks to determine what role images play in these texts. The results show that whilst most graphics do not have an active pedagogical purpose, they could passively contribute to learning. The rationale, methodology, results, and implications of the survey will be discussed.

OR2226

Are there any fast and efficient ways in training L2 oral output?

Nobue Ellis

Waseda University, Tokyo, Japan

This study is to identify: 1) the main attributes of 'competent speech' in English as L2; 2) what attributes of L2 speech should be acquired earlier than others; and 3) how a learning environment influenced learners' L2 output. A few suggestions are made for teaching L2 speaking skills more efficiently.

OR2287

Linguistic challenges in word problems for primary school students in German math classes

Sabine Stephany

University of Cologne, Cologne, Germany

Little is known on the exact requirements and the resulting language barriers for L1 and L2 students in the German mathematics classroom. The present study examines linguistically based difficulties in mathematical word problems. The results are relevant for instruction and assessment in mathematics classes.

OR2312

Learning academic language in math classes through supportive writing assignments

Sabine Stephany*, Markus Linnemann

University of Cologne, Cologne, Germany

Writing tasks can be used as a tool for learning mathematical content as well as (academic) language. In order to assist less skilled and L2-writers to solve such tasks, the presenters developed and evaluated the concept of Supportive Writing Assignments. Results showed significant increases in students' mathematical and language competences.

OR2382

An exploratory discipline specific study on understanding how critical thinking is operationalised in literature review writing

Santhakumari Thanasingam*¹, Antonia

Chandrasegaran

1. University Of Auckland, New Zealand

Critical thinking (CT) is a hallmark of successful writing in higher education. It is however found to be inexplicitly defined for instruction. This study presents a typology of operationalized critical thinking acts derived using Swales' and Steinmanns' text analytic framework, Flower's socio-cognitive theory and Bereiter and Scardamalia's knowledge transformation theory.

OR2916

Cultivating learner autonomy in a team-taught graduate-level introductory reading course in Japan

Haruyo Yosdhida*, Bruce Malcolm*

Osaka Kyoiku University, Osaka, Japan

Employing two teachers in one classroom is a relatively new educational phenomenon in Japan. The effects of a Japanese and NES team-taught semester-long graduate reading course conducted only in English were investigated. Analysis of portfolios and standardized aural/oral test scores revealed significant improvements which correlated with increases in learner autonomy.

OR3097

Literacy teaching in Singapore: A study of teacher's perceptions and practices

Jason Loh

National Institute of Education, Nanyang Technological University, Singapore

The presenter will describe an ethnographic study of teachers' perceptions of the literacy programmes and their actual practices in two Singapore primary schools. This study will help the schools' curriculum developers and leaders understand the practices teachers use in their literacy classrooms and the influence of one on the other.

OR71

Motivating male language learners: The need for 'more than just good teaching'

Scott Kissau

University of North Carolina at Charlotte

There is concern about the under-representation of English-speaking boys in foreign language programs. The researcher will share the results of a case study involving a French teacher and four of her male students who studied French throughout high school. Recommendations for how to motivate male language learners will be provided.

OR981

Reflective practice: Conflicts, dilemmas and instructional tensions experienced by teachers of English in standard education

Shirlene Bemfica De Oliveira

Federal Institute of Minas Gerais - Ouro Preto Campus, Brazil

Teachers' practice is permeated by dichotomies that can unbalance their approach, impeding them from developing a practice that is

compatible with their intentions. This paper discusses the instructional tensions experienced by teachers of English supported by their perspectives and beliefs. These tensions influenced the teacher's practice in positive and negative ways.

B3: Second/Foreign Language Teaching and Teacher Development

OR156

Language narratives from adult upper secondary education: Developing foreign language identities within autonomy-oriented pedagogy

Tero Korhonen

School of Education/University of Tampere, Tampere, Finland

Identity is of major importance for contemporary foreign language education. The presenter will provide evidence of reconstructing foreign language identities of adult English students in a Finnish upper secondary school for adults. The findings imply pedagogy for co-directed autonomy as a plausible approach to promote such identity development.

OR1001

The effects of short-term study abroad experiences on willingness to communicate in a L2

Adrian Leis

Miyagi University of Education, Sendai, Japan

The presenter will report on a study abroad program with a sample of 150 Japanese junior high school students. Based on Yashima's (2002) study, quantitative data were gathered before and after students traveled. Results imply that willingness to communicate in English is a major factor in study abroad programs' success.

OR1015

Learner-nominated forms in a form-focused EFL classroom

Paul Moore

University of Queensland, St Lucia, Australia

This study explores whether there is a role for a focus on grammatical forms (FOFS) in task-based

language learning. Japanese EFL learners were asked to nominate forms they found problematic, and focus on them in task-based interaction and subsequent oral production. A case study of one learner's performance is presented.

OR1037

Talk-in-interaction in the task-based French beginner classroom

Jeanne Rolin-Ianziti

The University of Queensland, St Lucia, Australia

The presentation argues that the examination of interactions resulting from the implementation of tasks offers valuable input to help teachers reflect on how to introduce Task Based Language Teaching in the classroom. It will use a Conversation Analysis framework in order to analyze audio-recorded samples of talk generated by a class of beginners in French as they are performing a task.

OR1062

Voices of university FL teachers in a Thai context: Their perceptions of Thailand's FL education

Natheeporn Keawkhong*¹, Chantarath

Hongboontri¹, Robert C. Kleinsasser²

1. Mahidol University, Bangkok, Thailand 2. Arizona State University, Phoenix, United States

This study systematically sponsors the usually silenced and suppressed voices of foreign language teachers (FL) in a Thai university context. In essence, it reveals FL teachers' perceptions of factors they believed affecting their instructional practices. These factors include, for example, organizational structure, colleagues, cultures of teaching, students, and teaching materials, among others.

OR1075

Lifelong learning: EFL teachers' conceptualizations and their practical understanding

Purisa Watcharenwong*, Chantarath Hongboontri
Mahidol University, Bangkok, Thailand

This triangulated qualitative study examines university EFL teachers' conceptualizations of lifelong learning and their classroom practices. It is found that these teachers' conceptualizations of lifelong learning were similar to those of theorists.

However, their classroom practices contradicted the notions of lifelong learning. In teaching, almost all participants adhered to their textbooks; only few implemented activities to promote lifelong learning.

OR1084

Socio-psychological structure of Japanese 'good' learners: Analysis of large-scale survey data and in-depth interview data

Rieko Matsuoka*¹, Kahoko Matsumoto*², Gregory Poole*³, Michael Johnson⁴, Rie Tsutsumi*⁵

1. National College of Nursing, Tokyo, Japan 2. Tokai University, Kanagawa, Japan 3. Doshisha University, Kyoto, Japan 4. Muroran Institute of Technology, Muroran, Japan 5. Yokohama National University, Yokohama, Japan

In this presentation we share survey and interview data from research conducted at several Japanese universities. The aim is to explore factors that seem to impede highly-motivated learners in Japan from being effective communicators in English. We also discuss pedagogical implications for better facilitating eager learners of EFL.

OR1121

Exploring novice teachers' teacher talk development: A multiple-case study of EFL teachers in China

Hao Xu

Beijing Foreign Studies University, Beijing, P. R. China

This three-year longitudinal study inquired into the development of four novice teachers' teacher talk in the EFL classroom in China, and found that novice teachers' teacher talk may develop with fluctuations, possessing various features that develop at the expense of one another until a relatively more balanced state is reached.

OR1134

Shortcomings of the New Practical Chinese Reader for learners of Chinese and recommendations

Han Lin

Flinders University, Adelaide, Australia

Linguistic and cultural knowledge are two major aspects of foreign language learning and teaching. This presentation analyses the shortcomings of the popular Chinese textbook, New Practical

Chinese Reader, in terms of these aspects. It then proposes recommendations to overcome these shortcomings and improve the learning outcomes of foreign language learners.

OR1157

Investigation of university English teachers' motivation in Japan

Rie Tsutsumi

Yokohama National University, Yokohama, Japan

It is becoming clearer that language teachers have a significant impact on learners' motivation level, interest levels, and attitudes toward their learning. The researcher explores in detail university English teachers' job satisfaction levels and what motivates teachers through quantitative research utilizing questionnaires with Likert scale questions and qualitative research interviewing the participants.

OR1177

Intelligibility and pronunciation adjustment strategies in Hong Kong L2 classrooms

Hsueh Chu Chen

The Hong Kong Institute of Education, Hong Kong, China

Based on a corpus study, this study examines the sounds that are important for intelligible pronunciation in L2 classrooms and reports on how teachers help their students understand L2 classroom input through teachers' self-reflection on their speech adjustments. Remedial teaching strategies used to rectify students' pronunciation errors are also identified.

OR1187

Needs analysis of peer feedback to design L2 learner training tasks in a college EAP program

Junko Imai*¹, Cheryl Tsuyuki*²

1. University of Hawaii at Manoa, Honolulu, USA 2. Kapiloani Community College, Honolulu, USA

This paper reports the needs of peer feedback skills in a U.S. university, synthesizing the data collected from various stakeholders within a college-EAP program and beyond. Under the TBLT framework, we will address how L2 writing instruction can respond to the needs and prepare L2 learners to exchange peer feedback.

OR1195

Teaching EFL writing to Chinese college students: A holistic, engaging and dynamic process

Ju Zhan*, Fengjuan Zhang

Jilin University, Changchun, PR China

The study explores how to teach English writing to Chinese college students as writing has been much ignored. The process-genre writing course is designed and delivered based on neo-humanism and output hypothesis. The qualitative data reveals writing is a holistic, engaging and dynamic process, which provides pedagogical implications.

OR1206

Training high school students on summary writing in Japan

Noriko Kurihara

Kyoto University, Kyoto, Japan

This presentation will report on an experiment of training high school students to write a summary in Japan. Analysis of summary protocols and examination of students' English proficiency, reading proficiency, vocabulary size and the length of summaries will show how the integration of reading and writing impact on their skills development.

OR1211

Does peer reviewing help students improve their writing abilities?

Noriko Kurihara

Kyoto University, Kyoto, Japan

This presentation reports the effects of peer review on the development of writing abilities in a high school EFL classroom. Pre-and post-essay tests were conducted and peer feedback sheets were examined. Questionnaires and interviews were also performed. The results show peer review had a definite impact on students' writing abilities.

OR1226

University-school collaboration through action research

Kazuyoshi Sato

Nagoya University of Foreign Studies, Japan

Although action research has gained prominence, there has been little documentation regarding

university-school collaborative action research. This study will show how two Japanese high school teachers engaged in collaborative action research organized by a university teacher and how, as a result, they developed a three-year English curriculum in their school.

OR1230

Gauging the CLIL effect: Results from a large-scale longitudinal study on German CLIL programmes

Dominik Rumlich

University Of Duisburg-Essen, Germany

A quasi-experimental study (N=1,275) on German CLIL/partial immersion programmes revealed that future CLIL and non-CLIL students' general language proficiency, interest in (learning) English and academic self-concept substantially differ a priori. After one year of CLIL, the differences are of equal size stressing the impact of selection, preparation and ceiling effects.

OR1247

Teacher professional identity in a transnational context: Stories and issues

Xuan Nhat Chi Mai Nguyen

Hue University - College of Foreign Languages, Hue, Vietnam and The University of Queensland, Brisbane, Australia

This narrative inquiry study examined factors that contributed toward the professional identity construction of five non-native EFL teachers of different national and language backgrounds as they came to study TESOL at an Australian university, and investigated how these factors interacted with each other as these teachers constructed their transnational identity.

OR1258

Visual ethnography and reflexive methodologies to develop second language teachers' professional competence in Canada

Cecile Sabatier*, Daniele Moore*

Faculty of Education, Simon Fraser University, Burnaby, BC, Canada

The presenters use visual ethnography and a participatory approach to document the daily experiences of teachers and students in immersive second language classrooms in Canada,

and to discuss how collaborative research and multimodal resources can positively impact teacher education and language learning in a minority context.

OR1266

European Language Teachers' beliefs on Intercultural Communicative Competence

Martine Derivry*¹, Kristi Jauregi*²

1.UPMC, University of Paris 6, France 2. Department of Modern languages, Faculty of Humanities, Utrecht University

Based on a project financed by the European Commission, the objective of this presentation is to describe a set of embedded educational contexts which are essential to be closely looked at when dealing with teacher's beliefs. Teacher's representations of Intercultural Communicative Competence will be explored precisely from questionnaires and interviews.

OR1275

Comparing the effectiveness of three oral communication tasks in foreign language learning

Sarah Khan

Universitat de Vic, Vic, Spain

The appropriacy of classroom tasks in foreign language learning is a key consideration of task-based research. In this study, with 48 EFL learners, three different oral communication tasks were analysed for complexity, accuracy and fluency (CAF) and language related episodes (LREs) to evaluate the effectiveness of the tasks.

OR1279

An investigation of successful learners' strategies across nationalities: Focusing on change over time

Hirofumi Tanabe

Aoyama Gakuin Senior High School, Tokyo, Japan

This study aims to investigate the strategy use of successful international learners. We conducted interviews with 14 international graduate students at University of Hawaii. Our observation indicates that successful learners, irrespective of their nationalities, tend to share several learning strategies and similarly change their usage over time.

OR1285***Dyslexia and English as Foreign/Additional Language Teaching in Brazil: A case study***

Juliana Reichert Assuncao Tonelli
Londrina State University, Paraná, Brazil

This presentation aims at showing the results of a case study carried out in Brazil where a dyslexic student was having English as foreign/additional language classes at a public school. The results indicate successful ways of teaching that language to students with difficulties with the written language.

OR1289***Authenticity and technology: Variation in French textbook packages***

Jennifer Wagner
University of South Australia, Adelaide, Australia

This paper will discuss the inclusion of variation in French textbook packages, including audio-visual ancillaries and companion websites. This study reveals the current state of university textbooks regarding authentic language and technology integration, and explores the mismatch between the textbooks' contents, their objectives and researchers' recommendations for materials design.

OR1301***Understanding Chinese EFL teachers' pedagogical beliefs and practices through professional dialogues***

Huizhong Shen*¹, Margaret Kettle*², Yifeng Yuan¹
1. The University of Sydney, Australia 2. Queensland University of Technology, Australia

This study examines Chinese EFL teachers' pedagogical beliefs and practices on designing cooperative learning and dialogical teaching in a professional development context. Data gathered during a two-day workshop include teachers' interactive input, post-session feedback and trainers' responses and reflections. Strategies for creating a more interactive language classroom are also considered.

OR1317***Teacher translanguaging in university language courses: Any insights for school-based language programs?***

Marianne Turner
Monash University, Australia

In Australia language teachers in mainstream schools are increasingly expected to communicate meaningfully with their students in the target language. The presenter will explore four university language teachers' perceptions of their translanguaging practices and discuss how these perceptions provide insights for school-based language programs.

OR1338***Appropriating and using tools of literacy: The development of teaching expertise by future French faculty***

Beatrice Dupuy*, Kristen Michelson*
The University of Arizona, Tucson, USA

Guided by a sociocultural theory perspective, this study explores how literacy-related conceptual understandings and teaching practices of novice French teaching assistants evolved as they participated in constructivist-based professional development activities. Findings demonstrate how participants' histories, beliefs, and local constraints shaped their appropriation and use of tools of literacy.

OR1345***Enabling autonomous language learning - guides for effective support***

Kerstin Dofs*¹, Moira Hobbs*²
1. Christchurch Polytechnic Institute of Technology, Christchurch, New Zealand 2. Unitec, Auckland, New Zealand

The presenters will report on a recent trial of autonomous language learning guides, which were developed to support autonomous learning progress within students. It will be of particular interest to Independent Learning Centre staff, and teachers who may want to develop something similar for their own language schools and centres.

OR1354***Re-examining motive in L2 oral proficiency development: A sociocultural perspective***

Lu Yu

Beijing Foreign Studies University, Beijing, PR China

This longitudinal case study investigates the construction and transformation of motive in a Chinese EFL learner's oral proficiency development. Examining the forces that shaped the motive and the developmental process as constructed by the changing motive, the study demonstrates the co-evolving relationship among learner motive, learning process, and L2 development.

OR1364***Online tools and professional development in computer-assisted language learning: A survey***

Jeong-Bae Son

University of Southern Queensland, Toowoomba, Australia

This paper explores online tools and professional development in computer-assisted language learning (CALL) and investigates CALL practitioners' ways of developing knowledge and skills for the use of CALL. It provides implications and recommendations for language teacher training for CALL.

OR1379***Malaysian BEd TESOL students' language choices in New Zealand: What role does identity play?***

Jennifer Jones

University of Auckland, Auckland, New Zealand

This paper shows the significant effect of identity on the language choices of Malaysian BEd TESOL students in New Zealand. Identity was found either to constrain or facilitate interaction in the target language. Implications reveal the value of providing students with a means to process their language learning experiences.

OR139***A model to empower Grade 10 mathematics teachers with questioning techniques***

Maureen Ledibane

North West University, Mafikeng Campus, Mmabatho, South Africa

Questions are part and parcel of any classroom interaction. The presenter will describe a model to empower grade 10 mathematics teachers with the types of questions, questioning techniques and teacher strategies that enhance learners' understanding of mathematical discourse as well as English Second Language (ESL) development.

OR1413***An autonomous project-based approach to advanced language learning***

Mira Kim

University of New South Wales, Australia

This paper discusses pedagogical benefits and challenges of an autonomous language project-based approach adopted in an advanced language skill development course specifically designed for translation students at post-graduate level. The discussion should benefit those who are interested in developing methods for advanced language learners.

OR1423***Two different pathways of L2 motivation? Activity Theory and Dynamic Systems Theory perspectives***

Yuzo Kimura

University of Toyama, Japan

This paper will address the theoretical application of Activity Theory and Dynamic System Theory to L2 motivation. Comparative analysis will show how L2 motivation can be conceptualized by these two different alternative theories by using them to interpret the same data set from a high school classroom in South Korea.

OR1452***A little intervening effort and its impact and effects on EFL elementary students in Taiwan***

Ching Yu Na

Futai Elementary School, Taoyuan, Taiwan

A low cost and highly effective English preview program out of the idea of intervention has helped EFL elementary students better learn English in their beginning year. This study aims to give kids a successful experience in learning English and help them keep the learning momentum.

OR1469***Pronunciation teaching: Getting stress without getting stressed***

Graeme Couper

Auckland University of Technology, Auckland, New Zealand

This paper reports on the findings of two small-scale exploratory studies which investigated how stress can be taught effectively. A qualitative analysis across the two studies allows for the emergence of a number of key insights into learning which lead to practical suggestions for the classroom.

OR1471***Teacher cognition of pronunciation teaching: A comparative study of two contexts - New Zealand and Uruguay***

Graeme Couper

Auckland University of Technology, Auckland, New Zealand

This paper reports on a comparative study into teacher cognition of pronunciation in two very different contexts: TEFL in Uruguay and TESOL in New Zealand. Data collected through over 200 questionnaires and 30 interviews leads to practical conclusions for both teacher education programs and research into types of pronunciation instruction.

OR1492***Learners' use of L1 during task work: Does it have any benefit?***

Yusa Koizumi

J. F. Oberlin University, Tokyo, Japan

This study explored potential benefits of EFL learners' L1 use during task work. Two groups of Japanese learners completed a collaborative writing task, and their interactions and compositions were compared. The group that was allowed to speak L1 often used metalanguage when discussing forms and produced more accurate compositions.

OR1494***The disappearing ESL curriculum?***

Anthea Fester

University of Waikato, Hamilton, New Zealand

The presenter will report on (a) a questionnaire-based survey of ESL teachers which revealed a high level of dissatisfaction with the curriculum guidance provided by the institutions in which they work, and (b) interviews with ESL programme managers which indicated some uncertainty and confusion around their own institution's curriculum documentation.

OR1500***Balancing classroom target language and first language use: The scaffolded teacher speech model***

Susan Oguro

University of Technology Sydney, Australia

This paper proposes a model of teacher practice: the Scaffolded Teacher Speech Model. Using data collected from teachers of Chinese, French, German, Italian, Japanese and Spanish, the paper shows how maximising classroom Target Language use is underpinned by a range of complex teaching practices, including use of the learners' L1.

OR1527***Does 'knowing how the brain works' help development of learning strategies?***

Junko Omotedani

Kwansei Gakuin University, Japan

Implications offered by neuroscience can be applied to foster learning strategies of language learners. This presentation will report on the development of learning strategies of university students in Japan who had a lecture on the mechanisms of the brain, and kept reflection journals throughout their compulsory English classes.

OR1559***EFL bilingual pedagogy programming in Indonesian classrooms***

Harni Ningsih

The University of Sydney, Australia

The presentation will report on an action research project on bilingualism in English as a foreign language education in Indonesia. The research analyses bilingual classroom discourse in genre-based literacy lessons, and applies these analyses to designing a bilingual literacy intervention. The

research contributes to the development of bilingual pedagogy.

OR1567

Constructing and legitimating the interpreter's identity and the interpretation's activities in Brazilian Sign Language classes

Audrei Gesser

Universidade Federal de Santa Catarina, Florianópolis, Brazil

This presentation aims at describing the interaction between the participants in a Brazilian Sign Language teaching-learning context, in order to show how the interpreter's identity and the interpretation's activities are co-constructed and legitimized through language use in the course of face-to-face interaction.

OR1573

Learning to teach writing: A case study of EFL teachers in China

Fengjuan Zhang, Ju Zhan

Jilin University, Changchun, P.R.China

The professional development of writing teachers has been an important but under-investigated topic of concern in language teacher education. This presentation reports on a case study which examines six EFL teachers' experience of learning to writing in Chinese universities. The findings have implications for writing teacher education.

OR1574

Several ways of speaking, many ways of being: Additional language pronunciation and speaker identities.

Shem Macdonald

Victoria University, Melbourne, Australia

Pronunciation is an integral part of the way additional language speakers shape their many identities through spoken interactions with others. Using data from a longitudinal case study of a speaker, this paper proposes a model that encompasses a multi-faceted, expanded and integrated view of additional language pronunciation.

OR1589

Deconstructing the deficiency of critical literacy in Chinese EFL education: A case study

Quanyou Ruan

The University of Hong Kong, Hong Kong, PR China

Critical literacy, as increasingly important in language education, remains to be further explored in China. This study reports a case study by deconstructing the deficiency of critical literacy in Chinese EFL education through the Four Resources Model and reveals the causes and performances typically in China from macroscopic and microscopic perspectives.

OR1594

A teacher's decision-making process in elementary school EFL education

Eri Osada

Kokugakuin University, Yokohama, Japan

This case study aims at investigating a teacher's decision-making process in Japanese elementary school EFL education. By examining a homeroom teacher's planning, conducting and reflecting lessons, it was found that not only post-class reflections but also teaching beliefs about his specialty, Japanese education, had impacts on his decisions.

OR169

Investigating cross-curricular collaboration between L2 and content subject teachers in content-based instruction programmes

Yuen Yi Lo

University of Hong Kong, Hong Kong

This study explored collaboration between L2 and content subject teachers in content-based instruction in Hong Kong. The questionnaire and interview data revealed that cross-curricular collaboration was still scant, with organizational factors and teachers' contrasting beliefs being the potential obstacles. This study provides insights for school leaders, teacher educators and teachers.

OR1713***What makes the 'good' English language teacher trainer?***

Ali Al-Issa

Sultan Qaboos University, Muscat, Sultanate of Oman

Just like teachers, teacher trainers too have characteristics that distinguish them from the rest, or otherwise. A questionnaire completed by multi-nationality ELT practitioners has shown that teacher trainers have professional and interpersonal characteristics. Such findings have implications for the selection and training of English language teacher trainers around the world.

OR1722***When the going gets tough...: Trainee teachers' strategies in teaching in a challenging environment***

Habsah Hussin,

Universiti Putra Malaysia, Serdang, Malaysia

In this paper, the presenter will describe the strategies employed by a cohort of ESL trainee teachers in teaching in a challenging environment. Their strategies indicate their personality, readiness and versatility as teachers which would augur well for their future career, the teaching profession and the learners who need them.

OR1729***Professionalization initiatives for EFL teachers: The teachers' perspective***Ofra Inbar-Lourie¹, Elite Olshtain², Keith Goldstein*², Meital Yaakov-Aviv²

1.The School of Education, Tel Aviv University, Israel 2. The NCJW Research Institute for Innovation in Education, the Hebrew University, Jerusalem, Israel

This paper will present teachers' views on the professional development activities they participated in, their relevance to their teaching context and personal and professional needs. Conclusions will be drawn as to the factors that need to be considered prior to launching teacher professionalization initiatives especially in multilingual and multicultural settings.

OR1755***Past learning experiences and agency in L2 Learning: Phenomenological exploration in Trinidad and Tobago***

Diego Andres Mideros Camargo*, Beverly-Anne Carter

The University of the West Indies, St. Augustine, Trinidad and Tobago

This study looks at how past schooling experiences might inform the way in which L2 language majors at a university in Trinidad and Tobago approach their studies and language learning. This study draws from Sociocultural Theory (SCT) as a growing body of research in L2 language learning, particularly Learner Autonomy.

OR1769***Teacher research into language users' definitions of good language skills and their relevance***

Tuula Lehtonen

Language Centre, University of Helsinki, Helsinki, Finland

Teacher research is systematic inquiry into the teacher's own context. The presenter will use three sets of definitions of good language skills from her teaching context at a Language Centre in Finland, highlighting their relevance to her reflective practice. This research implies improved professional practice through systematic inquiry.

OR1771***Learning to socialize in heritage language acquisition***

Ji-Young Jung

The University of Pennsylvania, Philadelphia, USA

This discourse analytic study calls for SLA researchers' attention to the role of formal instruction in heritage language acquisition. The presenter analyses classroom interactions in a college-level Korean class. Through investigating heritage interlanguage from an acquisition-oriented view, the study aims to contribute to a deeper understanding of heritage language learners.

OR1789

Lexical bundles as markers of authenticity in English for academic purposes materials

Ellen Cray*, David Wood*

Carleton University Ottawa Canada

This paper proposes a definition of "authentic language" in language pedagogy which rests on the presence of frequently occurring lexical bundles, corpus-derived multiword functional units, in texts. Using this measure, an examination of texts from academic textbooks and English for Academic Purposes texts indicates that EAP texts are not authentic.

OR1823

Enhancing teacher development by implementing pluralistic approaches

Rebecca Dahm

Université de Limoges, Limoges, France/Université de Bordeaux, Bordeaux, France

This paper aims at examining ways to help teachers review their EFL teaching strategies by implementing pluralistic approaches. Teachers need to review their preconceived ideas about students' abilities which hinder them when setting up the lesson plan and play a part in the implementation of the course.

OR1842

Literature discussion in EFL literature classes

Suphinya Panyasi

University of Technology, Sydney, Sydney, Australia

This paper reports on an ongoing action research project on the teaching of English literature using a reader response approach at two universities in Thailand. It describes the patterns of interaction and their effects on students' use of the target language. It will provide insight into discussion skills needed by students.

OR185

Collaborative communication projects for meaningful learning

Josefina Santana

Universidad Panamericana, Guadalajara, Mexico

Collaborative communication projects were used in an elementary school where students worked together on a school magazine. At a university,

undergraduate students did research projects to present at an international conference. This talk describes those projects and how they were organized. The projects can be adapted to the participants' own milieu.

OR1853

Professional learning communities: Challenging or beneficial to English language teachers?

Quynh Nhu Phan

The University of Technology Sydney, Sydney, Australia

This paper reports on research into the ways professional learning communities are adopted as a learning model for primary English language teachers in a central city of Vietnam. Taking a sociocultural perspective, this study contributes empirical evidence to support the view that teacher learning should be collaborative and contextualised.

OR1860

Investigating practices for teacher support and development

Beatriz Maciel*, Silvia Becher*

UF RJ (Federal University of Rio de Janeiro), Rio de Janeiro, Brazil

As teaching may be frustrating when teachers feel isolated or inappropriately prepared, needs and expectations of in-service teachers implementing a new pedagogical program for teaching English to children in a Brazilian public school system were investigated and contrasted with the support and development practices offered to them.

OR1861

Critical thinking in Vietnamese EFL classrooms: An investigation into current practices

Thi Thanh Binh Nguyen

University of Technology Sydney, Sydney, Australia

Critical thinking has become an important element in foreign language education in recent years. The presenter describes the current critical thinking practices in Vietnamese English classrooms and proposes an appropriate framework for this context. This study has implications for critical thinking education in language classrooms in Vietnam.

OR1884***Teaching and learning Spanish online: Action research and professional development for three language teacher educators***

Antoinette Gagné*¹, Clea Schmidt*², Marlon Valencia

University of Toronto, Toronto, Canada 2. University of Manitoba, Winnipeg, Canada

The presenters will describe their year-long action research project related to teaching/learning Spanish using a comprehensive learning site complemented by weekly virtual meetings. Key findings will be connected to the literature on professional development for language teachers and implications for the "re-engagement" of language teacher educators will be explored.

OR1889***Collaborative activities for pedagogical purposes with extensive reading: Studying the dimensions of reading circles***

Greg Rouault

Doshisha Women's College of Liberal Arts, Kyoto, Japan

Drawing on theories of cooperative learning, the presenter will outline the results of a study identifying the dimensions that make Reading Circle discussions most or least enjoyable. The implications for instructors looking to implement Reading Circle roles as collaborative learning opportunities for language teaching with extensive reading will be discussed.

OR1893***Mobile technology tasks in initial language teacher education***

Constanza Tolosa

University of Auckland, Auckland, New Zealand

This paper presents findings from a project that investigated the integration of mobile technologies into foreign language teacher education in New Zealand. Student teachers developed authentic tasks using mobile technologies to collaborate and provide feedback on their application of pedagogical and linguistic content required to meet Graduating Teacher Standards.

OR1929***Utilizing computer mediated communication in teacher education: Possibilities and challenges***

Soyeon Kim*¹, Pei-Hsun Emma Liu*²

1. Korea Institute For Curriculum and Evaluation, Seoul, Korea 2. Kainan University, Taoyuan County, Taiwan

The presentation addresses the issues of identity transformation of NNES student teachers in the process of sharing expertise and knowledge through CMC. It discusses the possibilities and challenges of NNES educators who were involved in a cross-national project in TESOL graduate programs in Korea and Taiwan.

OR1942***How does English literacy education affect Japanese primary school children's ability and motivation?***

Sakiko Yoneda*, Yoichi Nishimura*

Hokuriku Gakuin University, Kanazawa, Japan

Japanese primary schools started a new English course focusing on oral skills. The presenters will show the results of their research and discuss that teaching not only oral skills but also reading and writing is more effective in enhancing children's English skills as well as their motivation regarding English studies.

OR1953***English loanwords in Japanese: Function and role in English language acquisition***

David Bollen

Sojo University, Kumamoto, Japan

This paper examines the increasingly important role that English loanwords play within the modern Japanese language. It also discusses ways in which this relationship can be most effectively harnessed to assist Japanese learners in the acquisition of English.

OR1954***Australian teachers' perspectives on successes, challenges, and caveats of Content and Language Integrated Learning (CLIL)***

Russell Cross, Margaret Gearon

Melbourne Graduate School of Education, Australia

Content and Language Integrated Learning (CLIL) has been highly successful in Europe, but has yet

to be examined extensively across other jurisdictions. This study reports on the introduction of CLIL to Australian primary and secondary schools, and teachers' perceptions on its potential, as well as its challenges and concerns.

OR1962

Lack of retention in high school language programs: Students' own understandings

Timothy Jowan Curnow*, Michelle Kohler
Research Centre for Languages and Cultures, University of South Australia, Adelaide, Australia

The presenters report on a qualitative analysis of interviews with middle-school students from five Australian high schools, examining their attitudes towards language study, and what these students themselves believe are the impediments and enablers for continued language study through to senior secondary.

OR1965

Transformation and trans-national language teacher education

John Macalister
Victoria University of Wellington, New Zealand

This paper focuses on the development of pre-service language teacher cognition in a trans-national language teacher education programme. It examines the ways in which students navigate the competing demands of home and abroad, and the extent to which ideas from 'abroad' are reflected in their teaching practice.

OR1974

Current alternatives to 'listen and repeat' for learning and teaching suprasegmentals in the language classroom

Arizio Sweeting*¹, Michael Carey*¹
1. The University of the Sunshine Coast, Australia

Experienced pronunciation researcher-practitioners were interviewed to develop a toolkit of alternative learner centred approaches to suprasegmental instruction. The presenters will outline the toolkit and its future use in participatory action research (PAR). The PAR will document the experiences of novice English language teacher participants engaged in training, action and reflection.

OR1987

Exploring a genre-based approach to second language teacher education

John Hedgcock*¹, Heekyeong Lee*¹
1. Monterey Institute of International Studies, USA

This paper presents outcomes of an exploratory study of a genre-based approach to developing teacher candidates' knowledge of oral and written discourse conventions in a graduate program. Findings from a survey, focus group interviews, and classroom observations provide insights into how novice teachers' genre awareness may complement their reflective practices.

OR2052

Professional identities and pedagogical constructs in a discipline-specific educational setting in a Malaysian context

Mimi Mohamed
Universiti Tun Hussein Onn Malaysia (UTHM), Johor, Malaysia

This paper analyses the way English language teaching in higher education was perceived and the way the educational setting was interpreted in a Malaysian university focusing primarily on engineering fields. The findings indicated that these perceptions and interpretations shaped teachers' identities and filtered their pedagogical constructs.

OR2055

Does paraphrasing practice contribute to second language vocabulary learning?

Marina Dodigovic
Xi'an-Jiaotong Liverpool University, PR China

This study seeks to sensitise the audience to the relationship between second language (L2) vocabulary learning and the development of paraphrasing skill. It explores the relative vocabulary growth in a tertiary L2 writing class which focused on paraphrasing practice. Possible causes and pedagogical implication of this outcome are discussed.

OR2078***Portraits of some Vietnamese teachers of English: An inquiry into their language proficiency development***

Khoi Ngoc Mai

University of Queensland, Brisbane, Australia and University of Languages and International Studies - VNU, Vietnam

This presentation discusses the difficulties in developing English proficiency experienced by non-native English speaking teachers of English in Vietnam. It calls for the need to review certain standards the government imposes on these teachers by presenting results of the teachers' language proficiency self-assessment and a glimpse into their professional lives.

OR2127***Fostering cognitive development in English language education in Japan: Analyzing junior high school English textbooks***Madoka Kawano*¹, Seiko Hirai*²

1.Meiji University, Tokyo, Japan 2. Kitasato University, Tokyo, Japan

Learning a second or a foreign language involves cognitive development of learners. The Japanese Ministry of Education recently revised the school curriculum in an attempt to foster the logical thinking skills of students. The presenters examine this evolving situation by analyzing teacher-oriented questions and activities included in junior high school English textbooks.

OR2129***Pedagogy and proficiency in early English vs. late English in primary education***

Rick De Graaff

Utrecht University, Utrecht, the Netherlands

In a comparative study in primary education in the Netherlands, 250 early starters (age 4) and 250 late starters (age 10) were tested on their ESL proficiency. The paper discusses between groups differences, taking individual characteristics (parents' educational level, pupils' cognitive/academic level, motivation, out-of-school exposure) into account.

OR2147***A systemic analysis of TBLT in Malaysia and Vietnam: From policy to textbooks to classrooms***Jonathan Newton*¹, Thi Bao Trang Nguyen*¹, Norhayu Norany*²

1. Victoria University of Wellington, New Zealand 2. Institute of Teacher Education Sultan Abdul Halim Campus, Kedah, Malaysia

This paper reports on the extent to which the education systems as a whole in Malaysia and Vietnam provide 'fertile ground' for the adoption of a task-based approach to language teaching and learning. The research involved analysis of language policy and textbooks, classroom observation, and interviews with teachers and learners.

OR2177***Designing for agency and expertise in higher education***

Peppi Taalas*, Juha Jalkanen*

University of Jyväskylä Language Centre, Jyväskylä, Finland

Change demands on language education are increasing in the technologised and mobile world. The current theories on agency and expertise seem to be a natural path in re-thinking learning in the 21st century. This paper puts these theories into practice, presents research results of the development process and outlines a vision for the development of new and dynamic language teaching environments where learners and teachers have an active role as co-designers.

OR2188***Explicit grammar instruction and the young foreign language learner***

Rowena Hanan, Emma Marsden*

University of York, United Kingdom

We will present the findings of a classroom experiment investigating the effectiveness of explicit grammar instruction for young learners of German as a foreign language in England. The findings suggest explicit instruction is useful amongst even these young learners. Practical implications for primary school foreign language teaching are considered.

OR2198***Foreign teachers of English in Vietnam: Identity and ethics in international contexts***

David Bright

The University of Queensland, Australia

In this paper the presenter will describe how the identities of Western teachers in three secondary schools in Vietnam are shaped by discourses of global English spread. How teachers perceive the role of English will be related to teachers' pedagogical relations and practices, suggesting that current approaches are ethically problematic.

OR2207***Teaching language and culture: What life-cycle greetings in Yoruba teach the learner***

George Alao

Institut national des langues et civilisations orientales, France

The paper argues that cultural content inbedded in Yoruba life-cycle greetings and wishes/prayers (specifically used at such events as Pregnancy, Childbirth, Marriage and Death) can help the teacher as mediator address not only specific language issues but also help learners gain insight into Yoruba Worldview and capture cultural meanings.

OR2251***One classroom, many voices: Fostering student communicative autonomy in Japanese university English courses***Ellen Motohashi*¹, Chitose Asaoka*¹, Carolyn Ashizawa*²

1.Dokkyo University, Japan 2. Seikei University, Japan

This presentation reports on an investigation of both teachers' experiences with, and opinions of, the usefulness of group work and discussion activities with their first-year Japanese students, and looks into the influence of past language-learning experiences on current learning of first-year students at three different post-secondary private institutions in Japan.

OR2257***Effects of learning strategies and attitudes on language proficiency***

Nils Jaekel

Ruhr-University Bochum, Germany

Language learning strategies and students' attitudes towards learning English may support the learning process in Content and Language Integrated learning classrooms. Structural Equation Modeling will be used to examine if these factors predict students' language proficiency. Inconclusive evidence of effects of strategy use on language proficiency will be discussed.

OR227***A study of teacher reflection in a community of practice for professional development***

Ping Wang

Ludong University, PR China

This paper reports a study based on teacher reflection theories and the Community of Practice model. It reports how teachers learn through reflection because although the innate sense of learning from reflection is present in the tenets of Chinese philosophy, reflection is not typically practiced in traditional PD activities.

OR2289***The difference between the logical structure of Japanese university students' L1 and L2 academic writing***

Gavin Brooks Brooks

Kwansei Gakuin University School of Policy Studies

This presentation examines how first year Japanese college students organize their ideas in English academic writing assignments compared to the rhetorical styles they use in Japanese. It looks at the reason behind these differences and what teachers can do to help students improve their students' English writing skills.

OR230***Learnable and teachable aspects of dative arguments in Spanish L2***

Esther Castro

Mount Holyoke College, South Hadley, MA, United States of America

This study explores the implications of different theoretical proposals and L2 studies regarding the selection of pedagogical treatments in the teaching of Spanish dative arguments considering the different structural elements (morphological,

syntactic, and semantic) involved in the realization of these structures.

OR2300

Requests for help as doing learning in an English-as-an-additional-language classroom

Paola Salimen*¹, Pedro Garcez*²

1. Federal University of Rio Grande do Sul, Porto Alegre, Brazil and CAPES, Brazil 2. Federal University of Rio Grande do Sul, Porto Alegre, Brazil and CNPq, Brazil

Conversation analysis of requests for help and offers of help during role-playing activities in an English-as-an-additional-language classroom reveals that participants identify doing learning in help requests but not offers. Activities promoting requests for help are recommended as action for learning in effective teaching.

OR2307

The effects of L2 writing tutorials on student revisions in an EFL writing center

Maiko Nakatake

Musashino University, Japan

In second language writing, giving effective feedback has been a great concern to teachers and researchers. Based on the analysis of multi-modal data, the presenter will discuss the effects of writing center tutorials on student writing. Results suggest that social interaction through tutorial conversations plays a significant role in writing.

OR2314

Influences of topic choice and interest on L2 journal writing

John Eidswick*, Mayumi Asaba

Kyoto Sangyo University, Japan

The presenter will describe a study that investigated influences of choice and interest on L2 writing. Japanese university students wrote about teacher-selected and student-selected interesting and boring topics. Analyses of entry length, lexical sophistication, and grammatical accuracy are presented and implications for classroom practice and further research are discussed.

OR2337

The developmental processes of L2 teachers learning to use online technology for language teaching.

Scott Windeatt*, Sandra Morales-Rios
Newcastle University, United Kingdom

Experience of software for providing automated computer-based feedback on writing with different levels of learner in three different countries has yielded useful information about its effectiveness as an alternative, or a supplement, to teacher-based feedback, and multiple sources of data, including eye-tracking, have provided information about the students' writing processes

OR2350

Critical thinking, media images and the foreign language classroom

Kip Cates

Tottori University, Tottori City, Japan

This talk will analyze the use of visual and print media in foreign language classrooms, describe ways in which media images and information impact learners, look at how the media promote international (mis)understanding and propose approaches that help students develop critical media awareness as part of the language learning process.

OR2358

Developing a contextualized, CEFR-informed textbook for Japanese learners of English to facilitate autonomous learning and teaching

Naoyuki Naganuma*¹, Noriko Nagai*², Fergus O'Dwyer*³, Alexander Imig*⁴

1. Tokai University, Japan 2. Ibaraki University, Japan 3. Osaka University, Japan 4. Chukyo University, Japan

This research is to develop English language integrated skills textbooks that adapt and apply the Common European Framework of Reference for Languages for the higher education context in Japan. We adopted a Content and Language Integrated Learning approach to develop textbooks to meet an academic goal of tertiary-level education.

OR2366***The effects of teacher collaboration on children's morphological awareness across languages***

Roy Lyster

McGill University, Montreal, Canada

Three pairs of partner teachers collaborated to design and implement biliteracy tasks across their French and English classes, integrating a linguistic focus on derivational morphology with a thematic focus on storybooks. Results of the pre/post measures of morphological awareness administered to their students and a comparison group will be presented.

OR2384***Genre-based vocabulary development in ESP education***Miho Fujieda*¹, Hiroko Suzuki*²

1. Kyoto College of Medical Science, Kyoto, Japan 2. Tokai University, Tokyo, Japan

This paper demonstrates the vocabulary development in a Japanese college freshman ESP course for future healthcare professionals. Students interacted with authentic reading materials representing different genres within their specialized field. Qualitative and quantitative analyses reveal a positive shift in students' perceptions of and their efficiency in learning specialized vocabulary.

OR2406***Verifying self-determination theory in a Japanese EFL context: Psychological needs fulfillment and L2 motivation***

Toshie Agawa

Juntendo University, Tokyo, Japan

The purpose of this study is to verify Self-Determination Theory (SDT) in a Japanese EFL context. Structural equation modeling was used to analyze the questionnaire data. The presenter argues that Japanese L2 learners might have a different perception of autonomy than L2 learners in the western sociocultural hemisphere.

OR2413***Fostering user identity in learners of English as an international language in the expanding circle***

Yumi Hato*, Sandra Healy*, Chieko Hayashi*, Tomoko Takei*

Kyoto Institute of Technology, Kyoto, Japan

This presentation argues for the importance of fostering a user identity instead of a learner identity in students of English as an International Language in the expanding circle. It will then demonstrate features of practical classroom activities and assessment that might be used to effectively develop a user identity.

OR2414***An activity analysis of a professional development community of practice for high school EFL teachers***

Luxin Yang

Beijing Foreign Studies University, Beijing, China

Guided by activity theory, this study examined how a professional development community of practice was formed and evolved through expansive learning when six high school EFL teachers took part in a voluntary teacher development program organized by a teacher educator from university and a teacher supervisor in their school district.

OR2446***Improving listening efficiency of Chinese EFL learners through post-listening perception activities***

Dan Hou

Northeast Normal University, PR China

The present study addresses the paucity of empirical research regarding the effect of post-listening perception activities on L2 listeners. The presenter will report on an intervention study conducted with 120 Chinese undergraduates, which will inform researchers and practitioners of the potential of integrating perception activities into regular listening classes.

OR2470***Becoming an effective discursive practitioner in the academic seminar: Preparing L2 students for active participation***

Nicholas Marshall*, Evelyn Naoumi*
Meiji University, Japan

The presentation will describe an innovative syllabus for overseas students in postgraduate university courses which aims to socialize students into appropriate discursive roles for effective participation in seminars. The presenters will discuss various data of learner interaction discourse in terms of 'interactional competence', linking theory and practice.

OR2476***Process and results of curriculum development of a Japanese university's EFL elective courses***

Kim Bradford-Watts
The Japan Association for Language Teaching (JALT),
Japan

Curriculum development/renewal can initially seem overwhelming. The presenter will outline the process of curriculum development undertaken to counter falling student numbers in EFL elective classes at a Japanese university, report on the results, and reflect upon the ongoing nature of such curriculum development efforts.

OR2479***Collaborating across borders: A case study of videoconference-enhanced teacher training programs***

Minako Yogi
University of the Ryukyus, Japan

The enhancement of globalization and information technology has opened up new horizons for English education. Along this line, the presenter will describe the effectiveness of expanding and enriching English teacher-training programs through authentic videoconferencing and collaborative material development projects in order to enhance pre-service teachers' communication skills and professional knowledge.

OR2483***Developing a process drama teacher professional development program***

Hae-Ok Park
International Graduate School of English, Seoul,
Republic of Korea

This study presents a process drama teacher development program which was conducted in Seoul, Korea. The aim of this research is to establish an effective teacher professional development program, which focuses on introducing process drama techniques. Questionnaires, focus group interviews, teacher logs, learning journals, and discourse analysis from classroom observation data are used to triangulate the research findings.

OR2489***Teaching priorities of English pronunciation for Chinese university students***

Lingli Zhang
School of Foreign Languages, China University of Geosciences, China and. National Research Center for Foreign Language Education, BFSU, China

This study explores the international intelligibility of Chinese-accented English. The data are collected from Chinese sophomores as speakers and international educated people as listeners. It attempts to identify the salient features that impede the international intelligibility of Chinese-accented English and suggest the priorities for pronunciation teaching for Chinese University students.

OR2495***Assessing digital literacy levels: The design of an instrument***

Rosinda de Castro Guerra Ramos*¹, Simone Telles Martins Ramos*², Fernanda Katherine Asega*³
1. Catholic University of São Paulo (PUCSP), Brazil 2. Technological College of São Paulo (FATEC), Brazil 3. Post Graduate Applied Linguistic Program (LAEL), Catholic University of São Paulo, Brazil

This paper aims to share the experience in designing an assessment instrument to evaluate digital literacy levels for in-service language teachers in Brazil, due to this lack and to the need to offer effective continuing education courses in

digital literacy, as well as adequate curricula for these courses.

OR2498

Identity formation in the power spectrum amongst native-speaking English teachers

Su Yon Yim*¹, Kumju Hwang*²

1. Korea Institute for Curriculum and Evaluation, South Korea 2. Chung-Ang University, South Korea

Based on interview data, the presenters will report that native-speaking English teachers in Korea limit themselves to native speakers of English rather than to develop a teacher identity. It is suggested that organizational levels of support are needed so that they can develop a sense of teacher identity.

OR2501

On doing being beyond a learner: The role of the task in accomplishing such a goal

Paola Salimen*¹, Ana Luiza Freitas*², Cristina Gibk*³

1. Federal University of Rio Grande do Sul, Porto Alegre, Brazil and CAPES, Brazil 2. UFCSPA, Porto Alegre, Brazil and UNISINOS, Brazil 3. UNISINOS, Brazil

Conversation analysis of segments from different additional-language classrooms featuring the accomplishment of different tasks reveals that different tasks promote not only different activities, but also the emergence of different membership categories. Tasks promoting the emergence of different categories would promote more opportunities for authentic language use.

OR251

Gender, culture, and professional identity: Exploring the lives of foreign female English teachers in Japan

Diane Nagatomo

Ochanomizu University, Tokyo, Japan

This presentation explores the narratives of foreign female English language teachers in Japan, married to Japanese nationals, in three contexts: private teaching, secondary schools, and tertiary institutions. The presentation will show how the women's professional identity is closely related to Japanese gendered attitudes toward women as wives and mothers.

OR252

Teacher-researcher collaboration on teaching pragmatics: A situated instructional study in an English-medium university in Japan

Naoko Taguchi*¹, Naeko Naganuma*², Carlos Budding*²

1. Carnegie Mellon University, U.S.A. 2. Akita International University, Japan

We present a project on teaching pragmatics to Japanese college students of ESL. Based on the analyses of students' knowledge of speech acts, we implemented explicit instruction on the use of politeness expressions. Positive instructional effects were found, suggesting that sociocultural teaching can be effectively incorporated into the institutional curriculums.

OR2547

Teachers' use of students' L1 in the EFL class: Proficiency, mismatches, and changes over time

Eleanor Carson

Hiroshima City University, Hiroshima, Japan

The researcher investigates the contentious issue of teachers' use of learners' L1 in the EFL class. Using longitudinal research employing three sequential questionnaires given to both students and teachers over an academic year, analyses of proficiency patterns, mismatches, and preference changes will be clarified. Theoretical and pedagogical issues will be elucidated.

OR255

Students' perception of (in)civility toward groupmates

Harumi Kimura

Miyagi Gakuin Women's University, Japan

This study investigates tertiary students' (in)civility toward groupmates in L2 small group interaction. When students study together in small groups, opportunities arise for minimizing or maximizing the quality of interactions according to their groupmates' (dis)respectful behaviors and attitudes. The results will be helpful to nurture positively interdependent classroom cultures.

OR2585***Building connections between English language needs and subject knowledge: From course planning to implementation***

Natalie Fong

The University of Hong Kong, Hong Kong

The presentation will report on the design and delivery of a consolidated English course. It will also discuss how the course encourages commitment to students' discipline and address the challenges of curriculum planning, course implementation and collaboration with the Faculty.

OR2595***An English for Academic Purposes (EAP) genre-based course in Brazil: Evaluation and challenges***Cynthia Regina Fischer*¹, Rosinda de Castro Guerra Ramos*², Maria Aparecida Gazotti Vallim*³

1. Federal Institute of Education, Science and Technology of São Paulo, Brazil 2. University of São Paulo (PUCSP-GEALIN), Brazil 3. IFSP/Technological College of São Paulo (FATEC), Brazil

The research group GEALIN redesigned its course and carried out research to evaluate this genre-based course. Data were gathered through questionnaires. This presentation shows the decisions made (Ramos, 2004), sequencing and the guidelines for the production of materials. We present the results of the evaluation by the students, and challenges for its implementation.

OR2730***What every teacher should know about student beliefs on language learning and teaching***

Michael Pasquale

Cornerstone University, Grand Rapids, USA

This paper summarizes beliefs of North American students of foreign languages at the secondary and university level about language learning and teaching. The understanding of beliefs commonly held by students can be taken into consideration in teacher training, syllabus design, and materials preparation.

OR2752***From autonomy in foreign language learning to autonomy in foreign language teaching***

Peter Jing Huang

Hong Kong Baptist University, Hong Kong, P.R. China

This presentation examines the transition from learner to teacher autonomy that might be expected in the development of the same individual moving from a language learner context to a language teacher context. It will contribute knowledge to the long-term development of autonomy and generate insights into language teacher education.

OR277***Experience, context, and personal propensities in provision of corrective feedback***

Reiko Mori

Fukuoka Prefectural University, Tagawa, Japan

The present study explored the beliefs about corrective feedback of two EFL professionals. The results of the study suggest that the current corrective feedback research only partially reflects classroom reality, pointing to a gap between research agenda and teachers' ways of knowing about and reflecting on corrective feedback.

OR278***Faculty feedback: Perceptions and practices in L2 disciplinary writing***

Ken Hyland

University of Hong Kong, Hong Kong, China

Based on interviews with 20 teachers at an English-medium university in Hong Kong, this paper explores the expectations faculty teachers have of L2 student writing. It therefore moves L2 feedback studies beyond the texts produced for writing teachers to understand students' attempts to write themselves into their disciplines.

OR2812***'Stiltedness' or 'Flailing about': Are there only 2 options for paragraphing pedagogy?***

Iain McGee

University Of Nizwa, Oman

The 'traditional' Bainian deductive paragraph is the mainstay paragraph model of writing teachers worldwide. Is this a problem? What are the

alternatives? In this talk the presenter surveys and evaluates ideas and research from the 1960s up until now, and suggests reasons for the present impasse and some ways forward.

OR2831

Using corpus linguistics in teaching and learning English in the classroom (for Vietnamese learners of English)

Thanh Vi Son

Lund University, Sweden

This paper investigates the use of corpora, with a specific focus on concordances, in teaching and learning English as a foreign language (L2) in classrooms in Vietnam. Students who used concordances obtained more correct answers than those who did not, and they could develop activeness in exploring word structures and rules.

OR2837

Effects of explicit syntagmatic knowledge on Japanese English learners' noticing a hole

Takahiro Iwanaka

Kagawa University, Japan

How does explicit syntagmatic knowledge contribute to learners' interlanguage development? The presenter will describe the procedure of an experiment which employed 61 undergraduate students as its participants. He will then discuss the possible roles of explicit syntagmatic knowledge in second language learning and clarify the locus of explicit syntagmatic knowledge.

OR2862

Feminist EFL teachers' identities and teaching practices in Japanese universities

Reiko Yoshihara

Nihon University, Japan

In this study I explore nine Japan-based feminist EFL college teachers' identities and teaching practices. The exploration is what feminist identity the teachers have, how they develop feminist identities, and how their feminist identities reflect their teaching practices. Results suggest that their feminist identities reflected their teaching practices.

OR2880

The micro-contextual factors facilitating language transfer in a bilingual kindergarten in Taiwan

Sa-Hui Fan*, Ling-Ling Hsu*, Ming-Jae Lo

National Taichung University of Education, Taiwan

The purpose of this study is to explore potential contextual factors in a classroom for facilitating language transfer in early childhood by investigating a Chinese-English bilingual class at an experimental kindergarten in Taiwan. The findings of this study indicate that language transfer occurs when teachers of both languages coordinate to adopt similar curricula and respect students' native language.

OR2988

An investigation of Indonesian primary students' L2 learning strategies and self-efficacy beliefs

Syafi'ul Anam*^{1,2}, Elke Stracke*¹

University of Canberra, Australia 2. Universitas Negeri Surabaya, Indonesia

L2 learning strategies are crucial in effective language learning. However, there is little information on young EFL learners' strategies, let alone on how strategy use relates to self-efficacy beliefs. This paper, therefore, fills this gap by presenting the results of a study conducted with Indonesian primary students.

OR3008

Effects of written and spoken peer feedback on Japanese EFL students' L2 writing

Keiko Hirose

Aichi Prefectural University, Japan

This classroom-based study examines the effects of written and spoken peer feedback on students' English writing. More specifically, the study compares pre- and post-course compositions written by Japanese EFL undergraduates who received a semester-long English writing instruction incorporating bimodal peer feedback during pair work over 12 sessions.

OR3015***The effects of teaching EFL learners metaphor and metonymy through a metaphoric mapping approach***

Yi-Chen Chen

Department of Foreign Languages and Applied Linguistics, Yuan Ze University, Taiwan

A cognitively-oriented Metaphoric Mapping Approach was investigated empirically for its effects on teaching EFL learners figurative language, including metaphors, metonymies, and idioms. Results indicated that the Metaphoric Mapping Approach can enhance EFL learners' awareness of figurative intentions, improve their retention, and provides guidelines to draw inferences in newly-encountered figurative expressions.

OR3021***Chinese University EFL teachers' feedback on text-level features of student writing: A socio-cultural perspective***

Xiaoyun Bian

Auckland University of Technology, New Zealand

Although one of the central questions that faces EFL university teachers is to provide feedback concerning students' big writing problem in rhetoric (i.e., discourse-level organizational patterns), studies of teacher feedback devoted exclusively to rhetorical issues are practically nonexistent. This socio-cultural theory-informed study fills the gap.

OR3030***Educational beliefs affecting Japanese language teachers' attitudes toward the use of Japanese literature***

Vicky Richings

Kwansei University, Japan

This presentation shows the results of an investigation of Japanese language teachers' attitudes toward the use of Japanese literature in the Japanese language classroom. It examines the underlying educational beliefs that may affect teachers' perceptions of the usage of Japanese literature as authentic material.

OR3071***Decontextualized presentation of lexical phrases prior to focus-on-form EFL tasks***

Yoshimasa Ogawa

Showa Women's University, Japan

EFL/ESL teachers often explicitly present unfamiliar lexical phrases before task-based instruction. This study investigates whether the decontextualized presentation of target lexical phrases strengthens or weakens the effectiveness of form-focused oral repetition tasks that follow. The trade-off between explicit language enhancement and opportunities to notice new forms will be addressed.

OR3080***English language teacher research in Cambodia: Development and challenges***

Chan Narith Keuk

Macquarie University, Australia

This paper presents an overview of English language teacher research in Cambodia and the challenges Cambodian English language teachers often encounter while undertaking research. It argues that in order to strengthen teachers' active engagement in doing research, institutional support, mentoring assistance, training and incentives need to be formulated and practised.

OR3093***Shadowing: who benefits and how? Uncovering a popular EFL teaching technique for listening***

Yo Hamada

Akita University, Japan

This study explores commonly accepted concepts regarding shadowing, a popular EFL teaching method for listening, by examining whether shadowing is effective for only lower proficiency learners; and whether shadowing enhances learners' speech perception, improving learners' listening comprehension skills. The presenter explains how instructors should use shadowing in EFL classrooms.

OR3096***Developing pre-service EFL teachers' professional beliefs through a foreign language education course: A longitudinal study***Shi Pu*¹, Yi'an Wu*²

1. University of Cambridge, United Kingdom 2. Beijing Foreign Studies University, PR China

A key issue in language teacher education reform concerns how sound theoretical knowledge and pedagogical practices can be effectively integrated. Accordingly, a longitudinal study of a successful EFL teacher education course was conducted to uncover how such integration is achieved, leading to positive changes in the students' professional beliefs.

OR3114***Identity transformation through narratives of English native-speaker Assistant Language Teachers in Japanese public schools***

Nami Sakamoto

The Junior High School Of University Of Hyogo, Japan

This study is a narrative inquiry into English native-speaking teachers' professional development as Assistant Language Teachers (ALTs) in Japanese public schools. A qualitative analysis of ALTs' narratives illustrates the transformation of their identities, which are significantly affected by their social relationships in the classroom.

OR3115***Learning to help in tandem learning: Experience of pre-service teachers of Japanese***

Naoko Aoki

Graduate School of Letters, Osaka University, Osaka, Japan

This paper reports on a teacher education practice which tried to sensitize students to the nature of mediation for microgenesis of second language by engaging them in tandem learning. Based on the data elicited from the students, the presenter claims that the tandem experience was effective in achieving the goal.

OR3136***Developing pedagogical and linguistic expertise: A case study of Chinese language teachers' identity negotiation***Dian Marissa*¹, Bedrettin Yazan*², Pei-Jie Chen*²

1. Gadjah Mada University, Indonesia 2. University of Maryland, USA

Using a poststructuralist framework for identity and sociocultural approaches to learning, this study examines how pre-service Chinese language teachers develop pedagogical and linguistic expertise as they engage in complex identity negotiation during pre-service teacher education. Findings demonstrate the need to include deeper understanding of teacher identity development in language teacher education.

OR314***A motivational programme for learners of english***

Michael Magid

University of Nottingham, United Kingdom and English Language Institute of Singapore, Singapore

The motivational programme that I designed for learners of English was the first application of Dörnyei's L2 Motivational Self System. I will describe the structure of my programme and present the main findings from my research on it. Using imagery has been found to be an effective L2 motivational strategy.

OR3184***Collaborative dialogue in one-to-one tertiary Learning Advice Consultations: Opportunities for developing linguistic knowledge***

Kirsten Reid*, Mary Roberts

Victoria University of Wellington, New Zealand

Many tertiary student learning centres offer one-to-one consultations where students seek advice on academic skills and literacy. Using data from consultations, the researchers discuss how language learning can occur through collaborative dialogue between advisor and student. The research aims to help learning advisors maximise the potential of the individual consultation.

OR322***Teacher research engagement: Evaluating the impact on individuals and institutions in a national educational sector***Anne Burns*¹, Katherine Brandon*²

1. University of New South Wales, Australia 2. English Australia, Australia

The notion of teacher-as-researcher has become increasingly influential. However, little research exists on the impact of teacher research on individuals, their employing institutions and the educational sector. The presenters discuss the findings of a national impact study conducted in Australia and highlight theoretical implications for successful implementation of such initiatives.

OR3225***The influence of melodic structure on second language acquisition***Jiyoon Lee*¹, Matthew Schreiber*²

1. University of Georgia, USA 2. University of Pennsylvania, USA

This study examined the influence of musical melodic structure on lexicon acquisition in English among L2 learners. Teaching synforms, musical elements were controlled through the composition of specific task-appropriate melodies. The findings of this study will assist researchers and teachers in understanding the relationship between music and language learning.

OR3229***Development and use of a learning module for fostering EFL learners' self-regulated learning in Japan***Reiko Yamamoto*¹, Ayumi Ikeda², Eiji Saito³, Misato Choja*⁴, John Smith⁵, Yasushige Ishikawa⁶

1. Osaka International University, Japan 2. Kyoto Koka Junior High School, Japan 3. Kyoto University of Foreign Studies, Japan 4. Kyoto Koka Junior High School, Japan 5. Osaka International University, Japan 6. Kyoto University of Foreign Studies, Japan

This paper reports on a five-step learning module that was implemented in an English language skill-building course to help first-year junior high school students in Japan develop knowledge and attitudes for fostering self-regulated learning.

OR3262***A classroom revolution: How creative can you be?***

Tony Cripps

Nanzan University, Japan

This research paper examines the notion of creativity in English language classrooms in Japan. A small group (n=22) of Japanese junior high school and high school English teachers were asked to consider how creative they are in their classes. The paper explicates the teachers' struggle to be creative.

OR3282***Vocabulary learning tasks of EFL Japanese university students: An investigation of the involvement load hypothesis***

Mayumi Tsubaki

Bunkyo Gakuin University, Japan

The presenter will examine whether the involvement load hypothesis, which describes the mental load of vocabulary tasks and predicts vocabulary learning, is applicable to lower-proficiency EFL learners. Experimental results to be presented indicate that language learning background requires consideration in addition to the involvement load of vocabulary learning tasks.

OR3322***Identity construction in EFL contexts: A case study of primary English language teachers in Vietnam***

Chinh Nguyen*

Monash University, Australia and The University of Danang, Vietnam

Teacher identity has emerged as a major theme of research in general education and applied linguistics. As the majority of English teachers worldwide are nonnative English speakers, this paper explores how six primary English teachers construct their identity in the EFL (English as a foreign language) context of Vietnam.

OR3356***Teachers' pedagogies: From transmission teaching to facilitating learning***

LuzMaria Muñoz De Cote

Universidad de Guanajuato, Mexico

This paper discusses the pedagogies of two experienced Mexican teachers who participated in a qualitative research project developed at a Mexican public university. The purpose of the study was to understand the experience of teachers who were challenged to decenter their power position in the language classroom.

OR3388

Conditions for effective learner reflection in the autonomous learning process

Steve Brown

Konan Women's University, Japan

Learner reflection is an essential pillar of autonomous language learning, but how does it work in practice? The presenter explores the effectiveness of reflective activities used by a group of Japanese university students, suggests optimum conditions for effective reflective practice, and posits a tentative framework for meaningful reflection in practice.

OR3394

Prospects of studying English abroad in an Outer Circle country

Toru Tadaki

Baiko Gakuin University, Japan

For Japanese students, there are many concerns with regard to a study abroad programme in an Outer Circle country presumably because they do not think that proper English is spoken in those countries. This study will look at the change in their attitudes towards English learning in the Outer Circle and the kind of English which is used in the area.

OR3455

Time, space, and memory in the teaching-learning of English within a Brazilian juvenile detention center: The effect of suspension in a confusing space

Valdeni Reis

UFVJM, Brazil

This paper investigates the way incarcerated students experience the learning of English within a Juvenile Detention Center in Brazil. The investigation explores the notion of memory related to the notion of time and space as a

central point to the understanding of this educational setting.

OR3456

Critical perspectives for ELT in Brazil: Educating for race relations in a (false) racial democracy

Miriam Jorge

Universidade Federal de Minas Gerais (UFMG), Brazil

This presentation aims at discussing how ELT can align with anti-racist education in Brazil, a miscegenated country known for its racial inequalities. Based on the principles of Critical Applied Linguistics, Critical Multiculturalism and Critical Literacy, we discuss a project which focuses on the legacies of the African Diaspora in Brazil.

OR3488

TESOL teacher perceptions of plagiarism as a culturally-based concept

Kara Ronai

University of Jyväskylä, Jyväskylä, Finland

Research in the field of teaching English as a second language (TESOL) has increasingly focused on the relationship between culture and learning. This presentation aims to have teaching practitioners challenge their conceptions of plagiarism in language learning and the notion that plagiarism is a culturally-bound concept.

OR3489

'Arts-enriched' methods in Participatory and Developmental Practitioner Research in language teaching in Higher Education

Ana Ines Salvi

University of Warwick, United Kingdom

This paper explores the value of using 'arts-enriched' methods such as photography, drawing, and poetry in Participatory Practitioner Research in language teaching in Higher Education. The research draws inspiration from recent calls in sociology for researchers to use 'live research methods' or more 'crafty and artful' research methods.

OR389***A qualitative meta-analysis on peer feedback research in ESL/EFL writing***

Tsuiping Chen

Department of Applied English, Kun Shan University, Taiwan

This research-oriented presentation discusses results from a grounded meta-analysis study synthesizing fifty-four individual peer feedback studies in ESL/EFL writing classes between the years 1990-2012. The findings indicate that teachers and students need to bring together their values on peer feedback practices to make them effective in the classrooms.

OR403***The Pibid/Letras-Inglês project: Strengthening teacher education in the Amazon region***

Nilton Hitotuzi

Universidade Federal do Oeste do Pará (UFOPA), Brazil

This paper presents a summary of the achievements and challenges of a project funded by the Brazilian government to help improve the quality of teacher education in the Amazon region. Capitalising on transdisciplinarity, Content-and-Language Integrated Learning and critical pedagogy, the project connects English language teaching undergraduates and local state schools.

OR407***Sixteen weeks to produce a research paper***

Sara Cotterall

American University of Sharjah, United Arab Emirates

Research writing poses particular challenges for L2 writers who lack a reading culture. This session describes an undergraduate research writing course which scaffolded Arab learners' drafting efforts by integrating writing with reading, and providing extensive modelling of composing processes. Student evaluations identified early drafting as a key strategy.

OR435***Towards a complexity approach to language teaching and learning***Elaine Ferreira do Vale Borges*¹, Vera Lucia Menezes de Oliveira e Paiva*²

1. State University of Ponta Grossa - UEPG, Brazil 2. Federal University of Minas Gerais - UFMG, Brazil

A complexity approach to language teaching and learning is proposed. The authors describe a variety of essential elements that they see as fundamental for such a proposition, having as starting point some contemporary studies in the field of Applied Linguistics in the context of chaos / complexity science.

OR441***Some aspects of the nature of non-native EFL teachers' cognitions in complex school contexts***

Shigeru Sasajima

Saitama Medical University, Japan

This paper discusses the cognitions of non-native EFL teachers. The purpose is to identify their teacher cognition on teaching and teacher education. The research primarily used a qualitative approach, featuring 10 teachers, drawing on complexity theory, and found several featured aspects of teacher cognition socially, culturally, locally and personally.

OR462***Content-based English language teaching for at-risk EAL students***

Jenny Miller

Monash University, Australia

This paper reports on a study of content and language pedagogy in four Melbourne high school classrooms with low literacy EAL students. The presenter demonstrates why mainstream content is inaccessible to many EAL students, and then outlines a language-focused framework which draws on content, literacy and second language principles.

OR489***The role of emotions in teacher development: A longitudinal study of an EFL teacher***

Chunguo Meng

Nanjing Normal University, PR China

Emotion makes a difference for teacher development, but is ignored in the field of language teacher education. This study traces a rural EFL teacher's emotion changes, identity formation and professional development in his teaching lives over 10 years. It concludes by

discussing the role of emotions in teacher development.

OR494

The impact of teaching practices on learning outcomes in foreign languages

Marita Härmälä*, Raili Hildén*

Finnish National Board of Education, Finland

The presenters will describe the impact of teaching practices on nation-wide language learning outcomes. The scores from linguistic subtests are statistically compared with (a) learning strategies reported by pupils and (b) teaching practices reported by teachers. The results of the study will be used to inform teaching practices, teacher training and curriculum design.

OR538

In-service teachers and their consequential transitions from CALL teacher education: A case study

Chin-Chi Chao

National Chengchi University, Taiwan

Drawing on the Sociocultural perspective and Beach's conceptualization of transfer as consequential transition, this study analyzed the connections 19 in-service teachers having taken an 6-week course on CALL built between the course experience and their teaching contexts at the end of the class and eight months later.

OR54

Limiting or facilitating? How L2 listening pedagogy prepares learners for life beyond the classroom

Joseph Siegel

J. F. Oberlin University, Japan

L2 listening instruction often involves answering comprehension questions. However, such an approach may not prepare learners for listening in their L2 beyond the classroom. This presentation reports on an analysis of 10 teachers' listening instruction and examines the extent to which generalizable listening skills are being taught.

OR555

Applying CLT in College English classrooms: Text-focused, text-related, and text-free

Hui Du

Hohai University, Nanjing, PR China

This is a study on the implementation of the new teaching goal of College English prioritising listening and speaking. The analysis of classroom data reveals a picture of communicativeness at different levels: text-focused, text-related, and text-free. The study has implications for the adaptation of CLT in EFL classrooms.

OR558

An exploratory quantitative meta-analysis on peer feedback research in ESL/EFL writing classrooms

Tsuiping Chen

Department of Applied English, Kun Shan University, Taiwan

The paper meta-analyzed 11 studies investigating the effect of peer feedback on ESL/EFL students' writing improvement. Fixed and Random Effects Models were employed to analyze 14 effect sizes yielded by the 11 studies. The results indicate more studies providing sufficient data to estimate the effectiveness are necessary for future meta-analyses.

OR561

How future English teachers deal with new technologies?

Janara Barbosa Baptista

UNESP, Brazil

New technologies have caused changes in teachers' practices. Nevertheless many foreign language teachers are not prepared to use them. The presenter will discuss teacher education and new technologies, arguing that early contact with them may help teachers to merge technology and foreign language teaching/learning to prepare students to interact today.

OR580***Language teachers' narratives of practice: Design and process in collecting teachers' stories, for professional learning***Robyn Moloney*¹, Lesley Harbon*²

1. Macquarie University, Australia 2. The University of Sydney, Australia

The Australian researchers report their design and process, in creating a collection of language teacher narratives. The teachers developed reflection and enquiry skills in constructing narratives of the 'journeys' which have shaped their practice. These narratives are a resource in professional development and extend the study of narrative itself.

OR602***Innovating for a change: Teacher development and technological innovation***

Lillian L.C. Wong

Centre for Applied English Studies, The University of Hong Kong, Hong Kong

This presentation reports an investigation into innovation and change relating to technology and teacher professional development. It reviews the factors which affect the incorporation of technological innovation in language teaching and argues that the decisive factor for successful change lies with the teachers who implement changes in the classroom.

OR612***Exploring the professional role identity of novice ESL teachers through reflective practice***

Thomas Farrell

Brock University, Canada

This paper reports on the professional role identity of three novice College ESL teachers in Canada in their first year. The study attempts to answer: when novice teachers talk regularly about their practice in a new teacher group, what do they communicate about their role identity as language teachers?

OR635***Teachers with different L1 backgrounds and their corrective feedback strategies***

Yoko Asari

Waseda University, Japan

The study examined the extent to which teachers with different L1 backgrounds differ in the provision of corrective feedback. The results revealed that teachers' recasting relied on their language proficiency, which suggests the importance of assessing the usability of recasts provided by non-native English speaking teachers

OR667***Writing center tutors' professional development from an activity theory perspective***

Mayumi Fujioka

Osaka Prefecture University Japan

Based on an activity theory (Engeström, 1987) framework, this study addresses writing center tutors' professional development. Qualitative data from interviews and observations of tutoring practice with five EFL tutors indicate the robustness and usefulness of activity theory both as a theoretical and an educational framework for improving writing center tutoring.

OR686***Teacher role versus learner expectation: Narrative dialogue of Omani learners in EFL context***

Tausiff Sultana

Language Center, Sultan Qaboos University, Oman

The study explores the teacher's role versus student expectations in the Omani undergraduate EFL context employing narrative research methodology, focus group interviews, and open ended student questionnaires. Excerpts from student narratives will be shared with the audience. The findings will have implications for the teaching/learning process and cross-cultural awareness in the EFL context.

OR698***Under what conditions do linguistic exchange activities affect students' motivational and intercultural development?***

Nicole Schallhart*, Sybille Heinzmann

University of Teacher Education Lucerne, Lucerne, Switzerland

This paper outlines results of a qualitative interview study with ten high school students participating in linguistic exchange activities,

focusing on their views of what contributed to either their favourable or unfavourable motivational and intercultural development. Based on this, we will discuss criteria for the effective exploitation of exchange activities.

OR699

Motivational and attitudinal development of primary school language learners: A roller coaster ride?

Sybille Heinzmann

University of Teacher Education Lucerne & University of Teacher Education Fribourg, Switzerland

This paper outlines research into primary school children's motivational and attitudinal development with regard to the study of English as a foreign language across a time span of two years. The results suggest surprising stability, thus arguing against the notion that young learners' affective dispositions are particularly unstable.

OR700

The impact of linguistic exchange activities on learners' language learning motivation and intercultural competence.

Sybille Heinzmann*¹, Nicole Schallhart*², Roland Kuenzle², Werner Wicki²

1. University of Teacher Education Lucerne & University of Teacher Education Fribourg, Switzerland
2. University of Teacher Education Lucerne, Switzerland

Based on a longitudinal study, we will outline the effects of linguistic exchange activities in a sample of high school students focusing on key factors that foster the development of intercultural competence and motivation. Based on these results, we will delineate criteria for the effective exploitation of exchange activities.

OR711

From a teacher's perspective: Using action research to improve ESL students' academic writing and speaking

Emily Edwards*, Jennifer Wallace*
English Language Company, Australia

Two ESL teachers will outline their experiences of taking part in a formal action research (AR) program in 2012 and 2013. Their AR projects enabled them to make informed improvements to the teaching and assessment of writing and

speaking on an Academic English course in Australia.

OR72

The effect of hybridized methodology instruction on foreign language teacher self-efficacy

Scott Kissau

University of North Carolina at Charlotte, USA

Research has questioned the suitability of fully online instruction in foreign language (L2) teacher preparation courses. The presenter will share the results of a study investigating the effects of hybridized L2 methodology instruction on L2 teacher-candidate self-efficacy. Results of the study serve to inform the development of future methodology courses.

OR735

Educating the digital language teacher

Una Cunningham*

University of Canterbury, New Zealand and. Stockholm University, Sweden

The digital language teacher teaches and practises critical digital literacy alongside the target language. Language teacher education needs to equip language teachers to use the technology they have at their disposal for their own language maintenance and development as well as for their language teaching.

OR744

Investigating feedback on writing from a sociocultural theoretical perspective

Neomy Storch

The University of Melbourne, Australia

Feedback on writing is an important form of instruction. This study, informed by sociocultural theoretical perspectives, analysed a supervisor's feedback given to an ESL postgraduate student on successive drafts of one chapter. Changes in the comments over time are discussed in terms of the notion of scaffolding and postgraduate pedagogy.

OR748

North Korean defectors' struggle with English: Learner profiles and needs analysis

Eun Sung Park*, Ok Yeon Kim*

Sogang University, Seoul, Korea

Research has shown that North Korean students face tremendous difficulties with the mandatory English classes offered in South Korean universities. The current presentation will provide a general demographic sketch of the North Korean defectors enrolled at a major university in Seoul and examine the problems that these students face in English classes at the university.

OR791

Interpreting the multiple reflections of culture

Lourdes Sanchez-Lopez*¹, Clara Mojica-Diaz*²

1. University of Alabama at Birmingham, USA 2. Tennessee State University, USA

The Constructive Cultural Unit (CCU) is an innovative framework for the advanced study of intercultural competency. CCUs are designed around authentic cultural products such as films, literature, music and visual art. Learners develop higher-level critical thinking skills through research, active participation and engagement. The session presents step-by-step methodology and detailed examples.

OR802

An analysis of cultural descriptors in J-PO(S)TL (Japanese Portfolio for (Student) Teachers of Languages)

Natsue Nakayama*¹, Fumiko Kurihara*²

1. Maebashi Kyoai Gakuen College, Maebashi, Japan 2. Chuo University, Hachioji, Japan

In the age of globalization, teachers are required to develop students' intercultural competence (Byram, 1997). Considering the context of Japanese teachers of English then, what knowledge or skills are required to develop students' intercultural competence in class? This would be sought through the analysis of cultural descriptors in J-PO(S)TL.

OR837

Classroom discourse analysis of a kindergarten ESL classroom using the COLT observation scheme

Catherine Cordova

Department of English, University of Santo Tomas, Philippines

The presenter will describe the communicative features of the classroom discourse of a

kindergarten ESL class by using the Communicative Orientation of Language Teaching (COLT) observation scheme. This can help classroom teachers effectively qualify and quantify the extent to which their students are developing proficiency in the L2.

OR858

The impact of pre-service training on language teachers: Reporting on a long-term research project.

Diane Johnson

The University of Waikato, New Zealand

This presentation reports on one aspect of a research project involving over 1,000 language teachers. The research indicates that pre-service training has had almost no impact on these teachers (particularly on teachers of indigenous languages) or a negative impact (particularly on teachers of English in a number of Asian countries).

OR908

Easy-to-use web-based questions to predict the English comprehension levels of EFL-learners

Atsuko Kuramoto*¹, Toru Ochi², Chie Tsurii*³

1. Hiroshima International University, Japan 2. Osaka Institute of Technology, Japan 3. Kwansai Gakuin University, Japan

The presenters will describe a newly developed web-based English comprehension test targeting beginner's and intermediate level learners. This test is appropriate for classroom use during the limited course hour at ultimately low cost in order to know the present skill of participants and to give them a proper learning environment.

OR912

Attrition among Thai EFL teachers: Its reasons

Thachapan Kesornsit*, Chantarath Hongboontri Mahidol University, Thailand

This mixed-method study seeks to identify reasons why Thai English as a foreign language (EFL) teachers considered leaving their job. The findings list eight reasons including workload, problems with the Thai educational system, problems with colleagues and school directors, problems with parents, physical attack in the

classroom, inadequate instructional supply, family responsibilities, and health related problems.

OR913

Implementing CLT in EFL contexts: Lessons from success stories of English teachers in Japan

Masako Kumazawa

J. F. Oberlin University, Japan

This presentation draws on the "success stories" of practitioners of communicative language teaching (CLT) in Japan to extract effective ways to implement CLT in the English-as-a-foreign-language context. The presenter will discuss the findings from interviews with successful users of CLT in Japan while relating emerging issues to wider international contexts.

OR923

Needs analysis for helping science-major EFL students develop their autonomy and English proficiency

Fumiko Murase

Tokyo University of Agriculture and Technology, Japan

While learner autonomy is an important goal, developing English language skills for future careers is equally important in higher education. The presenter will show findings from a needs analysis for developing a program for promoting science-major students' autonomy and improving their English proficiency. The program reflecting the findings will be presented.

OR924

Skype-mediated oral corrective feedback

Xiaoping Gao

University of Wollongong, Australia

The presenter will report on a longitudinal study on the effects of Skype-mediated oral corrective feedback strategies on oral competence in Chinese as a foreign language. The findings suggest that Skype-mediated corrective feedback is effective in both improving learners' oral proficiency and enhancing teachers' teaching skills.

OR959

Critical thinking and developing academic literacy in English: Perspectives of Chinese postgraduate students

Shi Pu

Faculty of Education, University of Cambridge, United Kingdom

Critical thinking has been widely accepted as an aim in education. The presenter will discuss the nature of this aim in non-Western cultures by revealing how Chinese students conceptualize critical thinking as they learn to write literature reviews in English, thus illustrating its complexity within cross-cultural contexts.

OR971

The importance of language teachers' formation and development processes and how they affect teaching practices

Patricia Vasconcelos Almeida

Universidade Federal de Lavras, Brazil

Language teachers' formation and development studies are an important field of research because teachers are being influenced by the use of technologies in their pedagogical practices. The presenter, through an exploratory research method, will show how the insertion of technology can modify their practice during the formation process.

OR976

Lexical bundles analysis: An English teaching and learning experience in public high schools

Shirlene Bemfica De Oliveira

Federal Institute of Minas Gerais - Ouro Preto Campus, Brazil

This presentation focuses on approaches to make students aware of the patterns of use in a language using Corpus Linguistics tools. The students mapped and described the typical lexical bundles in beginner learners' discourse in a corpus of argumentative texts. Results point at students' linguistics awareness and pedagogical implications.

OR988

A multi-case study of teacher cognition about grammar teaching in English-as-a-foreign-language (EFL) Classrooms

Qiang Sun*, Lawrence Zhang*
University of Auckland, New Zealand

Research into teacher beliefs has gained prominence recently, but little has been reported on how novice and experienced Chinese EFL teachers think about grammar teaching. We present a multi-case study that compares how these two groups of teachers differ, particularly how their cognition and classroom practice are negotiated, differentiated and linked.

OR99

Listening in MFL textbooks: An exploration of textual content, teachers' beliefs and classroom practice

Denise Santos*, Suzanne Graham*
The University of Reading, United Kingdom

The interplay between 'textbook authority' and 'teacher authority' has a central role in language pedagogy. This presentation discusses textbook content, teachers' perceptions about such content and classroom practice with Modern Foreign Language textbooks in the teaching of listening in England. Implications for materials writers, researchers and teacher educators are discussed.

OR998

An intersubjectivity approach to needs analysis in Chinese college English curriculum development

Jinding Peng*, Yanwen Zhang*, Dianning Qu*
Institute of Applied Linguistics, Central South University, Changsha, China

An intersubjectivity approach to needs analysis is necessary for school-based curriculum development in the post-method era. Empirical evidence from four schools in China through triangulating classroom observation, interviews and questionnaires proves the newly developed Intersubjective Needs Analysis Model with three working principles more effective than existing ones in optimizing curriculum development.

How appropriate is Communicative Language Teaching (CLT) in an EFL context? An Iranian case study

Mehran Memari*, Azam Rezaee
Farhangiyar University, Ahvaz, Iran

Communicative language teaching (CLT) has been regarded as one of the ideal teaching approaches by many researchers for the past three decades. This study investigated communicative language teaching in Iranian middle school English as a foreign language classrooms from the teachers' perspective.

Exploring a genre-based approach to second language teacher education

John Hedgcock*, Heekyeong Lee*
Monterey Institute of International Studies, USA

This paper presents outcomes of an exploratory study of a genre-based approach to developing teacher candidates' knowledge of oral and written discourse conventions in a graduate program. Findings from a survey, focus group interviews, and classroom observations provide insights into how novice teachers' genre awareness may complement their reflective practices.

English teachers and deaf students within educational inclusion in Brazil

Rejane Brito
Universidade Estadual De Campinas, Brazil

This study investigates the discourse of English teachers from Brazil schools about deaf students' educational inclusion. It focuses on teachers' representations about practice. It is based on concepts of Discourse Analysis and focuses on the identification process and its effects. Finally, there are two discursive formation: inhibi(ac)tion and crea(c)tion.

Projection of citations in the reflexive writing

Livia Melo
Universidade Federal do Tocantins, Brazil

This paper characterizes reflexive professional writing, presents the resources used for the realization of the semantic system of projection mobilized in academic and non-academic citations, and characterizes undergraduate teachers' discourses produced at university.

University EFL teacher learning in community of practice

Yuhong Jiang*, Ding Zheng
Southwest University, Chong Qing, PR China

This study describes the complexity and diversities in the process of teacher learning. It examines a harmonious and supporting atmosphere of group learning through the construction of teachers' community of practice. It sheds light on Chinese university EFL teachers' rethinking of their learning, duties, rights, and of their professional development.

B4: Language and Education in Multilingual Settings

OR1031

School beginners investing in figured worlds of literacy

Helle Pia Laursen
University of Aarhus, Department of Education,
Denmark

Drawing on theories on investment in language learning and recent studies on educational literacy trajectories, this paper explores how three multilingual children, at an early stage in their schooling, invest in reading and writing, and how in their investments in literacy they draw on different figured worlds.

OR1104

'It's English class... toktok lo Bislama'. Exploring issues of teacher codeswitching in Vanuatu primary classrooms

Emma Caukill
Queensland University Of Technology, Australia

With an English-only policy prevailing in Vanuatu Anglophone classrooms, issues remain for rural Ni-Vanuatu primary teachers and students, given their limited exposure to English. Exploring these issues from stakeholders' perspectives and the literature, this study informs the debate of first language use in second language classrooms in the South Pacific context.

OR1135

Can online educational games promote self-directed literacy acquisition in the minority language?

Susana Eisenclas*¹, Andrea Schalley¹, Gordon Moyes²

1. School of Languages and Linguistics, Griffith University, Australia 2. Griffith Film School, Griffith University, Australia

This presentation discusses a pilot study with primary school-aged English-German bilinguals in Australia to investigate whether children can develop literacy in German by playing online educational games. This model could become a viable option for multilingual societies, bypassing the need of trained teachers and suitable materials in diverse community languages.

OR1545

'Asking to stop writing is like tying my hands': Hearing students learning Brazilian Sign Language

Audrei Gesser
Universidade Federal de Santa Catarina, Brazil

The presenter will describe an interaction where a deaf teacher and his hearing students come together to teach and learn Brazilian Sign Language, by showing participants' strategies to minimize conflicts emerging from interaction in regard to written Portuguese use in a course whose target's language modality is visual-spatial.

OR1561

'Capital vs. identity': University students' views about language of instruction in a multilingual environment

Christa Van Der Walt*, Nanda Klapwijk*
Stellenbosch University, South Africa

This paper investigates whether 'desiring linguistic capital' can be considered a sufficient reason for the preponderance of English as medium of instruction in multilingual countries, particularly where students have a strong home language identity. The study's results provide some intriguing and contrasting insights into students' feelings about multilingual instruction.

OR1587

Approaches to linguistic diversity in Finnish national curricula 1985-2014

Sirkku Latomaa

University of Tampere, Finland

This discourse analytic study draws on four Finnish national curriculum documents (1985, 1994, 2004, and 2014) from the viewpoint of long-established and more recent linguistic minorities. The analysis illuminates the embedded ideologies behind the documents, and the way the shifts in focus reflect the changes in Finnish society at large.

OR1724

What factors can encourage teachers to incorporate more home language use into super-diverse school classrooms?

Clare Cunningham

York St John University, United Kingdom

In today's super-diverse schools there are increasing numbers of children speaking different home languages. The presenter will report on a UK study capturing monolingual teachers' views on whether they accept home languages in classrooms. The study has implications for understanding how educationalists can better support home languages in multilingual schools.

OR1783

Migrant language learners: Multilingual repertoires as a resource in the foreign language classroom in Finland

Katja Mäntylä*, Anne Pitkänen-Huhta*

University of Jyväskylä, Finland

This paper looks at migrant language learners in a formal educational setting. The focus is on how their multilingual repertoires are recognized, valued and utilized in the foreign language classroom in Finland. This question is approached from the viewpoints of both the learners and their teachers.

OR1909

Multilingual South Africa: Twenty years of post-apartheid language, curriculum and assessment policy

Kathleen Heugh*¹, Cas Prinsloo*², Matthews Makgamatha*²

1. University of South Australia and Human Sciences Research Council of South Africa 2. Human Sciences Research Council, South Africa

Misalignment of language, curriculum and assessment policy, as well as the changing nature and context of linguistic diversity arising from global mobility, characterise the last two decades of South African education. Assessment innovation discussed in this paper, however, chimes with contemporary sociolinguistic considerations of the nature of language and multilinguality.

OR2104

Multilingualism as epistemic resource: Rethinking 'languages' in educational policy

Caroline Kerfoot

Stockholm University, Sweden

This paper uses interactional and ethnographic data from classrooms and playgrounds in a South African school. It illustrates the ways in which multilingual learners use their semiotic resources to construct identity positions, negotiate epistemic authority, and re-order linguistic regimes. It suggests a transformative epistemology of multilingualism for rethinking language-in-education policies.

OR2182

Discrepancies between beliefs and practices? Swedish content teachers' language use in bilingual education programmes

Ylva Sandberg

Stockholm University, Department of Language Education (ISD), Sweden

This study investigates Swedish upper secondary teachers' uses of English and Swedish in the bilingual natural sciences and social sciences classrooms. The major tools have been interview, observation and recording. Examples from the data will be shown and discussed. Regarding individual teachers' practices, findings suggest variation as well as consistency.

OR2216***Negotiating educational language policies: The case of a multilingual neighborhood in Tel Aviv-Jaffa.***

Elana Shohamy*, Ofra Inbar*
Tel Aviv University, Israel

The paper reports on research examining the ideological and practical interactions about educational language policies among national, municipal and local agents in a Tel Aviv-Jaffa neighborhood consisting of a diverse multilingual population of asylum seekers, refugees, foreign workers and immigrants.

OR222***Students' use of multilingual resources for school based learning***

Mei French
University of South Australia, Adelaide, Australia

How can students' cultural and linguistic resources be effectively employed in an education system based on monolingual and monocultural assumptions? Research in a culturally and linguistically diverse Australian high school highlights educational responses which, rather than bilingual teaching, are based on support for students to use their own multilingual resources.

OR2296***Multilingualism, multilingual education, and the English language: Voices of public school teachers***

Danilo Dayag
De La Salle University, The Philippines

This paper argues that for an efficient formulation and implementation of language and/in education policy, teachers' voices must be heard. Through a questionnaire and interviews with public school teachers in a large city in southern Philippines, it aims to find out what these teachers have to say about the following themes: (1) multilingualism in the country; (2) the mother-tongue-based multilingual education (MTB-MLE); and (3) the role that the English language plays in education in the light of the multilingual nature of the country and the implementation of MTB-MLE.

OR2343***Investigating the language learning experiences of Croatian Erasmus students during a stay abroad***

Nikolina Vaic
University of Rijeka, Croatia

This paper aims to explore the language learning experiences of Croatian Erasmus exchange students during their semester-long study abroad. Particular emphasis will be placed on exploring their language learning beliefs prior to, during and after their stay abroad by conducting in-depth interviews, as well as analysing journals and narratives.

OR2357***Teaching for communication in multilingual contexts: A critical investigation***

Lydia Dutcher
University of Sydney Centre for English Teaching, Australia

This paper aims to develop a rich description of interactions between multilingual participants in task-based English language learning activities. The teaching aim of the activity is to develop spoken communication skills in international contexts, and this study takes a first step toward a rigorous account of interactions within the tasks themselves.

OR2383***Changing discourses and practices through participatory research 'nexus analysis'***

Elina Tapio
University of Jyväskylä, Jyväskylä, Finland

This paper (1) presents the previous study on multimodal and multilingual practices that Finnish Sign Language signers take with regard to English, and (2) discusses the way the actions of the researcher may transform discourse and actions into new discourses and practices when using nexus analysis as the research framework.

OR2407***Linguistic discrimination suffered by Creole speakers acquiring print literacy: Overcoming this through 'Creole-centred' reading programs***

Margaret James

The Honey Ant Readers, Australia

The advantages of learning to read in first language are well known. However, learning to read or write in first language when it is a Creole is often discouraged and discriminated against, particularly in Australia. This presentation will discuss the development of a unique reading program which addresses this inequality.

OR2704***Blended learning and language learning in extreme linguistic diversity: A case study of learners of French in Nigeria***

Grace .A Obaigbona

University Of Grenoble, France

This presentation will focus on the integration of blended learning in the teaching of French as a foreign language and how it helps to increase motivation in the second language acquisition processes, especially in multilingual settings, using Nigeria as a case study.

OR2762***On the cusp of quality teaching-learning of English in rural schools in South Africa***

Muchativugwa Liberty Hove

North-West University, South Africa

This paper reports on the results of a three-year longitudinal study of co-operative syllabus design at the secondary school stage, language learning strategies developed and appropriated by the learners, and aspects that are considered critical for the quality teaching-learning of First Additional English Language in South Africa.

OR2789***CLIL and cognition: Taking it to the next level***

Jill Surmont*, Piet Van De Craen, Esli Struys,

Thomas Somers

Vrije Universiteit Brussel, Belgium

Content and Language Integrated Learning has proven to be a good way to learn languages. This research goes beyond language research and

investigates whether this form of education can give monolinguals the advantages balanced bilinguals experience. This research followed students in secondary education for three years and the results will be discussed here.

OR2815***Teaching Spanish to multidialectal students under a monolingual standard language ideology***

Macarena Ortiz Jimenez

The University of Sydney, Australia

New socio-educational changes caused by globalization urge us to reshape the educational field to ensure a balanced coexistence between the dominant language's shared value and the minority languages or varieties. This paper aims to examine how language diversity is managed in the Spanish as a foreign language (SFL) classroom, considering the monolingual standard language ideology deeply rooted in many teachers' minds.

OR3306***The development of African Languages in a multilingual South Africa Higher Education Institutions***

Linda Kwatsha

ALASA, South Africa, BHALA Writers Guild, South Africa, IButho chair person, Estern province, South Africa, Board member of Opera House of Port Elizabeth, South Africa and Literature Panelist-National Arts Council, Johannesburg, South Africa

In most Higher Education institutions in South Africa, English is still a predominant language of tuition and assessment against African Languages of the Institution's geographical area. This hinders the progress of developing African Languages as the language of tuition, scholarship, science and technology. This also disadvantages students' equal access to knowledge.

OR3309***Second Language Learners' reading and work with an old Swedish classic***

Catarina Economou

University Of Gothenburg, Sweden

Studies emphasize the importance of language and social practice when it comes to learning. In this presentation the construction of meaning comes from the field of literature and analyse

how a group of advanced second language learners read and together discuss a Swedish classic, showing the students as competent readers.

OR3323

In class with Lefebvre: Multimodal methodology for school as a heteroglossic space

Judith Purkarthofer
University of Vienna, Austria

Learning and teaching are influenced by social and spatial environments. This contribution presents a multimodal methodology based on Lefebvre's conception of space as a means to research schools as heteroglossic spaces, as they are relevant for parents, teachers and students, with the example of a dual-medium primary school.

OR452

World Englishes and implications for pedagogies in the English language classroom

Hiep Pham
Hue College of Foreign Languages, Vietnam

This paper first raises the issue of native norms as a desired goal for English language instruction in the international context. Based on the findings of a recent study conducted in Vietnam, it then offers implications concerning alternative pedagogies in the English language classroom.

OR515

Responsive-to-Intervention (RTI): Effects of strategies-based instruction in an English-Chinese biliteracy programme

Lawrence Jun Zhang^{*1}, Donglan Zhang
Faculty of Education, University of Auckland, New Zealand

Response-to-intervention (RTI) is widely accepted and successfully implemented in North America, but little has been reported on how this strategy would work in bilingual/biliteracy learning contexts. This presentation explores its efficacy in improving under-achievers' biliteracy performance at two Singapore primary schools, where a national bilingual/biliteracy language-education policy is mandatory.

OR564

A cross-age analysis of fidelity to text in summaries prepared by Canadian students

Léonard Rivard*, Ndeye Gueye, Margaux Roch-Gagné
Université de Saint-Boniface, Canada

Lack of fidelity involves including factual inaccuracies in a summary, which should be a true representation of the original text. Writing good summaries entails more than just language skills. The presenters will compare fidelity in summaries written by both French as first-language and French-immersion students across grades nine to first-year university.

OR586

The roles of images and language in learning school science in bilingual classroom

Kwok Hung Pun
Hong Kong Polytechnic University, Hong Kong, China and University of Oxford, United Kingdom

The presenter will describe the roles and functions of verbal and visual semiotics in science and their relationships in construing science knowledge. Using systemic functional linguistics and data from a bilingual environment (Hong Kong), the salient features of language and images and the rhetorical organization of a science text will be reported. These findings will help audiences to unpack the complexity of a multimodal science text, thus understand the complementarity between visual and verbal in constructing school science as well as their semantic correlation in mapping the genre of school science.

OR695

The teaching of Afrikaans as a second language at a South African University

Elbie Adendorff
University of Stellenbosch, South Africa

This paper reports the research of the presenter on the communication challenges which await students in a multilingual South African university and how task-based theory contributes to fulfillment of the communication needs of students. The presenter reports on multilingualism at the university and presents a

model of bilingual and monolingual teaching and learning.

OR708

Factors motivating second language studying in a bilingual country

Hanna Lehti-Eklund*, Maria Green-Vänttinen*
Helsinki University, Helsinki, Finland

Finland is a multilingual country with two national languages, Finnish and Swedish. The obligatoriness of studying Swedish in Finnish schools has been frequently questioned. According to the presenters' findings, Finnish pupils' attitudes towards studying Swedish do not reflect the negative debate. Instead, they are influenced by a supporting learning milieu.

OR796

Reading popular culture texts: The case of ESL students in Hong Kong

Jasmine Luk
The University of Hong Kong, Hong Kong, China

This presentation is about how well a group of Hong Kong students read popular cultural texts critically. Thirty senior secondary students were engaged in discussing in small groups an authentic English advertisement. Initial analysis of the data revealed the significant role of visual resources and everyday knowledge in text reading.

OR810

CLIL in Australia: Preparation of teaching materials in multilingual education

Simone Smala
The University of Queensland, Australia

This paper contributes to an understanding of processes in teaching material preparation in Content and Language Integrated Learning (CLIL) contexts in French, German, Indonesian, Italian, Japanese, Mandarin and Spanish. The audience will gain insights into approaches in preparing CLIL materials and an understanding of the unique CLIL situation in Australia.

OR815

Learners' use and conceptualisations of multilingual strategies in a German-Finnish conversation-for-learning setting

Sabine Grasz

University of Oulu, Finland

The presenter will examine multilingual practices and their conceptualisations in a conversation-for-learning setting. It will be shown that multilingual strategies are widely used and serve both communicative and learning purposes and that the learners are aware of their linguistic behaviour and its impact on communication, learning and identity.

OR958

The effect of training in content-based settings: A longitudinal study on reading strategies

Yolanda Ruiz De Zarobe*¹, Victoria Zenotz*²
1. University of The Basque Country, Spain 2. Public University of Navarre, Spain

Very few studies on reading instruction have dealt with reading strategy training with young learners in primary education, and even fewer have conducted these interventions longitudinally. The presenters will describe a reading strategic intervention in a multilingual content-based programme. Results support the longitudinal improvements in reading strategic intervention.

OR967

Does L2 language proficiency predict academic success in study abroad?

Kenneth Reeder*, Reg D'Silva
The University of British Columbia, Canada

Impacts of home university GPA, first-semester abroad GPA, and TOEFL upon academic success were assessed for 121 Japanese undergraduates visiting Canada. The best predictor of success was not TOEFL alone, but the average of TOEFL and home GPA. This finding was validated with a further 200 students over five years.

B5: Educational Technology and Language Learning

OR1146

Mobile-based learning as community of practice: Theory and practice to enhance English language learning

Takeshi Sato
Tokyo University of Agriculture and Technology, Japan

The aim of this study is to examine factors theoretically and practically for mobile devices to successfully facilitate learning English as a foreign language, based on the notion that mobile learning can generate a community of practice where learners can easily be engaged and bring learning resources from their life-worlds.

OR1169

Web-based collaborative environments with a virtual facilitator for developing EFL students' writing skills

Chizuko Kushima*¹, Yasuhito Kishi², Katsuhide Sonoda³, Hiroko Tajika¹, Nobuko Kishi

1. Tsuda College, Japan 2. Kanagawa University, Japan 3. Hokkaido University, Japan

The study presents a Web-based collaborative environment for developing EFL students' writing skills. In the online discussion forum for writing, part of model writing is automatically presented based on the analysis of the British National Corpus by a virtual facilitator. Students are expected to gain motivation and knowledge for their writing.

OR1241

Educational paradox: Hidden obstacles to the use of mobile technology in the language classroom

Karen Woodman

Queensland University of Technology, Australia

This paper reports on the findings of an international study of the perceptions of in-service language teachers from 8 countries concerning the use of mobile technologies in the classroom. Results suggest barriers exist in many schools limiting the use of mobile phones, and many teachers still do not see smart phones as learning devices.

OR1280

Characterizing theory in computer-assisted language learning

Philip Hubbard*¹, Mike Levy*²

Stanford University, USA 2. University of Queensland, Australia

The presenters begin by describing the current, complex state of theory in computer-assisted language learning. They then provide highlights from a three-part proto-framework for

researchers, developers, and practitioners to consider in making their theoretical choices for studies and when critiquing or interpreting the work of others.

OR1297

A comparative study on automated writing evaluation and teacher feedback: Students' perceptions on error feedback

Shan Chen¹, Chunrong Bao*^{1,2}

1. University of Auckland, New Zealand 2. Shandong University, China

Through text analysis of students multiple drafts and their editing processes, a questionnaire survey and follow-up interviews, the presenter will uncover how students responded to teacher feedback and feedback given by the online automated writing evaluation (AWE), and students' perceptions on interacting with teacher feedback and the online AWE.

OR1513

New perspectives on processes and outcomes of telecollaboration in foreign language curricula

Kristi Jauregi*, Rick De Graaff*

Utrecht University, Utrecht, The Netherlands, Fontys University for Applied Sciences and Inholland University of Applied Sciences, Amsterdam, The Netherlands

This presentation explores how telecollaboration can be used in education to support meaningful language learning processes. Based on the research results of a large European project (tilaproject.eu), pedagogical proposals are discussed for adequate integration of telecollaboration in foreign language learning curricula in secondary education.

OR1577

An academic literacy programme for first-year students in the course Afrikaans and Dutch: An evaluation

Amanda Lourens

Stellenbosch University, South Africa

The presenter will describe the design, implementation and evaluation of a discipline-specific academic literacy programme employing student-centred learning. This programme includes an interactive computer learning tool to

facilitate the acquisition of reading skills. The success of this programme, with implications for future academic planning at Stellenbosch University, is discussed.

OR166

Collaborative writing practices by means of internet tools: Resignifying text production at school

Petrilson Pinheiro
State University of Campinas, Brazil

This presentation will describe and analyze some of the collaborative writing practices of a group of students who participated in the teaching project called "Digital newspaper at school", developed in a public School in São Paulo State, Brazil, in the first semester of 2013.

OR1693

Mediating EFL students' English learning investment through multimodal composing in China

Lianjiang (George) Jiang
The University of Hong Kong, Hong Kong

The presenter will describe the affordances and challenges of multimodal composing in mediating EFL students' English learning investment in China. The presentation is based on a study that explores the potential of multimodal and digital literacies in EFL classrooms. It suggests that multimodal composing has a pedagogic relevance to EFL students' learning investment.

OR1772

Technology integration into Modern Languages courses in Brazil: A mixed method study

Claudia Beatriz Martins*, Herivelto Moreira
UTFPR, Curitiba, Brazil

This presentation will discuss and report the results of a mixed method study that analysed the factors that determine technology integration in foreign language university classrooms in Brazil. The results can help teachers, teacher educators and administrators make informed decisions by understanding how technology integration takes place in the classroom.

OR1796

Personal traits that facilitate ICT use for language learning

Tadayoshi Kaya
Gakushuin Women's College, Japan

Language learning environments have been improving with the advance of ICT. However, there are a considerable number of students who are reluctant to use digital technology for language learning. An empirical study was conducted to investigate what kind of personal traits facilitate or hinder language learners' ICT use.

OR1852

Introduction to a framework for online EAP courses

Heejin Chang
University Of Southern Queensland, Australia

This study is to examine how effectively Moodle as one example of an LMS is used in EAP online courses. For creating dynamic and effective learning environments in EAP courses, professional development opportunities could be provided to encourage positive attitudes toward the use of available Moodle tools. The framework could help teachers design their courses.

OR1945

English language learners-as-multilinguals in online text-based role play games

Yu-Feng (Diana) Yang
National Sun Yat-Sen University, Taiwan

Emphasizing the multilingual/multicultural repertoires of English language learners, this presentation plans to highlight one English language learner-as-multilingual's capital, and how her agentive role in utilizing these resources afford her to co-play and network with other role players in deterritorialized and reterritorialized online text-based role play games.

OR1947

Young Brazilians' engagement with Glogsters: An analysis of multimodal meaning-making and identity constitution

Lucas Moreira Dos Anjos Santos*^{1,2}, Raquel Gamero*^{3,4}

1. Monash University, Australia 2. CAPES Foundation, Brazil 3. State University of North of Paraná, Brazil 4. State University of Londrina, Brazil

The uses of digital technologies and young people's engagement in multimodal meaning-practices have been the focus of a number of studies. The presenters will discuss the analysis of Glogsters produced by young Brazilians in a language workshop and how they gathered multimodal resources to engage in meaning-making practices.

OR2096

The effects of CALL professional development on teachers' beliefs about classroom technology integration

Hsin-Chou Huang

National Taiwan Ocean University, Taiwan

The purpose of this study was to design and implement a CALL professional development curriculum and evaluate its effectiveness on the basis of teachers' perceptions of its value. The implications for CALL teacher development and suggestions for changing teachers' beliefs about technology integration are discussed.

OR2143

Using Facebook to increase student engagement in academic activities

Soo Fun Chin^{*1}, Aileen Ng²

1. Nanyang Technological University, Singapore 2. Nanyang Technological University, Singapore

The effectiveness of Facebook as a tool to enhance student engagement in academic learning activities in a communication course in a Singapore university was investigated in this study. The results showed that it was a relatively effective online platform to engage students in academic work.

OR2163

Computer-mediated communication as source and resource in an EFL course for university students in Japan

Tim Marchand*, Sumie Akutsu*

J. F. Oberlin University, Tokyo, Japan

This presentation outlines a course providing lesson materials online in the form of a news-

based blog. Comments on the blog from Japanese university students form the basis of a learner corpus, which is analysed with reference to native speaker norms, allowing needs to be identified and addressed in subsequent materials.

OR2166

Computer-supported collaborative learning in teaching spoken language skills at Tampere University of Technology

Nina Niemelä*, Heidi Jauni*

Tampere University of Technology Language Center, Finland

In this session the presenters discuss the use of technology in Content and Language Integrated Learning, focusing on small group interaction through a video conference program. The presenters use conversation analysis to analyze content construction and language choice. The findings show how technological and language-related resources and restrictions affect interaction.

OR2168

Any time, any place language learning: Utilising digital technologies in blended delivery teacher education courses

Jocelyn Howard^{*1}, Adele Scott^{*2}, Rachel Martin^{*1}

1. University of Canterbury, New Zealand 2. Massey University, New Zealand

This paper reports on an initial teacher education course capitalising on the 'any time, any place' access to language learning opportunities an online learning environment provides. Insights into factors that enhanced students' language learning experiences, and potential improvements to further increase the effectiveness of this type of course are discussed.

OR2172

Mediating L2 academic literacy socialization through online intercultural interactions

Hiroyuki Nemoto

Kanazawa University, Kanazawa, Japan

There has been an increasing need to examine the role online intercultural activities play in the development of second language literacy. Focusing on task-based writing, which online intercultural interactions are incorporated into,

this study investigates the processes in which Japanese students mediate academic literacy socialization in English.

OR221

Adventures in Naviland: A mobile phone and GPS English language learning project

Mark R. Freiermuth

Gunma Prefectural Women's University, Japan

The presenter will discuss a motivating English language learning project that incorporated mobile phones. Specifically, female Japanese university students used their mobile phones' navigation capabilities to search for boxes hidden around the city containing English assignments. The project culminated in video diaries that were presented by each group in English.

OR2232

Digital textbooks in Korean EFL classrooms: Issues and perspectives

Young-A Lee

Korea Institute for Curriculum and Evaluation, Republic of Korea

The presenter will provide an overview of digital textbook policies in Korea. Based on the results from a case study of two EFL classrooms and a perception survey, the presenter will also explore how digital textbooks have changed the way students learn English and discuss their enabling and restricting features.

OR2260

Automated computer-based feedback on student essays: A summary of experience in multiple contexts

Scott Windeatt*¹, Khaled El Ebyary³, Jonny Laing², Mamdouh Alswyegh¹

1. Newcastle University, United Kingdom 2. INTO Newcastle University, United Kingdom 3. Alexandria University, Egypt

Experience of software for providing automated computer-based feedback on writing with different levels of learner in three different countries has yielded useful information about its effectiveness as an alternative, or a supplement, to teacher-based feedback, and multiple sources of data, including eye-tracking, have provided information about the students' writing processes

OR2353

Using a CALL system with a Text-to-Speech function to improve listening skills

Toshiko Koyama*¹, Judy Noguchi², Takaaki Okura¹

1. Osaka Ohtani University, Japan 2. Mukogawa Women's University, Japan

This presentation describes a learning system that allows students to proceed at their own pace to improve their listening and speaking skills while watching movies. Student work is automatically recorded as they complete the tasks. Great interest was expressed by the students.

OR244

The effects of peer review on students' writing quality: A Singapore study

Yin Ling Cheung

Nanyang Technological University, Singapore

The presenter will discuss how peer feedback may lead to improvements in the quality of final versions of research papers, and illustrate how a new web-based system with a database of academic texts provides an effective interactive writing reference for the students. Pedagogical implications will be discussed.

OR2453

Creating new authentic foreign language E-learning spaces: Learning written, spoken and intercultural communication with internet and other interactive applications and games

Laura Pihkala-Posti*, Mikael Uusi-Mäkelä

University of Tampere, Finland.

The aim of this paper is to present the results of two recent research projects concerning the usage of the internet and other interactive computer applications for authentic (intercultural) communication in foreign language learning. Also a prototype of a new type of multimodal interactive spoken language learning application was designed.

OR2454

A comparative study of human versus computer assessment in EFL writing

Shih-Jen Huang

National Kaohsiung University of Applied Sciences, Taiwan

One major development of computer technology involving English writing is automated essay scoring (AES). However, that AES is fully capable of assessing students' writing is not conclusive in previous research, particularly in an EFL setting. The presenter investigated the correlation between human and computer assessment in EFL writing.

OR2506

Exploration of EFL writing through Facebook: Impact of informal learning

June Liu

National Chengchi University, Taiwan

This study attempts to explore students' informal learning through participating in a Facebook (FB) English learning community. The research questions are: 1. What is students' perception of FB communities on English learning? 2. What can students learn informally through community practices of FB? Three types of students' FB informal learning inductively emerged through data triangulation and exhaustive data analysis: academic knowledge and skills, social interaction, and motivation. Further analysis about how the FB virtual context interplays with students' informal learning and teaching implications of using FB as learning communities will be discussed.

OR2511

Implementation of an animated conversation agent for interactive pronunciation training

Tom Anderson*¹, Yihui Chiu², Richard Leibbrandt¹, Trent Lewis¹, David Powers¹

1. Flinders University, Australia 2. National Taipei College of Business, Taiwan

The goal of this research is to better understand the role that lip movement plays in shaping pronunciation, and how pronunciation pedagogy can be augmented by computer-based technologies, specifically HeadX, a realistic animated conversation agent. This presentation reports the use of this virtual avatar as an interactive model.

OR2521

Exploring computer-mediated research supervisory dialogue in EFL graduate students' learning and academic writing practices

Ming-I Lydia Tseng

Fu Jen Catholic University, Taiwan

This research explores a group of EFL graduate students' learning of conducting academic research and writing academic papers by participating in computer-mediated research supervisions. It focuses on beliefs of research supervision and the role of online supervisory dialogue in the development of research ideas and students' written texts.

OR2533

The need for training in online language teaching

Regine Hampel*¹, Ursula Stickler*¹, Aline Germain-Rutherford*²

1. The Open University, United Kingdom 2. Middlebury College, Middlebury, USA

This paper presents findings of several ECML funded projects on developing online teaching skills, including an overview of language teachers' needs in Austria based on responses from more than 100 participants in workshops across the country. The data was collected in a qualitative study, combining participant observation and questionnaires.

OR262

An EFL reading practice application for an Android tablet computer

Yasushige Ishikawa*, Ichiro Akano, Craig Smith, Kate Maher

Kyoto University of Foreign Studies, Japan

This paper reports on an EFL reading practice application for an Android tablet computer which was piloted in an English-for-specific-purposes course to help university students in Japan develop skills for the reading of English language documents published for an international audience of native and non-native speakers of English.

OR2755***A multimodal analysis of interaction and scaffolding in a collaborative strategic reading task on a tabletop computer.***

Scott Windeatt, Jaber Maslamani*
Newcastle University, United Kingdom

This paper reports the results of research into the use of a tabletop computer for a collaborative strategic reading task. This technology allows multiple users to collaborate simultaneously on a computer-based task, and an analysis of instances of scaffolding by the software and among the collaborators will be presented.

OR2972***The Effects of using mobile phones in the EFL classroom***

Adrian Leis*¹, Simon Cooke², Tohei Akihiko Andrew³

1. Miyagi University of Education, Japan 2. Tohoku Institute of Technology, Japan 3. Sakura no Seibo Junior College, Japan

We report on activities using mobile phones in Japanese university EFL classrooms conducted in order to encourage autonomy in students. Pedagogical implications, based on the results of a questionnaire conducted by the authors to investigate whether using Internet-capable mobile devices increases intrinsic motivation in students, will also be discussed.

OR2986***Implementation of an interactive platform to enhance second language acquisition at the beginner level.***

Jessica Chakowa
Monash University, Australia

This presentation will demonstrate how beginner learners of French collaborate and interact in real-life situations via an interactive platform, with a limited knowledge of the language. This platform intends to complement the face to face class and improve the four language skills, in a tertiary context.

OR2998***Eye-movements of teachers in online classrooms***

Lijing Shi*¹, Ursula Stickler*²

1. LSE, London, United Kingdom 2. The Open University, Milton Keynes, United Kingdom

This study employs eye-tracking with stimulated recall to investigate the gaze-focus of online teachers during Chinese tutorials. Reflecting teachers' attention focus in multimodal synchronous environments provides fresh insights into the process of online language teaching, which is useful for research and for practitioners to improve their online teaching skills.

OR3009***Rise to the task: Exploring the use of metacognitive strategies in multimodal language learning environments***

Charlotte Jones

Okanagan College, Canada and University of Southern Queensland, Australia

The presenter will describe action research on the effects of using metacognitive strategies in computer-assisted language learning (CALL) environments by adult beginner foreign language learners of Spanish. Research conducted through cycles of planning, action, observation and reflection, and its implications for the development of learner autonomy will be discussed.

OR3174***An online workshop on English for Specific Purposes from the complexity perspective***

Cátia Pitombeira

FATEC Praia Grande and Pontifícia Universidade Católica de São Paulo (PUC – SP), Brazil

The presenter will describe her experience as a teacher, a designer and a mediator on an English for Specific Purposes workshop for undergraduate students of different courses through the lens of complexity. The course the complex reflections upon the course at the moment it was offered will be described.

OR399***A remedial English corpus browsing system for beginner level L2 teachers and students***

Kiyomi Chujo*¹, Chikako Nishigaki*², Kathryn Oghigian³, Shiro Akasegawa⁴

1. Nihon University, Japan 2. Chiba University, Japan 3. Waseda University, Japan 4. Lingo Institute of Language, Japan

To date there is a lack of appropriate needs-driven corpora and corpus-based classroom-ready material for remedial and lower proficiency level EFL students. This study aims to address this gap with the creation of a Grammatical Pattern Profiling System (GPPS), comprised of grammatically categorized example sentences based on an 'easy' corpus.

OR518***Supporting learner autonomy with today's technologies: Status quo and perspectives***

Christian Ludwig

University of Duisburg-Essen, Essen, Germany

This talk will discuss the development of learner autonomy by using education technology tools. Starting off with developing a theoretical framework for employing technology tools in order to support learners in becoming more autonomous, I will then provide practical examples for learner-centred and autonomous discourse via the computer.

OR520***Second language interaction with interactive technologies: The interactive whiteboard (IWB) in state school foreign language classrooms***

Shona Whyte¹, Euline Cutrim Schmid*², Gary Beauchamp³

1. Université de Nice-Sophia Antipolis, France 2. Paedagogische Hochschule Schwaebisch Gmuend, Germany 3. Cardiff Metropolitan University, United Kingdom

This paper investigates second language interaction at the interactive whiteboard (IWB). Video-recorded lessons of eleven French and German teachers of EFL were analysed for use of IWB features but also language interaction, using a 4-level scale (drill, display, simulation and communication) to capture learners' opportunities to use English.

OR567***A narrative inquiry of curriculum change: A blended-learning experience***

Jenny Mendieta

University of Auckland, Auckland, New Zealand and Universidad de La Sabana, Bogotá, Colombia

This narrative inquiry examines the curricular stories a tertiary institution lives by after opting for an alternative method (Blended Learning) to conventional foreign language instruction. Through an exploration of the preliminary findings of the study, the presenter will expose how teachers come to grips with the changes implied by the implementation of a technology-mediated curriculum, and how these local teaching experiences are part of broader stories of reform.

OR597***Collective and individual literacy strategies in the process of writing within a digitalized classroom***

Maria Westman*¹, Eva Hultin*²

1. University of Uppsala, Sweden 2. Dalarna University, Sweden

This study focuses on the changes that digital resources might bring into primary school children's early literacy learning, and especially what collective and individual literacy strategies new technology supports. The findings show a dynamic relation between collective and individual literacy strategies, constituted in relation to the digital resources.

OR604***Electronic portfolios for reflective learning and authentic assessment***

Lillian L.C. Wong

Centre for Applied English Studies, The University of Hong Kong, Hong Kong

This paper reports the experience of using e-portfolios with second language learners. It describes and illustrates e-portfolios, including their characteristics, implications, and advantages for language learning and authentic assessment. Sample e-portfolios are demonstrated. Responses from students and teachers are summarized. Experience in implementing an e-portfolio assessment system is shared.

OR66

Synchronous computer-mediated communication as a tool for promoting cognitive development and language acquisition

Lawrence Williams
University of North Texas, USA

This study draws on Concept-Based Instruction as an alternative to teaching (French) grammar as a series of rules accompanied by numerous exceptions. In this framework, synchronous computer-mediated communication is used as a tool to promote cognitive development, which the presenter will illustrate through excerpts from learners' interactions.

OR779

Computer mediated collaborative learning: Brazil-Germany cross-cultural teletandem project

Suelene Silva*¹, Francisco Figueiredo*²

1. Instituto Federal de Goiás, Brazil 2. Universidade Federal de Goiás, Brazil

This paper focuses on the teletandem approach to foreign language learning through a synchronous computer tool between Brazilian students from a public institution and foreign students from two German universities. This study aims to understand the teletandem approach in a technological context in which language learning was associated with environmental studies.

OR79

To type or not to type: Using written facilities during audio/videoconferencing lessons

Olga Kozar
Macquarie University, Australia

This presentation will report on a mixed-method study which suggests that mode and linguistic focus of a written message can predict students' reaction to this message. Another finding is that overlap of teacher typing and student talking might negatively affect students' language production and interactions between teachers and students.

OR916

An online vocabulary learning strategies platform for university students: Development and evaluation

Eunice Tang
The Chinese University of Hong Kong, Hong Kong

This paper reports a 2-stage project which includes a directed vocabulary learning support system on a web-based platform for students to take up strategies-based instruction for independent vocabulary learning and an intervention study to identify effective vocabulary learning strategies which show positive correlation to vocabulary growth.

OR965

Let's tweet in Chinese! Microblogging to enhance motivation and language proficiency among learners of Chinese

Ya Ping Hsiao¹, Peter Broeder*
Tilburg University, Tilburg, The Netherlands

Microblogging is becoming increasingly popular as a medium in language teaching. This presentation examines the effect of the use of Twitter for adult learners' language proficiency in Chinese and their motivation. It also goes into the possible adjustments needed in the curriculum to accommodate new technologies.

OR968

Advanced speech recognition supports reading development for young EAL learners

Kenneth Reeder*, Jon Shapiro, Jane Wakefield, Reg D'Silva
The University Of British Columbia, Canada

36 children aged 6.8 to 12.6 years who received pullout EAL assistance practiced 20 minutes daily with The Reading Tutor, speech recognition software that listens to children read and provides context-sensitive help. Reading fluency and reading level gains were superior with the tutor compared to gains with classroom instruction.

B6: Language Evaluation, Assessment and Testing

OR1060

Assessing test-takers' strategic processing and lexico-grammatical test performances over time

Nick Zhiwei Bi

University of Sydney, Australia

Most previous investigations into test-takers' cognitive processing and test performance were cross-sectional designs. However, human cognitive processing is subtle and greatly depends on specific contexts. Therefore, this paper reports on a study examining the test-takers' strategic processing and their lexico-grammatical test performance over three months through an SEM model.

OR1081

How useful is the Praxis Series in certifying entry-level ESL teachers?

Shinian Wu*¹, Maria Konkel*²

1. Grand Valley State University, USA 2. Educational Testing Service, Princeton, USA

The presentation analyzes the Praxis Series, an ESL teacher certification test, in three dimensions: 1) a priori validity on the basis of ESL teacher education curricula that prepare test candidates; 2) the relationship between assessing linguistic theory and pedagogy); and 3) integration of foundational knowledge and instructional and assessment practice.

OR1092

The establishment of models for integrated-skills assessment from the standpoint of assessment literacy

Yuji Nakamura*¹, Yasutomo Akiyama*², Yasuko Ito*³, Kahoko Matsumoto*⁴, Kei Miyazaki*⁵, Adam Murray*⁶, Taiko Tsuchihira*⁷

1. Keio University, Japan 2. Bunkyo University, Japan 3. Kanda University of International Studies, Japan 4. Tokai University, Japan 5. Keio High School, Japan 6. Tokai University, Japan 7. University of Tsukuba, Japan

Facing recent changes implemented by the Japanese Ministry of Education to integrate productive and receptive skills in English teaching, the purpose of this study is to establish models and guidelines to provide teachers adequate

support for creating valid and reliable integrated-skills performance tests based on the analysis of various issues.

OR1181

Exploring cognitive processes in L2 argumentative writing

Lei Feng, Shao Qinyu

Beijing Foreign Studies University, P. R. China

The study exploring cognitive processes in L2 argumentative writing will contribute to research on the writing process. The presenter will describe how different materials influence the cognitive process in argumentative writing. The data was collected by concurrent think-aloud and verbal report. The implications are for L2 writing assessment task design.

OR1210

The influence of learner beliefs on student performance in criterion-referenced peer review: An activity theory perspective

Jingjing Ma

Hang Seng Management College, Hong Kong, China

In this paper, the presenter will report on an exploratory case study that investigated six purposefully-chosen Chinese EFL university students' performance in criterion-referenced peer review and the great influence of their writing beliefs on such performance. Implications of the findings will also be discussed.

OR1221

Strategies for the TOEFL iBT Integrated Writing task

Yasunori Matsuzono

AGOS Japan Inc, Japan

The presenter will provide strategies to compose essays for the TOEFL iBT Integrated Writing task. This presentation will reveal findings from move analysis of essays at 5.0, 4.0, and 3.0 levels in the TOEFL iBT Official Guide textbook, and suggest a useful essay structure applicable to the task.

OR1236

Evaluating the validity of criterion-referenced test score interpretations and uses

Takaaki Kumazawa
Kanto Gakuin University, Japan

The purpose of this study is to evaluate the validity of criterion-referenced test score interpretations and uses using an argument-based approach to validity.

OR1332

Who assesses tomorrow's English teachers? The impact of rater differences on teacher employment decisions

Tomoyasu Akiyama
Bunkyo University, Japan

This paper examines possible reasons for rater differences in employing prospective English teachers quantitatively and qualitatively in a high-stakes context. Despite the rating assessment criteria used by raters, raters assessed candidates differently based on their teaching core values, which might give insight into the limitations of rater training and feedback to raters.

OR1388

Critiquing the writing prompt in a high-stakes English examination: Making a case for counter-argumentation

Fulan Liu, Paul Stapleton*
The Hong Kong Institute of Education, Hong Kong

The goal instructions of writing prompts in a high-stakes English exam in China do not encourage counter-argumentation. However, this study demonstrates that counter-arguments in essays improve persuasiveness. This finding suggests that if counter-argumentation were included in exam writing prompts and classroom instruction, improved persuasiveness may result in students' written responses.

OR1504

Exploring the possibilities of applying international frameworks for English program accreditation to universities in Japan

Makiko Takeda
Aichi Gakuin University, Japan

Analyses were conducted into both the frameworks used by internationally recognized accrediting bodies and the institutions that have been evaluated and successfully received accreditation. From these analyses, this study aims to identify potential applications of such frameworks for English program evaluation of universities in Japan.

OR152

A can-do study: The use of self-assessment for writing skills

Wakako Kobayashi
Nihon University, Japan

The purpose of this study is to develop the Classroom Can-do Questionnaire for a writing course in two Japanese universities and the second purpose is to validate the writing section of the Eiken Can-do Questionnaire. The data were analyzed using the Rasch rating scale model and SEM.

OR154

Increasing the practicality of CEFR descriptor scales by bringing the context back into the framework

Lut Baten*¹, Jan Van Maele²
1. ULeuven, Belgium 2. GroupT, Belgium

The authors claim that whereas the CEFR is a framework that is context-free, it must also be translatable to every relevant context, for use by autonomous learners as well as novice assessors, also in social learning communities. They will illustrate practices of the EU-supported projects WebCEF (2006-2009) and CEFcult (2009-2011)

OR1637

A multiple-case study of three teachers' assessment practices in their EFL speaking classrooms in China

Xiaoying Wang
Beijing Foreign Studies University, China and Auckland University, New Zealand

This multiple-case study aimed to gain an in-depth understanding of how three tertiary-level teachers assessed their students' speaking skills in their Oral English courses in China. The presentation will present each teacher's typical classroom assessment practices, the similarities

and differences among them, and models reflecting their assessment practice variations.

OR1701

Constructing and construing written argumentative and expository assignments in L1 and EFL

Britt-Marie Apelgren, Per Holmberg
Faculty of Education, The University of Gothenburg, Sweden

This paper presents part of a longitudinal research project investigating 200 Swedish upper secondary students' written academic language in Swedish and English during a period of three years. Eight different writing assignments, designed to correspond with the national curricula for social and natural science, are analysed as choices of genres and text outlines in 1600 student essays.

OR174

Evidence from pre-post design extensive reading research: A meta-analysis

Takayuki Nakanishi
Tokiwa University, Japan

This meta-analytic study investigated the overall effectiveness of extensive reading by accumulating primary studies. The presenter will discuss issues regarding extensive reading research. For instance, most studies of extensive reading have been conducted independently of one another. Consequently, it is difficult to determine how effective extensive reading is.

OR1810

Foreign language teachers' proficiency: Research results and the implementation of the EPPLE examination in Brazil

Douglas Altamiro Consolo*¹, Vera Lucia Teixeira da Silva*²

1. UNESP-State University of Sao Paulo, Brazil 2. UERJ-State University of Rio de Janeiro, Brazil

In this paper we report on studies about the EPPLE, a proficiency examination for foreign language teachers, focusing on lexical frequency and variety, accuracy and grammatical complexity, and listening skills, establishing the domain and the assessment criteria for the

examination, and discuss the impact of the EPPLE on teacher development.

OR1833

Living with IELTS: A narrative inquiry into the lived experiences of IELTS test candidates

Megan Yucel
SLCCS, University of Queensland, Brisbane, Australia

This paper will describe a project which investigated the impact of the IELTS test on candidates through a narrative inquiry into their stories. The relationship between learner narratives and test scores was examined in order to focus on candidates' perceptions of the test and how this relates to test performance.

OR1890

Correlation between language learning strategy use and academic language proficiency of second language learners

Zakia Ali Chand
Fiji National University, Fiji and University of the South Pacific, Fiji

This research investigated the relationship between language learning strategy preferences and academic language proficiency of undergraduate university students in Fiji. Metacognitive and cognitive strategies were used most frequently with a medium frequency. However, no significant overall correlation was found between strategy use and academic language proficiency.

OR190

A longitudinal study of L2 grammar and vocabulary assessment and CEFR applicability

Yuji Nakamura*¹, Adam Murray*², Kazunari Shimada*³, Haruhiko Mitsunaga*⁴

1. Keio University, Japan 2. Tokai University, Japan 3. Tokyo Keizai University, Japan 4. Human Resources Bureau, National Personnel Authority, Japan

Vocabulary and grammar knowledge are important factors in measuring reading skill. The purpose of the study is to conduct a longitudinal analysis of students' vocabulary and grammar knowledge for the past seven years, and to discuss the feasibility of using the CEFR criterial features in a university placement test.

OR1984***Test delivery mode effects on L2 learners with different attributes***

Emiko Kaneko*, Younghyon Heo*
University of Aizu, Japan

In this paper, the utterances elicited by direct and semi-direct speaking tests from individual L2 learners were compared quantitatively and qualitatively. The results indicate that there was subtle interaction between the modes of delivery and test takers' attributes that cannot be revealed solely with group averaging.

OR1998***Impact of TOEIC as a university exit test on English teaching in Vietnam***

Ha Nguyen
Victoria University of Wellington, New Zealand and Ho Chi Minh City University of Pedagogy, Vietnam

This study examined the impact on teaching of the Test of English for International Communication, which has recently been adopted as an exit test in many Vietnamese universities. Implications for the test designers and universities regarding the use of the TOEIC-as-exit test will be discussed in detail.

OR2000***Formative assessment in an English academic writing classroom in Iran: Critical testing, democratic assessment and critical emotion theory perspectives***

Leila Iranmanesh*, Chris Davison
University of New South Wales, Sydney, Australia

Considering the learners' voices and emotions and taking a critical action research approach, we will discuss part of an in-depth inquiry into the impact of integrating formative assessment into an English academic writing classroom in Iran. We will discuss the implications for policy, program development, practice and future research.

OR2045***Russian speakers taking a Finnish high-stakes language test: Candidate pre- and post-test reflections and test results***

Tiina Lammervo*, Sari Ahola
Centre for Applied Language Studies, University of Jyväskylä, Jyväskylä, Finland

The paper focuses on test candidates' perceptions about the language proficiency test as they prepare for it and after they have taken the test. Informants are Russian speaking candidates of the National Certificate Finnish intermediate level test. The paper examines how participant accounts are reflected in the test results.

OR2051***Candidate attitudes and beliefs about an indigenous L2 language***

Henna Tossavainen, Sari Ahola, Tiina Lammervo*
Centre for Applied Language Studies, University of Jyväskylä, Jyväskylä, Finland

The focus of this study is on candidate attitudes and beliefs about the indigenous North Sámi language. Communicative language testing highlights real-life language use. The purpose of the study was to find out candidates' usage of language and their attitudes towards it.

OR2086***Using the analytic hierarchy process in L2 textbook evaluation***

Shigeo Kato
Niigata University, Japan

This paper demonstrates the use of the analytic hierarchy process (AHP) in the evaluation of L2 textbooks using a tablet computer application, focusing on the process's potential to systematically integrate evaluation criteria components in various teaching contexts. It also includes feedback from decision-making attempts by Japanese EFL teachers.

OR2093***The importance of training on pre-service teachers' assessment literacy***

Thi Huynh Loc Nguyen
Victoria University of Wellington, New Zealand

Despite its importance, teachers' assessment literacy, or teachers' knowledge of testing and assessment, has not been well-investigated. This presentation will discuss the importance of training on pre-service EFL teachers' assessment literacy in Vietnam. Multiple research tools were employed. The study has some useful implications for pre-service teacher education.

OR2169***The development of a rating scale for a criteria-referenced diagnostic writing test for eighth graders***Yun Xu*¹, Zunmin Wu²

1. Minzu University of China, P.R. China 2. Beijing Normal University, P.R. China

The presenters will display the procedures for developing a diagnostic rating scale for a criteria-referenced writing test for eighth graders. Retrospective protocols and corpus-based analysis were used to extract diagnostic indicators to enter the cognitive diagnostic model. The results indicated the rating scale could provide detailed diagnostic feedback for stake holders.

OR2210***Native and non-native judgements of spoken performances in a test event***

Gwendydd Caudwell

British Council, London, United Kingdom

As more and more NNS teachers are used as raters for high-stakes tests, it is becoming increasingly debated as to whether there is a difference in approach to rating and whether this might have an effect on the validity of the test's scoring system. This study was designed to investigate whether there was a difference in approach and where this existed, what impact it had on student placements and what could be done to mitigate this. Findings suggest that NS raters were more lenient overall and that NNS raters paid more attention to body language, regional pronunciation and grammar errors. There was also a tendency for NNS raters towards normative judgements by comparing performance to students they had encountered in classes at that level. A key implication of this study is that institutions should consider rater training and standardisation with specific reference to the context and the test population. This, and other, implications are discussed.

OR2277***Is using TOEIC as an exit test in Vietnamese universities justified? An employers' perspective***

Ha Nguyen

Victoria University of Wellington, New Zealand and Ho Chi Minh City University of Pedagogy, Vietnam

This paper will examine whether the rationales behind the use of the Test of English for International Communication as an exit test in Vietnamese universities were justified by analyzing policymakers' and employers' viewpoints. Implications for policymakers regarding possible modifications to the English exit test policy will be presented.

OR2311***In the real world: Perceptions of the relationship between the Occupational English Test and the workplace***

Susy Macqueen*, Cathie Elder, Catriona Fraser, Ute Knoch, John Pill

University of Melbourne, Australia

Current conceptualisations of test validity have led to increased attention to the social context in which tests are implemented. This qualitative study explores the effects of a test designed to assess the English proficiency of healthcare professionals. Implications for test construct as well as the notion of test impact will be discussed.

OR232***Evaluating a university Spanish basic language program in the United States***Mariche Garcia-Bayonas*¹, Holli Bayonas*²

1. University of North Carolina Greensboro, USA 2. iEvaluate, LLC

The steps involved in designing the evaluation, logic model, and some preliminary results of a Spanish Language Program Assessment are presented. Of particular interest will be the integration of the Student Learning Outcomes within the logic model.

OR2360***Corpus-based contrastive analysis of lexical words in argumentative english writing***

Aiqiong Huang

Tsinghua University (Beijing), PR China

This study aims to explore how lexical words are used in the argumentative English writing of Chinese college students and native speakers, the patterns, features and improving areas can be detected, linguistic features of genre, rhetoric and

cultural elements are inevitably carried in writing which could be instructed in the class.

OR2403

Washback effect and language exams between 2004 and 2012: Studies and their methodological procedures

Gladys Quevedo-Camargo*¹, Matilde Virgínia Ricardi Scaramucci²

1. University of Brasília 2. University of Campinas (UNICAMP), Brazil

Washback effect has long been a concern in language testing and researchers have used different data collecting instruments. The paper will present an overview of 81 studies conducted between 2004 and 2012 in several countries, discussing their methodology and efficacy. This discussion aims at helping researchers in their methodological choices.

OR2404

Incorporating test-takers' perspectives into validation research on high-stakes language proficiency tests: A proposed model

Ngoc Hoang*¹, Obaid Hamid, Richard Bauldauf
School of Education, University of Queensland, Australia

For high-stakes English tests, validity is critical and rigorous validation work is imperative. This study proposes a comprehensive validation framework that systematically incorporates test-takers' perspectives. The presenter will delineate the rationale for this framework, drawing on theoretical and empirical evidence; and present its expected contributions to validation theory and practice.

OR2417

A Bayesian alternative to traditional statistics in L2 research analyses

John Eidswick
Kyoto Sangyo University, Japan

Unbeknownst to most L2 researchers, many statisticians regard using "statistical significance" as a benchmark of experimental success to be invalid and assert that analyses based on Bayes' theorem are more appropriate. This presentation introduces Bayesian statistics with non-technical

examples and describes reasons it is a suitable alternative for L2 research.

OR2423

Validating a video-based pragmatic assessment

John Rylander*¹, Rick Derrah*¹, Phillip Clark²

1. Kwansai Gakuin University, Japan 2. Temple University, Japan

As a pilot, three video-based instruments were given to Japanese learners to assess their receptive knowledge of pragmatic formula for ten speech acts. Rasch analysis produced logits of item difficulty, which were subjected to an ANOVA. Results revealed the category "speech act" functions as an indicator of item difficulty.

OR2548

Automated evaluation of pronunciation using audio-visual speech

Tom Anderson*, Richard Leibbrandt, Trent Lewis, David Powers
Flinders University, Adelaide, Australia

The goal of this research is to use various streams of information, including audio and video, to produce an automated analysis of pronunciation that goes beyond speech recognition to identify speech problems. Computer understanding of language, in particular spoken language, has dramatically advanced in several ways in recent years. In this presentation, we describe the current work, which involves the creation and evaluation of algorithms for the automated evaluation of individual differences between particular speakers, based on mouth movement, rate of speech, and stress. Given a known utterance, mouth movements are gathered, analysed and phonemically aligned with the audio. Past research using audio alone has demonstrated that non-native pronunciations vary in predictable ways. This research extends prior work by establishing how visual elements of lip movement interact with the evaluation of pronunciation, and will be of interest for language assessment and testing.

OR2549

Teachers rating writing: A study of processes and consistency in a high stakes context

Gudrun Erickson
University Of Gothenburg, Sweden

This paper describes a study of teachers' ratings of their own students' writing within a high-stakes national test of EFL. Contrary to common expectations, external re-rating showed a high degree of consistency. Results are discussed in relation to context, methodology and processes described by raters.

OR260

From the traditional to the innovative: How do teachers respond to mandated language assessment reform?

Martin East

The University of Auckland, New Zealand

In New Zealand, the high-stakes assessment of school students' foreign language spoken proficiency has recently shifted from a single summative 'interview' test to assessment based on a series of peer-to-peer interactions throughout the year. This represents a significant departure from established practice. This paper explores teachers' perspectives on the reform.

OR2642

Effects of language functions when assessing paired orals' communicative competence: An intercultural communication case

Liqin Yan*, Jing Liu*, Huihui Li*

National University of Defense Technology, China

Based on Galaczi's discourse co-construction patterns and Bachman's language competence model, we expect to know how language and interactive competence factors work together to indicate a real communicative competence in assessing paired orals and propose a tentative framework to evaluate paired orals by analyzing the discourse of 190 oral paired discussions.

OR2654

Understanding the writing abilities of native and nonnative English speakers at college level

Hyojin Jeon

Northern Arizona University, Flagstaff, USA

The purpose of the study is to explore the writing abilities of native and non-native English speakers in academic settings and probable sources of variability within college essay writing. The results provide evidence that assessment categories have

a possibility as a measure to distinguish between NS and NNS writers.

OR275

Paired speaking tests in a superdiverse setting

Maria Rydell

Stockholm University, Sweden

This paper discusses paired speaking tests in Swedish tuition for adult immigrants in a multilingual and superdiverse setting. Preliminary findings of an interactional analysis indicate that the test takers use different interactional resources to give each other support and that they interpret the tasks and the situation in different ways.

OR2884

Students' perceptions of the effects of rubric-referenced self-assessment on EFL writing

Weiqiang Wang

Guangdong University of Foreign Studies, PR China

Within the framework of formative assessment, the study explores Chinese EFL learners' perceived effects of rubric-referenced self-assessment on their EFL writing. Implications are drawn for building students' reflective knowledge about EFL writing and designing assessment tasks which may be better integrated into the EFL writing class.

OR2926

Assessing absolute proficiency levels in placement tests with predefined item difficulties

Amma Kazuo

Dokkyo University, Saitama-ken, Japan

The assessment of a candidate's proficiency in traditional placement tests made by the total score may be unreliable because of the arbitrary combination of items with varying difficulties. Given the difficulty level of individual items predefined, a logistic regression analysis can assess the proficiency as well as the confidence interval.

OR2989

Reading strategies in IELTS tests: What difference do they make to the outcome?

James Chalmers*, Ian Walkinshaw

Griffith University School of Languages and Linguistics, Brisbane, Australia

This presentation will describe a small-scale study into learners' use of reading strategies in the IELTS (International English Language Testing System) Academic Reading test. Specifically it will outline the primary strategies adopted by learners and the impact of strategy use or non-use on Academic Reading test scores.

OR3041

Development of writing evaluation criteria for novice EFL students

Chiaki Baba

Teikyo University Of Science, Japan

There are some criteria to evaluate ESL writing holistically. One of the famous sets of criteria is the TOEFL Writing Scoring Guide (ETS). However it is not appropriate to evaluate novice EFL students' short essays. In this study, the presenter develops reliable and practical new criteria for novice EFL students' essays.

OR3164

Investigating assessment literacy and beliefs of English language teachers: The case of mainland China

Barley Mak

Faculty of Education, The Chinese University of Hong Kong, Hong Kong

Few empirical studies have been conducted to understand and examine the salient issue of assessment literacy of EFL teachers. This study was designed (1) to measure the assessment literacy of EFL teachers; (2) to investigate the beliefs about assessment of EFL teachers; and (3) to identify the factors influencing EFL teachers' assessment practices.

OR3240

Investigating the impact of rater language background on the scoring of spoken and written performances

Jamie Dunlea

British Council, London, United Kingdom

The paper investigates the impact of rater first language (L1) background on the assessment of English as a Second Language. Multifaceted Rasch measurement was used to analyze ratings of spoken and written performances. The differential

effects of rater L1 background on the rating of these skills will be discussed.

OR3261

Vocabulary recognition knowledge in screening academic English proficiency in English as a lingua franca educational contexts

Thomas Roche*^{1,2}, Michael Harrington³

1. Southern Cross University, Australia 2. Sohar University, Oman 3. University of Queensland, Australia

This paper examines the use of a ten-minute, on-line, recognition vocabulary knowledge test as a screening tool for assessing the academic EAP proficiency of applicants (N = 77) enrolled in a pre-faculty EAP program at a university. Bivariate correlations between vocabulary measures and tests, and a hierarchical regression analysis showed that both vocabulary size and speed measure contribute unique amounts of variance in predicting test outcomes. The potential use of the Yes/No recognition test as a tool for measuring EAP proficiency is discussed in terms of reliability, usability and cost-effectiveness.

OR3273

Validating the TOEIC Speaking Test: A look at test-taking strategies

Heng-Tsung Danny Huang*¹, Shao-Ting Alan Hung*²

1. National Sun Yat-sen University, Taiwan 2. National Taiwan University of Science and Technology, Taiwan

The session presents a research project that explored the strategies associated with the taking of the TOEIC Speaking Test and the relationships of these strategies with test performance, in an effort to offer validity evidence for the score inferences made for performance on this test.

OR3371

The influence of language proficiency scores on graduate admissions decisions

Slobodanka Dimova*¹, April Ginther*²

1. University of Copenhagen, Denmark 2. Purdue University, USA

Current theoretical discussions of validity have led to increased interest in scores use and interpretation in high-stakes decision-making processes. This presentation discusses the influence of language proficiency test scores in

the graduate admissions process at three large Research 1 universities on three continents, Australia, Europe, and North America.

OR3417

Raters' decision-making processes in assessing EFL writing performance in a large-scale achievement test

Luna Yang*, Zunmin Wu*
Beijing Normal University, China

Scoring validity is essential to ensure construct being adequately represented. Through exploring raters' decision making processes in assessing compositions analytically, the paper will describe how decisions are made and underlying factors. The study implies that raters' holistic scoring experience and initial impressions of writing performances count a lot in scoring process.

OR3434

Towards a holistic approach to assessing reflection

Ken Lau
Centre for Applied English Studies, The University of Hong Kong, Hong Kong

The assessment criteria used to judge reflection adopted by various English enhancement / academic literacy courses in our Centre will first be compared to identify the similarities and differences in their focal areas of concern. The presentation will then propose a holistic approach to assessing reflection.

OR572

Predicting passive recall vocabulary knowledge using yes-no test real-word and pseudo-word results

Raymond Stubbe
Kyushu Sangyo University, Japan

Can yes-no test real-word and pseudo-word results be used to predict passive recall (L2 to L1 translation) ability? This presentation will compare two regression formulas which adjust yes-no scores so that they are not significantly different from the scores of a subsequently taken passive recall test of the same real-words.

OR618

Writing in test vs. real-life academic situations: Linguistic and discursal features of texts

Mehdi Riazi*, Jill Murray
Macquarie University, Australia

To what extent written texts produced in test situations are similar or different from texts produced in real-life academic situations in terms of linguistic and discursal features? This paper attempts to answer this question by presenting results of the text analysis of 18 sets of texts produced by postgraduate students.

OR623

The effects of listening strategy instruction on the listening proficiency of EFL Vietnamese students

Nga Ngo
The University of Sydney, Australia

The research on listening strategy instruction is lacking in the literature, particularly in Vietnam. The presenter will describe the procedure for teaching listening strategies to EFL Vietnamese students and report on the effects and effectiveness of the program. This study contributes to ongoing debate on the effectiveness of strategy instruction.

OR661

Objective indicators for Mandarin fluency assessment

Xiao Perdereau
Laboratoire Interdisciplinaire Carnot de Bourgogne, France and Center of Chinese Studies of Burgundy University, France

Recently published fluency indicators were used to investigate Mandarin speaking proficiency. They provided an objective set of tools. An additional variable, the speech rhythm, has evident impact on speech fluency. We review its acoustic features and propose a formalism to classify it into the main indicators of L2 fluency assessment.

OR772

Speaking practice for the TOEFL iBT Test: The perception of students in private lessons

Renata Simoes*

Pontifícia Universidade Católica de São Paulo (PUC-SP), Brazil

This paper aims at sharing the methodological procedures and some of the initial findings of research on the perceptions of students regarding their speaking ability for the TOEFL iBT Test (Test of English as a Foreign Language – Internet-based Test) in the specially designed ESP one-to-one preparatory course for the test.

OR818

Supplementing an original L2 (English) essay/paragraph writing rubric with interpretations and writing samples

Yukiko Kuru*¹, Kinshi Kayoko*², Michiko Masaki*³, Junko Otoshi*⁴, Hiroyuki Yamanishi*⁵

1. Aichi Medical University, Nagakute, Japan 2. University of Hyogo, Kobe, Japan 3. Osaka International University, Moriguchi, Japan 4. Okayama University, Okayama, Japan 5. Kansai University, Suita, Japan

Rubrics alone may not be sufficient for reliable or valid assessment when shared by different users. This presentation reports on interpretations and writing samples supplementing an original L2 (English) essay/paragraph writing rubric developed for classroom use in Japanese higher education. Such supplementation will contribute to better evaluation practice.

OR896

Comparative study of testees' meta-cognitive strategy use in paper-based and computer-based English reading tests

Xiaoling Zou*¹, Chunyan Lan²

1. Research Academia for Linguistics, Cognition & Application, Chongqing University 2. College of Foreign Languages, Chongqing University, China

Comparative study of testees' meta-cognitive strategy use in paper-/computer-based English reading tests found computer test medium impacts to some degree on testees with different reading habits in such aspects as planning, monitoring and evaluating of meta-cognitive strategies. However, the impacts are mainly

results of testees' lack of adaptation to the computer-based reading test mode.

OR946

Humanizing language testing: Voices of IELTS test-takers

M. Obaidul Hamid

The University of Queensland, Australia

Drawing on an International English Language Testing System (IELTS) study from the test-taker's perspective, this presentation will analyze test-takers' perceptions and experiences of the test to argue for humanizing language testing in the context of increased globalization, commercialization and potential dehumanization of powerful tests in powerful languages such as English.

OR980

Proficiency exams at CELE-UNAM: Guidelines for analysis with the Common European Framework

Alma Ortiz

UNAM, Centro de Enseñanza de Lenguas Extranjeras, México

This paper shares the results of the analysis of the parameters and referents published in the CEFR to confront them and establish relationships with the exams produced in CELE, UNAM. The proficiency exams were analyzed in order to establish the guidelines for comparison, design and construction of new exams.

C1: Business and Professional Communication

OR1005

Exploring the discourse of telephone-based financial planning consultations

Stephen Moore

Macquarie University, Australia

The discourse of financial planners is changing in line with their social practices shifting from interactions with wealthy, financially literate clients to a much larger pool of workers of modest means and understandings. This paper discusses an analysis of authentic financial planning consultations to help improve such professional-layperson interactions.

OR1086***Developing pragmatic competence in adult Omani EFL learners by refining their performance of speech acts***

Rajat Ghosh

Majan College (University College), Oman

Cultural practices of the first language influence pragmatic competence of adult EFL learners. Omani EFL learners tend to transfer their vernacular strategies of direct and indirect speech acts into English. Instructions and tasks in simulated speech events are planned towards developing pragmatic competence in English suitable for business communication.

OR1225***Differences between professors and professionals in evaluating business presentations***

Misa Fujio

Toyo University, Tokyo, Japan

This study tries to identify and bridge the gap between professors and professionals in evaluating business presentations. The analysis, based on evaluation sheets and comments collected during a business presentation contest, revealed a clear tendency that, whereas professors put more emphasis on English fluency, professionals focused on the content itself.

OR1518***What Chinese professionals expect from a business English course: Quantitative and corpus data***

Mable Chan

The Hong Kong Polytechnic University, Hong Kong

Findings of this study were collected from about 215 working adults in different professions in Hong Kong. This presentation reports the findings of both quantitative data and corpus data which can help bridge the gap between English needs in the workplace and the design of business English courses.

OR1643

The state of applied linguistics in the United States: Results of a nationwide survey

Margaret Malone¹, Anne Donovan*¹, Francesca Di Silvio¹

1. Center for Applied Linguistics, USA

This paper presents results of a survey of graduate programs in order to describe the current state of graduate education in applied linguistics in the United States. This session will present findings on student and faculty perspectives and data reflecting what is being taught in the U.S.

OR1996***Supply vs. demand: English proficiency of Japanese company employees***

Mako Ishida

Sophia University, Japan and Stony Brook University, USA

The present study investigated the existing gap between social demand for and educational supply of English proficiency in Japan. The presenter will talk about the results from a questionnaire survey conducted on Japanese business professionals. The results suggested education reforms to enhance learners' confidence, pronunciation, listening, speaking, autonomy, and language use.

OR2015***Professional mobility, multilingualism and the art of impression management***

Fiona O'Neill

Research Centre for Languages and Cultures, University of South Australia

Globalization and human mobility have increased dramatically, and the effects of the ensuing linguistic and cultural diversity are being felt in profound ways around the world. This study takes a narrative approach to explore how multilingual francophone professionals manage their movement between languages and cultures for work and other purposes.

OR2331***ELF, gestures and smiling faces. A young Finnish engineer's professional communicative repertoire***

Tiina Räisänen
University of Jyväskylä, Finland

The presenter will describe a young Finnish engineer's professional communicative repertoire during his first stages of socialization into global working life. She demonstrates that to use such a repertoire successfully is to exploit a configuration of various resources, for example English as a lingua franca, gestures and emoticons.

OR2389***Self-regulated learning and reflective thinking for developing employability skills in Omani graduates***

Vindhya Sathya Singh
Language Centre, Sultan Qaboos University, Sultanate of Oman

Self-regulated learning and reflective thinking allow learners better negotiation of meaning to develop employability skills. This paper explores whether self-regulated learning enhances the employability skills of Sultan Qaboos University (SQU) students. Views obtained on self-regulated learning and skills enrichment will show whether these enable course objectives fulfillment and transferable employability skills development.

OR2448***An English language needs analysis of technology entrepreneurs in Japan***

Chuanning Huang*¹, Lee Knowlton*²

1. Kanazawa Institute of Technology, Nonoichi, Japan 2. Kanazawa Technical College, Kanazawa, Japan

A growing base of technology entrepreneurs doing work in Japan but outside of Japanese companies has resulted in organizations catering to such groups being created across Japan. This paper presents the results of a needs analysis project aimed at analyzing the relevance of English for such technology entrepreneurs.

OR2974***Modelling expertise in written communication for public information documents***

Dana Skopal
Macquarie University, Australia

I present the findings from research on the readability of documents produced by writers in three Australian government organisations. The paper outlines the findings and argues that a more detailed model of professional communicative expertise is required in order to guide professional writers when writing for a wide audience.

OR2990***Learning ESL through drama activities and online games***

Virginie Privas Breaute
Université Lyon 3, France

Drama activities promote the development of general competences and facilitate the improvement of communicative language ones. In parallel, IT tools in language learning multiply the strategies to consolidate these competences. Drama activities and the creation of avatars on online games like Second Life to learn business English become complementary and enable learners to be autonomous.

OR3289***Oral supervisory feedback: A criterion-driven approach***

Bronwen Dyson
Applied Linguistics Association of Australia

With much research on supervisor feedback revealing problems, this paper takes a fresh look at the feedback and student learning which occur in supervisory meetings. It reports on two longitudinal case studies that employed the MASUS writing criteria and the construct of uptake and concludes by suggesting a criterion-driven approach.

OR531***Effects of a communication skills course for international medical students: Unproblematic gains and continuing challenges***

Rosemary Wette
University of Auckland, New Zealand

This paper reports on findings of pre- and post-course assessments (written tests of lay-medical English and simulated interviews) of the skills and knowledge of undergraduate international medical students who had received instruction in professional communication skills. Course content, areas of easy gain and ongoing challenges for students will be discussed.

OR973

A contrastive study on English and Russian texts of the global economic crisis

Huili Wang*, Tamara Runtsova
Dalian University of Technology, China

The presenters will describe a contrastive study of the conceptual metaphors used in Russian and English economic texts about the Global Economic Crisis in 2008. It has been found that the two languages share five basic metaphor models but the metaphorical expressions are more frequent in English than in Russian.

OR984

Language-related episodes in an Accountancy classroom

Nick Shackelford*¹, Helen Basturkmen*²
1. Unitec Institute of Technology, New Zealand 2. University of Auckland, New Zealand

This paper examines the language learning opportunities that are present for lecturers and students within a subject area. It draws on data collected from a first year course in Accountancy in a tertiary institution in New Zealand and on the reflections of the subject lecturers during stimulated recall interviews.

C2: Translating, Interpreting and Mediation

OR1013

Delivery of speaker's illocutionary information in consecutive interpreting

Qiu Mei Bai
China Association of Applied Linguistics

To interpret is to communicate. This paper attempts to research into the interpreting of a speaker's non-verbal information, including

gesture, tone, facial expressions and attitudes. The author suggests that non-verbal information is part of communication and thus should be delivered properly to communicate meaning.

OR1389

An approach to exploring the influence of translation on validity and reliability in cross-cultural language education research

Thao Phan
Queensland University of Technology, Australia and Thanhdo University, Vietnam

This paper proposes an exploratory study to examine the influence of translation on the reliability and validity of the findings of cross-cultural language education research. In the context of globalization, there are more and more studies which are conducted with non-English informants. However, there seems to be little investigation into the challenges of validity and reliability when carrying out such qualitative research.

OR1435

Sight translating for skill development and transfer in simultaneous interpreting training

Kun Yan
Macquarie University, Australia

The current study reports findings of a didactic action research in simultaneous interpreting teaching. By reflecting on a pedagogical design based on Moser's information processing model and Gile's effort model, this research provides a sight translating-centred task design to facilitate the transition into simultaneous interpreting for trainees.

OR1436

Understanding interpreters' professional identity: An analysis of China's political press conferences

Yi Chen
Macquarie University, Australia

In the context of interpreters' identity as "non-conduit" being widely discussed from sociolinguistic and communicative approaches, the paper reports its findings based on a comparative discourse analysis of interpreters'

performance in China's political press conferences.

OR1458

Developing a checklist for self-evaluation by practising medical interpreters

Helen Tebble*¹, Mili Plecic², John Antonopoulos³

1. Monash University, Australia 2. Monash Health (Monash Medical Centre – Clayton/Moorabbin, Kingston), Australia 3. Monash Health (Dandenong, Casey and Cranbourne), Australia

Monash Health has pioneered a new form of professional development for its medical interpreters who studied the linguistics of their interpreting in medical consultations. This paper outlines the project showing how the interpreters developed their self-reflective evaluation skills. These checklists are available for quality maintenance and improvement of medical interpreting.

OR1475

Error analysis for students learning court interpreting

Chung-Chien Chang

National Taipei University, Taiwan

This study reports the first court-interpreting course offered academically in Taiwan. Course emphases are given to vocabulary lists, case studies, and performance reviews. The interpreting sessions are recorded weekly. The analyses of six recorded sessions have revealed vocabulary, grammar, and cultural awareness as the top three areas for more training.

OR1620

Students' perceptions of native and non-native speaking instructors and learner autonomy

Shoji Miyanaga

Ritsumeikan University, Japan

Students perceive native speaking (NS) teachers of English and non-native speaking (NNS) teachers differently. This presentation shows examples of students' perceptions of NS and NNS instructors of a Japanese-to-English translation course, suggesting that such perceptions relate to learner autonomy and influence interactions in the class.

OR2023

The myth of the myth of invisibility?

Uldis Ozolins

University of Western Sydney, Australia

In translation studies, the critique of the myth of invisibility of translators by Venuti and others significantly advanced that field. However, the attempted invocation of a similar 'myth of the invisibility of interpreters' in interpreting studies has been beset with difficulties, theoretically seriously confusing issues of role and neutrality.

OR2142

Case studies of Japanese translators in training: Tracing the development of the English article system

Masako Terui*¹, Shoji Miyanaga*², Atsuko Misaki*³, Judy Noguchi*⁴

1. Kinki University, Japan 2. Ritsumeikan University, Japan 3. Kwansei Gakuin University, Japan 4. Mukogawa Women's University, Japan

This presentation describes a model of genre-analysis-based translation that incorporates an ESP-oriented approach and corpus analysis for the development of systemic literacy by Japanese-to-English translator trainees. The usefulness of the model is demonstrated by tracing the development of language use by the trainees.

OR2434

Interpretation or transformation? Exploring rhetorical and ritual functions of short consecutive church interpreting

Margarita Giannoutsou

Hamburg University, Germany

Short-consecutive interpreting is widespread in the under-researched field of church interpreting and constitutes a practice that is particularly prevalent in Evangelical churches. I will argue that beyond and above translational considerations the systematic use of the mode in conversionist contexts does in fact fulfil very specific rhetorical and ritual functions.

OR2572***An adventure surrounding Japanese 'Yare-yare' in English translations of Murakami's short stories***

Takaaki Goto
Kumamoto University, Japan

Translators exchange words and values, expressing their stances. Cross-cultural translators' challenging words then can allow high flexibility in translation. Accordingly the researcher investigates three translators' stances, analyzing Japanese "Yare-yare" in English translations of Murakami's short stories, showing how this analysis can become an indicator of diversity of cross-cultural translation.

OR3035***Translation: A new linguistic-cognitive approach***

Juliane House
Hellenic American University, Athens, Greece

Given the current predominance of socio-cultural research into translation, a new linguistic-cognitive take on translation seems highly relevant today. In this paper, I will describe such a new approach. Translation is here considered an important addition to bilingualism studies, and to enlightened pedagogical uses.

OR3220***Prerequisites for using bilingual corpora to discover linguistic translation universals***

Shian-Jung Chen
National Taiwan University of Science and Technology, Taiwan

The study proposes broader contrastive studies of bilingual corpora to discover translation universals suggested by Baker. By looking at language differences from a broader perspective, this study recommends a different set of translation universals obtained from studying Taiwan Panorama parallel corpora.

OR3328***A foregrounding analysis of an autobiography and its translation: Whose point of view is this?***

Susan Xu
SIM University, Singapore, Singapore

This study adopts a critical stylistic approach to examining the formal distinctiveness of Lee Kuan Yew's autobiography and its translation. The foregrounding analysis focuses on the deviant linguistic choices in the autobiography and its translation in an effort to expound the representational significance in an evolving society like Singapore.

OR3460***What happened between 'power' and 'actualization'? - A case study of a Chinese to English translator trainer***

Lili Qin
Minzu University of China, PR China and Beijing Foreign Studies University, PR China

This case study focuses on a Chinese to English translator trainer with rich translation experience to investigate why he teaches the way he does, and argues that although trainers' translation experience forms real power underlying their teaching, the actualization of this power is affected by the teaching context and how much practitioners combine their translator identity with their teacher identity.

OR546***The impact of court interpreting on lawyers' linguistic strategies for witness examination in Japanese courts***

Makiko Mizuno*¹, Yumiko Terada*²
1. Kinjo Gakuin University, Japan 2. Asunaro Law Office, Japan

This presentation discusses what linguistic strategies Japanese attorneys use for witness examination and how the way court interpreters translate their questions can alter their intentions and effects expected by them. It also discusses the further ramifications of such alterations for the whole procedure of witness examination.

OR683***The effects of a self-directed learning intervention on translation competence***

Nutthaporn Owatnupat
Macquarie University, Australia

Self-directed learning is often mentioned in the description of translation competence. However, it is not widely adopted in translation teaching.

The presenter will report the outcomes of a self-directed learning (SDL) intervention on the improvement of SDL readiness and the impact of the SDL development on translation competence.

OR694

An interactional analysis of interpreters' gatekeeping when handling non-task oriented topics in Belgian healthcare settings

Dorien Van De Mieroop
KU Leuven, Belgium

There are two linguistically discernable participation frameworks in interpreted interactions and interpreters are the only ones with access to both frameworks. This gives them the power to filter out seemingly non-task related information and thus act as gatekeepers. In this presentation, such gatekeeping sequences are investigated from an interactional perspective.

OR75

Expert interpreters for expert witness examinations: A case study of interpreter-mediated courtroom examinations in South Korea

Jieun Lee
Ewha Womans University, Korea

This presentation will describe the importance of the role interpreters play in obtaining expert witness testimony and the level of interpreting skills required for such proceedings based on a case study of interpreter-mediated courtroom examinations of two expert witnesses.

OR808

Pedagogic contribution of subtitle translation to enhance mediation competence among Japanese EFL learners

Shoko Toyokura
Graduate School of Foreign Language Education and Research, Kansai Univ. Osaka, Japan

The ability to mediate between different cultures/languages is crucial in this era of globalization. Translation provides ideal opportunities to enhance this important competence among learners of foreign languages. This presentation will report on a college subtitle translation class and describe how

it contributed to the enhancement of learners' mediation ability.

C3: Language and the Law/Forensic Linguistics

OR2765

Designing a syllabus for an extended language and skills remedial course for undergraduate law students

Themba Lancelot Ngwenya
North-West University, South Africa

This paper indicates that the current first-year English and Skills course which is being offered in the study has not been as effective as was expected. It should be extended from the current first to third year. For easier skills transfer and face validity the course should remain genre-based.

OR3135

Discourse analysis of the guideline for the lay judge person in the Japanese lay judge system

Hiroe Tanaka
University of Nagasaki, Japan

Discourse analysis was conducted on "The guideline for the lay judge system" issued by the Japanese Supreme Public Prosecutors' office, using face threatening acts (Brown and Levinson, 1978). The results showed that there were many negative politeness strategies in the document. These findings will be compared with documents for other countries' juror system.

OR823

Verbal cues to deception: Forensic Linguistics and psychological deception detection

Eilika Fobbe
University Of Greifswald, Germany

The determination of deception by evaluating the language of questionable statements usually falls to social psychology. The presenter will give a linguistic analysis of selected deception indicators. The comparison between psychological assumptions and linguistic evaluation of these indicators clearly indicates the need for closer consideration of linguistic research in this field.

C4: Language and the Workplace

OR1253

Language exploitation at work on the U.S.-Mexico border

Glenn Martinez
The Ohio State University, USA

This paper explores manifestations of language exploitation in the U.S.-Mexico border region through the experience of paraprofessionals working in health care. By highlighting the perspectives of workers, the paper will tease out the theoretical implications of language exploitation at work in late capitalism.

OR1356

Self and peer assessment of interpersonal skills in group work prepares students for the workplace

Radhika Jaidev
National University Of Singapore, Singapore

This paper argues that interpersonal skills necessary for the global workplace can be nurtured at university through peers assessing one another's effective and ineffective behaviour during group activities in and outside the classroom. It also argues that peer feedback and assessment improves both group and individual accountability in group tasks.

OR1552

Image avion pred vama na isn...? - Code switching in the Zagreb mid-air collision

Simon Cookson
J. F. Oberlin University, Japan

This presentation will analyse an airline accident featuring code switching: the 1976 Zagreb mid-air collision. It will examine why the code switching occurred, and whether it contributed to the accident. The findings are relevant to the English proficiency programme introduced by the International Civil Aviation Organization (ICAO) in 2011.

OR1554

'We need priority please': Mitigated speech in the crash of Avianca Flight 052

Simon Cookson
J. F. Oberlin University, Japan

This presentation will analyse an airline accident featuring mitigated speech: the 1990 Avianca crash. It will examine why mitigated speech was used, and whether it contributed to the accident. The findings are relevant to the English proficiency programme introduced by the International Civil Aviation Organization (ICAO) in 2011.

OR1726

Exploring advanced non-native university lecturers' use of general, academic and domain specific collocations

Birgit Henriksen*, Pete Westbrook*
The University of Copenhagen, Denmark

The presentation describes the collocational use of advanced L2 university lecturers teaching in an English-medium instruction context, with a focus on technical, academic and general collocations. We also discuss the operationalisability of the distinction between the collocation subtypes and the methodological problems of identifying these in the data.

OR1995

Doing patient-centredness: Pragmatic competence for international medical graduates

Maria Dahm*, Lynda Yates*
Department of Linguistics, Macquarie University, Australia

Given their diverse backgrounds, international medical graduates (IMGs) often face difficulties in patient encounters. Drawing on analyses of complementary sets of medical interactions and qualitative data, the presenters will take a systematic approach to the identification of these difficulties in order to offer a principled basis for targeted communications training.

OR2303

Investigating English use in the Vietnamese hospitality industry: The language of checking in and out.

Van Vu*¹, Katie Dunworth², Chris Conlan²
1. Ho Chi Minh University of Pedagogy 2. School of Education, Curtin University, Australia

Within the tourism and hospitality industry in Vietnam, English is dominant in staff-guest communication. This paper examines

characteristics of authentic English language used in the cross-cultural act of checking in and out of a Vietnamese hotel and the implications this language has for the teaching of English for Specific Purposes.

OR2463

The discursive demands of patient-centred consultations and the challenges for overseas-trained doctors

Robyn Woodward-Kron*, Catriona Fraser, Neville Chiavaroli
University of Melbourne, Australia

This paper reports on a discourse analytic study which examined the interactional demands of patient-centred doctor-patient interviews. The analysis reveals certain stages of the consultation that are problematic for overseas-trained doctors, and also examines the interactional strategies used to avoid communication breakdown during these problematic stages.

OR3459

The discourse of the managerial university: The case of the word 'strategy'

Tim Moore
Swinburne University of Technology, Melbourne, Australia

I consider the use of the term 'strategy' in contemporary university discourses. The paper presents data from one Australian university during a time of major structural change. The use of the term, as an index of larger discursive formations, helps to reveal the radical cultural changes currently underway within universities.

OR417

English oral communication skills and employers' decision to (not) hire

Mei-Yuit Chan*¹, Ngee-Thai Yap¹, Paul Chandra Bose Selvarajoo², Afida Mohd Ali¹, Swee-Heng Chan¹

1. Universiti Putra Malaysia, Malaysia 2. Universiti Tun Abdul Razak, Malaysia

Teachers and researchers of Language for Specific Purposes are interested to know what employers look for in job candidates in terms of their oral communication skills. In this presentation, we describe how employers make decisions on

whether to (not) hire job candidates based on their English oral communication skills.

OR557

Coping with multilinguality in the multiprofessional workplace: Language management at the German shipyard Howaldtswerke Deutsche Werft

Klaus Geyer
University of Southern Denmark, Institute of Language and Communication, Denmark

This paper examines the broad range of internal and external language management activities undertaken at the Howaldtswerke Deutsche Werft, both on the grassroots level and on higher organisational levels. The matter of an integrated, coordinated language management strategy for that company is discussed as a model for other similar organisations.

C5: Language in the Media and Public Discourse

OR123

Intertextuality as a strategy of Glocalization: Comparing Nike's and Adidas' 2008 advertising campaigns in China

Songqing Li
Xi'an Jiaotong-Liverpool University, PR China

This study examines glocal strategies Nike and Adidas adopted in their advertising campaigns in China during the 2008 Beijing Olympics by comparing their intertextual practices. The findings of the study will bright to light the underlying reasons accounting for why Nike is more successful than Adidas in the local market of China.

OR1246

The making of a televised political debate: From normative expectations to stylistic credos of the journalists

Marcel Burger
University of Lausanne, Switzerland

This paper analyses the normative expectations of televised debates. One will not adopt an external perspective of debates as events, but an internal

perspective of the "making" of a debate. The data under analysis (Switzerland 2013) focuses on various aspects of the journalistic point of view (from editorial expectations to stylistic credos).

OR151

A multi-perspectival model based study of journalistic stance in Chinese and Australian hard news reporting

Changpeng Huan

Macquarie University, Australia

Stance taking is the most important social act undertaken by journalists in news reporting. The paper begins by discussing the key concept of stance; then outlines a multi-perspectival model for investigating stance; and finally presents findings from Chinese and Australian hard news reporting on risk events.

OR1535

Community news online: A corpus study of ESL students and professional news writing in Hong Kong

Connie K. F. Ng*¹, Dora Wong*², Janet Ho*³

1. The University of Hong Kong, Hong Kong 2. The Hong Kong Polytechnic University, Hong Kong 3. Lingnan University, Hong Kong

This study investigates English online news reports completed by undergraduate ESL journalism students from a university in Hong Kong between 2008 and 2001. The news reports include interviews and feature articles of mostly events and people on campus and in the local community. Students posted the news on a course weblog using information from a three-minute radio or video version they had produced. To examine the writing of these campus reports, a corpus of 250,000 words from 557 news articles was built. The foci of the study include the analysis of the semantic fields and linguistic features such as the use of adverbs, adjectives, conjunctions, nominalization, prepositions and verbs (attributive verbs, modal verbs and strong verbs). Professional news reports of similar topics were gathered from two leading English newspapers, the Standard and the South China Morning Post published in Hong Kong to form a reference corpus.

OR2272

The use of personal pronouns in political campaign advertisements in the Philippines

Paulina Goheco

De La Salle University, Philippines

The study investigates the use of personal pronouns in television-mediated political campaign advertisements. In the Tagalog language, the preference for certain pronouns may reveal social distance, politeness, or solidarity. Despite the significance of inclusive pronouns in persuasion, the study uncovers the preponderance of the first person singular in the corpus.

OR2995

Spanish in America and Europe through media

Raul Avila

El Colegio de México, Mexico

Media standardises languages. However, there are no studies regarding oral standard Spanish at an international level. The research is based on 20 radio stations, one from each capital of Spanish speaking countries. Although ideology marks the preference for European Spanish, audiences in America prefer dubbing in American Spanish.

OR883

Special language for special people in the Malaysian print media: How special is 'special'?

Pei Soo Ang

Macquarie University, Australia and University of Malaya, Malaysia

This paper focuses on a critical discursive inquiry into the use of politically-correct terms to refer to disabled persons in the Malaysian print media. Findings reveal that 'special language' has been overused to categorise 'special people' in a discursively confining and demeaning way by the social actors in the corpus studied.

OR933

Mediating the multimodal exhibition: The museum visit as a literacy event

Jacqueline Widin*, Keiko Yasukawa*

University of Technology Sydney, Australia

This presentation focuses on museum exhibitions as richly multimodal literacy environments and

museum visitors. Public museums consistently position themselves as democratic, inclusive institutions yet their typical visitors are highly educated and in well paying professions. We study museum exhibitions through a literacy lens and discuss the impact of mediated visits.

C6: Language, Health and Aging

OR1839

Aged care in linguistic and cultural diversity: A study of workplace safety

Jonathan Crichton*, Angela Scarino*
University of South Australia, Australia

This paper presents the findings of a study of how linguistic and cultural diversity affects workplace safety in the aged care sector. The analysis shows how diversity creates an intricate environment that shapes and challenges how staff, residents and managers interpret themselves and each other in their relations and interactions.

OR1886

Linguistic descriptors of symptoms of depression

Helen Tebble
Monash University, Australia

Depression in acute care ward patients is usually overlooked thereby prolonging their suffering. The methodology in the Language of Depression project to produce linguistic descriptors of the symptoms of depression is described. Then the findings and ways to apply them in the education of acute care staff are discussed.

OR2313

Voices and power in multi-party medical narratives

Julie Bradshaw*¹, Marisa Cordella², Simon Musgrave¹, Louisa Willoughby¹
1. Monash University, Australia 2. University of Queensland, Australia

Drawing on data from multi-party hospital clinic consultations with older Italian-Australians, the presenters examine the ways in which the patients' narratives are constructed in interaction. The study explores the doctor's focus on certain events, and the roles of the accompanying family

member and interpreter in shaping the narrative or providing additional narratives.

OR2832

Language of obesity, language of culture

Emma Mohamad*, Abdul Latiff Ahmad, Samsudin A. Rahim
Universiti Kebangsaan Malaysia, Bangi, Malaysia

Understanding the language of health helps researchers plan better campaigns and intervention programs. This paper focuses on studying the language used in health campaigns to describe obesity and obese people. Findings of this study will help improve public education about obesity and ultimately lead to attitude and behavioral change.

OR3272

Cryptic messages in health communication: How processing time relates to message effectiveness

Lennie Donné*, John Hoeks, Patty Huijbers, Carel Jansen
University of Groningen, the Netherlands

Little is known about the effects of using cryptic, or complex messages in health communication. The presenters will describe an experiment conducted in E-Prime that relates processing time of complex messages to the effectiveness of the message. The results will further increase our knowledge of effective health document design.

OR3355

Coding and decoding health risk & benefits: Text analysis meets the reception study

Alison Moore
English Language & Linguistics, University of Wollongong, Australia

In this paper I discuss recent work combining a) text analytic methods that describe the linguistic and visual resources used to construct available meanings about risk and benefit in health care discourses; with b) reception studies, which identify how, and how well, audiences understand the messages.

OR669

Understanding and applying metaphor in psychotherapy and health communication. A three-phase approach

Dennis Tay
Hong Kong Polytechnic University, Hong Kong, PR
China

This paper outlines a three phase research approach which emphasizes the complementarity between theory and application, and situates the analysis of psychotherapeutic discourse within the broader context of healthcare communication. Phase One is called 'description', and involves the systematic analysis of therapy transcripts to identify, analyze, and characterize metaphoric expressions along several major contextual parameters. Phase Two, 'comparison', is motivated by the more general and prevalent interest in communication between healthcare professionals and their clients, and involves comparing the characteristics of metaphors in psychotherapy with the characteristics of metaphors in other doctor-patient contexts. Phase Three, 'application', attempts to translate findings from the previous two phases into applicable guidelines for psychotherapists and other healthcare professionals. The paper uses examples of therapist-patient and doctor-patient interaction in Hong Kong, although the key message is that a similar three-phase approach can be fruitfully replicated elsewhere.

D1: Sociolinguistics

OR1168

EuLaViBar - a new tool for assessing language maintenance

Anneli Sarhimaa
University of Mainz, Mainz, Germany

Several methodical instruments to assess language vitality have been developed and tested over the past decades. The presenter will introduce and critically discuss the so far newest tool, the European Language Vitality Barometer (EuLaViBar) which was created by the EU-FP7 project ELDIA (European Language Diversity for All, www.eldia-project.org) in 2010-2013.

OR1347

A study of presidential reference terms in Taiwan: A comparison between KMT and DPP legislators

Li-Jung Huang*¹, Ju-Ching Chen*²
1.Providence University, Taiwan 2. Taichung, Taiwan

This study investigates the use of reference terms to the current President in Taiwan Ma Ying-jeou by legislators of the two major political parties in Taiwan. Parliamentary interpellations can serve particular functions. This paper discusses these functions and illustrates the relationship between political parties and the choice of reference terms.

OR1359

Winners and losers in Lithuanian as heritage language maintenance

Meilute Ramoniene
Vilnius University, Lithuania

Based on newly acquired quantitative and qualitative data from research carried out in the Lithuanian diaspora in Europe and other continents this paper aims at exploring how family language policy and parental language ideologies affect the acquisition of Lithuanian as heritage language, the maintenance of Lithuanian traditions and identity.

OR1363

Comfy shoe wearing gaijin chicks: constructions of Western women teaching English in Japan

Roslyn Appleby
University of Technology, Sydney, Australia

This paper analyses a range of circulating discourses about gender, sexuality, and Western English language teachers in Japan. Drawing from popular culture, statistical evidence, and interview data, the paper demonstrates significant differences in the way Western men and women are discursively constructed, and points to implications for teaching in this context.

OR1368

Ethnic Group Affiliation and context: Facilitating and hindering effects on second language proficiency development

Elizabeth Gatbonton*¹, Norman Segalowitz¹,
Larisa Turuseva²
1. Concordia University, Canada 2. Latvia Agricultural University, Latvia

Studies revealing Ethnic Group Affiliation effects on second language proficiency suggest that perceived tensions between the bilinguals' language groups may mediate these effects. Two sets of bilingual groups, one living where language

tensions exist, the other not, completed comprehensive Ethnic Group Affiliation and language proficiency questionnaires. Results confirmed a mediating role for context.

OR1538

Mapping the multilingual repertoire of generation Y university students: a French-Australian study

Véronique Conte

Université Lumière Lyon 2, France and University of Technology Sydney, Australia

Drawing on the 'one - multiple' paradigm under which the conference is held, the ongoing research investigates the way university, as a normative space of empowerment – officially monolingual in our case – and its generation Y members handle hyper-diversity. Mobility, relocalisation and indexicality are central to this research.

OR1840

Identities, code-switching, and stance-taking in multilingual couples' disagreement

Yufeng Chi

Birkbeck College, University of London, United Kingdom

Multilingual speakers have the capacity of choosing the languages to index their identities, attitudes, and beliefs and more specifically, to highlight the opposite stance. Code-switching becomes one of the most readily available strategies for multilingual couples to achieve their communicative goals in negotiation.

OR1927

Experiencing inclusive policy in higher education: A narrative analysis

Chantel Bongiovanni

University of South Australia, Australia

Inclusion has varied and contested meanings and, though central to equality policies, is seldom referenced to the experiences of those directly affected. This paper presents an analysis of narrative data collected in higher education institutions reflecting the experiences of students with disabilities, and those who help implement inclusive policies.

OR2136

Construction of second language identities during study abroad in a globalized society

Yoko Nogami

Hiroshima University and Hiroshima Shudo University, Japan

Second language identity research contributes to appreciating L2 learners who develop multicultural personhood. The presenter will discuss the findings of a longitudinal diary study by exploring identity construction during study abroad. The various experiences and voices of the diarists represent salient matter for how they position themselves in various contexts.

OR2411

Dialect features of young children in post tsunami Leupueng, Aceh

Kismullah Kismullah*, Zosia Golebiowski

Deakin University, Melbourne, Australia

This paper examines dialect features of children in post tsunami Leupueng, Aceh. Selected phonological variables are tested to investigate the retention of the phonological features of the Leupueng dialect. The contribution of social factors to the retention or loss of the examined features is discussed.

OR2416

Towards a multicultural Japan: The introduction of foreign nurses and caregivers in an ageing society

Rika Kusunoki

The University of Queensland, Australia

This project will investigate Japanese native speakers' perception of and attitudes towards non-native speakers and communication with them. The presenter will describe the results of questionnaires and semi-structured interview of Japanese native speakers who have been working with non-native speakers who came to Japan under Economic Partnership Agreement program.

OR2551

The spread of English in Taiwan in the age of globalization: A sociolinguistic study

Su-Chiao Chen

National Taiwan University of Science and Technology, Taiwan

English education has recently been dubbed a 'national movement' in Taiwan, driving the country to become more competitive in the globalized world. However, to what extent English has been regularly used and how it has been perceived in the age of globalization is yet to be investigated. This study is guided by the following research questions: (1) How frequently is English used by whom for what purposes and in what domains? (2) What are Taiwanese English proficiency and attitudes toward English?

OR2776

Multilingual Cityscape: language, politics and urban space in Astana (Kazakhstan)

Irina Moore

University of Wolverhampton, United Kingdom

This paper examines the linguistic landscape in Astana (Kazakhstan). It compares the written use of languages on signs in three districts of the city, one central and two peripheral. It demonstrates the insights that analysis of the linguistic landscape can provide into language policy debates in the post-Soviet space.

OR2798

The linguascope of urban youth culture in the context of Mongolia

Sender Dovchin

University of Technology, Sydney, Australia

In its search for a post-Socialist identity, after the collapse of the Soviet Union in 1990, urban settings in Mongolia have been largely caught between emerging transcultural flows. This paper examines how modern urban young Mongolians construct new identities and new languages by manipulating locally available cultural and linguistic resources such as popular culture flows.

OR2957

Classroom as Community of Practice: How ESL learners as newcomers become experienced learners

Akiko Nagao

Ritsumeikan University, Japan

This study examines the process of English as second language learners joining different academic learning communities. Using a

sociocultural lens and Lave and Wenger's (1991) communities of practice model, this research investigates how newcomers became experienced learners through interactions by documenting their engagement, participation in classroom discussions, and self-reflection.

OR2982

Influence of social network on sociolinguistic competence in second language acquisition

Rozenn Gautier*¹, Jean-Pierre Chevrot^{1 & 2}

1. Laboratoire Lidilem, France 2. Institut Universitaire de France, France

How L2 learners benefit from social life in the host country is a major issue in SLA. We studied the influence of social networks on the use of sociolinguistic variables by learners during a study abroad. Learners with daily contacts with native speakers decreased their use of formal variants.

OR3105

Chinese as a foreign language learners' identity negotiation in China: A case study

Li Mao*, Joe Wu

University of Alberta, Canada

This case study chose two American Mandarin learners in North China and investigated their language learning environments, socialization and identity negotiation in local social networks. The findings showed the complexity of their identity negotiation process in China and the key social factors that influenced their linguistic and identity investment.

OR3117

ESL international student's identity negotiation in ESL service learning experiences

Li Mao*, Donna Chovanec

University of Alberta, Edmonton, Canada

Drawing upon one international student's service learning (SL) experiences, the presenters will critically examine SL as an English-speaking social network and its influences on ESL international students' identity negotiation. They will also provide suggestions for facilitating ESL international students' linguistic and sociocultural needs during their SL experiences.

OR3276

Home language exposure effects on Mandarin competence of Chinese children in Singapore

Hock Huan Goh*, Chunsheng Zhao, Siew Hoon Kwek

Singapore Centre For Chinese Language NTU, Singapore

Singapore policy makers acknowledge the relation between Mandarin competence and exposure to Mandarin at home. To affirm and understand this relation, this study draws data from two oral corpora of Singaporean Chinese children, and examines their Mandarin output. It was found that Mandarin exposure correlated with indices of Mandarin competence.

OR334

'Save dialects': An analysis of the mass media coverage in China

Xuesong Gao

The University of Hong Kong, Hong Kong

'Dialects' are endangered by the promotion of standard language and mass migration in China. This analysis of recent media coverage examines the motives of various social agents in their efforts to 'save dialects'. The findings are indicative of the rising roles of civil society and individuals in preserving 'dialects'.

OR485

Keepin' it real online: Hip hop, authenticity and (dis)identification

Elina Westinen

University of Jyväskylä, Finland

This paper aims to explore how three Finnish rap artists construct their authenticity online through a range of semiotic resources, operating on several scale-levels and orienting towards multiple centers of norms. Drawing on sociolinguistics and discourse studies, the paper contributes to research on translocal hip hop cultures, globalization and multilingualism.

OR658

What are they laughing about anyway? A study of competence to make sense of sitcoms

Virgilio Almeida

University of Brasilia, Brazil

Communicative competence involves more than whatever is encompassed by the linguistic aspect of language. The presenter will show research data which indicate the amount of humour of a sitcom which is lost due to lack of sociocultural competence. The findings evidence the need to include other competences in L2 instruction.

OR697

Beware: Coder bias!

Marjoleine Sloos

Aarhus University, Denmark

In some fields of linguistic research, qualitative data are obtained by native speakers who judge the pronunciation of recorded speakers. The presenter will show that coders are easily biased towards their expectations of the pronunciation of the variety they perceive. This requires more carefulness and standard practices in these fields.

OR739

Scoping out scapes: The explanatory power of scapes in research on language, identity and culture

Kerry Taylor-Leech*¹, Donna Starks*², Louisa Willoughby*³

1. Griffith University, Australia 2. La Trobe University, Australia 3. Monash University, Australia

Notions of scapes are widely used in the social sciences. This presentation reviews the different uses of scapes as an analytical tool to provide nuanced understandings of social identity and critiques their varied explanatory power. As an illustrative case, we use data collected in a study of adolescent Australian nicknames.

OR742

Sexualities in web 2.0: Metapragmatic indexicalizations, queer performances and alternative futures

Luiz Paulo Moita-Lopes

Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brazil

By relying on queer theories and on interactional data generated through virtual ethnographies, the presenter analyzes a conversation between two men in MSN and among several men in a blog ('Life in the closet'), trying to understand how male performances in interaction are

metapragmatically indexicalized through different sociolinguistic power-invested scales.

OR845

The social meaning of style-shifting between three varieties of Belgian Dutch in parent-child interactions

Dorien Van De Mieroop*, Eline Zenner, Stefania Marzo
KU Leuven, Belgium

We investigate the social meaning of the three layers of Belgian Dutch by analyzing over 50 hours of dinnertable conversations of 16 families with young children, integrating a quantitative and qualitative perspective. The variation in linguistic codes is related to demographic features of the interlocutors and local contextual elements.

OR983

Prestige shifts in the linguistic landscape: The geosemiotics of linguistic capital in Hawai'i

Christina Higgins
University of Hawaii at Manoa, USA

This paper discusses how linguistic landscape analysis can expand current understandings of symbolic capital (Bourdieu, 1991). It illustrates how geosemiotics (Scollon & Scollon, 2003) can shed light on the the movement of languages from low to high prestige domains, and how such shifts relate to language attitudes and ideologies.

D2: Language Policy and Planning

OR1109

The use of English as a medium of instruction in Indonesia: Is it a threat?

Dyah Sunggingwati
Mulawarman University, Indonesia

The presenter will describe some disputes of the implementation of English as a medium of instruction in Indonesia. She will present the findings from 120 questionnaires of secondary students. It is hoped more research is carried out to consider the decision the policy makers have with regard to the use of English

OR1118

Peacebuilding: A new paradigm in language planning?

Joseph Lo Bianco
University of Melbourne, Australia

Conflict and language education in South East Asia: a focus on Malaysia, Myanmar/Burma and Thailand. The paper reports research conducted for the United Nations Education for Peace-building project, addressing questions of both macro and micro language policy, especially national citizenship, language of instruction, script and access to foreign and national languages.

OR1179

Flexible models of multilingual education: The withdrawal of top-down language planning

Fiona Willans
King's College London, London, United Kingdom

This presentation will examine the potential for a model of multilingual education in which teachers and learners are given the freedom to negotiate teaching and learning through whichever linguistic resources are available to be used. It will argue that success relies on the withdrawal of formal top-down planning procedures.

OR1308

Constructs of ESOL learners in adult migrant language education policy in New Zealand, 1999-2013

Yulia Khan*, Sharon Harvey
Auckland University of Technology, New Zealand

The presentation examines adult migrant language education policy in New Zealand and analyses the discursive constructs of adult ESOL learners using methods of critical discourse analysis. It will highlight salient omissions and insertions in the policy documents and the differences between the adult ESOL and adult literacy learners.

OR1491

Bilingual children's language use and linguistic identity: Home contributions and family language policy.

Naashia Mohamed
Maldives National University, Maldives

Children's literacy, linguistic identity and language choice depend on the synergy evident within the sociolinguistic ecology of the family. The data from the case studies presented here will highlight the language roles within the home and the factors that affect their development. The need to promote positive bilingualism is explored.

OR157

The textbook as a change agent: Factors influencing the appropriate use of innovative textbooks

Simon Humphries
Doshisha University, Kyoto, Japan

Although textbooks can provide visible frameworks for teachers and students to follow during curricular innovation (Rubdy, 2003), if teachers do not understand and take ownership of the changes they may continue using previous methods (Nur, 2003). This presentation outlines factors inhibiting teachers' adoption of new methods from a communicative textbook.

OR1741

Internationalisation of Higher Education and the role of languages

Sabine Ylönen
University Of Jyväskylä, Finland

University language policies seem to support English as THE language for internationalisation of Higher Education (HE). This paper focuses on HE language policies in Finland, exploring questions such as the impact of language on research, based on extensive survey data, and discusses how internationalisation and multilingualism could be concerted aims.

OR1838

Bilingualism, globalization, non-native speaker English teachers, and the media: The case of Latin America

Adriana Gonzalez*¹, Enric Llurda*²
1. Universidad de Antioquia, Colombia 2. Universitat de Lleida, Spain

News in the media often question the quality of English teaching in Latin America, placing a major responsibility on the role that non-native speaker teachers (NNST) have in the achievement of bilingualism. The presenters analyze critically

news excerpts and recommend the deconstruction of discourses about NNST outside the Linguistics field.

OR2033

Dilemmas and contradictions faced by universities regarding foreign language education policies: The case of Colombia

Doris Correa*, Jaime Usma*
Universidad de Antioquia, Colombia

This presentation aims at exemplifying through a discussion of the Colombian case, the dilemmas and contradictions that many public Latin American higher education institutions are now facing regarding how to make government imposed foreign language education policies more responsive to local conditions and more democratic and fair for all.

OR2050

Whither 'official English?' The implications of census data for US educational and language policy

Sandra Gollin-Kies*¹, Daniel Kies*²
1. Benedictine University, USA 2. College of DuPage, USA

This paper analyzes US census and other survey data from 1980 to 2010 and couples those results with a critical analysis of 'official English' and 'English only' discourse. The study examines the linguistic framing of the ideological agendas of English protectionists (of all political bents) and negates their claims.

OR2053

Knowledge transmission and sustainable language use

M Paul Lewis
SIL International, USA

The sustainable transmission of life-crucial knowledge is the primary concern of non-dominant language communities. Language and media choices follow from the knowledge transmission decisions that a community makes. The Sustainable Use Model (SUM) proposes concrete steps a community can follow to achieve their knowledge transmission goals.

OR2105***In pursuit of intercultural competence: English language education policy in Indonesia***

Jonathan Newton*, Fenty Siregar*, David Crabbe*
Victoria University of Wellington, New Zealand

This paper reports on research into the extent to which Indonesian language policy and instruction in the tertiary sector provide 'fertile ground' for an interculturally informed approach to language education. Findings from language policy analysis and an ethnographic study of language instruction in an Indonesian university will be reported.

OR2200***Wrong side of the tracks: Inequitable access to language education in New Zealand schools***

Jocelyn Howard
University of Canterbury, New Zealand

This large scale study conducted with 371 school principals in New Zealand provides new insights into relationships between schools' socioeconomic status, principals' views about the value of language learning, and students' differential access to the full curriculum. The research provides a valuable platform for longitudinal and comparative studies.

OR2345***Fractionating English language proficiency: Policy and practice in Australian higher education***

Michael Harrington*, Paul Moore*
University of Queensland, Australia

Policy-makers and practitioners in Australian higher education increasingly view English language proficiency (ELP) as a tripartite construct consisting of proficiency in academic, interpersonal, and more recently, workplace English. This assumption is examined and implications for the Australian context discussed. The findings are also highly germane to English-medium higher education internationally.

OR2385***Medium of instruction and struggles for identity***

Iffat Jahan
The University of Queensland, Australia

Drawing on Letters to the Editor data, this presentation examines discursive identity contestations of two groups of students from two medium of instruction systems (English and Bangla) in Bangladesh. It also demonstrates how the discursive battle is influenced by and influences macro social factors in a divided society.

OR2522***Can the Common European Framework of Reference for Languages achieve its objectives?***

Philippe Valax
Wenzao Ursuline College of Languages, Taiwan

The Common European Framework of Reference has become a reference for language teaching, learning and assessment in Europe and beyond. The presenter will detail the main issues associated with the CEFR, its impact on language teaching and curriculum design, and examine whether this document can achieve its stated objectives.

OR2753***Fine-tuning MOI policy In Hong Kong: A policy approach plus a cultivation approach?***

Anita Y.K. Poon
Department of Education Studies, Hong Kong Baptist University, Hong Kong

The study investigates Hong Kong's use of language policy to raise English standards. The data and findings will be presented. The implications of the study: a policy approach together with a cultivation approach is likely to solve language problems; Content and Language Integrated Learning can support students' learning through L2.

OR2754***'Holes' vs 'free spaces' in language planning: Language policy design in Estonia and Denmark***

Maarja Siiner
Institute of Journalism and Communication, University of Tartu, Estonia

Inspired by Giddens' structuration theory and its mutually constitutive character of structure and agency, the present paper offers a different and interdisciplinary approach to the analysis of the language policy efficiency in terms of analysis of

the flexibility of language policy design. Flexibility in a language policy design can be measured by how different agents on interstate, state, local municipality and institutional level are left with possibility of agency, i.e. possibility to be involved in identification and solving of local and contextual language problems. Key points of the paper are highlighted through contrasting examples of Estonia's overt (or thick) and Denmark's covert (or thin) language policy design.

OR2781

Enriching Official French Terminology, 1930-2013: The timescales of evolving attitudes

Danielle Candel

CNRS, Laboratoire Histoire des théories linguistiques, Université Paris Diderot, France

Progress in Science enhances terminology. Helped by scientific field experts, France officially aims at replacing new English words by French equivalents, associating descriptive lexicography and prescriptive linguistics. This presentation focuses on attitudes about language and provides guidelines to better respond to current challenges in Terminology and Language Planning.

OR2997

Attitudes of teachers and students towards China's foreign language policy on tertiary English education

Jiani Li

Wuhan University, P.R. China

The presenter will examine the implementation of China's foreign language policy on tertiary English education issued in 2007, specially focusing on the attitudes of students and teachers towards the policy. With reference to these attitudes, policymakers could amend the policy to assure that it facilitates tertiary English education.

OR3059

English Medium Instruction in Vietnamese universities: Trend or triumph?

Thi Thuy Nhung Le

School of Education, University of Newcastle, Australia

The paper reports on the current state of English Medium Instruction (EMI) implementation in Vietnamese universities with a focus on student experiences. It discusses findings based on

surveys with 1000 students enrolled in EMI courses at four universities in Vietnam. The surveys explore student attitudes towards EMI and identify challenges facing them in EMI courses.

OR3151

Quechua and Aymara going global

Serafin M. Coronel-Molina

Indiana University, Bloomington, USA

From the language policy and planning perspective, this presentation demythifies the views and beliefs of Quechua and Aymara as only ancient and local languages, and demonstrates, through archival research carried out virtually for eight years, that they are global languages in process of development and revitalization to face new challenges.

OR3171

Language policy and language practice: The case of German in Luxembourg (1795-1920)

Peter Gilles, Evelyn Ziegler*

University of Luxembourg, Luxembourg and University of Duisburg/Essen, Germany

By drawing on aspects of Language Management Theory, language planning in general and language standardization in particular will be investigated for German in 19th century Luxembourg. The analysis will focus on official documents concerning language use and meta-linguistic data of the time-span from 1790 to 1920.

OR3292

Discursive construction of medium of instruction debates in Malaysian Higher Education

Moses Samuel

University Of Malaya, Malaysia

The paper compares discursive construction of medium of Instruction debates in Malaysian Higher Education from two vantage points: first the legal battle in the late 1960s to establish Merdeka University, a Chinese-medium university; and second the conduct of university education in languages other than the national language.

OR453

Teachers' language perceptions, preferences, and practices in a multilingual context, and the implication for language policy and planning

Aziz Khan

The University of Auckland, New Zealand

This paper presents ethnographic research in three rural primary schools, all located in the same area but each following a different language as medium of instruction. It looks into the languages teachers use in the three schools, why they make these choices, and what implications their decisions hold for language-in-education policy.

OR467

Equalizing educational systems of Bangladesh

Tania Hossain

Waseda University, Japan

The purpose of this presentation is to provide an overview of how language and education create inequalities in the Bangladeshi educational systems. It shows that government agencies should apply complementary historical-structural theories to attain excellence in an educational system fraught with pedagogic inequalities and social disparities that perpetuates rural-urban divide.

OR844

Legislative ideologies at 'the top', and their implementational consequences: The case of Indonesia

Lauren Zentz

University of Houston, USA

This talk examines how Indonesian legislators' language ideologies impact their legislative decisions and what these decisions look like "on the ground". Implications will be drawn in the interest of providing information that will enhance language policy decision making at national, regional and local levels in Indonesia.

Language management in the absence of language policy in Cameroon. The Bafut language community

Sirri Elsie Chebe

Research student, University of Buea, Cameroon

The notion of language planning can be viewed from a different perspective taking the local undeveloped languages into consideration with their linguistic practices and their socio-cultural set-up. This will awaken a revitalization of most languages and create an awareness of what is happening to untampered languages.

D3: Bilingualism and Multilingualism

OR111

Typology of Russian-Estonian code-switching

Anastassia Zabrodskaja

Tallinn University, Estonia

In my paper, I will discuss proposed constraints on code-switching – the Equivalence Constraint and the Matrix Language Frame model – and explore their relation to morphosyntactic contact-induced changes on the example of Russian-Estonian code-switching. The subjects are speakers of Russian as L1 and Estonian as L2 attending Estonian secondary schools.

OR455

Comparing the use of code-switching among three generations of Brunei Malay-English speakers in Brunei

Debbie Guan Eng*¹

1.Universiti Brunei Darussalam, Brunei

This paper investigates the phenomenon of code-switching (henceforth CS) in Brunei, a tiny Malay-English bilingual speaking country located on the north-western part of Borneo Island in South-east Asia (SEA). Specifically, it attempts to compare the phenomenon between three distinct age groups of bilingual speakers: adult speakers, young adult speakers and teenagers. Based on naturally occurring data taken from everyday conversations by speakers in the three age groups, the paper examines CS in terms of language choice, frequency of CS, types of CS and CS morpho-syntactic patterns, all of which could contribute to issues pertinent to CS and the bilingualism, such as its role in changing contexts, language acquisition and language maintenance.

OR1133***The language comprehensive competitiveness of Chinese and its implications for the global language system***

Jeffrey Gil
Flinders University, Australia

This presentation uses the conceptual framework of language comprehensive competitiveness to analyse what drives the macroacquisition of Chinese and its implications for the position of Chinese within the global language system. Economic, political and population competitiveness most strongly drive macroacquisition and could lead Chinese to become a future global language.

OR1401***The influence of L2 and L3 proficiency on Spanish L3 learners' motivation***

Diana Hsien-Jen Chin
Wenzao Ursuline University of Languages, Taiwan

This study investigates the influence of Chinese (L1)-English (L2)-Spanish (L3) learners' L2 and L3 proficiency on their motivation for learning Spanish. The results indicate that L2 proficiency is an important motivational factor for learners with low L3 proficiency. For the high L3 groups, instrumental factors are influential for learners' motivation.

OR1438***Mother tongue classes in superdiversity: Understandings of language, mother tongue and belonging***

Martha Karrebæk
University of Copenhagen, Denmark

This presentation focuses on two mother tongue classes (Farsi, Arabic) in Copenhagen, Denmark. It explores the usefulness of the concept of superdiversity (Vertovec 2006) and uses 'the Total Linguistic Fact' (Silverstein 1985) as an analytic lens. Overall the presentation aims to uncover understandings of language, Mother Tongue and belonging.

OR1657***Tensions and conflicts in literacy use in Textile Crafts and Social Studies***

Eva Lindqvist
Department of Language Education, Stockholm University, Sweden

In order to better understand the reasons for the different achievement patterns in different subjects, a case-study of two multilingual pupils in secondary school was conducted, focusing on the relationship between knowledge, language and learning through comparison of literacy events in the two school subjects, Textile Crafts and Social Studies.

OR1804***Multilingual literacies - modes, profiles, practices***

Gudrun Ziegler*¹, Jin Choi*^{1,2}
1. DICA-lab, Luxembourg 2. multi-LEARN institute

Various forms and trajectories of literacy are available around the globe. However, most literacy studies have been devoted to language competence of (subsequent) bi-linguals mainly in school settings, resulting in only a handful of theories of multi-literacies being at hand (e.g., Grosjean; Bialystok). This experimental study provides empirical insights into the reality and nature of multi-literacies with regard to theory building of multilingualism, Grosjean's "language modes".

OR1979***Bimodal bilingualism in Arnhem Land***

Dany Adone*¹, Elaine Maypilama*²
1. University of Cologne, Germany 2. Charles Darwin University, Australia

In this paper we investigate a case of bimodal (speech-sign) bilingualism as witnessed with the Yolngu people in Arnhem Land, Australia. The study focuses on the contexts of bimodal bilingualism and the nature of code-switching and code-blending. The average person speaks usually several traditional Aboriginal languages, Kriol and Aboriginal English and uses the sign language of the community.

OR2048***Assessing correlations between types of input and language dominance in child bilingualism***

Eleni Agathopoulou*¹, Marina Mattheoudakis*¹,
Aspassia Chatzidaki², Christina Maligkoudi²

1. Aristotle University of Thessaloniki, Greece 2.
University of Crete, Greece

Language dominance in Greek-German bilingual children was investigated through questionnaires and verbal tests. Correlations between results from the two types of instruments indicate the significance of various factors, such as formal education. These results point to the importance of educational support for the native language of children.

OR2223***Affordance of an English-taught program: Roles of peers***

Yi-Ping Huang

National Chengchi University, Taiwan

This presentation will describe the roles of peers in NNES students' learning of subject matter via English by drawing on van Lier's (2004) notion of affordance. Factors influencing students' choices about types of peer support and affordance, as well as the corresponding vicious circle, will be discussed.

OR2255***Investigating young Yogyakartaans' local and national identities through their language attitudes and behaviour***

Erna Andriyanti*^{1,2,3}, Verna Rieschild¹

1. Macquarie University, Australia 2. The Directorate General of Higher Education of Indonesia, Jakarta, Indonesia 3. Yogyakarta State University, Yogyakarta, Indonesia

This study investigates young speakers' identities in multilingual Yogyakarta. The presenter will explain their search for local and national identities, as reflected in their language attitudes and behaviour. The findings assist our understanding of the identity-language choice links and the current status of Javanese and Bahasa Indonesia in Yogyakarta's youth.

OR2364***Reaching out to migrant and refugee communities to support childhood bilingualism and home language maintenance***

Andrea Schalley*, Susana Eisenclas

Griffith University, Australia

In order to foster home language maintenance in Australian migrant/refugee communities, the researchers developed workshops explaining the advantages of bilingual upbringing. These workshops were adapted both culturally and linguistically to a number of languages and delivered by bilingual facilitators in their own communities. This presentation reports on the experiences made.

OR2462***Can I be a happy bilingual? Voice of a non-native speaker of English***

Lan Anh Le

La Trobe University, Australia

The presenter argues for an inclusive and additive view of bilingualism. She also highlights thinking and speaking in two languages as a complex phenomenon. By giving evidence from her study of Vietnamese-English bilinguals' conceptual restructuring processes, she will contribute to the understanding of bilinguals' experiences in cross-linguistic and cross-cultural communication.

OR2499***English-Kazakh code switching within the context of the EFL classroom environment***

Damira Akynova*, Sholpan Zharkynbekova, Atirkul Agmanova

1. L.N. Gumilyov Eurasian National University, Kazakhstan

The present paper investigates the issues of English-Kazakh code switching in the EFL classroom in tertiary education. The study is based on classroom observations, discourse analysis, interviews with teachers and students. Some peculiarities of English-Kazakh code switching are investigated and based on it some recommendations are given.

OR2751***Language attitudes of plurilingual Mexican learners***

E. Desiree Castillo*, Nora Pamplon*, Adeline Perez*, Elizabeth Rios*, Dania Villalobos*
 Universidad de Sonora, Mexico

In order to understand what motivates learners to study several FLs, a questionnaire was applied to 1022 learners who had studied up to seven FLs. It seems learners have different attitudes about the languages they have experienced, and because of these differences, the L2 self varies depending on each language.

OR2864***Cross-border linguistic landscapes between China and Myanmar***

Jia Li
 Macquarie University, Australia

Two cross-bordering cities between China and Myanmar will be selected as research locations with an aim of understanding the ideologies displayed by various patterns of linguistic landscapes (LLs). Comparisons are to be made between different public signs by classifying, documenting and characterising the signs observed, and interviews will be employed for pedestrians' emotional and visual perceptions of LLs. The implications for doing LLs at the bordering cities are to be made for the further theoretical and methodological developments of language use.

OR2930***External and internal visual multilingualism in the Ruhr Area / Germany***

Evelyn Ziegler*¹, Haci Halil Uslucan*¹, Klaus Peter Strohmeier*²

1. University of Duisburg-Essen, Germany 2. Ruhr-University Bochum, Germany

The paper deals with visual multilingualism and asks how the occurrence of regional varieties, minority and majority languages in the Ruhr-Area / Germany shapes and distinguishes public spaces. In a multi-method approach that combines data of visual multilingualism with meta-linguistic data and urban sociological data, human-geographic and attitudinal issues will be addressed.

OR2947***English in Indonesian higher education: Resources and challenges***

Amirullah Amirullah
 Victoria University, Australia and Universitas Negeri Makassar, Indonesia

The purpose is to explore English as a medium of instruction (EMI) in Indonesian higher education contexts. The adoption of EMI aims to promote universities becoming internationally recognized. However, it might be a threat to Bahasa Indonesia and vernacular languages. Consequently, some universities prefer the use of Indonesian-English bilingual modes.

OR3076***Exploring language choice and identity construction in 'in-between sites': Community languages school and ethnic media in Australia***

Ken Cruickshank*, Antonia Rubino*
 University of Sydney, Australia

Drawing on micro-sociolinguistic data, we show how in the 'in-between' sites of community languages school and ethnic media language choice is a matter of negotiation, and issues of language use and identity are foregrounded. Implications for the conduct of research in multilingual contexts, including micro- vs macro-sociolinguistic links, are considered.

OR3404***Code switching in repair sequences among students-repatriates in the EFL classroom***

Damira Akynova*, Sholpan Zharkynbekova
 L.N. Gumilyov Eurasian National University, Kazakhstan

The paper presents research on the issue of English-Kazakh code switching among repatriates in repair sequences in conversations in a foreign language classroom environment. The results of the study show that code switching in repair sequences is used as a means of understanding in solving problems.

OR381***What is being switched and why it is being switched: Codeswitching in Indonesian bilingual classrooms***

Hilda Cahyani
 University of South Australia, Australia

The study discusses new findings about classroom codeswitching in bilingual content classrooms at tertiary level in Indonesia. The presenter will discuss reasons for teachers' and students' codeswitching between English and Bahasa Indonesia: a strategy for showing national and cultural identity, facilitating communication, building rapport, emotional support and professional learning.

OR405

Bidirectional language learning in migrant families

Shiva Motaghi-Tabari

Macquarie University, Australia

This study investigates bidirectionality in second language learning in migrant families in Australia, utilising an ethnographic methodology. The findings of this study have implications for the development of efficient language educational policies and services for migrant families.

OR456

Students' attitudes towards code-switching in the bilingual classroom of Accounting English

Jianjun Ma

Hunan University of Finance and Economics, PR China

The presenter will describe attitudes in bilingual classrooms, key factors in determining persons' behaviors. By presenting the results of the study in a newly upgraded university in PR China, the presenter finds that the students' attitudes vary a lot and the mother tongue is their crutch in their immature stage,

OR498

Experience and learner autonomy: Locus of control in multilingual language learners

Ron Peek

Birkbeck, University of London, United Kingdom

By drawing on data from an online language learning beliefs survey (n=841), defining language learning experience in terms of multilingualism, and using language learning locus of control (LLLOC) as an indicator for language learner autonomy, this paper shows that more experienced language learners also tend to be more autonomous learners.

OR500

Fidelity to the model: Bilingual programs and high-stakes testing in Australian and US primary schools

Lesley Harbon*¹, Ruth Fielding*¹, Deb Palmer*², Dori Wall*²

1. Faculty of Education & Social Work, The University of Sydney, Australia 2. Department of Curriculum & Instruction, University of Texas at Austin, USA

This comparative research examines challenges in implementation of bilingual education programs at primary schools in NSW, Australia, and Texas, USA. Researchers report on case studies in these two contexts, discuss competing policy discourses in high stakes testing years, and reflect on the benefits of cross-national dialogue to tackle these issues.

OR527

Bilingualism in New York City's public spaces

Sue Dicker

Hostos Community College, City University of New York, USA

The presenter is conducting an on-line survey of adult English-Spanish and English-Chinese speakers in New York City. In this presentation she will focus on the experiences subjects describe in which other New Yorkers responded negatively to their use of their native or heritage language. Reasons for these reactions will be explored.

OR591

Connectors and sentence openings in an expository essay by first year university students of French

Maarit Mutta

Department of French, University of Turku, Finland

This presentation deals with cross-linguistic influence on the sentence openings in students' texts in French. The presenter will describe how students with a non-Indo-European language background construct their text and what the source of cross-linguistic influence is. This has an impact on creating research methods and appropriate teaching materials. (50)

OR60***Understanding psychological traits affecting fluency in foreign languages and adapting to foreign cultures***

Tim Keeley

Kyushu Sangyo University, Fukuoka, Japan

The presenter's empirical study demonstrates the robust links between foreign language acquisition (FLA) and cultural adaptation. The validated cross-cultural competency psychometric scale (Kozai Group's Global Competency Inventory) employed significantly predicted individual differences in FLA and helps identify the most salient social, psychological and affective factors involved in FLA.

OR705***Investigating the contextual factors of language delay in Taiwanese mixed families from a perspective of racial microaggression***Sa-Hui Fan*¹, Hao-pai Ni*²

1. National Taichung University of Education, Taiwan 2. Da-Chien General Hospital, Taiwan

This project attempts to document and explore how racial microaggressions, the modern subtle racism newly defined by Sue et al (2008, 2007a, & 2007b), targeting the Southeast Asian immigrant mothers in Taiwan, possibly results in language delay in their children.

OR803***Contemporary migration and multilingualism in Japan and Singapore: A 21st century approach to 'super-diversity'***Catherine Siew Kheng Chua*¹, Patrick Chin Leong Ng*²

1. NIE/NTU Singapore 2. University of Niigata Prefecture, Japan

This paper examines how 'super diversified' contemporary migration has altered the demographic composition of Japan and Singapore. It looks at how the different actors, groups and communities in the two countries define and position multiculturalism in the educational systems and in the societies. It discusses the problems and challenges of managing multiculturalism through policies of assimilating and integrating migrants. It also provides some concluding remarks on how multiculturalism in

these two countries will evolve in the face of social, cultural and linguistic diversity in this 21st century.

OR856***Diglossia in the revitalization and maintenance of Doukhobor Russian in British Columbia***

Gunter Schaarschmidt

University of Victoria, Canada

The present investigation explores the revitalization and maintenance of Doukhobor Russian (DR), a minority language in Canada, in the diglossic situation DR / Standard Russian (SR) in British Columbia. Present efforts in preserving DR need to be supplemented by having DR introduced in grades 1-3 in addition to SR.

OR866***Contesting language shift through parental discourse strategies***

Melanie Revis

Victoria University of Wellington, New Zealand

This paper examines Spanish maintenance in Colombian refugee families at a micro-level by investigating parents' use of discourse strategies to create a monolingual or bilingual context for children's interactions. The analysis suggests that parents need to be made more aware of how their discourse strategies impact on their children's bilingualism.

OR927***When does language matter? Applied and perceived norms in bilingual formal meetings***

Merja Koskela*, Gun-Viol Vik*

University of Vaasa, Finland

Drawing from sociology of language and sociolinguistics, the presenters will describe how meeting participants in bilingual formal meetings comment on language use. The aim is to explore which applied and perceived social norms are actualized. The results of the study offer implications for the organization of meetings in multilingual settings.

D4: Intercultural Communication

OR113

Hot and cold ethnicities in the Baltic states

Martin Ehala*¹, Anastassia Zabrodska²

1. University of Tartu, Estonia 2. Tallinn University, Estonia

The paper discusses the ethnic temperature of the main ethnic groups in the Baltic states. It is hypothesised that for ethnicities of equal size, groups that are hot are more vital and sustainable than cold ones. The findings are interpreted to forecast the nature of ethnic processes in the Baltic states.

OR1214

Impacts of internationalization on EFL students' international willingness to communicate and international posture

Lilian Cheng

Department of Applied English, Ming Chuan University, Taiwan

This paper presented the results of an empirical investigation exploring the potential impacts of internationalization on EFL students' international willingness to communicate (IWTC) and international posture (IP) in Taiwan higher education. ANOVA indicated significant difference in IWTC and IP between the students at an international college (IC) and those in non-IC program. Multiple regression further revealed students' confidence in communicating internationally and their IP together significantly predicted their IWTC. As predicted, students at IC tended to have higher IWTC and IP than their non-IC counterparts. The findings have implications for international programs offered at the tertiary level in the EFL context.

OR1382

English refusals: Perceptual differences between native and Japanese speakers regarding politeness and appropriateness

Junko Yamaai

Tokai University, Hiratsuka-city, Japan

This research investigates how native speakers of English and Japanese speakers of English perceive refusal statements in terms of politeness and appropriateness in various pragmatic situations,

reveals some resulting similarities and differences between these two groups and describes, among other things, possible causes of miscommunication.

OR1418

Communication style transfer of EFL learners: An analysis of topic-development style by Japanese English learners

Mami Otani

Kyoto Women's University, Japan

In order to investigate the indispensability of socio-cultural competence in English for Japanese EFL learners, this paper analyzes their communication style in English, especially focusing on topic-development style. More than 10 conversations between Japanese and North Americans were examined, as well as follow-up interviews, which are used as data.

OR1679

A comparison of English and Japanese conversation: Offering an opinion in question forms

Yuka Shigemitsu

Tokyo Polytechnic University, Japan

The presentation analyzes how the question forms function as offering an opinion based on the recorded natural conversational data in English and Japanese in the framework of conversational analysis. It is found that Japanese prefer to use question forms to offer an opinion because their concern is to avoid conflict.

OR1698

Many languages, one team: Intercultural groupwork in English-medium Master's programmes at WU Vienna

Miya Komori

WU Vienna, Austria

As business becomes more global, universities are internationalizing. Research in this field is flourishing but there is still a need for more classroom research. This study explores how business students at WU Vienna work in intercultural teams, combining research

perspectives from English as a Lingua Franca with diversity management theories.

OR1868

Self-presentation practices in interactions between Australians and Americans getting acquainted

Michael Haugh*¹, Donal Carbaugh²

1. Griffith University, Australia 2. University of Massachusetts, U.S.A

This paper examines self-presentational interactional practices by which Australians and Americans get acquainted in both intracultural and intercultural settings. "Credentialing" is contrasted with "self-presentation occasioned through other-initiated pre-topical sequences". It is argued these interactional practices can be evaluated differently depending on the values attached to "talking about oneself" by participants.

OR1875

Vietnamese and Australian interpretations of silence: Differences and accommodation

Phuong Do

School of Languages and Comparative Cultural Studies, University of Queensland, Australia

Silence as perceived by Vietnamese and Australians has barely been considered in previous studies. In this presentation, participants' silence perceptions will be described, and interpreted silences will be identified and compared. The study challenges past stereotypes and gives a detailed analysis of cultural differences involving silence, thus helping Vietnamese and Australians overcome intra- and/or intercultural problems associated with silence.

OR1897

Becoming reflexive and intercultural: Insights from a multilingual sojourner

Jane Jackson

The Chinese University of Hong Kong, Hong Kong

Drawing on poststructuralist notions of identity, experiential learning theory, and current understandings of intercultural communicative competence, this presentation will center on a case study of a multilingual Chinese student who

unpacked her international experience in an intercultural transitions course. The session will emphasize the benefits of reflexivity in L2/intercultural education.

OR2158

Portrayal of the Northeastern Japan Earthquake 2011 in five news programs from five countries

Margit Krause-Ono

Muroran Institute of Technology, Japan

The presenter will describe how five news programs in five countries reported on the Northeastern Japan Earthquake 2011. Comparative analysis of televised news under the premises of intercultural communication is a field still little explored. The comparison will show how news content and its presentation are influenced by cultural norms.

OR2164

'Impolite' - 'Polite' - 'More Polite'? Degrees of politeness from a pragmatic, intercultural and language acquisition perspective.

Martina Rost-Roth

University Of Augsburg, Germany

Analyses of politeness are of interest to researchers of both language and culture, hence, intercultural communication. The proposed paper draws on experimental data and authentic emails in order to compare views on politeness strategies and formulations of polite requests by participants of different cultural backgrounds (Germany, Japan, Russia, Gabon).

OR2291

A case study on the identity change of Confucius Institute Chinese teachers in Britain

Wei Ye*, Viv Edwards

Institute of Education, University of Reading, United Kingdom

This case study focuses on L2 identity repertoires in the context of globalization. The presenter will explore the identity trajectory of Confucius Institute Chinese teachers using a range of multimodal data. This research will fill a gap in L2 literature, shedding light on ESL classroom teaching.

OR2400***Teletandem and Transculturality:
Cross/intercultural communicative
telecollaboration in a virtual environment***

Maria Do Rosário Silva
UNESP, Assis-SP, Brazil

We will describe some social communicative interactions using ICTs (audio and video communication on the Internet) which have been currently developed between Brazilian university students and university students from several other countries around the world, particularly (but not exclusively) from the USA, focusing on the cross/intercultural telecollaborations.

OR2632***Attribution, stereotyping and miscommunication between Malaysian employers and foreign domestic helpers***

Francisco Dumanig*¹, Rodney Jubilado*²
1. University of Malaya, Malaysia 2. University of Hawaii at Hilo, U.S.A

Attribution and stereotyping in communication between Malaysian employers and foreign domestic helpers must be explored to trace the causes of miscommunication which sometimes result in physical, mental and emotional abuse to employees. This study will analyze how Filipino and Indonesian domestic helpers assign attributes to their employers and how such attribution influences the creation of stereotypes which results in miscommunication. The findings of the study will provide an explanation on the common causes of miscommunication between employers and foreign domestic helpers.

OR2758***Linguistic B/orders: Intra-national linguistic possibilities for South Africa and Zimbabwe***

Muchativugwa Liberty Hove
North-West University, South Africa

South Africa and Zimbabwe share national and linguistic b/orders. This paper describes and analyzes the roots/routes of Tshivenda, isiZulu, chiShona and isiNdebele across the b/orders to allow for the exploration of emerging identity matrices in the spaces above that are characterised by an increased post-2008 migrancy.

OR2882***Teach like you're hosting a dinner party!
Rethinking social inclusion using the small
culture paradigm***

Brie Willoughby-Knox
Macquarie University, Australia

The presenter will share her findings from ethnographic case studies on 'mixing' between local and international students in university classrooms. Practitioners that are interested in encouraging social inclusion in their own classrooms will particularly benefit from the talk and discussion.

OR2888***Exploring intercultural communication in Thailand: Perspectives of foreign students and teachers from a pedagogical context***

Wilailak Riach
Udonthani Rajabhat University, Thailand

This study explores the issues of intercultural communication within a Thai instructional context, by demonstrating how Vietnamese and Chinese students communicate with Thai teachers via verbal and nonverbal communicative modes. Moreover, the presenter will discuss the perceptions of Western teachers when engaging with Thai students.

OR3200***Metalinguistic L2 learner talk-in-interaction in a study abroad context***

Janice McGregor
Kansas State University, USA

This paper investigates how L2 learners talk about language in interaction with others in study abroad contexts. I am primarily interested in the discursive and social functions of learners' language use in interaction with local German interlocutors, and how these functions both shape and are shaped by one's individual desires and beliefs.

OR3254***The comparison in the evaluations of group discussions between native and non-native speakers of Japanese***

Ikuyo Morimoto*¹, Etsuo Mizukami², Naomi Yanagida³

1. Kwansai Gakuin University, Japan 2. National Institute of Information and Communications Technology, Japan 3. Hitotsubashi University, Japan

Recently people have had more opportunities to discuss with those who have different backgrounds. This study shows viewpoints that native and non-native speakers of Japanese use to evaluate discussions, and the interactional features in the discussions that may affect to form their impressions, resulting in the difference in their evaluations.

OR3361***Translating the 'gaps': The plurilinguistic theater***

Mai Yoshino

Gakushuin University, Japan

This presentation will trace the process of translation and scriptwriting of *El Don Juan* directed by Omar Porras for Shizuoka Performing Arts Center which I witnessed as translator and scriptwriter to show how the gaps between each party concerned bring artistically interesting fruits to the stage.

OR3425***The development of students majoring in intercultural communication as they prepare to study abroad***

Ron Martin

Rikkyo University, Japan

This longitudinal study tracks the beliefs of university intercultural communication majors who take part in a for-credit study abroad program. Qualitative and quantitative data show: (a) the study abroad decision-making process, (b) expectations with regard to L2 or L3 competency; and (c) students' beliefs about intercultural competence prior to departure.

OR3447***Building intercultural competence: Brazil, U.S. and Qatar use English to create video together in the Cloud***

Claudia Batista

University Of Brasilia, Brazil

High-school students in Brazil, Qatar and the United States used English to create a video together in a ground-breaking international collaboration project in the Cloud. Novice video-makers, including Special Education Needs students, showed their creations to one another in an online film festival that inspired an empathic discussion among cultures.

OR414***Creation of a framework and instructional models for teaching intercultural communication to Japanese University Students***

Kahoko Matsumoto*¹, Yukie Koyama*², Hideki Ohno*³

1. Tokai University 2. Nagoya Institute of Technology 3. Daitobunka University

This is a report on a publicly-funded study in Japan, aimed at developing a framework, teaching materials and evaluation tools for intercultural competence and critical thinking for Japanese university students. The results of various statistical and qualitative validations will be presented with examples of teaching materials and assessment tools.

OR486***Toward an ethnography of communication: Insights from a multilingual performance in eighteenth century India***

Urmishree Bedamatta

Assistant Professor, Ravenshaw University, Cuttack, India

This paper approaches Mughal Tamsa, a multilingual folk theatrical performance in eighteenth century Odisha, India, as a communicative event in which the main characters are an exploitative mirza (Mughal prince) and his servants. How an encounter between them helps develop a specific organization of verbal means will be discussed.

OR571

Service interactions in Persian ethnic shops in Sydney

Dariush Izadi
Macquarie University, Australia

This study examines service interactions in Persian retail shops in Sydney by drawing on a corpus of more than 80 hours of audio-recorded service interactions. These findings have implications for enhancing our understanding of service encounter interactions and for learning the regional diversity of cultural values pertinent to such encounters.

OR620

Enhancing intelligibility in international communications: How native English speakers learn international English

Phiona Stanley
School of Education, University of New South Wales, Australia

In international English-language communications, research shows native English speakers to be among the least intelligible for non-native language users to understand. This session presents findings from a study that examined how native-English-speaking teachers learn to communicate interculturally in English. The context is Cambridge CELTA courses.

D5: Language and Ideology

OR1004

The role of privilege in attitudes toward language learning: The case of 'Missionary Kids'

Stephanie Vandrick
University of San Francisco, USA

This paper examines the role of privilege in determining attitudes toward language learning. It focuses on North American "missionary kids" learning local languages in countries where their parents worked. An analysis of missionary kid memoirs employs postcolonial and social class lenses, and explores implications for applied linguistics and language teaching.

OR112

Russian in the Baltic States: Dominant language in subordinate position

Anastassia Zabrodskaja
Tallinn University, Estonia

The general aim is to throw light on Russian language practices in the Baltic states with a special focus on transformation from post-Soviet socio-cultural and linguistic environment to the status of a EU member. I demonstrate what the use of Russian indicates about its relative value and ideologies around it.

OR1143

Ideological dilemmas in Chinese women's narratives of domestic conflicts

Gecheng Zhang
School of Foreign Studies, South China Normal University, PR China

The presenter will describe the results of her APPRAISAL analysis on the Chinese women's narratives about domestic conflicts, based on which, she proposes the dilemmatic nature of the women narrators' ideological positions in their discursive construction of personal experiences.

OR115

The power of English in the internationalization of Chinese Higher Education: A case study from the Mainland

Wei Zhang*^{1,2}
Lancaster University, United Kingdom and Xi'an Jiaotong Liverpool University, PR China

The presenter will analyze causes and processes of language policy by addressing globalization as a general sociopolitical, cultural dimension of such discursive events. It combines CDA with ethnography to uncover tensions between the power of policy to normalize English-only educational practices and the power of local participants to implement and appropriate this policy.

OR1153***Chinese language study topics in Japanese business and women's magazines: A rivalry against global English?***

Yoko Kobayashi
Iwate University, Japan

Departing from English-dominant language research, the study examines the quality and quantity of Chinese language study topics in business and women's magazines published in Japan since 1990. Although the English supremacy remains unshaken numerically, many articles are found to situate Chinese on par with English as a global business language.

OR1173***Great expectations: Stakeholders' perspectives on the English-medium option in the Upper Secondary School***

BethAnne Yoxsimer Paulsrud
Department of Language Education, Stockholm University, Sweden and English Department, Dalarna University, Sweden

This paper presents a study on how stakeholders (students, parents, teachers, administrators) view English-medium instruction (EMI) in the Swedish upper secondary school context. The focus is on understanding their expectations of EMI, through an investigation into why EMI is offered, why it is chosen, and how it is experienced.

OR1240***The dialogicalities of capitalism: Representations, discourses, and hegemony***

Christian Chun
City University of Hong Kong, PR China

In contrast with other disciplinary research on capitalism's discourses, it has only begun to be addressed in applied linguistics. This presentation addresses the ways in which these are mediated in the classroom and the everyday world, and explores if a critical Self can escape the discourses of the capitalist Other.

OR1406***Guest workers, foreigners, fellow citizens: What is in a name? Changing migration ideologies in Germany***

Martina Mollering
Macquarie University, Australia

This paper explores the relationship between language and ideology in the context of migration in Germany. Following a critical discourse-analytical approach, applying corpus-linguistic methodologies to public documents and print media, the concept of "othering" is explored in the context of linguistic choices made in reference to migrants living in Germany.

OR1473***Language and social analysis: A total linguistics approach***

Bob Hodge
University of Western Sydney, Australia

This paper uses ideological analysis to critique mainstream linguistics to identify limiting assumptions about linguistics, language and society, and the boundaries and exclusions it sustains to achieve 'disciplinary sovereignty' (Bourdieu). It proposes instead an inclusive disciplinarity, total linguistics, to promote new forms of social analysis using linguistic data.

OR1615***Dilemmas of multilingualism in Swedish preschools***

Tünde Puskás
Linköping University, Sweden

The paper explores how ideological dilemmas manifest in two Swedish preschools in which the majority of children are multilingual. The analysis shows that ideological dilemmas around inclusion versus exclusion and group versus individual learning are recurring themes regardless of whether the preschool is positively oriented to multilingualism or not.

OR1710***Whose ethics? Whose politics? A discourse-based approach to the depathologization of transsexuality***

Rodrigo Borba
Universidade Federal do Rio de Janeiro, Brazil

Grounded in a 13-month fieldwork in a Brazilian hospital, this paper aims at discussing the dynamics of discourse and identity in doctor-transsexual interactions. It problematizes the ethics of the sociolinguist's role in this politically infused context, marked by diverging ideologies regarding transidentities and the medical control of their bodies and subjectivities.

OR1751

Emergent multimodal curriculum as social justice education: Towards successful integration of older immigrant youth

Roumiana Ilieva

Simon Fraser University, Canada

This paper reports on the experiences of students and staff in an innovative program for older immigrant/refugee youth with multiple barriers in a metropolitan Canadian city. It discusses policy implications regarding ESL programming for successful integration of older youth from a social justice education perspective.

OR1797

CTO = Central Taking/Takin'/Taken Over: A local controversy over Southern American vernacular English

Catherine Davies

The University of Alabama, USA

This paper tracks and analyzes from a language-ideological perspective a local controversy in Alabama involving the ambiguous grammar of a slogan used by a championship high school football team, and documents an attempt by a local academic sociolinguist to participate appropriately following Wolfram's principle of linguistic gratuity.

OR2162

Negotiating language ideologies and identities among international teaching associates in a University Spoken English classroom

Jungsook Kim

School of Teaching & Learning, the Ohio State University, Columbus, Ohio, USA

The presenter will offer a critical discourse analysis of language ideologies and identity negotiation of international teaching associates in

an American spoken English program. By illuminating linguistic hegemony and its relation to identities, the findings of this study are hoped to contribute to raising critical awareness in language education practices.

OR2185

Persuasive voices in English and Persian Editorials: Nuclear discussion between the U.S. and Iran

Hossein Shokouhi*¹, Fatemeh Akbarzadeh²

1. Deakin University, Australia 2. Chamran University of Ahvaz, Iran

Using Martin & White's (2005) appraisal theory of engagement in a few American and Persian editorials regarding nuclear discussion, this study found that the American editorials tended to preserve neutrality and objectivity with respect to their ideologies, while the Iranian newspapers preferred to naturalize their ideological stances and remained subjective.

OR2441

"I am not Chinese, I mean I don't speak the language": Authenticating identities in Singapore

Wai Fong Chiang

National University of Singapore, Singapore

This paper examines how Chinese Singaporeans look at the intersection of their ethnic Chinese identity, national linguistic identity, and ancestral linguistic identity. Speakers construct the "realness" of their various identities through the semiotic act of authentication and denaturalization, or by collapsing ethnic/racial identity with national/ancestral linguistic identity.

OR2996

English in Iceland: A microcosm of the Nordic Countries

Birna Arnbjörnsdóttir*, Hafdis Ingvarsdóttir*

University of Iceland, Reykjavik, Iceland

Results of a nation-wide study of the spread of English in Iceland will be presented. Findings provide a convincing picture of the changing linguistic context in a country with high exposure to English. The results do not support the notion of parallel-lingualism in Iceland (and the Nordic countries?).

OR3081

Imag(in)ing the nation: A Critical Discourse Analysis of Singapore's National Day Rally Speech

Ruiguo Cui

Hebei University of Economics and Business, PR China

This paper examines the discursive construction of national identity through a National Day Speech delivered by Singapore's Prime Minister in 2010. By using a Critical Discourse Analysis framework, the paper will analyse the discourse features of the speech in terms of transitivity, specific references and evaluative lexis.

OR3201

English education in North Korea: Insights from high school English textbooks

Yu Kyoung Shin, Eun Sung Park*

Sogang University, Korea

There has been a dearth of research on English education in North Korea. This presentation will examine the contents and educational objectives represented in English textbooks used in North Korean high schools (10th-12th grades) and illustrate how the North Korean ideology pervades English language education in North Korea.

OR359

The cross-border multilingual practices at a primary school in Ruili: A sociolinguistic ethnography

Jia Li

Macquarie University, Australia

The study will investigate the intersection between language policies, language use and language ideologies in a multilingual-centred primary school at a cross-bordering city between China and Burma. By critically examining the multilingual practices based on a one-year in-depth fieldwork, the implications of border-language policy-making are to be provided.

OR664

Implementing a bilingual programme in the early childhood sector in Australia

Victoria Benz

Macquarie University, Australia

Whilst bilingual education in the early childhood sector has been largely neglected, the presenter fills this void by exploring the challenges faced by a bilingual early childhood education centre in Sydney. She will describe how Australia's language ideologies mitigate against a successful implementation, with the aim to illustrate means to facilitate such attempts.

OR758

Exploring standard English ideology: Critical praxis in English language education

Pei-Hsun Emma Liu

Kainan University, Taiwan

This critical praxis aims to develop Critical Language Awareness (CLA) in an EFL course in Taiwan, which invites students to advocate for the acceptance of non-native varieties of English. The presentation reports the possibilities that emerge when introducing CLA to the language course and gives examples of their transformational process in this course.

OR768

Semiotizing neoliberal values in corporate branding discourse: The case of Singapore's corporatized universities

Carl Jon Way Ng

Lancaster University, United Kingdom

This presentation examines how a post-Fordist, neoliberal ideology is verbally and visually enacted in the corporate branding discourse of Singapore's corporatized universities. The use of semiotic features like metaphor and modality is analysed to show how the organizations are associated or imbued with neoliberal values like dynamism, competitiveness and empowerment.

OR849

Native speaker ideology, agency, and international students' identity negotiation in a TESOL program in Canada

Roumiana Ilieva*, Sepideh Fotovatian*

Simon Fraser University, Burnaby, Canada

This paper presents data from two complementary studies, which investigate possibilities for agency among international students in negotiating and appropriating the discourses circulating in a TESOL program in a

Canadian university. The implications of this research for TESOL programs in "Centre" universities in this era of internationalization will be discussed.

D6: Language, Culture and Socialisation

OR1115

A female blogger's narrative performance: Becoming black, a second birth

Glenda Cristina Valim De Melo
Universidade de Franca, Brazil

This research aims at contributing to the narrative studies and language, gender and race area. The presenter will describe the interactional positionings which construct the narrative performance of race of a black woman in the blog: Eu, Mulher Preta (I, a Black Woman).

OR1119

You cannot not show respect: Sociolinguistic constructions of politeness within the African American speech community

Denise Troutman
Michigan State University, East Lansing, USA

In this paper, I argue that a socially real system of politeness within the African American speech community exudes from broader social rules that shape behavior within the speech community. Thus, the sociolinguistics of (im)politeness seems vital: Who may say what to whom, when, where, and how?

OR1178

Shifting the language of instruction and school system: Challenges for teachers with 'foreign' teaching certificates

Aina Bigestans
Department of Language Education, Stockholm University, Sweden

This presentation investigates the experiences and challenges of newly employed immigrated teachers when they encounter the Swedish school system. The research shows that the capacity to perform linguistically and pedagogically is partly due to the individual teacher's capabilities, but

also depends on obstacles or resources in the particular school context.

OR119

The Open University of The Third Age: Sailing, seeking, learning, in a sea without end

Elizabeth Pereira
FATEC Cruzeiro - Prof. Waldomiro May, Brazil

This research aims to describe and interpret the phenomenon of learning for mature adults and elderly students in two Open University of The Third Age classes of São Paulo State. The purpose was to collect subsidies to be used in educating teachers for instructional contexts which aim at developing practices focused on education for that age group, providing the elderly students not only with integral development, but also equal opportunities and social inclusion.

OR149

A case study of Japanese college students' attitudes toward studying abroad and learning English

Rie Adachi
Aichi University of Technology, Japan

This presentation reports on the attitudes toward studying abroad and toward English learning among Japanese college students. It concludes that not only learning English but also learning other foreign languages may be useful to help Japanese students enhance their awareness of the globalized society and to develop their intercultural competence.

OR1623

The language culture conflict

Sudharani Subramanian
Mahasarakham University, Thailand

The presentation will suggest ways teachers and learners can come together by respecting each others' cultures and experiences. The purpose of this presentation is to do away with the dogma that in order to learn a language, learning its culture is a requisite.

OR1855

English learner's attitude to third (especially Asian) languages

Yukiko Ideno

Toyo University, Japan

The purpose of this research is to examine how Japanese university students' attitude to third languages (eg Chinese, French, German, Korean) change and to investigate the relationship between their motivation and English proficiency. The survey was conducted at three universities in July 2012 in Japan. The findings showed that there was much difference in the motivational items to third language related to TOEIC scores. Students who had either high or low English proficiency were highly motivated to learn the third language, but the low scorers chose a similar language to Japanese. Both groups of students were motivated to learn the third language, but their intrinsic motivation was different.

OR2095

Negotiating self in social spaces: Learners' visual representations of their self-concepts

Jane Kehrwald

University of South Australia, Australia

When individuals participate in social and learning communities their self-concepts are (re)constructed through the discursive practices of those communities. This paper reports on a longitudinal case study of a language learner in New Zealand. Through the learner's visual representations we see how he negotiates his self-concepts along his learning trajectories.

OR2205

Minority children's literacy socialization in and out of school

Ulla Lundqvist

University of Copenhagen, Denmark

Contemporary language socialization studies have argued that very little can be assumed with regard to the course of children's individual trajectories of language socialization. I discuss the intersection of different arenas of participation in literacy practices of minority children, and how their participation change over time.

OR2412

Language, hatred, (in)humanity: Linguistic diversity and discourse as instruments of oppression

Joseph Comer

RMIT University, Australia

The development of a world that is hospitable to all its citizens requires an understanding of the instrumentality of language. This session characterises linguistic abstraction as scaffolding – precursor to the inculcation of social division and the marginalisation and dehumanisation of minority/indigenous communities – and highlights shortfalls in current international development practice.

OR2428

The affective dimension in the teacher-student relationship: A survey of Asian students

Elli Suzuki

Université Bordeaux 3, France

Teacher-student relationships have a significant impact on a student's studies and motivation. Observations and analysis of these relationships contribute not only to cultural mediation but also to a student's socialization in his learning of languages in a globalized context.

OR2432

Age and cross-cultural influences on vocabulary and lexical-semantic organisation in Australian children.

Natalie Munro^{*1}, Susannah Borg¹, Elise Baker¹, Karla McGregor², Joanne Arciuli¹

1. The University of Sydney, Australia 2. The University of Iowa, USA

Children's lexical-semantic knowledge is influenced by age. The role of cultural background is less well understood. The presenters will provide an overview of semantic fluency data from Australian-English speaking children aged 5-9 years from three cultural backgrounds. Our results raise questions about factors that influence children's lexical-semantic organisation.

OR2497

Addressing the native speaker role in native-nonnative communication through a half-hour online training

Maxi-Ann Campbell*², Stephanie Lindemann¹,
Jason Litzenberg¹, Nicholas Subtirelu¹
1. Georgia State University, USA 2. Shantou University,
P.R. China

Multiple versions of a brief online training were developed to improve native speakers' attitudes towards and comprehension of nonnative speech. Participants who completed one of the training programs demonstrated improved attitudes and perceived ease of understanding Korean-accented English in comparison to the control group.

OR270

Doing culture, doing race: Everyday discourses of 'culture' and 'cultural difference' in the ESL classroom

Ena Lee

Simon Fraser University, Burnaby, Canada

This paper presents a case study of a Canadian post-secondary ESL program which specifically emphasized in pedagogical and curricular design the significance of learning language through culture/a dialogic process of cultural analysis. Observations, however, revealed how everyday commonsense discourses of "culture" and "cultural difference" can become a proxy for "race".

OR2773

Different methods of filming dialect in audiovisual dialectology

Herta Maurer-Lausegger

Alps-Adriatic University of Klagenfurt, Austria

SUMMARY: The techniques of audiovisual dialectology have been developed in the course of a pilot project under the heading 'Audiovisual Dialectology: Documentary records of past folk culture in dialect' www.kwfim.com. The videos of the film project concentrate on audiovisual documentation of terminology and spontaneous spoken speech. The working methods and the trial of a classification of different methods will be presented.

OR2839

Youth language(s) in Austria in urban and rural areas

Melanie Lenzhofer-Glantschnig*, Arne Ziegler*

Department of German Studies, University of Graz,
Austria

The project "Youth language(s) in Austria in urban and rural areas" surveys age-related language variants in their interaction with dialect and other varieties/languages, which is an urgent desideratum in Austria. The presenters will describe the corpus-based method and discuss selected examples of youth communication from a sociolinguistic and pragmatic perspective.

OR2878

Contested discourses of a 'migrant' identity in one suburban school in China

Enmou Huang

Faculty of Education, the University of Hong Kong

The presenter will demonstrate the contested nature of discursive processes of identity construction of internal migrant students in one suburban middle school in China. The presentation is expected to shed light on understanding the heterogeneous and indeterminate identification and education processes of the migrant students.

OR2894

Hawaii Creole English: Articulating variation in language use and perceptions in Hawaii

Georganne Nordstrom

University of Hawaii at Manoa, USA

A significant body of scholarship on Hawaii Creole English (Pidgin) focuses on the language as an inferiority marker. To counter this monolithic perception, based on fieldwork conducted on the outer Hawaiian Islands, this presentation discusses Pidgin in terms of agency and efforts to resist colonizing language assimilation efforts.

OR3066

Temporary return migration as a strategy for bilingual language socialization among Chinese-Canadian families

Klara Abdi

University of British Columbia, Canada

Through the discourse analysis of life history interviews, this session examines how Chinese parents characterize education as a key reason for moving between Canada and China. Furthermore,

it focuses on how their expectations related to education, bilingual development and cultural identity materialized differently than planned, including marked differences among siblings.

OR3189

Producing silencing: Portuguese teaching/learning in rural schools in the Italian Colonial Region, Brazil

Carmen Maria Faggion*, Terciane Ângela Luchese*
Universidade de Caxias do Sul, Caxias do Sul, Brazil

Narratives of rural students and teachers of the Italian colonization region produced in the time when Portuguese teaching became compulsory (1937-1950) were studied. Social and historical movements of this period, and studies about language extinction indicate that, besides cultural emergences, the school was crucial (but not totally effective) in silencing Italian dialects.

OR3279

Children's journal writing: A vernacular literacy practice for understanding their social world and character development

Sau Kew Chong
National Institute of Education, Singapore

This presentation demonstrates how journal writing serves as a dynamic written conversation between teachers and pupils in classroom interactions where speech is central. The presenter will explain how such written communication provides teachers' access to the pupils' social world and character development. A broader conception of children's journal writing is suggested.

OR3280

Learning to use English like a student: Schooled voices and the chain of metapragmatic representations

Takeshi Enomoto
Kanazawa University, Japan

This case study from a Japanese high school explicates how certain denotational texts extracted from one speech event move through class activities with a particular role regimenting effect. Different de/recontextualizing processes are considered to identify a sequential unfolding

in which learners come to inhabit the social categorization of "student".

OR3385

Participating in the margins: Academic socialization in a second language

Michael Hood
Nihon University, College of Commerce, Japan

This multiple-case study examines the participatory practices of 12 Japanese students as they sought to gain access to academic communities in U.S. universities. Co-constructed narratives suggest that informal relationships with peers and sympathetic insiders were significant factors in overcoming institutional, cultural, and linguistic barriers to academic success.

OR509

Connecting L1 older migrants and L2 language learners: A model to foster language development and social inclusion

Marisa Cordella¹, Hui Huang², Brigitte Lambert², Yanying Lu*²

1. University of Queensland, Australia 2. Monash University, Australia

We present the research outcomes of an ARC Linkage project that connected older Chinese, German or Spanish migrant speakers and upper secondary school students who were learning the first language of the seniors. This project has clearly demonstrated social and educational benefits of connecting L1 older migrants with L2 language learners.

OR640

A longitudinal study of mainland Chinese students' learner autonomy development in a Hong Kong university

Ding Feng*, Phil Benson
Hong Kong Institute of Education, Hong Kong

This study is one of the very few studies aiming to study the development of learner autonomy from a long term perspective and to understand how social expectation for students to become more autonomous might be a real pressure on them and challenge both their academic and psychological well-being.

OR691

Effecting the domestic-mindedness of Japanese college students using materials on UNESCO's World Heritage Sites

Hisako Yamauchi*¹, Jeol Hensley*¹, Mariko Oda*², Takahiro Kawamata*¹

1. University of Nagasaki, Japan 2. Kurume Institute of Technology, Japan

One of the major problems arising in Japanese higher education today is that fewer students wish to go abroad for study. Moreover, an increasing number of young Japanese professionals are inclined to resign from their companies when they are assigned to overseas offices or factories. This trend is known as domestic-mindedness. To help reverse this recent trend of domestic-mindedness among Japanese college students, we have developed multimedia CALL materials and text-based materials dealing with UNESCO's World Heritage Sites both in- and outside of Japan. We have implemented use of both CALL and text-based materials with various levels of students at the University of Nagasaki, Siebold, and examined whether any changes are observed in regard to students' domestic-mindedness and their motivation for studying English.

OR713

Academic literacy socialization: An ethnographic case study of EFL graduate students in their home country

Ya-Fen Lo

National Kaohsiung University of Applied Sciences, Taiwan

Informed by the theories of language socialization and communities of practice, this research adopts an ethnographic multiple case approach to study three cohorts of EFL graduate students studying in their home country. The results can contribute to theory-building about academic literacy socialization in the Asian EFL context.

OR863

Two to tango: Language learning in edu-tourism programs

Karen Woodman

Queensland University of Technology, Australia

This study examines the perceptions of students and teachers in edu-tourism language programs in which language learning is paired with learning culturally relevant dance styles, such as Spanish and tango in Argentina. Findings underline the importance of the study of 'other motivations' in addition to traditionally emphasised instrumental or integrative motivations.

OR560

Interface of language and culture: The Mandaya phenomenon

Leorisyl Siarot

Davao Oriental State College of Science and Technology, Philippines

This study aimed to generate a theory on the interface of Mandaya language and culture. This is composed of four general principles namely: uses language to transmit culture and heritage; uses language as a symbol for cultural realities; lexical semantics as grounded on culture; and discourse as grounded on culture.

D7: English as a Lingua Franca and World Englishes

OR1120

What is 'correct' English? Nonnative creativeness and its pedagogical implication

Yasukata Yano

Waseda University, Japan

Usage overrides correctness in language use ('pronoun,' 'subject and verb'). However, language has changed toward 'regular' and 'general,' i.e., 'unmarked' through time. The 'unmarkedness' is crucial for higher learnability and useability and for rule-based nonnative creativity. Based on 'unmarkedness' (common denominator), lingua-cultural markedness (numerator) must be taught in English teaching.

OR1198

Becoming a lingua franca user: Young learners in Asia in transborder spaces

Hirosama Tanaka*¹, Ethel Ogane*², Aya Sugiyama*³, Kurumi Okuyama*⁴, Takanori Kawamata*¹

1. Meisei University, Tokyo, Japan 2. Tamagawa University, Kanagawa, Japan 3. Houya daini Elementary School 4. Meisei Elementary School

The presenters will describe learner identity development in Asian children utilizing lingua franca English (LFE) in transborder spaces. Data include interviews, video recordings, and participant-created narratives. Analysis of the data appears to point toward the critical role of a lingua franca-user identity in enhancing sustained language learning.

OR1543

Is English the Queen's? Language choice by Heads of State at UN Meetings

Tomoyuki Kawashima
JACET, Japan

The presenter reports on research conducted to investigate trends in language choice by Heads of State in UN meetings. The languages monarchs, presidents and premiers chose to address the high-level meetings were examined to determine whether a change has occurred in the status of English in international contexts.

OR1685

A study of expected standards of ELF communication for international communities

Yuko Ikuta*¹, Reiko Takahashi*²
1. Bunkyo University, Japan 2. Gukushuin Women's College, Japan

This study will investigate the expected standard of English as a Lingua Franca among proficient English communicators, particularly among those who come from the Expanding Circle and who work for the United Nations. Based upon field research data, the authors will discuss logic and intelligibility as crucial elements of communication.

OR173

How English teachers at Japanese universities construct 'English identities'

Ian Willey
Kagawa University, Japan

Japanese universities typically assign separate roles to Japanese and non-Japanese English teachers, and focus on native English models. This

interview study examines how English teachers at Japanese universities construct "English identities." "Native" and "non-native" may have limited usefulness in describing these teachers; participants have incorporated usages from different English varieties.

OR1871

University teachers' and employees' attitude toward English diversity and intercultural communication in promoting international education

Chaochang Wang*¹, Chu-Tai Ho
Ming Chuan University, Taiwan

This study investigated attitudes toward ELF of university teachers and employees in promoting international education. Questionnaire and interview analysis shows positive attitudes toward ELF, a preference for native-speaker models, and a contradiction between teacher participants' acceptance of English diversity and their teaching. Results have educational and research implications.

OR1910

A blind spot: Chinese English as a Lingua Franca users and their English article usage

Yuan Qian*¹, Shu Liu*¹, Yan Duan*¹, Christopher Hall*², Rachel Wicaksono*², Xiaoqing Xu*¹
1. Suzhou University of Science and Technology, PR. China 2. York St John University, York, UK

When English learners leave school, do they still use English in the same way as they do with teachers? In order to answer this question, the presenters will take English article usage as an example, to reveal the difference between Chinese ELF users and Chinese English learners.

OR2097

Chinese English users' emergent identification with English as Lingua Franca (ELF)

Weihong Wang*, Xuesong (Andy) Gao
Hong Kong University, Hong Kong

The prevalent use of English among non-native speakers leads to the emergence of English as Lingua Franca (ELF). This study examined the discourses Chinese netizens use to align/disalign themselves with ELF in their online discussions about an authentic ELF communication event. The

findings reveal Chinese users' emergent identification with ELF.

OR211

The current status of English worldwide: A study of Vietnamese ELT teachers' reflections

Ngan Phan

Monash University, Australia

This study discovers the reflections of English teachers from Vietnam on the implications of the current status of English worldwide for their profession. The presenter will discuss the implications for teaching models, cultures, materials and constraints facing teachers, suggesting some pedagogical directions for English teaching in Vietnam and similar contexts.

OR2392

A Dynamic Approach to Language Proficiency: Principles, practices, and possibilities

Ahmar Mahboob¹, Lydia Dutcher*²

1. The University of Sydney, Australia 2. University of Sydney Centre for English Teaching, Australia

This paper presents the Dynamic Approach to Language Proficiency (DALP), a model of language proficiency that accounts for the varying patterns of language that emerge in multilingual contexts. DALP bases proficiency upon the ability to select, adapt, and use a range of linguistic resources that are appropriate in the context rather than a speaker's adherence to 'standard' English norms.

OR2477

What influences the perceptions of English pronunciation held by EFL learners?

Yihui Chiu

National Taipei College of Business, Taiwan

Previous studies indicate that a native-like accent should not be over-emphasized in the EFL context, but it is not clear whether EFL learners prioritize native-speaking accents. Results from confirmatory factor analysis showed that four factors influence EFL learners' perceptions of English pronunciation: native accent, criteria for good pronunciation, curriculum and environmental factors.

OR256

English, imagined community and media: The linguistic construction of the community of Chinese people

Songqing Li

Xi'an Jiaotong-Liverpool University, PR China

This study aims to present a sociolinguistic profile of the role of English in the everyday lives of Chinese people, by examining English in Chinese advertising with the question of how English is utilised to construct an "imagined community" (Anderson 1983), to which Chinese people have a personal sense of attachment or whereby collective identity of Chinese people is ascribed.

OR265

Non-standard Englishes and their place in the Japanese classroom

Iain Lambert

Kyoto University, Japan

Although raising awareness of varieties of English is an often-stated pedagogical goal, World Englishes are rarely taught at university level. This paper describes the design, implementation and assessment of such a course, and the results of a pre/post course questionnaire suggesting an improvement in students' perception of non-Inner Circle Englishes

OR3088

Mutual face preservation among Asian speakers of English as a Lingua Franca

Ian Walkinshaw

School of Languages and Linguistics, Griffith University, Australia

Responding to calls for research into rapport management in English as a lingua franca (ELF) in Asia, this presentation draws on the Asian Corpus of English to identify communicative strategies employed by Asian ELF speakers to maintain or repair rapport in talk.

OR3288

Global Englishes - Bridging the gap between theory and practice

Nicola Galloway*¹

1. The University of Edinburgh, Scotland

The growing importance of Global Englishes (GE) as a research paradigm has important ramifications for English Language Teaching (ELT). This presentation examines Global Englishes Language Teaching (GELT), which represents a move away from a focus on native English speaking norms, and a move to a more ELF-oriented view, in-depth. Examples from the Japanese context that showcase how GE can be incorporated into the curriculum (Galloway, 2011; Galloway and Rose, 2013; Galloway and Rose, forthcoming) are discussed, and the presentation also addresses the various barriers to implementing change in ELT.

OR3318

Syntactic features of students' academic texts in teacher education institutions

Arceli Amarles

Philippine Normal University, Philippines

Syntactic features employed by student writers in their academic texts are not only symbols in the communication system, but are present facts that indicate the situation of the student writers knowingly and deliberately employing features disfavored by native users of English for the purpose of achieving solidarity and identity.

OR3338

The production of English vowels by Chinese speakers

Fu-Hsing Su*¹, Li-szu Agnes Huang*²

1. National Chiayi University, Taiwan; 2. National Kaohsiung First University of Science and Technology, Taiwan

This paper investigated the production of English vowels by Chinese speakers. Data analyses showed that the participants failed to differentiate the duration of vowels in different contexts and created various deviant realizations. It is proposed that EIL learners should achieve a competent grasp of the phonological cores of English vowels.

OR3369

Rhetorical patterns in cause-and-effect essays produced by Taiwanese EIL students

Li-szu Agnes Huang*¹, Fu-Hsing Su*²

1. National Kaohsiung First University of Science and Technology, Taiwan; 2. National Chiayi University, Taiwan

This study contrasted the rhetorical patterns in cause-and-effect essays written by Taiwanese EIL students and native English speakers. The results revealed unique characteristics of Taiwanese English, such as favoring inductive reasoning but lacking coherence, adopting various strategies to start or end an essay and presenting causes/effects in a random order.

OR3451

Kangasharju's 'alignment' as a conversational management device in the linguistic action of multilingual teams

Adriana Sabatino

Zurich University of Applied Sciences, Switzerland

This functional-pragmatic study aims to show that cooperative working processes of a multilingual team are closely related to conversational management structures. The presenter is here introducing the concept of 'alignment' by Kangasharju (2002) and applying the same onto an authentic segment of Lingua Franca communication, using audio data and transcriptions.

OR478

Does Russian English exist?

Olga Bondarenko

The Moscow State Institute for Tourism Industry n.a. Yu. Senkevich, Russia

The researcher attempts to describe some characteristic features of English as used by Russian EFL learners. Russified English in use is regarded as a cross-linguistic and cross-cultural phenomenon. The research is based on the analysis of a considerable data of mistakes in English used by Russians, which were gathered by the author during the years of teaching practice.

OR783

/t,d/ deletion in Hong Kong English

Jette Hansen Edwards

The Chinese University of Hong Kong, Hong Kong

This study examines /t,d/ deletion patterns in the conversational data of Hong Kong tertiary students to examine whether /t,d/ deletion patterns exist in Hong Kong English (HKE), and the extent to which patterns are similar to those found for other varieties of English. This study will enable us both to have a greater understanding of universal and variety-specific constraints on /t,d/ deletion.

OR789

Wearing English: Wordings on t-shirts in Singapore

David Caldwell

National Institute of Education, Singapore

This paper will examine one of the most common uses of English in popular culture in Southeast Asia: the wordings on printed t-shirts. Discourse analysis will be applied to a small corpus of t-shirts from Singapore with an aim to examine issues of language and identity in a Singaporean context.

OR917

Cultural identity and language use: An investigation of the status of Singlish among Singaporean youth

Tsui Eu Sandra Lam

Nanyang Technological University, Singapore

This proposal of a questionnaire survey cum focus group interview study which seeks to identify factors influencing the macro-cultural orientation of Singaporean youth and explore the relationship between a speaker's macro-cultural orientation and his language choices, is based on Alsagoff's (2010) Cultural Orientation Model which encapsulates two opposing orientations towards Singlish.

D8: Language and Technology

OR1205

Digital curation as an emerging literacy: Storify and 'O Estado de S. Paulo'

Nayara Barros

Universidade Estadual de Campinas, Brazil

The presenter will describe what is considered an emerging digital literacy: digital curation. The case studied is the platform Storify, which allows users (such as a Brazilian newspaper) to embed dynamic images, tweets, even Facebook status updates, and then knit these all together with background and context provided by themselves.

OR1215

Utilization of on-line Coursera and a TOEIC training kit to enhance EFL learning

Hiroyuki Obari

Aoyama Gakuin University, Japan

E-mobile learning technologies have created new opportunities for learning and interaction. Two blended-learning activities, (1) viewing online Coursera lectures and (2) an On-line TOEIC training kit, were implemented to determine if the blended-learning environment incorporating m-learning was effective in assisting Japanese undergraduate students in improving their overall English proficiency.

OR1307

Asymmetrical and symmetrical second-person pronoun use in quasi-synchronous moderated computer-mediated communication

Lee Abraham

Columbia University, USA

This study analyzes a corpus (104,913 words) of quasi-synchronous moderated computer-mediated communication (CMC) in order to demonstrate the extent to which Spanish second-person pronoun use is symmetrical and asymmetrical. Comparisons are made between moderated CMC and non-moderated CMC to show how the notion of politeness is instantiated differently.

OR1765

Emerging conventions in electronically-mediated communication: An analysis of language use over time

Markus Bieswanger
University Of Bayreuth, Germany

The growing body of linguistic studies of electronically-mediated communication (EMC) so far includes very little systematic empirical research on the development of language use in EMC over time. The present paper reports findings from such a study and illustrates applications in several areas including new media literacy and media competence.

OR2080

Social networking in an EFL classroom: Promises and challenges

Hsin-I Chen
Tunghai University, Taiwan

This study examines the use of Facebook in a college-level EFL classroom. The analysis showed that social networking sites like Facebook provide opportunities for EFL learners to engage in using the L2 and to develop socio-pragmatic competence, a sense of community, and learner motivation. Pedagogical implications are discussed.

OR3127

Multimodal literacy: Using iPhones and iPads to enhance the teaching of writing

Mutuota Kigotho
University of New England, Australia

The internet has all content available to teachers and students alike. This paper looks at how mobile devices engage students in producing multimodal texts. iPhones and iPads produce still and motion pictures to create digital narratives and improve students' literacy skills, satisfy their curiosity and help them stay engaged in class.

OR3155

Digital artifacts, languages in use and technological mediation

Marilda Cavalcanti*¹, Ines Signorini*
Universidade Estadual de Campinas, Brazil

Focusing on concepts and models which constitute digital artifacts and user interface as objects of study in two transdisciplinary areas in computing science (HCI and Information Systems), our aim is to contribute to the discussions in the applied field of language studies regarding technological mediations in language practices.

OR3197

Using iPads in a comprehensive and creative way for English language teaching and learning

Yan Ge
University of South Australia, Australia

The study investigated the use of iPads to mediate English language learning in an Intensive English Language Program (IELP) at a secondary school in South Australia. The presenter will discuss findings about how iPads were integrated in a comprehensive and creative manner for English language learning.

OR3270

Promoting EFL oral presentation performance through video blogging

Shao-Ting Hung*¹, Heng-Tsung Huang*²
1. National Taiwan University of Science and Technology 2. National Sun yet-san University, Taiwan

The current study investigated the utility of employing video blogs to promote EFL oral presentation performance. The results indicated a significant increase in students' overall presentation performance. More specifically, students' performance on projection, intonation, posture, introduction, conclusion and purpose saw the most substantial improvement.

OR3374

Hybrid texts, hybrid identities: A case study of an Indonesian English language learner's literacy practices and identity construction on Twitter

Dian Marissa
Gadjah Mada University, Yogyakarta, Indonesia

Using the New Literacy Studies (NLS) framework and discourse analysis methods, this study examines how an Indonesian college student uses English in the social media Twitter. Findings demonstrate that Twitter affords opportunities for second language learners to engage in new kinds of intertextual practices and identity

construction and raise critical questions on learning in the digital age.

OR3410

The Interactive Study Abroad Text (ISAT): Helping students prepare to study abroad

Tony Cripps

Nanzan University, Japan

Educators can help students who are planning to study abroad through the creation of self-study materials that provide exposure to authentic situations. This paper examines the creation of a multi-touch textbook designed to give students exposure to cultural and linguistic scenarios that they are likely to encounter when studying abroad.

OR42

Analyzing Opinion Mining (OM) from Internet Resources: the Case of the 2011 Pan American Games.

Liliana Ibeth Barbosa Santillán*¹, Inmaculada Alvarez de Mon y Rego²

1. University of Guadalajara, México 2. Universidad Politécnica de Madrid, Spain

We present a method to analyse internet resources in real time focused on a specific event and based on four components: a crawler, a filter, a synthesizer and an OM analyzer. This OM analyzer uses an expert assisted custom made lexicon for evaluating the sentiment of the content.

OR422

Technical communication in intercultural contexts: Challenges in designing user interfaces for products on global markets

Catherine Badras*, Martin Schuler, Kathrin Beyer
ZHAW Zurich University Of Applied Sciences,
Switzerland

How do cultural differences impact on the application of a user interface? How can technical communication, as part of applied linguistics, contribute to the efficient, safe use of products and their acceptance in a global environment? This paper will present selected aspects of this topic and illustrate these through examples.

OR717

A study on opening sequences in Japanese casual cell phone conversations

Sayo Nakamura

Gunma Prefectural Woman's University, Japan

The presenter will discuss how and in what way cell phones have changed communication in Japanese society. The discussions will focus on the opening sequences of casual cell phone conversation. In the session, some patterns of casual openings distinctive to cell phones will be examined and explained.

OR848

Subtle Twifferences: A comparative study of American, Australian, and British Twitter communication

Netaya Lotze*¹, Saskia Kersten*², Ernesto Diaz-Aviles³,

1. Leibniz University, Germany 2. University of Hertfordshire, United Kingdom 3. L3S Research Center / Leibniz University, Germany

This presentation discusses the results of a project which analysed Twitter messages from different varieties of English, comparing and contrasting features of computer-mediated communication of users who self-identified as either Australian, British or US American.

OR885

Facebook for informal language practice: Perceptions of university language students

Antonie Alm

University of Otago, New Zealand

The presentation explores the use of Facebook (FB) for informal language practice amongst university language students. It reports on a study of students of Chinese, French, German, Japanese, Portuguese and Spanish on 1) their perceptions of FB as multilingual environment, 2) their FB language practices, and 3) their views on the educational value of their experiences. The study aims to contribute to the recognition of informal language learning through social media and its place in formal language education.

OR966

Open access resources to build virtual learning communities: An experience in Mexican public higher education

Shelick Garcia Galván^{*1,2,3}, Nevin Siders³

1. Universidad Autonoma Metropolitana, Mexico 2. Universidad Nacional Automoma De México, Mexico 3. Universidad Pedagogica Nacional, Mexico

This paper presents how digital open resources can be integrated to build an interschool community virtually. Linguistic skills can be applied while strengthening competencies in technology, interculturality, teamwork and reflective thinking. Advancement shown by students in these skills, as well as in intercultural and online interactional sensitivity, will be presented.

E1: Language and Social Interaction

OR1111

Mock impoliteness and humour during social visits in France and Australia

Kerry Mullan^{*1}, Christine Béal², Véronique Traverso³

1. RMIT University, Melbourne, Australia 2. Université Montpellier 3, France 3. Université Lyon 2, France

This study will present and compare selected examples of humorous mock impoliteness from two corpora of naturally occurring conversations during social visits in France and Australia. The analysis of the examples will be linked to the respective underlying ethos and cultural values of the participants.

OR1257

Multiliteracies at public schools in Rio de Janeiro, Brazil: Redesigning knowledge construction through interdisciplinary projects

Paula Szundy

Universidade Federal do Rio de Janeiro, Brazil and Brazilian Association of Applied Linguistics, Brazil

This paper discusses the results of a project named PLIEP (Language practices in heterogeneous knowledge areas at public schools), which involved the Federal University of Rio de Janeiro and three public schools located in Rio de Janeiro, Brazil. The analysis focuses on the

interdisciplinary projects developed by PLIEP participants.

OR1313

'Off-the-point remarks' by hearers in talk-in-interaction

Tomo Yanagimachi

Hokusei Gakuen University, Japan

This paper, using the framework of conversation analysis, investigates hearers' reactive tokens which force speakers to face the simultaneous tasks of acknowledging the untimely remarks and keeping the flow of their talk moving. Based on L1 and L2 data, this paper demonstrates what participants are interactionally achieving through this phenomenon.

OR1501

On academic identities and the discourse of persuasion

Salme Kälkjä

University of Oulu, Finland

The presenter will discuss academic identities and the discourse of persuasion from a nomadic perspective, based on theories of identity formation and negotiation, and mediated discourse analysis. The focus will be on the tacit social aspect of academic writing with the aim of understanding the frequent communication disconnect between paradigms.

OR1638

Classroom learning as finding solutions to knowledge gaps

Teppo Jakonen

Centre for Applied Language Studies, Finland

Conversation analytic studies of language learning conceptualise learning in different ways. This presentation combines interactional and written data to examine how task aspects which students problematize relate to the task and the answers they are formulating. The significance of this connection for a theorization of learning in classrooms is discussed.

OR1775

Stances given, stances taken

Luk Van Mensel

University of Namur, Belgium

Through the detailed analysis of a narrative by a Francophone respondent living in Brussels, the officially bilingual (French-Dutch) but effectively multilingual capital of Belgium, this paper illustrates how the concept of 'sociolinguistic stancetaking' (Jaffe 2009) may enhance our understanding of how individuals deal with conflicting language ideologies.

OR1885

Learners' engagement with language during peer interaction from a socio-semiotic perspective in an EFL context

Thu Hien Nguyen

Lecturer at Vietnam National University, Vietnam 2.
PhD student at University of Wollongong, Australia

In the context of language teaching and learning, learners' engagement with language is critical in their language development. This paper presents how learners' engagement with language during peer interaction can be described, drawing on the socio-semiotic perspective. Implications for ESL/EFL teachers and researchers interested in the field are also included.

OR215

Social epistemics and identity for analyzing language learner development

Aki Siegel

Rikkyo Univeristy, Japan

Utilizing conversation analysis to analyze the management of the rights to knowledge, this study attempts to investigate the development of language learner identity from a longitudinal perspective. Through analyses of word search sequences, participants' identities were found to be co-constructed in interaction as well as changing across time.

OR2175

Content and language integration evidenced in interaction: A micro level analysis

Heidi Jauni*¹, Nina Niemelä*²

1.Tampere University of Technology, Language Center, Finland

In this session the presenters discuss the use of a video conference program in Content and

Language Integrated Learning in higher education. The presenters use conversation analysis to analyze how the student negotiate roles, initiate actions, and display affiliation. The results show that students skillfully use available resources.

OR2518

Transformation of children's language use in Swedish preschool halls

Polly Björk-Willén

Linköping University, Sweden

This paper draws on a video study focusing on everyday talk and social interaction between parents, children and teachers in the hall of Swedish preschools. The analyses show how the children's language use was interactively transformed from mother tongue into Swedish and vice versa at the event of delivery.

OR3083

Motivational readiness and interaction in L2 oral proficiency development during a study-abroad program

Mikami Hitoshi

Nagoya Univeristy, Japan

This study investigated the relationship among motivational readiness, interaction and gains in L2 oral proficiency during a one-semester study-abroad (SA) program sampling L2 as foreign language learners. This study attempts to broaden the understanding of the prerequisites for the development in L2 oral performance during SA participation.

OR3169

Asking a question of no one: Japanese 'doo + copula' type questions prefacing responses

Masanobu Masuda

Koshien University, Japan

This paper examines the practice of prefacing a response with a 'doo (how) + copula' type question in Japanese conversation. This conversation analytic study describes how respondents display their stances in interaction. It is demonstrated that respondents highlight with the questions that they are being affiliative to the prior utterance.

OR3194

Negotiating agreement and disagreement in Mandarin conversations

Yang Zhang*, Carsten Roever*
The University of Melbourne, Australia

Almost no study has investigated features of interaction order in Mandarin agreements and disagreements. The study draws on conversation analysis to describe the methods and resources that Mandarin native speakers use and rely on to produce agreements and disagreements, and also explore how they understand the contributions of others in interaction.

OR3405

How supervisors and teachers co-construct and negotiate face threat through interaction in post-observation meetings

Helen Donaghue
Sheffield Hallam University, United Kingdom

The post-observation meeting can foster teacher development but also involve face threat for teachers whose professional competence may be challenged by a supervisor's feedback. Using data from recorded meetings, this paper will examine how participants co-construct and negotiate face threat and consider the implications of this for teacher learning.

OR938

Toward collaborative construction and narrative development: Self-repetition by story recipients in English conversational narratives

Lala Takeda
Toyo University, Japan

This paper aims to examine the function of story recipients' self-repetition and to analyze its influence on progress in English conversational narratives. Furthermore, the author explores collaboration that is encouraged by self-repetition to indicate that self-repetition by story recipients facilitates contextual collaboration, which helps to clarify the story content.

E2: Pragmatics

OR1464

For an information structure typology: Cleft sentences in a Gallo-Italian dialect

Ada Valentini
University of Bergamo, Italy

This contribution studies cleft sentences in Bergamasco, a Gallo-Italian dialect. Typological studies show a tight relation between IT-clefts and contrastive focalization. In Bergamasco, however, most clefts actually focus a temporal adverbial which corresponds to a new information focus. We will show that these temporal clefts are highly grammaticalised in Bergamasco.

OR1544

A corpus-based study of apology expressions for apologies and non-apologies

S. Kathleen Kitao*¹, Kenji Kitao²
1. Doshisha Women's College 2. Doshisha University

Using a corpus developed from the US situation comedy *Modern Family*, we did a study of which apology strategies are common, how they are combined, and how apology expressions are used in speech acts other than apologies. In this presentation, we will report on the study.

OR1730

Analysis of pragmatic features in ELT textbooks

Chie Kawashima
Tochigi Prefectural Sano Shou-ou High School, Japan

Pragmatic competence is required for successful communication in foreign language, and textbooks are primary sources of input and practice. This study looks at pragmatic information presented in ELT textbooks and the analysis reveals characteristics of presenting pragmatic features and discusses defects of pragmatic information in materials.

OR1866

Implicature as social action

Michael Haugh
Griffith University, Australia

Implicatures are generally theorised in pragmatics as cognitive objects, and so the relationship between implicatures and social action is

generally neglected. In this paper, it is argued that an examination of implicatures in talk-in-interaction shows they are doubly action-constitutive: implicatures arise through meaning-actions, as well as interdependently with social actions.

OR2103

Studying the semantic and pragmatic aspects of Arabic as a foreign language: A corpus-based approach

Seham El Kareh*¹, Sherine Hassan*²

1. Faculty of Arts, Alexandria University, Egypt 2. Arab Academy For Science, Technology and Maritime Transport, IEP, Egypt

Corpora are new to discourse analysis and pragmatic studies. The session focuses on studying the semantic and pragmatic aspects of Egyptian Colloquial Arabic using corpora. The presenters will show the importance of pragmatics in learning Arabic as a foreign language using corpora and will propose some E-learning techniques based on electronic corpora.

OR3226

Acquisition of Korean sentence ending in ‘-ney’ as a politeness device

Jiyeon Lee*¹, Jinyoung Choi*²

1. University of Georgia, USA 2. multi-LEARN Institute & Univ. of Luxembourg, Luxembourg

This study examined learners' acquisition of Korean sentence ending in ‘-ney’ as a politeness marker. While the control-group learned the target form as an evidential marker, the treatment-group learned it as a politeness device. The post-test revealed that the treatment-group outperformed the control-group in noticing and producing the target form.

OR469

‘Catch operational face maintenance on tap’: Online chatters’ initial intention, text production process, and publicly displayed messages

Phalangchok Wanphet

1. KMUTT, Thailand and City University of New York, USA

The study looks at how pragmatics in general and politeness theory in particular can be observed moment-by-moment in chat-rooms. The text-

production process demonstrates how Brown and Levinson's Politeness diagram is outlined and processed.

OR52

Providing a rationale for the teaching of listenership in the Japanese EFL classroom

Pino Cutrone

Nagasaki University, Japan

The study described in this presentation contributes to the field of applied linguistics, providing robust evidence to support the teaching of listenership to Japanese L2 learners of English. The presenter will demonstrate why this neglected aspect of pragmatic competence should be taught and will outline instructional methods for doing so.

OR579

Developing pragmatic competence: Before, during, and after study abroad

Joseph Siegel

J. F. Oberlin University, Japan

This presentation reports a study of pragmatic development that used speaking tasks to measure pragmatic competence at three points: before, during, and after study abroad. Responses were rated and examined using conversation analysis techniques, providing attendees with insights on benefits of study abroad and the development of pragmatic competency.

OR587

How did Chaucer regulate space and time? Pragmatic analysis of Middle English spatio-temporal systems

Minako Nakayasu

Hamamatsu University School of Medicine, Japan

This paper aims to investigate the spatio-temporal systems in Chaucer along the lines of historical pragmatics. Quantitative and qualitative analyses are conducted on how expressions of space and time evolve and are interrelated in discourse. It will be shown how the Middle English speaker interacted with spatio-temporal systems.

OR615

A pragmatic analysis of English learners' planning for speech act production

Chi-Yin Hong
Department of Applied English, Kun Shan University,
Taiwan

This study investigates the pragmatic planning of English learners of three proficiency levels for speech act productions. The results show that the intermediate and advanced learners' planning was similar in nearly equal concentration on pragmatics and conversation management and appeared to be more well-rounded than the low learners' planning.

OR1235

Coherence or chaos? Multimodal practices across multiple timescales and spaces

Leena Kuure
University Of Oulu, Finland

This study examines the multimodal practices of a participant and his collaboration partners in situ, reaching across longer timespans. Video recordings from online sessions, media diaries and documents are analysed from a mediated discourse perspective. The results provide understanding of the complex, mediated, multimodal practices and their challenges for research.

OR1752

Microecology of ICT-supported L2 classrooms: Multimodal analysis of Japanese as a Second Language setting

Keiko Ikeda*¹, Kuniyoshi Kataoka*², Adam Brandt*¹

1. Kansai University, Japan 2. Aichi University, Japan

This study investigates interactional dynamics in two types of ICT supported L2 classrooms, drawing upon spatial-orientational relations (Kendon, 1990) and ethnomethodology/CA informed multimodal analysis of interaction. Findings shows that information and communication technologies function not just as learning tools but as resources for teachers and students to shape their interaction.

OR1844

Multimodal management of turn-taking in presidential debate 'Crosstalk'

Di Yu
Teachers College Columbia University, USA

By analyzing long stretches of overlapping talk in the 2012 US presidential debates, this paper presents a set of multimodal turn-taking practices that enable the speaker to change the turn trajectory of their co-participant.

OR2030

The audiovisual micropolitics of memorization: Analyzing TV-Year-in-Reviews from a multimodal and intercultural perspective

Michael Klemm
Culture Studies - Media Studies, University of Koblenz,
Germany

In this paper will be compared TV-Year-in-Reviews from several countries, e.g. from the US, Australia, Arabia, Russia or Germany to show how the multimodal repertoires and so the messages differ from each other and which different historical, political and cultural readings of this same event are offered.

OR2942

The Hinting Game: A pragmatic-cognitive investigation of strategic general reference

Fuli Hou*¹

1. Communication University of China, PR China

Strategic general reference as a hinting device is deliberately used to refer to activated referents in conversation. The paper aims to disclose its pragmatic-cognitive mechanism in drama conversations. This work would be theoretically and practically significant to reference, indirectness, style, and discourse studies.

OR3445

Wallace & Gromit: How are intraiconic texts working in bilingual multimodal discourse?

Tomoko Nagayama
Faculty of Foreign Languages, Kanagawa University,
Japan

Intraiconic texts play significant part in multimodal discourse, compensating dialogues. The presenter will demonstrate how they work in one English-Japanese animated film. Can subtitling convey their devices? Sociocultural knowledge of the audience decides whether they are able to appreciate them. Films like this could be learning materials for language learners.

E4: Corpus Linguistics

OR1056

What happens when they write bilingually? An analysis of an English-Japanese bilingual essay corpus

Miho Yamashita
Kansai University, Osaka, Japan

This study aims to clarify lexical, syntactic, and rhetorical features of essays written by Japanese university students in both English and Japanese. In addition to product-oriented analyses of the target bilingual corpus, video recordings of students writing were also scrutinized to reveal the nature of their online process of writing.

OR1136

Constructing linguistic knowledge utilizing the Oxford Bookworms library series corpus designed for data driven learning

Kunitaro Mizuno
Fukuoka Prefectural University, Japan

Graded readers provide a language learning environment where learners can construct linguistic knowledge in a bottom-up manner while reading the graded texts. The Oxford Bookworms library series corpus is designed for "data driven learning", so learners can utilize it to discover lexico-grammatical patterns inductively in the graded language environment.

OR1318

Corpus design of the outer case attributive modifier in Japanese

Kazuko Tanabe
Japan Women's University, Japan

This research is to investigate the modification relations (Comrie, 1998) that are distinctive in Asian languages by focusing on the outer relative clause, using a parallel newspaper corpus. Based on the results, we consider the lexical-grammatical condition of the outer case attributive modifier in Japanese.

OR1330

Differences of first-person pronoun use between TESOL and Engineering research papers

Keiko Kawaguchi*¹, Ritsuko Ohta*², Tae Ito*³,
1. Shibaura Institute of Technology 2. Keio University 3. Toyota Technological Institute

EAP/ESP instructors often tell students to avoid first-person pronouns in their papers, believing that academic writing should be objective. Does this belief hold true in reality? The presenters will discuss chronological, disciplinary and functional differences in the use of first-person pronouns in TESOL and Engineering research papers.

OR1481

A software selecting articles from VOA Special English based upon wordlist coverage and user options

Lee-Yen Wang
Department of English, Xiamen University, Tan Kah Kee College, PR China

Some EFL high school and college students in Taiwan and China regard articles from the VOA Special English, which claims that its content only uses 1,500-word vocabulary, rich in unknown words. This research builds computer software to select VOASE articles based upon the input wordlist and user options.

OR1548

A corpus-based analysis of nuclear engineering English

Daehyeon Nam
Ulsan National Institute of Science and Technology, Republic of Korea

Drawing upon the recent attention to EAP and ESP research and education using corpora, the current preliminary research explores the lexical and grammar patterns of English for nuclear engineering.

OR1785

A corpus-based lexical semantic classification of underpassivized verbs in Hong Kong learners' L2 English

Suzanne Wong
The Chinese University of Hong Kong

Previous studies have investigated L2 under-passivization using a syntactic approach but neglected verb meaning. This lexical semantic study analyzes underpassivization using argument structure and the cause-effect dynamics in transitive events. The presenter identifies four types of verbs in a learner corpus whose lack of transitive/causative features may have led to under-passivization.

OR1787

Learning prepositions through corpora, with special reference to phraseology and register

Atsuko Furuta Umesaki

Kwansei Gakuin University, Japan

This paper concerns the use of complex prepositions in academic written papers. Certain complex prepositions, often problematic for non-natives, are analysed. Theoretical and practical considerations for the teaching of such prepositions are presented, based on a self-compiled Corpus of English Academic Papers, the COCA, ukWaC and others.

OR1870

The design, development and purpose of a learner corpus based on first drafts

Tim Marchand*, Sumie Akutsu*

J. F. Oberlin University, Tokyo, Japan

This presentation outlines the compilation of a learner corpus developed from the first draft writings of university students in an EFL course in Japan. The presentation discusses the advantages of using first drafts for corpus building and examines the results of preliminary analysis from the first year of developing the corpus.

OR2197

An audio-visual pedagogic corpus: Viewing young learners' language acquisition in an instructed L2 context

Thomas Zapounidis, Marina Mattheoudakis*

Aristotle University of Thessaloniki, Greece

This paper aims to present an original audio-visual corpus of young (9-year-old) learners of English in an instructed context. The transcribed audio-visual material allows us to measure both quantitatively and qualitatively the language input as well as the language output produced in class

and identify interesting patterns of language development.

OR2439

Supporting minority languages: Issues and problems with creating and using spoken language corpora

David Kroik*, Christian Waldmann, Mikael Vinka, Kirk Sullivan

Umeå University, Umeå, Sweden

This presentation considers the creation of spoken minority language corpora and how these can be used to support minority language education. We illustrate how corpora can be used to support the development of teaching materials for language revitalization, and how corpora misuse can result in linguistically incorrect teaching materials.

OR2493

English for Buddhist Purposes: A corpus approach to collocational and morphological preferences of loanwords

Jessica Frye

Manchester Metropolitan University, Manchester, United Kingdom

Buddhist English has been widely neglected within the field of English for Specific Purposes. The presentation will provide insight into the textual genre of Buddhist commentaries by using a corpus approach. These insights will enhance the field of English for Specific Purposes by proposing an addition of Buddhist discourse.

OR2569

Corpus-based Critical Discourse Analysis of divergent viewpoints on the controversial issues between Korea and Japan

Myongsu Park

Sangmyung University, Republic of Korea

The study will compare and analyze two opposing discourses on territorial disputes surrounding the so-called Dokdo (Dakeshima in Japanese). Based on a Dokdo Corpus taken from English newspapers published in both Korea and Japan, this paper analyses corpora of Korean and Japanese English newspapers to investigate how differently or similarly the same issue is represented in English.

OR2601***Corpus-based teaching materials on collocations for trainee translators and foreign language learners***Adriane Orenha-Ottaiano*^{1,2}

1. Universidade Estadual Paulista 'Júlio de Mesquita Filho' 2. Fundação de Amparo à Pesquisa do Estado de São Paulo/ Foundation For Research Support of The State of São Paulo (FAPESP)

This presentation will discuss the collocational aspects extracted from a parallel corpus 'Translation Learner Corpus' and will propose some corpus-based collocations exercises, specifically designed for L2 learners of English whose L1 is Portuguese. The purpose of this material is to help learners and trainee translators use collocations more accurately.

OR2934***A corpus-based comparison of English and Spanish polysemy networks***

Karen 'Kari' Sullivan

University of Queensland, Australia

English 'smooth' and Spanish 'suave' are not as similar as they might appear. Agglomerative cluster analyses of these words' senses reveal that superficially similar senses of 'smooth' and 'suave' are connected to their related senses in completely different ways. These connections pinpoint hidden meaning differences between pairs of senses.

OR2970***General reference in pollution reports about China - A corpus-based approach***Fuli Hou*¹

1. Communication University of China, PR China

The author attempts to investigate the distribution pattern of general NPs in China pollution reports in New York Times, and to analyze the hidden meanings of this distribution pattern, using WordSmith as the corpus processing tool. This study hopefully contributes to critical discourse analysis theoretically and to media literacy practically.

OR3038***The non-deictic use of 'previous' and 'last' followed by a temporal noun***

Isaiah WonHo Yoo

Sogang University, Korea

The prototypical example of 'previous' usually occurs with the past perfect, e.g. 'I was sure I had seen him the previous week.' Based on corpus findings, however, this presentation shows that such prototypical examples are not typical at all and that 'previous' also occurs in future and timeless contexts.

OR3065***A corpus-based approach to causal markers in written English by Asian learners***

Nozomi Miki

Komazawa University, Setagaya, Tokyo

The presenter conducts a contrastive interlanguage analysis (CIA) as an approach to causal markers such as 'so' in Asian learners' written English. The statistical results indicate the similarities and diversities of these uses by Asian learners, prompting a reconsideration of L1 transfer and the influence of the English-speaking environment.

OR3116***Building web-corpora of patients' online mental health communication for mixed-methods investigation***Daniel McDonald*¹, Robyn Woodward-Kron²

1. University of Melbourne, Australia 2. University of Melbourne

Web-corpus linguistic methods have yet to be widely adopted in health communication research. The presentation includes an overview of nascent web-corpus-building software. This leads to a discussion of key discursive features of lay discourses of bipolar disorder, as revealed in a corpus created with these tools.

OR3260***Using speech corpora in language teaching***

Nora Binghadeer

Princess Nora University, Saudi Arabia

The study investigated students' comprehensibility of accented speech as they

practiced basic consecutive and simultaneous interpretation. They were trained through online corpora representing nonnative world Englishes. The findings showed considerable changes in their interpretation as they spent less time and made less errors in oral comprehension and production.

OR487

Teacher talk: Use of metadiscourse in L2 classroom lessons

Joseph J. Lee
Department Of Linguistics, Ohio University, USA

This paper presents findings of a corpus-based analysis of ESL teachers' use of metadiscourse in classroom lessons. Analysis suggests that teachers utilize metadiscursive devices in order to provide learners with coherent and cohesive lessons, but more importantly to demonstrate their stance toward lesson content and students.

OR536

The quantification of nautical written English vocabulary

Lina Liu
Qingdao Ocean-Shipping Mariners College, PR China

The presenter will indicate how many extra CEB4 words, and which words, the students need to know receptively in order to understand the nautical reading materials on the basis of a large representative corpus of written text, the NEC (Nautical English Corpus).

OR547

English preposition learning and conceptual transfer: Collocation and colligation of most frequently used prepositions

Huiping Zhang*, Yongbing Liu
Northeast Normal University, Changchun, China

This study identifies the systematic and unique features of the most frequently used English prepositions by beginning Chinese learners of English from a conceptual transfer perspective, which laid a foundation for further research on Conceptual Transfer and offered some implications for English learning and teaching.

OR548

The new general service list: Celebrating 60 years of vocabulary learning

Charles Browne
Meiji Gakuin University, Japan

This presentation introduces a substantial update to Michael West's well-known 1953 General Service List (GSL). Based on a carefully selected 273 million word subsection of the Cambridge English Corpus (CEC), our interim New General Service List (NGSL) provides a useful core vocabulary for second language learners.

OR775

A multi-feature, multi-dimensional analysis of web genres

Jeff Connor-Linton
Georgetown University, USA

New technologies are claimed to create and address new audiences and purposes for language use. The functional characteristics of five 200,000 word samples of internet language use Tweets, Blogs, Forums, Ads, and (pop culture) 'Articles' are compared to the functional profiles of previously described genres, using Multi-Feature/Multi-Dimension analysis (Biber 1988).

E5: Discourse Analysis

OR1185

Teacher discourse in the film Freedom Writers: Empowering the students

Josefa Mardijono
Petra Christian University, Indonesia

The presenter will describe a discourse analysis of the teacher discourse used in the film *Freedom Writers*, based on Erin Gruwell's true story. It is to reveal the teacher's illocutionary acts and perlocutionary effects through the students' responding acts, revealing how the students got empowered through the teacher discourse.

OR1306***Evaluation and instruction in PhD examiners' reports: Roles and functions***

Sue Starfield*¹, Brian Paltridge*², Robert McMurtrie*¹, Allyson Holbrook³, Sid Bourke³, Margret Kiley⁴, Terry Lovat³, Hedy Fairbairn³, ,

1. University of New South Wales, Australia 2. University of Sydney, Australia 3. University of Newcastle, Australia 4. Australian National University, Australia

Interpreting the discourse of PhD examiners' reports requires an understanding of the multiple roles examiners adopt. The presenters will discuss these roles and give examples of how these are taken up in examiners' reports. The study highlights the importance of examiners using unambiguous language in the reports that they write.

OR1390***Formality and politeness markers in English and Japanese corpora of scientific lectures and presentations***

Judy Noguchi*¹, Kazuko Tojo², Hiroko Hayashi³, Nilson Kunioshi⁴

1. Mukogawa Women's University, Japan 2. Osaka Jogakuin University, Japan 3. Osaka University, Japan 4. Waseda University, Japan

This study compared words and phrases used to mark formality and politeness in corpora of lectures and presentations in science and engineering in English and Japanese. The findings revealed specific differences between the two languages. Making students aware of these differences should aid their reception and production in academic settings.

OR1407***Establishing a niche in Korean postgraduates' research articles: Indicating a gap or following tradition?***

Yeon Hee Choi

Ewha Womans University, Republic of Korea (South Korea)

L2 postgraduates undergo a challenge to establish a niche incorporating effective evaluation of the previous studies with appropriate lexical bundles. This paper aims at exploring how Korean postgraduates establish the necessity of their

research in research articles by analyzing moves and steps, and lexical bundles, compared with native English scholars.

OR1447***Construing knowledge structure in ESL/EFL test writing***

Aki Nakamura

Meiji Gakuin University, Japan

The paper analyzes the demonstration of writers' knowledge in ESL/EFL exam essays from the perspective of Legitimation Code Theory. Specific attention is paid in relation to writers' ways of unpacking and repacking knowledge and given grades. The analysis suggests practical implications for English language courses, by revealing raters' 'hidden' expectations.

OR1580***ASL please: A descriptive analysis of the discourse features of synchronous chat***

Maria Corazon Saturnina Castro

University of the Philippines, Diliman, Philippines

Using a combination of methods in Discourse Analysis, this paper provides evidence for dysfunctional conversational management in English chat rooms. It examines the discourse strategies that chatters use to maintain conversation and manage turn-taking and how these strategies are operationalized to realize various communicative functions and socio-cultural meanings.

OR1600***The stories we tell: Teacher personal narratives in the English language classroom***

Suzanne Bonn

Aston University, United Kingdom

With potential significant implications for language teaching, this session focuses on teacher personal narrative (TPN) use in the language classroom. Characteristics of TPNs, i.e., stories or anecdotes, will be examined, as well as when and how teachers intersperse their lessons with these. Opportunities created for student learning will be discussed.

OR1865***Dreaming big in a small-story world: How narratives of undocumented youth transform U.S. immigration policies***

Angela Haeusler

University of Hawai'i at Manoa, USA

Conceptualizing narratives as sites of engagement, this paper investigates how undocumented youth embrace Grand Narratives such as 'The American Dream' and 'The Good Immigrant' to change U.S. immigration policies. The stories show how narrators' positioning between micro and macro is used to renegotiate social relations, accruing symbolic capital for transformation.

OR1873***Understanding the communication challenges in a bilingual emergency department: a linguistic perspective***Diana Slade*¹, Jack Pun*²

1. Department of English, Hong Kong Polytechnic University 2. Faculty of Arts and Social Sciences, University of Technology Sydney

The paper reports on discourse analytic research of recorded interactions between clinicians and patients in bilingual emergency departments in Hong Kong. The analysis of different types of exchanges and salient language choices used by clinicians and patients in construing pain and managing treatment is detailed to demonstrate causes of misunderstanding.

OR1887***Re-examining Bakhtin's discourses: Fine-tuning a methodological approach to discourse analysis***

Warren Midgley

University of Southern Queensland, Australia

Bakhtin's theoretical work has played a significant role in informing discourse analysis. This presentation examines the Bakhtinian concepts of internally persuasive discourse and authoritative discourses as tools for discourse analysis. In particular, the paper draws a distinction between 'implicit' and 'explicit' authoritative discourses and demonstrates their application in analysis.

OR2043***Digressiveness and linearity in academic writing: Native language and discourse community perspectives***

Zosia Golebiowski

Deakin University, Faculty of Arts and Education, Australia

The study examines the relationship between textual structure and cultural rules of appropriateness in academic discourse. It investigates digressive relational structures utilised by native English speaking and native Polish speaking scholars. The paper aims to contribute to the studies of intercultural variation of the organisation of academic texts.

OR2202***Engendering neo-feminist identity reflection in Japanese female undergraduates through critical discourse analysis***

Kristie Sage*, Tomoko Sugihashi*, Sumiko Miyafusa*

Showa Women's University, Japan

The presenters will describe the degree of neo-feminist identity reflection in cohorts of Japanese female undergraduates studying in America and Tokyo. Through Critical Discourse, Conversation and Corpus Based Analyses we seek to elicit and elucidate contemporary perceptions shaped by Japan's emerging neo-feminism and the socio-economic revolution of career females.

OR2262***Discourses of sustainability and unsustainability in print media texts: International students, higher education and sustainability***

Radha Iyer

Queensland University of Technology, Australia

This paper undertakes a critical discourse analysis of the discourses of sustainability and unsustainability in newspaper articles on international students in higher education. Theories of discourse, power and governmentality illustrate the serious implications such discourses have on international student populations and higher education programs in Australia.

OR2295

A genre-based investigation of business and management research articles

Yihui Chiu

National Taipei College of Business, Taiwan

The study identifies the rhetorical moves and steps of 50 SSCI-ranked business and management research articles. The two specific moves, establishing a research niche and commenting on results, are analyzed and compared with previous findings.

OR2316

Brazilian homeless people: Ways of self-narration

Maria José Coracini

Universidade Estadual de Campinas, Campinas, Brazil

This paper aims at presenting partial results of an analysis of the discourse of twenty Brazilian homeless people, paying attention to the ways of (self)-narration. They speak about themselves in the third person, mainly when they refer to something dangerous to them. Hesitations, silence and modal verbs are also analysed.

OR2370

When South African police become postgraduates: A Critical Discourse Analysis of academic writing

Sibusiso Ndlangamandla

University of South Africa, South Africa

The analysis of written discourse uncovers the intersection of social and discourse practices when students struggle to complete studies. The presenter will describe and explore the professional and academic identities that impact on research writing of proposals by postgraduate students. Implications for research and writing instructions are explored.

OR279

A corpus approach to academic identity

Ken Hyland

University of Hong Kong, Hong Kong

This paper takes a novel approach to identity by seeing it as the repeated performance of a disciplinary idiom. Focusing on three corpora of academic bios, homepages and prize applications,

I show how writers discursively construct an identity from the repeated rhetorical choices made available by their disciplines.

OR2959

Discourse and creativity: Toward a socio-pragmatic and cognitive account of product storytelling

Ming-Yu Tseng

National Sun Yat-sen University, Taiwan

This study addresses Chinese discourse creativity exemplified in "product storytelling" in Taiwan's cultural and creative industries. Using "creative potential" as its key analytical concept, the presenter argues that seven aspects of creativity corresponding with five types of discourse acts work together in the design of creativity exemplified in product storytelling.

OR3011

Describing and assessing negotiation in spoken interaction

Lori Zenuk-Nishide*¹, Andrea Paul*², Donna Tatsuki*¹

1. Kobe City University of Foreign Studies, Japan 2. Monash University, Melbourne, Australia

This study describes and evaluates student performance of negotiation discourse (moves, functions, language) using an instrument for teaching, and formative and summative assessment of spoken interaction. This approach streamlines the relationship between learning, feedback and assessment. This instrument is based on Systemic Functional Linguistics, interactional sociolinguistics, and intercultural communication theory.

OR3073

Upholding and promoting the city's core values by the Hong Kong Special Administrative Region (HKSAR) Government through discourse

Victor Ho*, Amy Suen*

1. The Hong Kong Polytechnic University, Hong Kong, HKSAR

The paper combines textual and multimodal analyses in identifying discursive resources used in constructing public promotional discourses. The presenters will discuss the types, frequency, and effects of such resources. The study will inform

discourse practitioners of the way to produce and consume promotional discourse containing both textual and multimodal elements.

OR3078

Exploring the discursive space for teaching thinking: A study of classroom discourse in Singapore

Peter Teo

Nanyang Technological University, Singapore

This paper examines the discursive process of teaching critical thinking in the context of a pre-university class in Singapore. Through a close analysis of lesson transcripts, it makes visible and explicit the discursive structures that encourage students to negotiate, question and thereby co-construct knowledge.

OR319

Citation in research articles: A cross-linguistic and cross-disciplinary study

Guangwei Hu^{*1}, Guihua Wang²

1. Nanyang Technological University, Singapore 2. China West Normal University, Nanchong, China

This paper reports on an empirical study designed to investigate cross-disciplinary and cross-linguistic variations of multiple citation features in research articles from the unifying perspective of Bakhtinian dialogism.

OR321

How teachers' disciplinary background and teaching experience influence their use of evaluative language

Li Lin Choo*, Guangwei Hu

Nanyang Technological University, Singapore

Drawing on APPRAISAL, a theoretical framework grounded in systemic functional linguistics, this paper reports on an empirical study designed to examine how teachers' disciplinary background and teaching experience may influence their use of evaluative language resources in their written feedback on students' projects.

OR3211

The positioning of L2 thesis writers: Stance and engagement strategies

Emmaline Lear*, Lydia Li, Linda Li*, Sue Prentice, Garry Collins, Joelle Vandermensbrughe

University of Canberra

This paper discusses how L2 writers position themselves in the results and discussion chapters of their doctoral thesis using stance and engagement strategies (Hyland, 2005). The paper also explores the L2 writers' experiences in developing arguments and presenting themselves in the result and discussion chapters through semi-structured interviews.

OR3249

An analysis of the methodology and results sections of the Design Science research articles of Information Systems

Becky Kwan

Department of English, City University of Hong Kong, Hong Kong

This paper presents a study which examines the methodology and the results sections in Design Science research articles published in Information Science journals. Findings show that few texts display a distinct results section. Most results reported by the authors are embedded in what appears to be a methodology section. In a notable number of result statements, authors admit different types of contingencies arising in the research reported (e.g., problems, failures, challenges and obstacles) that necessitated further design actions. Implications for future research and teaching of research writing will be discussed.

OR3265

Informing the future, critique of the past: A critical discourse analysis of Australian literacy policy

Debra Edwards

La Trobe University, Australia

In this paper a critical discourse analysis lens is used to examine the construction of literacy and of the successful literate student in Australian Commonwealth Government literacy policy. I am interested in exploring the potential of using critical discourse analysis for a textual analysis of literacy policy documents for informing future policy. Specifically in this paper I intend to examine the competing discourses evident in the constructions of literacy and the successful literate student in the policy documents.

OR3301***Meaning genesis: Functional dynamic modeling of semantic structures for discourse analysis***

Mahé Ben Hamed

BCL - Database, Corpora and Language Lab, CNRS-University of Nice, France

Computational discourse analysis identifies semantic structures through static descriptive approaches. We reintroduce dynamic and functional aspects to their identification by combining the analytical power of dynamic adaptive networks and the functional realism of semantic priming, allowing for a direct functional interpretation of these structures and of their evoked semantic content. We argue that such an approach offers a direct functional interpretation of the cognitive impact of a semantic discursive construct, and access to the implicit in discourse.

OR3331***Fostering Content and Language Integration with an online corpus of science and engineering lectures***Nilson Kuniوشي*¹, Judy Noguchi², Kazuko Tojo³, Hiroko Hayashi⁴

1. Waseda University, Japan 2. Mukogawa Women's University, Japan 3. Osaka Jogakuin University, Japan 4. Osaka University, Japan

An online corpus of science and engineering lectures equipped with a user-friendly search interface was developed to support lecturers and students who are nonnative speakers of English (NNS). It can offer support for the integration of content and language in delivering and receiving scientific knowledge by NNS.

OR342***Readers' blogs in college-level EFL classrooms in China***

Yingliang Liu

Wuhan University of Technology, P.R.China

The presenter will describe a study on the use of blogs in college-level EFL reading classrooms in China. The analysis of blogs suggests blogging about readings creates an interactive and collaborative classroom community where learners, actively engaged with the readings and

other readers, demonstrate improvement of critical thinking skills.

OR358***Acquisition, development and evaluation of discursive competences in EFL (pragmatics): A study of corpus linguistics***Wilder Escobar*¹

El Bosque University, Bogota, Colombia

This is a discourse analysis study of linguistic corpora from EFL students' oral productions, and the production of native speakers where comparisons, co-occurrence statistics and benchmarking exercises are at core in identifying sociolinguistic patterns. In addition, the project seeks to propose a corpus-based methodology to mitigate pragmatic failure in sociolinguistically distant contexts.

OR451***Cohesion and coherence-related features in postgraduate student writing***

Helen Basturkmen*, Janet Von Randow*

University of Auckland, New Zealand

At postgraduate level some student writers may struggle to produce text that is clear and well-connected throughout. The presenters report a study examining higher and lower graded samples of postgraduate student writing collected in a diagnostic writing task. The samples were examined for cohesion and coherence-related features, including rhetorical relations.

OR472***Foreigner talk discourse induced by Japanese female university students***

Satoko Hamamoto

Yasuda Women's University, Japan

This study examines the learner strategies of Japanese female university students as non-native speakers (NNSs) during foreigner talk discourse (FTD), by looking at the methods and signals used to trigger simplified input, and evaluating the extent to which FT input facilitates the comprehension of NNSs.

OR584

Alignment in learner-learner discourse in Integrating Content and Language in Higher Education (ICLHE) in Japan: A corpus-based comparative study with EFL interaction

Keiko Tsuchiya

Tokai University, Japan

This presentation will report a comparative study on learner-learner interaction in Integrating Content and Language in Higher Education (ICLHE) with a general English class at a Japanese university. Two five-minute conversations in these two settings were examined using a small-scale time-aligned corpus. Different discourse frameworks, alignment in ICLHE and narrative in the English class respectively, were observed.

OR629

Communication strategy research among Japanese EFL learners

Christian Burrows

Japan Association of Language Teachers, Japan

This research represents a year-long longitudinal study into the affects of communication strategy (CS) instruction on Japanese EFL learners' speaking proficiency. The paper replicates research carried out by Nakatani (2005) and aims to equip learners with the linguistic and problem-solving skills to overcome linguistic barriers. The findings indicate clearly that the influence of prominent socio-cultural factors has to be considered in order to maximize the full effectiveness of CS strategy use.

OR889

Chinese university webpages: A comparison of Chinese and English texts

Wenchao Tu

The University of Sydney, Australia

This study compares Chinese university webpages in Chinese and English from the point of view of macro-genre and micro-genre. The analyses were supplemented by interviews with the producers of the texts. A context-sensitive, audience-designed discourse style was seen to be applied in each of the versions of the texts.

OR992

Beyond structuralism: Reconceptualising pedagogically-oriented descriptions of languages - A focus on New Zealand Ma-ori

Michael Taiapa

The University of Waikato, New Zealand

Since the 1970s, approaches to the teaching and learning of second/additional languages have become less syntactically-driven and more communicatively-oriented. With reference to two languages from different families (English and Ma-ori), this paper demonstrates one way in which pedagogically-oriented descriptions can reflect this change and discusses teacher responses to them.

E6: Rhetoric and Stylistics

OR128

Richard Connell's 'The Most Dangerous Game': Analyzing spoken language in a short story

Maria Dolores Paculanang

Negros Oriental State University, Philippines

Teaching literature in the Philippines makes wide use of short stories. This paper attempts to shed light in developing students' critical understanding of structures and meanings in spoken language in short stories following Bahktin's Dialogical Rhetoric. With additional techniques from other prolific writers, a sample of critical analysis is presented.

OR1854

Contrastive rhetoric across the genre: Expressions of stance and engagement in English and Japanese

Nagiko Iwata Lee

Ritsumeikan University, Japan

This paper examines the presenter's observation from an earlier study that writers in English vary the frequency of engagement and stance expressions between journalistic writing and academic writing whereas those in Japanese remain constant. The study has been conducted based on the taxonomy of metadiscourse markers presented in Hyland (2005).

OR2516

What makes for an effective voice in the written stylistic analysis?

Anne Isaac

University of Canberra, Australia

Voice (the writer's self-portrayal), is a key concept in writing theory and pedagogy. This paper examines a study that provides a linguistic description of voice in the stylistic analysis, a useful genre for developing academic writing skills. Findings regarding evaluative language in successful texts have pedagogical and theoretical implications.

OR3006

Citation patterns and practices in grant proposals of graduate students

Ling Shi*, Ismaeil Fazel,

University of British Columbia, Canada

This study explores the citation practices and functions in grant proposals of six doctoral students at a Canadian university. Analyses of students' grant proposals and interview data illustrate how doctoral students use citations to balance between their student identity and a potential scholarly identity in grant writing.

E7: Lexicography and Lexicology

OR1232

Does the advent of new mobile technologies affect pedagogical environments? Smartphone dictionary apps vs. E-dictionary

Toshiko Koyama

Osaka Ohtani University, Japan

The present paper examines how the new mobile technologies affect pedagogical environments. Participants who were Japanese university students were asked to install an English-Japanese dictionary application in their smartphones. The difference in learners' look-up behavior between the use of E-dictionary and the smartphone dictionary apps were compared.

OR1595

Towards a Russian national dictionary of quotations

Lydia Polubichenko

Lomonosov Moscow State University, Russia

The deliberate intertextuality of modern discourse necessitates compiling a thoroughly comprehensive nationally recognized Russian dictionary of quotations. The presenter will describe the momentous transformation from the scanty Soviet repertoire of books of winged words, tags and witticisms to a proper dictionary of quotations and demonstrate its potential for linguocultural studies.

OR2171

From field to class: Dictionaries for the teaching of endangered Austronesian languages in Taiwan

Jozsef Szakos

The Hong Kong Polytechnic University, Department of Chinese and Bilingual Studies, Hong Kong

This report on the emerging lexicography of Formosan indigenous languages introduces how the results of field-work are integrated into the teaching (materials) of the Tsou and Saaroa languages. Both languages could disappear soon, as the elderly speakers die, but the educational efforts to maintain them in school may also be successful. One of the keys to preserving the aboriginal wisdom is the lexical, traditional knowledge. The presentation is about the problems of directly transplanting fieldwork results into classroom teaching.

OR551

Introducing the OGTE: Your Online Helper for Writing and Grading EFL Texts

Charles Browne

Meiji Gakuin University, Japan

This presentation introduces a new free tool for writing and editing graded materials called Online Graded Text Editor (OGTE). Similar in function to Tom Cobb's wonderful VocabProfile tool, the OGTE places less emphasis on analysis, and more on helping teachers and authors to be able to write and edit texts.

No Sub-Theme Allocated

OR1093

Phrasal borrowing in academic writing: legitimate intertextuality?

John Morley

The University of Manchester, United Kingdom

This paper reports on two small-scale studies which aimed to gather the views of academics of different disciplines, in two British universities, as to the acceptability and usefulness of reusing phrases from other writers. These findings are of relevance to those who have an interest in language and writing development.

OR1156

Introduction of the Center Listening Test: Perceptions of English teachers and students

Kozo Yanagawa

Hosei University, Japan

The purpose of this study was to document the current situation of the teaching and learning of listening at Japanese secondary schools. More specifically, this study explored how stakeholders, including high school English teachers, students, and college English lecturers perceive the introduction of the listening comprehension component of the Japan National Center Test (henceforth, Center Listening Test) and to what extent the Center Listening Test affects their teaching or learning. The results showed that while teachers have reacted positively to the introduction of the Center Listening Test, the students have not. This suggests that the introduction of the Center Listening Test has so far had limited positive effects on the stakeholders, particularly students.

OR117

An English education curriculum reform focusing on EGAP at a Japanese university

Tamami Wada*, Masayuki Ohkado*, Hiromi Imamura*, David Laurence*

Chubu University, Japan

This presentation will describe how a Japanese university has reformed its English language curriculum to meet the needs of 29 different departments by focusing on English for General Academic Purposes. To meet these diverse needs,

a tailor-made textbook has been published and this process will be described in the presentation.

OR1331

What's in a face? The impact of nonlinguistic 'ethnic' features on accent perception

Susana Eisenchlas*, Rowan Michael

School of Languages and Linguistics, Griffith University, Australia

Can a speaker's ethnicity, evidenced by nonlinguistic factors, play a role in listeners' perception of accent and comprehension? A modified matched guise technique was used to test participants' responses to a recorded speech sample paired with photos of a Caucasian or a Chinese speaker. Findings across the conditions are analysed.

OR1362

Creativity and language learning: Instigating a creative zone

Tan Bee Tin

The University of Auckland, New Zealand

In order to increase student desire to explore language within and beyond their ZPD, this paper discusses how language learning tasks can be transformed into creative tasks. It discusses findings from a project conducted with Indonesian students, using a variety of creative tasks with different degrees of constraints.

OR1392

Input delimited differences in heritage speaker bilingualism: The case of reverse psychological predicates in Spanish as a heritage language

Jason Rothman*¹, Diego Pascual y Cabo²

1. University of Reading, Reading United Kingdom 2. Texas Tech University, Lubbock, USA

This studies examines the syntax of reserve psych-predicates (RPP) (gustar "to like" type verbs) in heritage speaker (HS) Spanish. In general, these verbs differ from regular agentive verbs in that they only subcategorize for the thematic roles of an <experiencer> and a <theme> instead of an <agent> and a <theme>. 122 participants (18 child & 54 adult HSs, 16 1st generation immigrants, 15 child & 19 adult Spanish monolingual speakers) completed a 1-4 scalar grammaticality judgment task (GJT). The results

reveal that no attrition is attested nor is incomplete acquisition supported since HS children vs. adult comparison reflects continued development and the adult HSs perform the same as the immigrant population that provides them input which reflects input delimited differences.

OR1441

Trajectories of L2 academic writing development: What students say and what their texts reveal

Neomy Storch*, Janne Morton*, Celia Thompson*
University of Melbourne, Australia

Few studies have brought together student perspectives and textual analyses in looking at the trajectories of L2 students as academic writers. This paper focuses on the writing development of three L2 first year university students by reporting on interview data and an analysis of their assignments.

OR1496

Instruction and evaluation of communication strategies to develop learner autonomy

Emiko Izumi
Kyoto University of Education, Japan

This study focused on instruction and evaluation of Communication Strategies that Japanese EFL learners often use in both L1 and L2 communication. Communicative tasks were implemented in pairs and their conversations were videotaped, transcribed and analyzed. Several characteristics were observed and how to evaluate them will be discussed.

OR1510

The effects of model texts on learners' noticing and uptake in argumentative essay writing

Osamu Hanaoka*¹, Yoko Kanazawa*²
1. Tokyo International University, Japan 2. Hoshi University of Pharmaceutical Studies, Japan

While the role of reformulations has been examined in a number of SLA-oriented writing studies, the potential of model texts have been underexplored. To address the gap, the presenters report on a study that investigates the effects of model texts on learners' noticing and uptake in argumentative essay writing.

OR1578

The effects of a suprasegmental approach in a Japanese EFL high school class

Makoto Suzuki*¹, Hiromi Kawai*²
1. Saitama Prefectural Kawagoe Girls Senior High School, Kawagoe, Japan 2. Kanda University of International Studies, Maihama, Japan

This study investigates the effect of a Japanese high school English speaking class on the level of learners' English speech production and awareness of English pronunciation. This study suggests the necessity of instructing in suprasegmental aspects of English and raising awareness of English prosody and pronunciation and willingness to use English.

OR1584

Gender agreement in Greek-English & Greek-German bilingual children

Maria Kaltsa, Maria Andreou*
Aristotle University of Thessaloniki, Greece

Our study investigates the development of gender agreement marking in Greek by comparing production data from Greek-German and Greek-English bilingual children. We compare our participants' performance in elicited production tasks along with data from narratives to induce potential correlations between the type of bilingualism and the languages involved.

OR160

The challenges faced by L2 postgraduate thesis writers and their self-initiated writing strategies

Fiona Hyland
Faculty of Education, University of Hong Kong, Hong Kong

This paper reports on a longitudinal case-study investigating ESL postgraduate students' writing problems and the self-initiated strategies they developed to meet these challenges. The paper suggests students' major challenges related to linguistic, institutional and disciplinary issues and that they employed a wide range of strategies to deal with these issues.

OR1664

A cross-disciplinary study of PhD thesis examination reports: Do examiners provide assessment or feedback?

Elke Stracke*¹, Vijay Kumar*²

1. University of Canberra, Australia 2. University of Otago, New Zealand

A doctoral examination report consists of both summative assessment and a formative component. This paper investigates how PhD examiners from different disciplines approach the examination report in the Australasian context. Findings indicate that examiners often stopped with summative assessment, hence the presenters' call for a stronger focus on feedback.

OR1687

The impact of in-class training in corrective feedback on second language learning

Eva Kartchava*¹, Nicholas Walker², Melvin Shantz²

1. Carleton University, Canada 2. Collège Ahuntsic, Canada

This study investigated whether training in recasts prior to their provision would make their corrective intent more noticeable to ESL learners, yielding increased uptake and larger gains on the post-intervention scores. The results indicate higher uptake and test scores for the trained group over the "recasts only" and "control" conditions.

OR1737

Extreme first language acquisition: Replacing the notion of a steady state for a state of equilibrium?

Michael Iverson*¹, Jason Rothman*²

1. Macquarie University, Australia 2. University of Reading, United Kingdom

We present data from a case study that examines L1 attrition of Spanish after 30 years of naturalistic exposure to a typologically related language, Brazilian Portuguese. Data reveal that all areas tested (morphosyntax and its interfaces with semantics, the lexicon and pragmatics) attrite. We argue based on this that the notion of a steady state for L1 acquisition is inaccurate and should be viewed more as a state of equilibrium.

OR1828

Data collection instruments in foreign language research: The translation process

Claudia Beatriz Martins*, Herivelto Moreira UTFPR, Curitiba, Brazil

The objective of this session is to describe the steps involved in the translation of a questionnaire. An instrument created to collect data on technology integration in the classrooms of higher education courses in Modern Foreign Languages in Brazil will be used to illustrate the process.

OR1836

Outcomes for written production in primary language programs: Immersion vs non-immersion

Robyn Spence-Brown*¹, Noriko Iwashita*²

1. Monash University, Australia 2. University of Queensland, Australia

This study compared writing task performances from Year 6/7 students in immersion and non-immersion Japanese programs. Immersion students generally far outperformed those enrolled in regular programs but learner background was also a significant variable. The paper examines the nature of the competence achieved and suggests implications for pedagogy and assessment.

OR1862

Sensitivity and specificity of the English School-Age-Sentence-Imitation-Task (SASIT) in monolingual and bilingual children

Theodoros Marinis*, Daniel Gibbons University of Reading, United Kingdom

Sequential bilingual children have low scores in widely used Sentence Repetition (SR) tasks not controlled for psycholinguistic properties. This talk will present sensitivity and specificity results from the SASIT, a SR task that controls for age-of-acquisition, frequency, and length. The findings have implications for language assessment in educational/clinical settings.

OR1902

Brazilian cultural diversity vs. stereotypes: Ideological discourses in textbooks for Portuguese and English teaching

Ariovaldo Pereira State University of Goiás, Brazil

This paper presents the results of a qualitative research project whose main objective was to

investigate how the cultural diversity of Brazilian society is dealt with in textbooks of Portuguese and English adopted in Brazilian schools. The study analyzed implicit and/or explicit ideological discourses of stereotypical representations in these materials.

OR1950

The effect of strategy instruction on Thai learners' listening comprehension and self-efficacy

Nantikarn Simasangyaporn
University of Reading, United Kingdom

The impact of listening strategy instruction on learners' L2 listening proficiency and on their self-efficacy for listening is an important but under-researched area. The presenter will discuss findings from a study investigating this issue among Thai university learners of English. The investigation has implications for listening pedagogy and curriculum design.

OR2006

The role of abstract grammatical concepts in second language (L2) development: Do they make a difference?

Carl Ord
University of Queensland, Australia

This paper reports the findings of a longitudinal multiple case study of 5 advanced French learners and their use of conceptual knowledge to mediate second language (L2) production. Findings suggest that a deeper understanding of the concept leads to more accurate communication in a L2.

OR206

Code switching on Facebook: Developing Standard Australian English (SAE) proficiency through the expression of personal and cultural identity

Rhonda Oliver*¹, Ellen Grote¹, Judith Rochecouste², Bich Nguyen³
1. Curtin University, Australia 2. Monash University, Australia 3. Curtin University, Australia

Code switching (CS) is extremely useful for bilingual/bi-dialectal speakers. However, accessing meaningful opportunities can be difficult, especially for Aboriginal English (AE) speakers because of the blurred distinction with

Standard Australian English (SAE). We present findings of the ways that Australian Indigenous students use Facebook and how this enhances CS skills.

OR2063

Collocation research based on corpora collected from lower secondary school textbooks in Japan

Taeko Koya
Hosei university, Japan

The presenter will describe the results from collocation research based on corpora collected from lower secondary school textbooks in Japan and suggest effective ways of teaching collocations in the classrooms. This is based on the trend in foreign language teaching where collocations should be taught to cultivate learners' communication abilities.

OR2064

Effective English-medium instruction (EMI) for Korean undergraduate engineering students and their attitudes toward EMI classes

Eun Gyong (E.G.) Kim*, Jeong-Ro Yoon*,
Korea Advanced Institute of Science and Technology (KAIST), Korea

The presenters will compare the effects of EMI (English-medium instruction) and Korean-medium instruction of the same content by the same instructor taught at a Korean engineering school. They will also discuss students' attitudes toward EMI classes and make suggestions for effective EMI for Korean engineering undergraduate students.

OR2071

Foreign language education focusing on subject content and individuality with CLIL and MI theory

Yoshihiro Nigo
Japan Coast Guard Academy, Kure Hiroshima, Japan

Based on CLIL and MI theory, this research describes the importance of subject content and individuality in learning a foreign language. The presenter will clarify how effective practicing these combined ideas are for elementary children in terms of motivation and communication skills, and finally suggest an innovative theory from this mixture.

OR2083***Do learners' affective factors influence the effectiveness of metacognitive strategy intervention?***

Maiko Ikeda*, Osamu Takeuchi
Kansai University, Japan

This study aims at clarifying the influence of learners' affective factors on the effectiveness of metacognitive strategy intervention. Latest results obtained from questionnaires and participants' study journals will be reported in full detail in the presentation and implications for future metacognitive strategy intervention will be discussed.

OR2146***Extending the Cognition Hypothesis: Thought complexity and language complexity***

ZhaoHong Han*, Eun Young Kang
Teachers College, Columbia University

This study extends the Cognition Hypothesis (Robinson, 2011) by examining the connection between task-induced thought and learner output. Data comprise six communicative tasks and learner output from Tarone and Swierzbina (2009), and were analyzed quantitatively and qualitatively, guided by extant frameworks. Main findings will be reported and implications briefly explored.

OR2178***To what extent are language skills transferable? An insight into migrant children's language development***

Carlos Pestana*, Amelia Lambelet*
Institute of Multilingualism, Switzerland

Research with migrant Portuguese children in Switzerland investigated two aspects of linguistic transfers. The first one consists of reading comprehension skills learned in one language and transferred to another one, the second one focus on transfers in a written production task and questions the effect of language closeness.

OR2191***Acquisition of polysemous 'sheng' (climb) in Chinese as a foreign language***

Haiyan Liang
University of Queensland, Brisbane, Australia

The proposed research intends to bridge the gap between cognitive semantics and the acquisition of Chinese as a foreign language (CFL). The researcher will describe a polysemous network for 'sheng' (climb) and present the acquisition sequence of polysemous senses of 'sheng'. The research can provide a new approach to CFL lexical research.

OR2245***Fluency of lexical access in second and foreign language literacy***

Sanna Olkkonen
Centre for Applied Language Studies, University of Jyväskylä, Finland

Fluency and its development have been researched widely in first language environments, but in second language acquisition much less so. The current study examines the development of fluency (accuracy and speed) of word recognition in both L1 and L2, and their relation to second/foreign language reading and writing skills.

OR2249***Literacy effects on the acquisition of grammatical gender across bilingual settings in Germany and Greece***

Christiane M. Bongartz¹, Theodoros Marinis^{*2}, Ianthi M. Tsimpli^{2 & 3}

1. University of Cologne, Germany 2. University of Reading, United Kingdom 3. Aristoteles University, Greece

The role of literacy in child L2 acquisition of grammar is poorly understood. This talk will present results from oral and written tasks addressing how Greek gender is acquired in German-Greek and Greek-German children. The findings have implications for the role of literacy in child second language acquisition.

OR2259***Saliency in oral and written narratives of young Greek-German-English Bilinguals***

Maria Andreou^{*1}, Christiane M. Bongartz², Eva M. Knopp²

1. Aristoteles University, Greece 2. University of Cologne, Germany

With the onset of schooling, the linguistic development of discourse abilities and literacy skills concur. By examining patterns of discourse salience in the oral and written story retellings of 10-12 year-old, biliterate bilinguals in both respective languages, we seek to establish the effects of literacy across languages and modes.

OR2306

Variation in the characteristics of peer-interaction and level of teacher involvement according to group size

Phung Dao*¹, Noriko Iwashita*²

1. An Giang University, Vietnam 2. The University of Queensland, Australia

The study compared characteristics of peer interaction and level of teacher involvement according to group size. More Language Related Episodes (LREs) and teacher intervention were found in the large-group interaction than in pair and small groups. The teacher's timely assistance drew learners' attention to the form and facilitated more target-like production.

OR2367

Russian heritage pupils' writing in Finnish and Russian: A longitudinal perspective

Riikka Ullakonoja*¹, Lea Nieminen*¹, Ari Huhta¹, Eeva-Leena Haapakangas¹, J. Charles Alderson²

1. University of Jyväskylä, Finland 2. University of Lancaster, United Kingdom

This 2-year-longitudinal study focuses on Russian heritage pupils' (n=60) writing performances in Finnish and Russian. The aim is to examine the change in the performances and the possible reasons behind it. The study expands our understanding of the relationship between the skills in heritage and second languages.

OR2397

Can L1 speaking scores and L2 proficiency explain L2 speaking scores?

Fumie Noguchi

Daito Bunka University, Japan

The presenter will discuss how individual speakers state the same content in their first language (L1) and second language (L2). This study evaluated L1 and L2 utterances of 30 participants in a picture

description task to determine the extent to which L1 scores and L2 proficiency can explain L2 scores.

OR2440

Becoming a Brazilian researcher: An analysis of the context, the literature and the activities performed by senior researchers

Raquel Gamero

State University of North of Paraná, Brazil

How is identity constitution understood in Brazil? Convergent ideas, arising from post-graduation research, deal with identities as fluid and multiple instances discursively constituted (Gamero, 2011). In accordance with those findings, the presenter will focus on the psychological, ideological and political factors of the teacher as a researcher's identity constitution.

OR2484

Evaluation of presentation order of grammatical items in junior high school English textbooks in Japan

Tetsuo Baba

Tokyo Gakugei University, Japan

The purpose of this study is to analyze and discuss the presentation order of grammatical items in the junior high school English textbooks authorized by the Ministry of Education, Culture, Sports, Science and Technology in Japan and to propose some suggestions for the future development of EFL textbooks.

OR2528

Engagement and second language learning

Jenefer Philp*¹, Susan Duchesne*²

1. Lancaster University, United Kingdom 2. Wollongong University, Australia

This presentation aims to refine our understanding of learner engagement in L2 language classrooms, and the role of engagement in L2 learning outcomes. Based on classroom observations and interviews, we provide evidence of learners' engagement and disengagement through behavioural, cognitive and affective indicators during whole class, group and pair work.

OR2701***Preliminary study: English language acquisition and classroom activities of L2 in Vietnamese children, Grade 5***

Thanh Vi Son
Lund University, Sweden

This study attempts to see how English teaching and learning methods in Vietnamese classrooms affect learning output. Classroom observation using COLT (the Communicative Orientation of Language Teaching) and recordings of four Vietnamese children made after the lesson were conducted to see how and if the children acquired subject-verb agreement.

OR2703***Norms of structure in explorative texts written by young adolescents***

Trine Gedde-Dahl
Sør-Trøndelag University College / Oslo University College, Norway

The study is related to the implementation of writing as a key competency and is based on explorative texts written by 11-13 year old adolescents. The aim is to investigate what effects an integration of shared explicit standards in teaching may have on the norms of structure in their writing.

OR2706***Time and work in science Twitter***

Greg Myers
Lancaster University, United Kingdom

I consider a corpus of ten Twitter feeds from research scientists, and argue the representation of time affects the portrayal of scientific work. The use of present tense verbs, continuous aspect, adverbials, and references to time-bound activities link science to the cycles of days, weeks, the academic year, and careers.

OR2834***The impact of L2 learners' first language (L1) on word learnability***

Chen-Chun Camille Lin
The University of Sydney, Australia.

The current study aims to investigate the effects of L2 learners' first language on word learnability.

A total of 141 EFL undergraduates from three L1 backgrounds, Chinese, Japanese, and Spanish, participated in this research. The results indicated that there was an effect of L1 on word learnability.

OR2886***A needs analysis of Legal English in Brazil***

Fabricio Oliveira Da Silva
GEALIN Pontifícia Universidade Católica de São Paulo (PUC-SP), Brazil

English for Specific Purposes theory highlights the importance of needs analysis as an ongoing process in a language course. In this session, the researcher will present the results of a needs analysis of Legal English conducted with lawyers in Brazil as well as its implications for course and materials design.

OR2945***Learner development in a Japanese as a second language classroom***

Yoshio Nakai
Osaka University, Japan

EPA caregiver candidates are studying Japanese as a Second Language (JSL) before working at institutions for caregiving. This paper reports on how learners changed their attitude, and became more autonomous through collaborative learning in the 6 month programme. I will elaborate on how to design the course and discuss what promoted autonomous and collaborative learning.

OR3019***Effects of individualized vocabulary review in a reading program: Integration of incidental and intentional learning***

Makoto Yoshii
Prefectural University of Kumamoto, Japan

This study is an attempt to integrate intentional and incidental vocabulary learning in a reading activity without sacrificing the enjoyment of reading. The presentation will report on the result of a quasi-experimental study on the effectiveness of a review exercise in a reading program on the web.

OR3037

The effects of modality and accent in grammaticality judgment tasks

Silvina Montrul

University Of Illinois, USA

We investigated the role of modality (written vs. auditory) and of accent (native vs. non-native) in aural grammaticality judgment tasks in 2 experiments. Results show that L2 learners perform higher on written than in aural modality. Foreign accent slows down processing in native speakers but does not affect L2 learners.

Workshops



WORKSHOPS

A2: Second Language Acquisition

W101

Practical activities based on students' personality: Introverted and extroverted

Masa Tsuneyasu
Utsunomiya University, Japan

Students learn languages differently and personality is important. In this workshop, two traits, extraversion/introversion, are focused on. Intrapersonal and linguistic activities for the introverted and interpersonal ones for the extraverted are demonstrated. The presenter hopes these easy-to-follow activities based on personalities help language classes to be more effective and successful.

W1495

Processing instruction and teaching and learning of tense

Mable Chan
The Hong Kong Polytechnic University, Hong Kong

As tense is not realized overtly in Cantonese, Cantonese ESL learners have to establish the property from scratch. In the workshop, the presenter will share with the participants how to make use of processing instruction in the classroom to help students map both the forms and the meanings.

W2965

Helping public elementary school pupils to learn how to read and write in English

Junko Yamamoto*¹, Hiroyo Nakagawa*², Hiroshi Yokoyama*, Teruhisa Higashikawa*
1. Niigata University of Management, Japan 2. Kansai Gaidai University, Japan

English education for children in Japan focuses on spoken language skills. To better prepare children for further education, all four English skills should be taught. Most teachers are not proficient enough to teach integrated skills in English. Therefore, the authors will introduce methods and original iPad apps to help teachers as well as pupils.

W37

Research into elements influencing the efficacy of Incidental Vocabulary Acquisition(IVA)

Longwu Zhao
Harbin Institute of Technology, PR China

My dissertation is research into the elements influencing the efficacy of incidental vocabulary acquisition(IVA). It consists of two major aspects. The first section is research into the vocabulary learning modes, and the second section is research into the four involvement modes or task types influencing the efficacy of IVA.

W846

Is your tea strong or powerful? Fostering vocabulary acquisition in young(er) learners

Saskia Kersten*¹, Christian Ludwig*²
1. University of Hertfordshire, United Kingdom 2. University of Duisburg-Essen, Germany

In recent years, research on foreign language development has increasingly focused on "chunking" language and, therefore, this is the topic of this talk. We look at the pivotal role chunks can play in foreign language development and investigate the part corpora can play in fostering the learners' knowledge of words.

B3: Second/Foreign Language Teaching and Teacher Development

W1194

Pragmatic functions of non-standard stress and intonation: Often overlooked, always essential, ultimately teachable

Tamara Jones¹, Marnie Reed*²
1. British School of Brussels, Belgium 2. Boston University, USA

Intonation plays important but often overlooked roles in how speakers and listeners convey and interpret implied meaning. English learners are at a disadvantage when they are not able to infer meaning in opaque language. In this presentation, the speakers suggest practical, engaging activities for seamlessly integrating intonation instruction into lessons.

W1295***Autonomous language learning guides: Viable support for teachers and learners***

Kerstin Dofs

Christchurch Polytechnic Institute of Technology, New Zealand

This workshop will explore the utilisation of autonomous language learning guides by teachers, learners, and staff in a Language Self Access Centre (LSAC) to establish viable support for autonomous language learning practice. The session is highly interactive and participants will gain understanding of the actions involved in using these guides.

W1337***Exploring critical pedagogy in English education: Cases studies in engaging with social justice issues***Alison Stewart*¹, Hugh Nicoll*², Chika Hayashi*³

1. Gakushuin University, Japan 2. Miyazaki Municipal University, Japan 3. Dokkyo University, Japan

This workshop explores critical pedagogy for social justice through questions raised by Smyth (2009). The presenters will introduce case studies from Japan in which students and teachers work toward understanding social justice issues in and beyond the classroom. Participants are invited to apply these questions to their own teaching contexts.

W1339***Fostering new literacies through global simulation in intermediate French***Kristen Michelson*, Beatrice Dupuy
University of Arizona, USA

This workshop presents the development and implementation of a global simulation in fourth semester French through a multiliteracies framework as a means of fostering learners' intersemiotic awareness, and includes discussion of materials development, assessments, and learner data, including how student beliefs about language changed as a result of the course.

W1822***How can pluralistic approaches develop pupils' learning strategies?***

Rebecca Dahm

Université de Limoges, France/Université de Bordeaux, France

This workshop aims at explaining the factors enabling students to implement learning strategies when confronted with unknown languages (pluralistic approaches). Teaching techniques will be indicated so as to help students transfer these strategies from one language to another, and even onto the L2 (the English they are learning).

W3036***Learner autonomy and drama: Components of a model EFL teacher training programme***

Mehmet Boyno

Selahaddin Eyyubi University, Turkey

Teacher training programmes put the learner into the centre of the learning process. Learner autonomy introduces a shift from teacher-centredness towards learner-centredness. Drama is compatible with learner autonomy. The participants will collaborate to propose a model EFL teacher training programme incorporating learner autonomy integrated with drama through some educational games.

W3218***Critical and creative thinking to enhance students' ability in using English genuinely and naturally***Oikurema Purwati*, Ririn Pusparini*
Universitas Negeri Suabaya, Indonesia

In designing English instruction, it is common for an Indonesian English teacher to design activities concerning knowledge of English not the use of English. Therefore, it is necessary for an English teacher to consider critical and creative activities during the teaching and learning process.

W374***Integrating sociocultural theory in writing instruction for grades K-12***

Feng-Ling Johnson
Northwestern College, U.S.A

The presenter explains the rationale for and steps in integrating sociocultural theory in writing instruction in grades K-12. Lesson plans and student sample work are used for illustration. The participants have the opportunity of modifying or creating a writing activity which integrates key elements of sociocultural theory.

W592***Strategy training in foreign language teaching***

Carol Griffiths*¹, Ying Tang*²
1. Fatih University, Turkey 2. Xin'an Middle School, China

Although research has shown that successful learners frequently employ various strategies, many students are unaware of their importance. This workshop will present a study which found that students who received strategy training were more successful. Participants will be able to examine and discuss the materials and procedures used.

W603***Radically improving second language instruction with the input-based incremental approach***

Joe Barcroft
Washington University in St. Louis, USA

In this workshop we review theoretical and research foundations of input-based incremental vocabulary instruction (IBI) (Barcroft, 2004, 2005, 2012) and provide training on using the IBI approach to improve second language instruction drastically. All participants have the opportunity, making use of a 7-item checklist, to develop IBI activities on their own.

W703***Using language learning strategies in tertiary foreign language teaching and learning***

Emmaline Lear*, Laura Tolton*, Nicolette Bramley*
University of Canberra, Australia

This study used VARK (Visual, Auditory, Reading/Writing, Kinaesthetic) (Fleming, 2001) strategies and journals to identify learning styles, promote awareness of language learning strategies and focus language learning goals. The presenters will introduce these teaching and learning techniques used in Spanish and Japanese to promote the retention of foreign language learners.

W721***Relating intonation research to language teaching: Metacognitive strategies bridge learner gaps in understanding speaker intent***

Marnie Reed
Boston University, USA

Levis (1999) claims intonation research is divorced from language teaching. Vandergrift and Goh (2012) claim learners understand the words but not the message. This workshop connects empirically tested assessment and pedagogic materials to a metacognitive approach to suprasegmental instruction designed to increase learner accuracy recognizing the pragmatic functions of intonation.

W792***Achieving intercultural competency through the multiple reflections of culture***

Lourdes Sanchez-Lopez*¹, Clara Mojica-Diaz*², Fernando Palacios*³
1. University of Alabama at Birmingham, USA 2. Tennessee State University, USA 3. Mercer University, USA

The workshop demonstrates how to approach and achieve intercultural competency in the advanced language classroom through the interpretation of a variety of authentic oral and written texts. Authors present rationale, step-by-step methodology and lead participants in the development of a contemporary template unit they can replicate in their own language classes.

W89

The linguistic landscape as a pedagogical tool for promoting sociopragmatic awareness and symbolic competence

Lawrence Williams*¹, Lee Abraham*²

1. University of North Texas, USA 2. Columbia University, USA

Using examples of bilingual and multilingual advertisements, signs, and other semiotic artifacts in public spaces, the presenters will demonstrate how the linguistic landscape can be used as a pedagogical tool for integrating sociopragmatic awareness and symbolic competence into the L2 curriculum.

B4: Language and Education in Multilingual Settings

W2372

Applying linguistic and SLA theory to teaching in remote multilingual settings: Honey Ant Readers

Margaret James

The Honey Ant Readers, Australia

The presenter will outline the application of second language acquisition theory and linguistics research to the development of a successful learn-to-read series, designed for the specific linguistic and cultural needs of Australian Indigenous, English as an Additional Language, learners - the Honey Ant Readers.

B5: Educational Technology and Language Learning

W1271

The Interactive Reading Community Project: Implementing the sociocultural approach in an extensive reading class

Kunitaro Mizuno

Fukuoka Prefectural University, Japan

The Interactive Reading Community (IRC) website is designed to create a reciprocal community of readers across universities in the world through integration of technology to enrich students' reading experiences. You and your students are invited to utilize the IRC and make your students' act of reading active, collaborative, and reflective.

W1378

Designing a pedagogical corpus to support language revitalization: The case of Labrador Inuttit

Elizabeth Gatbonton*, Vivek Venkatesh, Ildiko Pelczer, Michael Conor Cook, Norman Segalowitz
Concordia University, Canada

This workshop describes a pilot pedagogical corpus development project in which a digital repository of written Inuttit utterances are paired with oral productions from a variety of Inuit speakers to support a task-based language teaching curriculum developed to revitalize Inuttit, an endangered language in Eastern Canada.

W497

Six-step guide for developing Virtual Learning Objects (VLOs) with open access resources

Shelick Garcia Galván

Universidad Autónoma Metropolitana, Mexico, Universidad Pedagógica Nacional, Mexico and Universidad Nacional Autónoma de México, Mexico

Virtual Learning Objects (VLOs) are pedagogical resources for developing intercultural communicative competencies and fostering autonomy, interdisciplinarity and the use of technology through single learning units. VLOs can be adapted to specific teaching contexts without spending a penny. The presenter will share the steps needed to create an innovative VLO.

W821

Computer-assisted intelligent language tutoring system using students' footprints of L2 language learning

Chae Wook Lee*¹, Yong Kook Won*², Hyun Sook Chung*³

1. Yoon's English School, Korea 2. Iowa State University, USA 3. International Graduate School of English, Korea

In this workshop, the presenters will introduce a new fuzzy logic computer-assisted language tutoring system which traces the footprints of L2 language learners with data tagging technology. The main algorithm of the system and the effectiveness of the program will also be explained.

C2: Translating, Interpreting and Mediation

W2362

Developing the capacity of foreign-language learners in Japanese Universities through interpreting and translation education

Sachiko Nakamura*¹, Kikuko Tanabe*², Tomomi Nishimura*³

1. Aichi Gakuin University, Japan 2. Kobe College, Japan
3. Kyoto Tachibana University, Japan

This panel aims to shed light on aspects of the development of the reflective and interpretational/translational capacity across languages and cultures, and presents several learner-centered projects which have brought about positive outcomes. The overall social contribution of the interpreting and translation class will also be discussed.

C5: Language in the Media and Public Discourse

W1265

News products and process: An internal perspective

Marcel Burger*¹, Daniel Perrin*², Laura Delaloye*¹, Marta Zampa*³

1. University of Lausanne, Switzerland 2. Zürich University of Applied Sciences, Switzerland 3. University of Lugano, Switzerland

This workshop focuses on news making processes. It aims at discussing what an internal perspective adds to the study of media discourse. We analyze complementary aspects of 'making the news' in the written press, such as institutionalized editorial meetings, individual writing processes by journalists as well as news products.

D1: Sociolinguistics

W3023

A socio-pragmatic analysis of Boko Haram's language of insurgency in Nigeria

Stella Mbaeze*¹, Chris Uchenna Agbedo²

1. University of Nigeria, Nigeria 2. Institute of Management and Technology, Nigeria

The paper examines Boko Haram's language of insurgency as a source of fear and terror in the Nigerian context. It seeks to delineate the communicative character of the language of insurgency and underscore its socio-pragmatic imports as revealed in the speech acts of the sect's spokespersons.

D7: English as a Lingua Franca and Word Englishes

W2118

A proposal for ELF interactions with interactive digital text books for cross-cultural distance education

Michiko Nakano*, Satoshi Yoshida*, Yusuke Kondo*

Waseda University, Japan

Cross-Cultural Distance Learning programs are run among Japanese, Korean, Chinese and Taiwanese students, using English as a lingua franca. In order to enhance ELF learners' proficiency, we digitalized the textbooks with Dictionary, Memo, Vocabulary Cards, Listening to Audio Files and On-demand Lectures, PPTs, Slash Reading, Karaoke and Shadowing.

No Sub-Theme Allocated

W2771

English as a foreign language in the context of an international/bilingual school (Portuguese/English) in Brazil

Elisa Neves*, Kleber Aparecido da Silva*

University of Brasília, Brazil

This workshop presents the results of a study about the linguistic and cultural knowledge construction in English as a Foreign Language of Grade 2 students in the Elementary Section, who were immersed in a cross-cultural and plurilingual context of an international/bilingual (Portuguese/English) school located in Brasília /DF, Brazil.

Posters



POSTERS

A2: Second Language Acquisition

P1122

***Interlanguage pragmatics of Japanese learners:
A longitudinal study of request***

Fusako Beuckmann

The University of Tokyo, Tokyo, Japan

This study aims to explore the development of strategies and interlanguage politeness used by adult learners of Japanese. In this presentation, quantitative and qualitative analysis of a one-year longitudinal study on request role-play settings will be shared. This is the first longitudinal interlanguage pragmatic research which includes Japanese beginner's level.

P115

Self-editing in writing practice conducted by EFL class through electronic second language acquisition

Shaobin Ji

Department of Humanities, Wenzhou Vocational and Technical College Wenzhou, China and Second Language Acquisition and Teaching, University of Arizona, Tucson, USA

My main argument in this paper is to demonstrate that besides natural sensibility of learning foreign language by acquisition, there are more internal and external elements contained which decide the success of foreign language learning as far as writing practice is concerned.

P1228

Willingness to delay gratification and motivational beliefs of Japanese university students learning English

Emika Abe*¹, Mami Ueda*², Toshiko Sugino*³, Sunao Shimizu*⁴

1. Daito Bunka University, Tokyo, Japan 2. Tokyo University of Technology, Tokyo, Japan 3. Kogakuin University, Tokyo, Japan 4. Rikkyo University, Tokyo, Japan

Motivational beliefs of Japanese university students toward learning English were investigated. Next, motivational strategies for promoting students' academic success were

researched. Using a modified version of the Academic Delay of Gratification Scale by Bembenutty and Karabenick (1998), Japanese university students' tendencies and willingness to delay gratification were assessed.

P1243

Negotiating agency: The case of a challenging pupil

Hilkka Koivistoinen

University of Oulu, Finland

This case study on Elli, a twelve-year-old 'challenging pupil' in a Finnish school, examines how family discourse contributes to her language learning. Video recordings from home are analyzed through the lens of mediated discourse, focusing on real-time social action but seeing these social actions as fundamentally discursive.

P155

The effect of extracurricular reading for pleasure on sports majors' English language learning

Ying Hou*¹, Chunhong Zhou²

1. Foreign language department, Beijing, China 2. Beijing Sport University, China

The paper attempts to explore the effect of pleasure reading on sports majors' reading achievement and their motivation in English learning through recreational reading program. The study shows that reading for pleasure can have a positive effect on sports majors in both cognitive and affective aspects. Some implications are discussed.

P1678

Ethics and methodology in collecting longitudinal video data about children's L2 interaction

Maria Kela*¹, Annekatrin Kaivapalu*²

1. University of Helsinki, Helsinki, Finland 2. University of Tallinn, Tallinn, Estonia

The Long Second (a LONGitudinal research in SECOND language (Finnish) development in primary school preparatory class) is a longitudinal corpus from immigrant children's first school year in Finland. The presenters will describe methodological and ethical questions of videoing children's interaction and forming a database for the use of the research community.

P1971

Segmental and prosodic features of English spoken by Japanese EFL learners with different proficiency levels

Kazuo Kanzaki

Osaka Electro-Communication University, Osaka, Japan

The purpose of this study is to see how proficiency in English affects the learners' production of English through an acoustic analysis of their speech. The data shows that there is a clear difference between the learners with different English proficiency levels in their realization of segments and prosody.

P1976

An Asymmetrical Network Model of the Japanese EFL learner's mental lexicon

Noriko Aotani*¹, Naoki Sugino*², Simon Fraser*³, Kojiro Shojima*⁴, Yuya Koga*⁵

1. Tokai Gakuen University, Nagoya, Japan 2. Ritsumeikan University, Kusatsu, Japan 3. Hiroshima University, Hiroshima, Japan 4. National Center for University Entrance Examinations, Tokyo, Japan 5. Postgraduate student at Waseda University, Tokyo, Japan

The aim of the present study is to devise a two dimensional asymmetrical network model which accounts for how words are organized in the EFL learner's mental lexicon. The strength and asymmetry of the connections among vocabulary items will be measured and analyzed using AMISESCAL (Asymmetric von Mises Scaling).

P1993

Teachers using focus-on-form in students' writing

Julia Mika Kawamoto*, Maki Fujimoto

Matsuyama University, Matsuyama, Ehime, Japan

This study considers whether form-focused instruction (FFI) is applicable for all teachers. It examines the tendency (form- or meaning-based instruction) which teachers are inclined to focus on in their written feedback. In addition, if they are able to successfully merge both instructional foci.

P210

A corpus-based study of Chinese beginning learners' English: A conceptual transfer perspective

Yongbing Liu*, Huiping Zhang

School of Foreign Languages, Northeast Normal University, Changchun City, China

Based upon the recently developed conceptual transfer hypothesis in SLA, the presenters will report a study that examines the systematic features of the Chinese learners' English compared with those of the German-speaking learners' English. The findings largely support the conceptual transfer hypothesis in SLA.

P2126

Misperception of connected speech by Japanese learners of English at elementary, intermediate, and advanced levels

Mako Ishida*¹, Takayuki Arai²

1. Sophia University, Japan and Stony Brook University, USA 2. Sophia University, Japan

The present study analyzed misperceptions of English connected speech by Japanese learners of English as a second language. The presenter will talk about the structural differences between English stress-timed rhythm and Japanese mora-timed rhythm and subsequently occurring perceptual errors. This study attempts to clarify the developmental process of perceptual accuracy.

P2469

Corrective feedback as a bridge between the cognitive interactionist and the social interactionist perspectives

Naif Althobaiti

Taif University, Taif, Saudi Arabia and University of Queensland, Brisbane, Australia

This presentation tries to explain the facilitative role of corrective feedback in light of cognitive interactionist and social interactionist perspectives..

P2541

Topic hypothesis in Processability Theory: The case of Spanish

Barbara Hinger*¹, Bruno Di Biase*²

1. University of Innsbruck, Innsbruck, Austria 2. University of Western Sydney, Sydney, Australia

The poster aims to trace morphological and syntactic development in learners of Spanish L2 according to PT-Processability Theory (Pienemann 1998, Pienemann, Di Biase and Kawaguchi 2005, Di Biase, Kawaguchi in preparation) by comparing Australian with Austrian learners of Spanish and thus taking into account two different L1 backgrounds.

P2616

Beliefs and their Influence in English language teaching and learning

Marcos Nhapulo

Ghent University, Ghent, Belgium and University Eduardo Mondlane, Maputo, Mozambique

Language learning and achievement are significantly influenced by learner beliefs and expectations and lack of their consideration may result in misunderstandings throughout the teaching practice. During our paper presentation, we will talk about the need of including learner beliefs and expectations in the Mozambican and similar multicultural contexts.

P2788

The acquisition of English past tense by junior high school students in Taiwan

Kuanming Teng

National Tsing Hua University, Hsinchu City, Taiwan

The study aims to investigate the effects of lexical aspect on the L2 acquisition of English in terms of the Aspect Hypothesis. We attempted to explain these issues: (1) the prediction of the hypothesis, (2) L1 influence, and (3) the relation between L2 proficiency and language use in the study.

P2885

Needs analysis in Business English education in China: Identity as an added dimension

Zuo Cheng Zhang

1. The University of New England, Armidale, New South Wales, Australia

The presentation explores identities narrated by Business English students in China. A narrative analysis of interviews with student participants, student journals, and other student texts revealed multiple identities and complicated interactions between these identities in the process of

Business English learning. The implications for needs analysis are discussed.

P3016

Influence of affective filters on pre-university students during a ten month intensive English language programme

Pragasam Sagayadoss

Loyola College, India

The results of this research indicate that the subjects of this study have high self-esteem, high motivation but are profoundly affected by anxiety in terms of communication, examination and negative evaluation. Although the learners have quite high level of self-esteem and motivation, the burden of anxiety has taken a heavy toll on them in their learning process. As a remedy, this research puts forward certain recommendations to better the situation in future.

P3027

Sentence complexity and production in Japanese learners of English

Toshiaki Nishihara*¹, Mayumi Nishihara*²

1. Center for Language Studies, Nagasaki University, Nagasaki, Japan 2. English Department, Faculty of Humanities, Kwassui Women's University, Nagasaki, Japan

This study tried to show how increased syntactic complexity affects sentence production by Japanese university students. In this study changes in syntactic complexity facilitated their spontaneous sentence production. This study also showed that despite its complexity, some marked constructions such as Heavy NP Shift facilitated the students' sentence production.

P3045

Japanese students' perceptions of the effectiveness of English vocabulary learning strategies

S. Kathleen Kitao*, Natsumi Wakamoto*

Doshisha Women's College, Kyoto, Japan

An important aspects of language learning is vocabulary learning, and students need to choose effective strategies. In this study, we surveyed Japanese university students about their use of vocabulary learning strategies using qualitative and quantitative approaches. We will report on

which strategies students found most effective, motivating, and useful.

P3140

A mixed methods approach to EIL learners' interlanguage development in higher-order inference

Mariko Boku

Ritsumeikan University, Kyoto, Japan

Based on a mixed methods approach this study explores how EIL learners infer speakers' higher-order intentions from sentences that include reversed polarity tags. The results of the study will be discussed in the light of Relevance Theory (Sperber and Wilson, 1986, 1995). Implications of the study will also be discussed.

P3141

An alternative diagnostic approach to EIL education: Onset, Provocation, Quality, Radiation, Severity, and Time (OPQRST)

Mariko Boku

Ritsumeikan University, Kyoto, Japan

This paper explores the effects of an alternative EIL diagnostic system applied by Onset, Provocation, Quality, Radiation, Severity, and Time (OPQRST), a diagnostic interview for medical patients. Data are analyzed based on a mixed methods approach. Implications and limitations as well as the results of the study will be discussed.

P3210

Japanese EFL listeners' sensitivity towards high-frequency sounds: Tones, 'r' and 'l' consonants, and word discriminations

Mitsuyo Toya*¹, Kazuchika Manabe*², Kiyoko Ishizu*³

1. University of the Ryukyus, Okinawa, Japan 2. Nihon University, Saitama, Japan 3. Seirei Christopher University, Shizuoka, Japan

L2 learners often have difficulty mastering automatic sound discrimination while listening. This presentation will describe how sensitivity towards high-frequency sounds, to which Japanese normally pay little attention, relates to general listening proficiency in terms of 2000 and 3000 Hz pure-tone discrimination, 'r' and 'l' consonants and word discrimination.

P3264

Does teaching grammar really hinders students' speaking abilities?

Kazumi Araki

Saitama Prefectural University, Koshigaya City, Saitama, Japan

It is often said that teaching grammar hinders students from speaking fluently. Is that really so? Grammatical knowledge can develop their accuracy of language use and improve their confidence in speaking the language. The students report that learning English grammar intensively has become a treasure of their learning experiences.

P3354

Investigating three young Japanese children's second language development through English-corpus-based analysis

Junko Kambara*¹, Ikuo Koike*²

1. Meikai University, Chiba, Japan 2. The English Language Education Council, Inc (ELEC), Tokyo, Japan

The purpose of this study is to investigate the development of English as a second language by three young Japanese children aged five, eight and ten who learned English in a naturalistic way. Their spoken data were sampled by using various tasks almost every two weeks for thirty months from 1972 to 1975 and digitized in 2005. We first posited a research question: is there any significant difference within and among the children in their use of vocabulary and syntax throughout the data? The answer to the research question is that there are significant differences within and among the children in their use of vocabulary and syntax throughout the data. That is, all three Japanese children's development of English vocabulary and syntax is relatively similar with minor differences.

P3382

The acquisition of written expressions of emotion by Japanese learners of English

Ikuyo Kaneko

Juntendo University, Chiba, Japan

This study observed the similarities and differences between first and second language acquisition in emotional expressions and investigated the correlation between the

proficiency level of emotional expressions and the English proficiency measured by TOEIC. Two kinds of letters written by native English speakers and Japanese learners were analyzed and compared.

P3409

Resolution of intracerebral language processing mechanism during shadowing training with NIRS

Hajime Mochizuki

Yuge National College of Maritime Technology,
Kamijima, Ehime, Japan

Changes of Oxy-Hb and Deoxy-Hb in the cerebral cortex were measured with NIRS for recording the intracerebral language processing mechanism while Japanese learners of English practiced shadowing, repeating and listening in English. Results show that BA 44/45 in the right hemisphere activated more strongly during shadowing than during repeating or listening.

P530

A cyclical Trinity language training enhancing communicative competence in English: A bilingual approach

Harumitsu Mizuno*^{1,2}, Kouichi Okumura³

1. Kanagawa University, Yokohama, JAPAN 2. JACET, Tokyo, Japan 3. Tokyo University of Foreign Languages, Tokyo, Japan

This approach is an effective way of teaching English in Japan. It was developed based on the idea from the results of Mizuno's Interlanguage Analysis (1986-1994), taking the principle of human language acquisition based on Krashen's Input theory (1982), the learners' cognitive idiosyncrasy, and their L1 into consideration.

P569

'English Conversation Practice Based on Thinking Ability': An approach to English education from linguistics

Atsuko Otsuki*¹, Junko Kareira*²

1. Sagami Women's University, Sagamihara, Kanagawa, Japan 2. Tokyo Keizai University, Kokubunji, Tokyo, Japan

'English Conversation Practice Based on Thinking Ability' focuses on verbs with syntactical predominance and thinking ability. Using the data from this study, the presentation claims that the verbs also play a critical role in logical speech

through thought processes and suggests applying it to English teaching in second language learning.

P634

English acquisition through facilitating events in higher education

Anthony Walsh, Satoko Ebara*

International Pacific University, Okayama, Japan

The intention is to provide practical information that assists lecturers interested in facilitating events in the higher education context. Providing students an outlet to display their acquired skills in front of an audience can encourage motivation and collaboration. Furthermore, adequate preparation assists minimizing anxiety and maximizing the potential for language acquisition.

P69

The emotional appeal of the Critical Period Hypothesis and Universal Grammar as rationalizations in SLA

Tim Keeley

Kyushu Sangyo University, Japan

A literature meta-analysis reveals the emotional appeal of CPH and UG constraints as rationalizations for adult SLA performance deficits despite robust counter evidence questioning their validity as explanatory constructs. CPH in particular biases interpretations of some leading research in neurolinguistics. Identity and affective factors provide more explanatory power.

P693

A multiperspective approach to the design of an Afrikaans task-based syllabus for university students

Elbie Adendorff

University of Stellenbosch, Stellenbosch, South Africa

This presentation reports on research undertaken within task-based theory on the communication challenges which await students in a multilingual university context and investigates how a task-based syllabus contributes to these needs and challenges. The paper reports on research undertaken on a multiperspective approach to complexity in the design of an Afrikaans task-based syllabus for university students.

P781

Implicit or explicit written corrective feedback (CF), is it the right question?

Qi Guo

Auckland University of Technology, Auckland, New Zealand

The paper investigated how written corrective feedback (CF) affects the accuracy of targeted linguistic forms from both the cognitive and socio-cultural perspectives. The quantitative study and the follow-up case study will provide insight into second language acquisition. The implications of the findings will inform teachers on how to provide efficient written CF.

P907

The effect of processing instruction on the learning of English relative clauses

Lin He

Victoria University of Wellington, Wellington, New Zealand

This research extends the studies on Processing Instruction by examining its effects on second language syntactic features, in this case English relative clauses.

P928

The effect of studying abroad on the speaking ability of Japanese EFL learners

Miwa Morishita

Kobe Gakuin University, Kobe, Japan

The present study focuses on the effect of studying abroad on the speaking ability of Japanese EFL learners, who generally lack the opportunity for oral communication in English. The results of two surveys show that, overall, studying abroad in an English speaking environment helps them develop their speaking ability.

A3: Reading, Writing and Visual Literacy

P1725

The challenge of reading academic English for first year Arabic-speaking medical students

Diane Malcolm

Arabian Gulf University, Manama, Bahrain

This presentation describes how first year Arabic-speaking medical students in Bahrain deal with the initial challenge of academic reading in English when thinking aloud while reading from a required biology textbook. Vocabulary knowledge is highlighted as a key element of reading comprehension. Retrospective interview data complement the quantitative findings.

P1743

Development of writing products and processes in a foreign language: A longitudinal perspective

Ari Huhta*, Lea Nieminen*, Riikka Ullakonoja*

University of Jyväskylä, Jyväskylä, Finland

We report on a longitudinal study on the development of writing in English in which we followed 165 young learners for 1½-2½ years. The writing process of 17 learners was captured with the Scriptlog keystroke logging software (twice, a year apart). We report on the development of both the product and the process of learners' writing in English.

P1925

Improving written fluency through extensive reading

Toshiko Yoshimura*¹, Yukari Tokioka*², Masaru Yasuda*³, Haruo Nishinoh*⁴, Kenji Ishihara*⁴

1. Hanazono University, Kyoto, Japan 2. Osaka Sangyo University, Osaka, Japan 3. Hokuriku University, Kanazawa, Japan 4. Doshisha University, Kyoto, Japan

This presentation discusses the use of extensive reading as a way to improve English proficiency, especially written fluency, among Japanese college students of various levels of ability. The approach has been found by the researchers to be easy to implement and effective in improving fluency as measured by written output.

P1956

Dual Coding Theory (DCT) for the bilingual mind as a theory of L2 reading/writing

Fabiola Ehlers-Zavala

INTO Colorado State University, USA

In this paper, the presenter argues for considering Dual Coding Theory (DCT) as a more suitable theory to account for the processes involved in L2 reading and writing. An evaluative synthesis of the published research found in refereed journals in the last thirty years to support this argument is presented.

P2344

Games for boosting literacy in the home language: The how and why

Andrea Schalley*, Susana Eisenclas, Gordon Moyes

Griffith University, Brisbane, Australia

This talk critically evaluates a study with childhood English-German bilinguals which asked whether children can develop literacy in their home language by playing online educational games. Discussed are factors influencing the games' creation as well as evaluative measures taken, and hence methodological issues of high relevance to related projects.

P2359

A Sociocultural approach to improving the logical thinking and writing skills in English of Japanese learners

Mika Kawanari

Meikai University Faculty of Languages and Cultures, Chiba, Japan

A Sociocultural approach to SLA research pays special attention to the notion of 'the zone of proximal development' (ZPD). We show the interactional processes among learners and between learners and teachers in Japanese classroom settings and the improvement of logical thinking and writing skills in English within the learners' ZPD.

P2429

Reading is no problem for them: German as a third language in Japan

Maria Gabriela Schmidt

University of Tsukuba, Foreign Language Center, Tsukuba, Japan

Reading is a complex often underestimated competence. For German as a Foreign Language in Japan usual comments are 'Reading is no problem for Japanese students'. This paper will discuss reading competence from an intercultural point of view, including strategies regarding the Japanese wish to communicate on an international platform.

P3154

Fostering less proficient L2 learners' motivation for L2 reading

Chiyo Hayashi

Kunitachi College of Music, Tachikawa, Japan

This questionnaire study investigated whether or not reading picture books written in English promoted less proficient EFL college learners' motivation for reading English. The results of the study showed that reading such books significantly increased the participants' intrinsic motivation for L2 reading.

P684

College EFL student's perspectives toward vocabulary, syntactic knowledge and reading comprehension

KuangYu Chen

Yun Pei University, Hsin Chu City, Taiwan

This study focused on the impact of vocabulary knowledge and grammar knowledge on reading comprehension. The quantitative results indicated a positive correlation between vocabulary, syntactic knowledge and reading comprehension. The qualitative findings provided insight into the connection between EFL learners' vocabulary knowledge and syntactic competence in reading comprehension.

A4: Psycholinguistics

P1566

Verbal bullying in European universities (V.B.E.U)

Barbara Kolkmann-Klamt

GAL- Gesellschaft Angewandte Linguistik, Germany

On the one hand Verbal Violence is classified as an invisible act, on the other hand it causes injuries

and set fundamentally a turn in the social life of the victims. The research project V.B.E.U investigates the connections between the invisible act and the visible physiological facts.

P233

Internal dialogue as a psycho-educational resource for language learning advisors

Tanya McCarthy

Osaka Institute of Technology, Japan

This poster explores the inner dialogue of the language learning advisor-in-action. Through a grounded theory analysis of eight interview transcripts a taxonomy of various self-talk categories was revealed. The findings highlight the centrality of the inner dialogue during the advising process, and as part of the advisor's cognitive development.

P2739

Reliance on orthographic cues for lexical stress assignment: Does language experience matter?

Jyotsna Vaid*¹, Josh Buffington², Belem Lopez¹, Tosun Tosun¹

1. Texas A&M University, College Station, USA 2. Cornell University, Ithaca, USA

How do language users assign lexical stress to words? An experiment comparing bilinguals and monolinguals showed that syntactic category-related orthographic cues to stress assignment were reliably used by monolinguals only. More research on stress assignment in bilingual users is needed to explore the possible influence of first language stress patterns.

P2772

Spatial biases in mental models of “betweenness” across languages: Reading habit and language structure effects

Jyotsna Vaid*, Keen Song Liew, Kayoung Kim, Sumeetra Tosun

Texas A&M University, College Station, USA

How language users spatially represent situations or events may be influenced by characteristics of their language. The present research examined the influence of two characteristics: reading direction and degree of morphological marking. Both variables differentially affected spatial representations of objects. These findings imply

that linguistic input affects mental model construction.

P886

Cross-linguistic effects on conceptual representations: The case of L1-complex Kanji and L2-English words

Renata Meuter*, Risa Abe

School of Psychology and Counselling, Queensland University of Technology, Brisbane, Australia

For Japanese complex Kanji, orthographic representations and left radicals are variably related semantically. An English semantic priming task, using Kanji-specific associations, found neither priming differences between monolinguals and Japanese-English bilinguals nor L2 proficiency effects. More refined stimuli and a broader bilingual sample might better reveal the malleability of conceptual representations.

B1: Mother Tongue Education

P3040

The Importance of mother-tongue education as the language of teaching and learning

Zoliswa Made

Nelson Mandela Metropolitan University, South Africa

This study seeks to bring back the value of the former marginalized languages in Post-Apartheid South Africa. Also it is the aim of this study to try and open the minds of Africans to value their languages and bring back the dignity of Africans in the whole world.

B2: Standard Language Education

P2233

The need to cultivate a sense of belonging in an EFL program for economics students

Ryo Kirimura*¹, Yuko Shimizu*¹, Masahiro Yoshimura*²

1. Ritsumeikan University, Shiga, Japan 2. Setsunan University, Osaka, Japan

As instructors designing an EFL program for economics students, the presenters understand the ESP approach is instructive in forming

learners' identity in their academic area. With the results of a questionnaire study on the sense of belonging, a way to design a program for economics students is discussed.

P3160

Online Japanese-language learning: Student approaches and autonomy

Midori Inaba

Aichi University of Education, Kariya, Japan

This study investigates how international students utilize and benefit from an online Japanese-language program in and outside the classroom. It analyses the students' learning histories of the vocabulary course, and compares the results with those of the listening course. The presenter will describe and discuss the results.

B3: Second/Foreign Language Teaching and Teacher Development

P1072

Do teaching materials at primary level really promote L2 communicative competence?

Margit Hempel

University of Duisburg-Essen, Essen, Germany

Speaking effectively in an L2 is a complex skill, in particular for young learners. The questions this paper will address are: 1) What is the nature of communicative speaking ability in terms of linguistic knowledge and psycholinguistic subskills? 2) How do teaching materials consider these elements and scaffold speaking skills?

P1132

Teacher's beliefs in the best balance for ELT

Yijie Hu

Shenzhen University, Shenzhen, China

The presenter will reveal a non-native teacher's beliefs in the best balance between helping learners master the knowledge of the system of English and enabling them to use it for practical communication purpose. The implication suggests that systematic exploring and critical self-reviewing of teacher's beliefs help them theorize their beliefs.

P1184

An Investigation into Chinese college English writing teaching

Lei Feng

Beijing Foreign Studies University, Beijing, P. R. China

The study investigating the views of Chinese college English teachers will contribute to research on L2 writing teachers' development and Chinese college writing course design. The presenter will describe the interviewed teachers' views on Chinese college English writing teaching. The implications are for the design of L2 writing teaching.

P1218

How to choose between pronunciation goals when teaching Swedish as a second language

Bosse Thorén

Department of Language Studies, University of Umeå, Sweden

The priority among phonological features in second language education is not trivial. Adults often end up having a persistent foreign accent that should nonetheless be intelligible. The present contribution will discuss priority among Swedish phonological properties, particularly prosod. in the light of teaching experience and empirical findings.

P1234

An analysis of English team teaching between NETs and HRTs in a Japanese primary school

Ayano Shino

Waseda University, Tokyo, Japan

With increased globalization, Japan started compulsory English education from 2011. This study investigates interaction between native English teachers (NETs) and Japanese homeroom teachers (HRTs) during English classes in a Japanese primary school. Then the study will discuss how NETs and HRTs should cooperate with each other for successful team teaching.

P1325

Creating reading circles: A research experience

Aurora Varona

University of Veracruz, Xalapa, Mexico

Reading circles are used as a pedagogical technique to improve reading practice. For L2 teaching, using this technique can create a context for students' free reading based on their reading preferences and level. The presenter will describe her research experience carrying out this technique at University level.

P1344

The Immediate Method: Task-based pragmatic learning in Japanese university conversation classes

Stephen Richmond
Kyoto Gakuen University, Kyoto, Japan

The Immediate Method is a methodology developed to overcome problems which typically impede conversation classes at universities in Japan. Its goal is to have all learners take part in unscripted, authentic conversations in a culturally-appropriate manner. The presenter will describe the development, current status and future issues of the method.

P1361

Motivation feeding on affective interaction with learners: The growth of an ELT teacher

Yan Wen*, Yijie Hu
School of Foreign Languages, Shenzhen University,
Shenzhen, Guangdong, China

The presentation focuses on to what extent a language teacher can be highly motivated through diversified affective interaction with the learners. It also reveals that affective interaction and the systematic self-reviewing help the teacher to confirm her/his teaching beliefs and promote the teacher's continuous professional development.

P1380

Oral SILL application using the bar for frequency and subjects' evaluation of use

Penelope Kambakis Vougiouklis*, Persephone Mamoukari*
Democritus University of Thace, Komotini, Greece

Participants' confidence in strategy effectiveness, in addition to frequency of use, is measured in this oral application of SILL. Moreover, the bar instead of Likert scale is used to measure both frequency and confidence. The results reveal

some inconsistencies, e.g. in memory strategies, low frequency but high confidence are reported.

P146

A new model for oral English teaching based on students' experience

Tiechuan Ma*¹, Xiaoxia Liu²
1. English Department, NCEPU University, Beijing, P.R.China 2. English Teaching Department, BUU University, Beijing, P.R.China

This empirical research is about the application of experience learning principles to the oral English teaching. The presenter will describe his experiment of a new model for oral English teaching based on students' experience. The results show the new model can better stimulate students' interests in speaking and participating enthusiasm.

P1512

The role of the teacher and the teaching in early language learning

Gun Lundberg*¹, Evelien Krikhaar*²
1. Umeå University, Sweden 2. Radboud Universiteit, The Netherlands

Successful language learning in primary schools seems to be closely related to teachers' approach to the language, what they do and care about in the learning situation. Findings from a longitudinal research project in seven European contexts, Early Language Learning in Europe (ELLiE) will be presented and discussed.

P1588

Supporting EFL Learners in an extensive reading program

Joyce Maeda*, Akemi Kawamura*
Tokyo International University, Kawagoe, Japan

Extensive reading is an important part of a well-developed reading program for language learners. The presenters outline a program to guide and support students during extensive reading, helping them make effective use of time and resources. Student feedback offers insight into their motivation to engage in reading for vocabulary development.

P1644

An effective approach to use English literature in the EFL classroom

Masahiro Yoshimura*¹, Tomohito Hiromori*², Yasunori Nishina*³, Ryo Kirimura*⁴

1. Setsunan University, Neyagawa, Japan 2. Meiji University, Nakano, Japan 3. Meiji Gakuin University, Yokohama, Japan 4. Ritsumeikan University, Kusatu, Japan

The presenters will show a new approach to teaching English literature in a communicative and motivating way by Focus on Form instruction. Then, they will discuss how the use of literary works in English teaching can be useful for students to foster both their motivation and language awareness.

P1658

English for teachers and Multiple Intelligences

Rosario Alonzo

University of the Philippines, Diliman, Quezon City, Philippines

Where English is a medium of instruction in schools, pre-service teachers have to be prepared to use the language functionally in the classroom. The paper will discuss how the use of the Multiple Intelligences model enables students to engage in the use of the language. Sample outputs shall be presented.

P1720

Diamonds are forever: Enabling language learners to fulfil their lifelong learning aspirations

Carol J. Everhard

Department of Linguistics, School of English, Aristotle University, Thessaloniki, Greece

Diamonds have been branded as commodities which offer secure investment together with lasting beauty. The task of language teachers is to transform the rough stones we encounter into sparkling diamonds. Strategic learners invest in their learning, take on ownership of the foreign language and become successful lifelong learners.

P1809

English teaching for the MICE industry in Japan

Kyoko Morikoshi*¹, Tomohiko Oda*², Masashi Sasaki*³, Yukie Ueno*⁴

1. Hokusei Gakuen University Junior College, Sapporo, Japan 2. Sapporo University, Sapporo, Japan 3. Hokkaido Musashi Women's Junior College, Sapporo, Japan 4. Hokkai Gakuen University, Sapporo, Japan

This presentation surveys the English skills required in MICE businesses and how the authors utilize authentic teaching materials extracted from tourism websites and accordingly plan English lessons. English classes related to MICE topics will heighten students' motivation in learning English and assist students in preparing for successful future careers.

P1895

Blogs as tools for professional engagement in pre-service English teacher education in the Brazilian context

Lucas Moreira Dos Anjos Santos

Monash University, Melbourne, Australia and CAPES Foundation, Brasília, Brazil

Drawing on the debates about the incorporation of digital technologies in English pre-service teacher education, the presenter will report the results of a research project which aimed to investigate the engagement of teachers-to-be with blogs and their possible roles for teacher education in the Brazilian context.

P194

Speech-making in College EFL Classes through the analysis of Obama's second Inaugural Address

Shinji Fukuda

Fukuoka University, Fukuoka, Japan

In this study, speech-making in college EFL classes through the analysis of President Obama's speeches is explored for the purpose of helping Japanese students become good communicators in English.

P2016

Students these days are like karaoke people: Utilizing social context in English teaching in Japan

William Green

Sapporo University, Sapporo, Japan

This poster presents a study of the thinking and practices of Japanese and expatriate teachers of

English working in Japanese tertiary education. Data analysis revealed three key aspects of social context that prompted teacher action. Both groups of teachers shared similar thinking about student motivation, involvement, speaking and communication skills.

P2026

Creating assessment portfolios for elementary school English in Japan: Issues and challenges

Mika Ito

Tokai University, Hiratsuka, Japan

The presenter will summarize and discuss the current problems in EFL teacher education in relation to the implementation of elementary school English throughout Japan in 2011. The rationale behind developing assessment portfolios for teaching English to elementary school children to establish a framework will also be explained.

P2139

TESL Pre-service teachers' opinions and thoughts about Materials Development

Kean Wah Lee*, Shi Ing Ng

Universiti Malaysia Sabah, Kota Kinabalu, Malaysia

This study examines the TESL pre-service teachers' opinions and thoughts as well as the effects of a Materials Development (MD) course on their professional development about developing and using language learning materials in their lessons after experiencing an MD course that took place in a university in Borneo Sabah, Malaysia.

P2161

Publisher to classroom coursebook adaptation: A sociological perspective on ELT listening methodology

Adon Berwick

Queensland University of Technology, Brisbane, Australia

English language teaching (ELT) coursebooks, 'a billion dollar industry', are central in many language classrooms around the world. The presenter will outline a current research project that investigates the adaptation of the ELT listening methodology carried by a coursebook to Taiwan, by publishers, institutions, teachers and students.

P2199

Corrections and corrective feedback in language teaching and second language acquisition: An integrative model

Martina Rost-Roth

University of Augsburg, Augsburg, Germany

Against the background of the divergent perspectives taken in the literature, corrective feedback is examined as a component of instructional interaction (third position in the "lockstep" pattern), on the one hand, and as a means of repair in the sense of conversation analysis, on the other. The aim is to reconcile the two perspectives by identifying their overlaps and differences within an integrative approach.

P2420

The effects of chunking on the intelligibility of English intonation produced by Japanese speakers

Akiyo Joto*¹, Nobuo Yuzawa²

1. Prefectural University of Hiroshima, Hiroshima City, Japan 2. Utsunomiya University, Utsunomiya City, Japan

The presenters will describe the results of an experiment conducted to investigate how correctly native Japanese speakers (JSs) place the intonation breaks in English sentences according to given contexts and how their placement affects the intelligibility of the JSs' English intonation. Some suggestions will be made for teaching English intonation.

P2438

A corpus-based study on stress misplacement of English teacher trainees in China

Qing Zhang*¹, Juan Xu*²

1. East China Normal University, Shanghai, China 2. Nanjing University, Nanjing, China

This study, based on a 100,000-word corpus established by the authors themselves, shows different types of stress misplacement committed by 728 English teachers in Shanghai, China. The reasons for their stress misplacement are analysed and some pedagogical implications of this finding are discussed.

P2452

The autobiographical imperative and the development of intercultural language pedagogies

Adriana Diaz

Griffith University, Brisbane, Australia

Autobiographical, anecdotal storytelling, which Thurlow (2004) describes as the 'autobiographical imperative' in teaching about difference and diversity, remains unexplored in the context of languages education. The presenter will examine implementation of this imperative to trigger transformative learning processes. Implications for second/foreign language teaching and teacher development will be considered.

P2496

Short stories in teacher education: A possible tool for development in EFL

Eliane Registro

Universidade Estadual do Norte do Paraná (UENP)
Cornélio Procópio, Brazil

The presenter will describe the analysis of a short story according to its didactic model considering this literary genre as a tool for the teaching of EFL. We believe our research will contribute to those who deal with teacher education considering the relation between language and literature.

P2519

Tone production difficulty in disyllables encountered by L2 learners

Baili Lilienfeld

The university of Sydney, Sydney, Australia

This study investigates an important aspect of L2 tone learning. The study argues that the difficulties of tones depend on the types of tonal combinations, in addition to L1 interference and tone contours found in previous research. The design, procedures and results will be presented.

P2625

How pupils write and how teachers expect them to write: A corpus-based study

Julia Ricart Brede

University of Flensburg, Flensburg, Germany

350 lab reports from pupils and teachers of the biology classroom of grade 8th are analysed with

respect to differences in the use of linguistic features and as descriptions and explanations. The results show that besides knowledge about languages for special purposes particularly "discourse knowledge" is important for successful writing.

P2628

Why include semantic and pragmatic features in teaching grammar rules?

Claire Forel, Tabea Ihsane, Eva Waltermann*
University of Geneva, Geneva, Switzerland

Simplified rules are often proposed to students to help them handle tricky target forms and facilitate the expression of communicative intentions. Such formalisations go against presenting languages as tools for communication. Teachers should be reminded that linguistic forms have semantic and pragmatic features that should also be taken into consideration.

P2668

20 years after the Consent Decree in Florida: Do ELL endorsed teachers really serve ELLs?

Tony Erben

University of Tampa, Tampa, USA

This presentation outlines the results of a statewide casestudy in Florida that investigated the effectiveness of teachers graduating with an ESOL Endorsement on the English language development of new arrival immigrants. Since 1990, the Consent Decree has addressed the civil rights of ELL students, foremost among those their right to equal access to all education programs. However, how well are ESOL Endorsed teachers trained, how well do they understand English to teach English to ELLs, and how well do they deliver comprehensible instruction?

P2845

'I see many other classes with judging eyes': Creating new pedagogies and possibilities

Tony Cripps

Nanzan University, Aichi, Japan

This paper examines the design and implementation of an introductory TEFL course. The course exposed the students (n=20) to innovative pedagogies. The students' responses to the course are explicated.

P3100***Verbs of change: Going beyond the dictionary to reveal differences in nuance and meaning***

Wendurina

Nagoya City University, Nagoya, Japan

In order to bridge the gap between explanation in dictionaries and what learners need to know for differentiating between three verbs of change, *become*, *turn*, *grow*, the researcher will present a flowchart that incorporates six factors, showing easy-to-follow steps leading to the selection of the right verb.

P3128***What affects English proficiency in a Japanese context?***

Shuji Hasegawa

Uekusa Gakuen University, Chiba, Japan

The purpose of this study was to identify the factors which affect proficiency in English in a Japanese context. To complete the study, comparisons were conducted between elementary school 6th grade students and university freshmen. The results revealed significant factors to be considered in English instruction from a long-term perspective.

P3162***Exploring language learners' and teachers' beliefs in EFL classrooms***

Midori Inaba

Aichi University of Education, Kariya, Japan

The beliefs of EFL learners' and their teachers' in Japan are explored with particular attention to the dissimilarities between them. The analyses of the questionnaire concerning beliefs, learning strategies, motivation and psychological factors reveal that there are some discrepancies between the two and that students' beliefs and ideas change over time.

P3198***Effects of written language (English/Japanese, private/published) on journal writing for teacher development***

Yosuke Yanase

Hiroshima University, Hiroshima, Japan

This study focused on the effects of written language (English/Japanese, private/published) chosen by four Japanese ESL teachers in journal writing. The interview data with theoretical interpretations inspired by Luhmann's theory of communication demonstrated that writing created second-order observations and changes in cognition, action, and sense of identity in all modes.

P3215***Visual metaphors as tools in awareness to reading***

Mônica Coimbra

Universidade Federal Fluminense, Rio de Janeiro, Brazil and Colégio Pedro II, Rio de Janeiro, Brazil

The present work starts from the principle that, during the awareness of reading process, the visual metaphor may be used as an access tool to its underlying conceptual metaphor thus promoting a better understanding of the language verbal texts are made of.

P3250***The roles of student assistants in tertiary-level EFL classrooms in Japan***

Samuel Barclay*, Akira Nakayama*

Ehime University, Matsuyama, Japan

This study outlines a student assistant program employed in university writing classes taught by native English speakers. It reports that the program positively affected the students' sense of participation and also delineates the perceived merits and demerits of student assistants, before making a number of suggestions for improvement.

P3300***Grammatical instruction in science research writing: The natural approach to ESL for Japanese scientists***

Tomoko Onabe

Osaka University, Toyonaka City, Japan

Grammatical instruction through the natural approach in English as a Second Language (ESL) has been perceived as a formidable challenge in Japan. This presentation discusses how to reconcile the discrepancy between accuracy and

communicative competence in the instruction of ESL writing for graduate scientists.-

P3307

The difference of sex and age on motivation and communicative attitudes among Japanese EFL pupils

Rie Adachi

Aichi University of Technology, Gamagori, Japan

This paper describes the sex and age effects on Japanese pupils' motivation for learning English and communicative attitudes towards people with different cultures in Japanese elementary schools. The presenter suggests that Japanese elementary schools have some difficulties in teaching English.

P371

Developing EFL learner and teacher autonomy: A portfolio program under collaborative and reflective supervision

Hideo Kojima

Hirosaki University, Hirosaki, Japan

The importance of promoting autonomous learning/teaching has been emphasized in language education. The presenter describes a portfolio program implemented by a high school EFL teacher under collaborative and reflective supervision (CRS). The potential of CRS to develop learner/teacher autonomy needs to be explored in different educational contexts.

P426

Are we collaborative learning partners or competitors? Post-secondary English learning in the Hong Kong context

Vickie Wai Kei Li

Faculty of Education, University of Western Ontario, London, Canada

This presentation reports on a narrative study of Hong Kong post-secondary students' English learning experiences. The discussion will focus on the power dynamics within one student participant's (Maggie's) English classroom and the influence of such dynamics on her understandings of English learning and learner identity in relation to her peers.

P535

False cognates, false friends and deceptive cognates: Do they designate the same linguistic phenomenon?

Marilei Sabino

UNESP - University of São Paulo State at São Jose do Rio Preto/SP, Brazil

The aim of this study is to establish differences between the terms false cognates, false friends and deceptive cognates, usually considered to be synonyms and based on Set Theory elaborate helpful theoretical and practical issues to classify them precisely in order to give insights into foreign language teaching methodology.

P539

Semantic changes in related languages and the renewal of language lexis

Marilei Sabino

UNESP - University of São Paulo State at São Jose do Rio Preto/SP, Brazil

The purpose of this study is to investigate some formally similar lexical units of different foreign languages whose meanings today are considerably different from the original ones. This investigation aims to foster discussion about the consequences of such changes in the emergence of the so-called false friends and false cognates.

P565

Using peer feedback in the EFL writing class: The point of view of Brazilian students

Francisco Figueiredo

Universidade Federal de Goiás, Goiânia, Brazil

In this paper I investigate the effects of peer correction activities on the learning of English. I demonstrate that not only do the peer correction activities promote improvements in the written texts, but they also make students become more motivated and confident as they realize that they are able to help each other correct the errors in their texts.

P643

Bridging the gap: Using a scientific journal as content at a Japanese medical university

Minako Nakayasu

Hamamatsu University School of Medicine, Hamamatsu City, Japan

This paper reports on the use of the scientific journal *Nature* in order to bridge the gap between English for General Purposes and English for Medical Purposes at Hamamatsu University School of Medicine, and makes suggestions for advancing English education at medical universities in Japan.

P681

The treatment of cross-cultural understanding in the new Japanese elementary school material 'Hi, Friends!'

Satoko Hamamoto

Yasuda Women's University, Asaminami, Hiroshima, Japan

To accompany the mandatory elementary school English classes that began in 2011, the Japanese Ministry of Education created the teaching material *Hi, Friends!* to be used from 2012. Based on using foreign language activities to promote cross-cultural understanding, this study looks at how it is treated in *Hi, Friends!*

P776

The impact of teaching approaches on foreign language grammatical development in primary schools in England

Suzanne Graham*, Louise Courtney*, Theodoros Marinis, Alan Tonkyn

University of Reading, Reading, UK

There is limited knowledge about the relationship between teaching approaches and foreign language learning outcomes in primary schools in England. Key findings from a study investigating this issue among learners of French in England will be presented. The findings have implications for language teaching and curriculum development in primary schools.

P782

Foreign language activities for Japanese elementary school students who need special educational assistance

Akira Nakayama*¹, Neil Heffernan*¹, Yui Miura²
1. Ehime University, Matsuyama, Japan 2. Kanazawa University, Kanazawa, Japan

This study focuses on foreign language activities for special needs education classes in Japan, and

reports on the results of three classes and the effectiveness of using ICT devices and the introduction of social skills training to these classes. Finally, some pedagogical implications are discussed.

P793

A cooperative construction process of knowledge in improving Japanese EFL learners' speaking ability

Hiromasa Ohba

Joetsu University of Education, Joetsu, Niigata, Japan

The purpose of this study is to investigate how interactions in cooperative learning facilitate Japanese EFL learners' speaking abilities and what learning mechanism is involved in deepening their knowledge in order to speak in English, using a framework of 'constructive interaction' based on the 'social constructionism of knowledge'.

P899

What does 'explicit' mean? A methodological consideration in explicit grammar teaching research

Yoichi Watari

Shizuoka University, Shizuoka, Japan

The present study reviews methodologies of explicit grammar teaching research and explores a taxonomic framework to facilitate empirical and theoretical research on pedagogical grammar. Based on overviewing and classifying previous work, some implications in developing grammar teaching/learning materials will also be discussed.

B4: Language and Education in Multilingual Settings

P2005

Interactional feedback in immersion classrooms: A case study of two Senegalese international bilingual schools

Leticia Vicente-Rasoamalala

The Chinese University of Hong Kong, Hong Kong, China and ALLEN CAM Research Group, Universitat Pompeu Fabra, Barcelona, Spain

This study contributes further data on the differential effects of interactional feedback into

subsequent immersion learner productions in international school environments. It attempts to discover the conditions for felicitous Teacher Reaction Episodes in acquisitional terms. Learners receiving elicitation and metalinguistic feedback appear to generate more uptake than those receiving recasts.

P2879

Could code-switching be an answer to the language dilemma in multilingual science classrooms?

Suk May Low

University of Sheffield, Sheffield, United Kingdom

Teachers often face the dilemma of code-switching (CS) in multilingual classrooms. Hence, the presenter will discuss the effectiveness of classroom CS by presenting the results from a classroom-based research study. She will argue that classroom CS should be encouraged and proposes a teacher training module on CS.

B5: Educational Technology and Language Learning

P1183

Effect of scaffolding in communication with 3D intelligent agents on language learners' attitudes

Hiroki Ishizuka

Hokkaido University of Education, Sapporo, Japan

Experiments were conducted to investigate the effects of scaffolding given to language learners during conversation with a 3D virtual intelligent agent. The results indicated that scaffolding in a 3D virtual world was effective in improving learners' autonomy and motivation as well as in engaging learners in communication tasks.

P1233

Using database software for developing multi-purpose-use language educational material

Kenichi Kamiya

Osaka Institute of Technology, Osaka, Japan

The presenter will introduce some computer-based easy-to-use multi-functional educational tools, which can be used in the classroom settings, of his own making open to the public, free of

charge. Database software can help language teachers to use and search items in teaching materials effectively.

P1350

Mobile learning: A unique contribution to ELT

Yan Wen

School of Foreign Languages, Shenzhen University, Shenzhen, Guangdong, China

The presentation aims to explore the unique contribution of mobile learning to modern ELT with innovations in technology and widely accessible mobile devices. Blackboard and Micro blog are particularly used as examples to indicate how mobile learning can improve learning efficiency and lead to methodological innovations.

P1476

Words I know I have learned and words I know I should learn

Hiroya Tanaka*¹, Akio Onishi*², Nanaho Oki*¹

1. Hokkai-Gakuen University, Sapporo, Japan 2.

VERSION 2, Sapporo, Japan

The presenters have developed an online e-portfolio system to help language learners acquire vocabulary continuously, independently and collaboratively. The session will demonstrate its key functions, discuss how it can benefit both learners and instructors, and report a preliminary study on how Japanese EFL learners perceive the effectiveness of the system.

P2011

Effectiveness of analysis with Near-Infrared Spectroscopy for EFL listening training

Rumi Tobita*¹, Eiichi Yubune*², Masahiro Suzuki*³

1. Ashikaga Institute of Technology, Japan 2. Toyo

University, Japan 3. Bunri University of Hospitality,

Japan

The present study examined the effectiveness of analysis with near-infrared spectroscopy (NIRS) for EFL listening training from the viewpoint of brain science. The data suggested that the analysis enabled the proposal of a well-matched combination of listening materials and training for EFL learners.

P2088

Measuring English language student teachers' creativity via title vocabulary

Tan Choon Keong*, Lee Kean Wah, Yoon Sook Jhee, Ng Shi Ing
University Malaysia Sabah, Kota Kinabalu, Malaysia

This study examined the creative abilities of 32 TESL student teachers on their abilities to generate ideas. Creativity was measured using a computer system. Findings revealed that English Language high achievers had higher level of vocabulary and contribute greatly to the ability of expressing creative titles and story telling.

P2133

Blended learning and learner development using smartphones in Japan

Yukinari Shimoyama
Toyo Gakuen University, Tokyo, Japan

The objective of this paper is to show a case study of blended learning using a CALL room and smartphones, and to clarify how we succeed in developing students' autonomous learning and their performance in class.

P2329

Beyond borders: Researching telecollaborative geography education in a Content and Language Integrated Learning setting

Jelena Deutscher
Ruhr-University Bochum, Germany

When students in different geographical locations work together by communicating in a target language via digital media, this may be called telecollaboration. It is a method reaching beyond national and disciplinary borders. The presenter will deal with the question how telecollaboration may be implemented in Content and Language Integrated Learning.

P3107

"Culture Swap": A survey-inspired modular digital course for CMS

Shinya Ozawa*¹, Mitsuko Yamura-Takei*¹, Timothy Curtis, Ken Urano*²
1. Hiroshima Shudo University, Japan 2. Hokkai Gakuen University, Japan

The modular digital English course entitled "Culture Swap" was developed for a blended learning/teaching environment. The digital and modular features of the course were inspired by the results of two surveys conducted with Japanese university faculty and students. The structure of the course and its development will be presented.

P3336

Can learner autonomy be enhanced by authentic materials? Suggestions from the use of Kyoto-U OpenCourseWare

Sachi Takahashi*, Toshiyuki Kanamaru*, Yoshitaka Kato*, Akira Tajino*
Kyoto University, Kyoto, Japan

This study investigates the potential advantages of authentic learning materials for Japanese university students created from the Kyoto-U OpenCourseWare system. Analyses of study records and achievement tests of a semester-long course revealed that the use of the materials did indeed foster learner autonomy; the materials positively affected students' achievements and motivation.

P736

Flipping the language classroom

Una Cunningham
University of Canterbury, Christchurch, New Zealand and Stockholm University, Stockholm, Sweden

The flipped classroom, where students access digital materials outside of class and use classroom time for interaction, has rapidly become a popular way of using digital tools to enhance learning. This poster will demonstrate tools and share strategies for language teachers to set up their own flipped language classrooms.

B6: Language Evaluation, Assessment and Testing

P1182

Fostering learner autonomy via ELP-based assessment in the Chinese learning context

Beilei Wang
Tongji University, Shanghai, China

This longitudinal study, set in the socio-cognitive framework, integrates ELP-based assessment into the EFL curriculum in China. The findings of LA scale reveal its effectiveness in promoting LA among EG learners. The case study results call for differentiated ELP design and implementation as well as teacher training in such reforms.

P1497

Redefining 'errors': A larger perspective for teachers' language awareness.

Eva Waltermann

Université de Geneva, Geneva, Switzerland

Teachers' error perceptions have already led to many studies, and are also referred to in the field of Teacher Language Awareness. Following a holistic approach on language, the presenter will show the results of research on teachers' judgements in which errors beyond the grammatical aspect are also considered.

P1669

Can listening comprehension test predict lexical stress perception ability? A study of Japanese EFL learners.

Kosuke Sugai*¹, Shigeru Yamane*², Kazuo Kanzaki*³

1. Kinki University, Higashi-Osaka City, Japan 2. Kansai University, Suita City, Japan 3. Osaka Electro-Communication University, Shijonawate City, Japan

The purpose of the current study is to show that the Japanese EFL learners judged to have the similar level of listening comprehension actually differ in their individual lexical stress perception skill. The participants listened to sentences in which two-syllable words with different stress patterns were included.

P2115

Performance assessment of four skills for Asian users of English: Listening, writing, speaking and reading

Michiko Nakano*, Yusuke Kondo*, Satoshi Yoshida*

Waseda University, Tokyo, Japan

This symposium reports three performance tests for two courses: General English Tutorials, and Critical Reading and Writing. We developed an online Achievement Test (Listening) and an Oral

English Production Assessment Test based on Discourse Completion Tasks and Acoustic Speech Recognition methods. We also implemented writing assessment for Critical Reading and Writing Courses.

P2176

Investigation of Differential Item Functioning in Can-Do Statements across multiple groups

Chisato Saida*¹, Ryuichi Kumagai*², Hiroyuki Noguchi*³

1. Yokohama National University, Yokohama, Japan 2. Tohoku University, Sendai, Japan 3. Nagoya University, Nagoya, Japan

This study investigated differential item functioning (DIF) in English Can-Do statements self-assessed on four-point Likert scales by Japanese university students across multiple groups: four in gender-academic background and three in different proficiency level respectively. The analyses using a graded item response model detected DIF in several statements.

P2266

Maintaining marking consistency in a large scale international test

Judith Fairbairn*, Barry O'Sullivan

British Council, London, UK

Aptis, the British Council's new test, has pioneered an approach to marking human-scored language performance tests (speaking and writing) which meets the requirements of intra- and inter-rater consistency. The presentation will describe this quality assurance system and its impact on rater performance.

P2269

Pre-instructional assessment of writing strategies for first year EFL university students

Makoto Abe

Dokkyo University, Soka, Japan

This study attempted to assess EFL learners' written products based on their strategy use before starting learning L2 writing. The data were the participants' (N=92) responses to a writing strategy questionnaire and written products. The results revealed that students with a particular type of writing strategy improved their product the most.

P2301

Development of an automatic evaluation system of reading aloud focusing on accuracy and fluency

Yutaka Yamauchi

Tokyo International University, Tokyo, Japan

A new CALL system which can evaluate ESL/EFL reading aloud both in accuracy and fluency has been developed using the latest speech information technologies. A significant correlation between pronunciation accuracy, utterance rate, repetition times and proficiency level, obtained from the results of experiments, confirmed the validity of this system.

P2449

Creating a diagnostic system for learning L2 vocabulary

Norifumi Ueda*¹, Eiichiro Tsutsui*²

1. Komazawa University, Tokyo, Japan 2. Hiroshima International University, Hiroshima, Japan

Vocabulary is important for L2 learning, and many vocabulary tests have been developed for evaluating learner's vocabulary knowledge. This study developed a vocabulary test to examine L2 learners' depth of vocabulary knowledge, and also created a diagnostic system that can facilitate L2 learners' lexical learning.

P2487

Explication of linguistic underpinnings of ability descriptors by employing Latent Rank Theory

Naoki Sugino*¹, Kojiro Shojima*², Yuko Shimizu*¹, Hiromasa Ohba*³, Kenichi Yamakawa*⁴, Michiko Nakano*⁵

1. Ritsumeikan University, Kusatsu, Japan 2. The National Center for University Entrance Examinations, Tokyo, Japan 3. Joetsu University of Education, Joetsu, Japan 4. Yasuda Women's University, Hiroshima, Japan 5. Waseda University, Tokyo, Japan

While learners' achievement is characterized in terms of ability descriptors, their linguistic underpinnings are not always clear or empirically confirmed. In order to fill this gap, items in two types of tests are placed onto one scale by equating analysis using Latent Rank Theory, a newly developed test theory.

P2778

Rater-effects in the Japanese Language Oral Proficiency Test

Hiroyuki Noguchi*¹, Ryuichi Kumagai*², Akiko Wada³, Noriko Araka³, Yumi Horikawa³, Kumiko Kobayashi⁴, Jae-ho Lee⁵, Yukari Nohara⁶, Yoshio Shoji

1. Nagoya University, Nagoya, Japan 2. Tohoku University, Sendai, Japan 3. Japan Foundation 4. Kanda University of International Studies, Chiba, Japan 5. Tsukuba University, Tsukuba, Japan 6. Ochanomizu University, Tokyo, Japan

Rater effects on the rating system in the Japanese Language Oral Proficiency Test were examined. The rating system assessed the quantitative aspects by a checklist and the qualitative aspects by a set of rating scales. Multi-faceted Rasch analysis indicated that difference in rating items raters regarded as important mainly affected raters' severity.

P288

Assessing language skills in one language versus across both developing languages in bilingual children.

Caroline Larson², Viorica Marian*¹

1. Northwestern University, Evanston, USA 2. The Communication Clubhouse, Chicago, USA

This study reports on outcome differences when young bilingual children's language comprehension and production are assessed in their primary language versus in their primary and secondary languages. Findings suggest that single language assessment significantly underestimates language skills and underscore the need for clinical assessment of bilingual children in both languages.

P3315

Implementing post-enrolment language assessment in English-medium universities in the Middle East: The road not yet taken

Yogesh Sinha*¹, Thomas Roche*², Manisha Sinha¹, Christopher Denman³

1. Sohar University, Sohar, Sultanate Of Oman 2. Southern Cross University, Coffs Harbour, Australia 3. Sultan Qaboos University, Muscat, Sultanate Of Oman

English-medium universities in the Middle East are facing a growing problem around students'

English language proficiency levels discernible in a mismatch between their academic achievement (GPA) and language proficiency (TOEFL/IELTS). We report on research exploring the rationale, challenges and prospects of implementing a model of post-enrolment language assessment in the Middle East.

P432

A gender perspective on interviewer behaviour during national examination speaking tests

Ene Alas*, Suliko Liiv*

Tallinn University, Tallinn, Estonia

The current presentation will report on a study investigating interviewer behaviour during national examinations in the English language from a gender perspective. The research looked for differences in the behavioural patterns of male and female interviewers that could affect the rating of the student's language proficiency.

P491

Level of grammar proficiency of EFL and ESL Freshman students

Romulo Villanueva Jr.

Far Eastern University, Manila, Philippines

The Far Eastern University (FEU) has one of the highest number of International undergraduate students among Philippine universities. The study aimed to compare the English grammar proficiency and deficiency of the learners from two Asian English variants namely Philippine English and Korean English.

P622

Practicing speaking skills for the TOEFL iBT test in private lessons

Renata Simoes

Pontifícia Universidade Católica de São Paulo (PUC-SP), São Paulo, Brazil

This professor/researcher has created a specially designed ESP one-to-one preparatory course for the TOEFL iBT Test (Test of English as a Foreign Language – Internet-based Test). During this session, the focus will be on the TOEFL iBT Speaking Tasks, highlighting the needs students have and how to overcome them by answering within the timeframe imposed.

C1: Business and Professional Communication

P2380

Narrating selves in academic writing

Tommi Nieminen

University of Eastern Finland, Joensuu, Finland

In teaching academic writing the presenter has experimented with narratological tools to visualize the interplay between textual voices. Now focus will be on how to strengthen the author's voice. Mere visualization techniques do not suffice, so ideas by Ivani (1998) are utilized but with a narratological point of view.

P2373

Between branding and mobility: Employees' experiences of belonging to a multinational company

Kerrilee Lockyer

University of South Australia, Adelaide, Australia

In the context of corporate mobility, branding has been viewed as a viable method of unifying linguistically and culturally diverse workforces. The presenter reports on research that focuses on the narrated experiences of employees of a multinational company, which reveal the complexities of mobility and branding in their working lives.

P895

Communicating brand "YOU" to build trust with potential employers

Radhika Jaidev

National University of Singapore, Singapore

The presenter will describe the specific pedagogical methods and classroom activities that enable university students to delve deep into themselves and identify their 'personal brands'. She will further demonstrate how students can concretize their claims about themselves and communicate them in ways that help them build trust with their future employers.

C2: Translating, Interpreting and Mediation

P100

Achieving student empowerment through social-constructivist assessment in a translation practice course

Hayley King

RMIT University, Melbourne, Australia

Social constructivism applied to student translation assessment potentially 'empowers' students. The presenter will describe her investigation of this possibility, including methodology used, assessment procedures developed and themes in participant reflections. Suggestions for research methods to investigate translator student empowerment through assessment will be offered.

P1424

To be invisible or not: On translating 'Steps to an Ecology of Soul'

Yong Yi*

College of Translation Studies, Qufu Normal University, Rizhao, PR China

This paper reports a journey in translating 'Steps to an Ecology of Soul' (Taylor, 2012) into Chinese. It considers the extent of translator visibility in negotiating the issues presented by the need to preserve the conceptual integrity of the original English, whilst making the translation relevant to a Chinese audience.

P2025

Language and gender in courtroom interpreting in Japan

Masako Mouri

Kansai Gaidai University, Hirakata-shi, Osaka, Japan

This paper focuses on the relationship between language and gender in courtroom interpreting in Japan because of the gap in the existing research concerning this topic. The presenter will explain the current courtroom situation with foreign-language interpreters and discuss the gender-related influence on discourse through interpretation.

P2061

Developing next generation open courseware for English-Japanese interpretation training

Yasumasa Someya*¹, Atsuko Kikuchi*¹, Yoshihiro Minamitsu*²

1. Kansai University, Japan 2. Nagasaki University of Foreign Languages, Japan

This paper reports on a grant-in-aid project aiming to develop web-based courseware for English-Japanese interpretation training. The rationale and overall design of the proposed courseware are discussed, which is followed by discussion as to the pedagogical implications of incorporating a computer-assisted mode of learning in this particular genre of study.

P525

Machine translation: New aspects

Yurii Nikolatvich Marchuk

Moscow Lomonosov State University, Moscow, Russia

Machine translation today requires efforts to improve its quality. Typology of translated texts is required, as well as research in terminology. The types of machine translation systems depend upon the approach to the lexical, morphological and syntactical levels of speech. A new approach is described in the construction of machine translation systems.

P642

Perceptions of teachers and students on the qualities of an effective translation teacher

Zhi Huang

Macquarie University, Sydney, Australia

The presentation will describe results from a qualitative exploration of Australian and New Zealand teachers and students' perceptions of the qualities of effective translation teachers in higher education institutes. Results are drawn from survey and focus group data, and implications for translator and interpreter training will be discussed.

P710

English as the language of interpreting in criminal proceedings in Japan

Jakub Marszalenko

Nagoya University of Foreign Studies, Nagoya, Japan

The presentation will focus on the use of English as the 'universal' language of interpreting in criminal investigations and court proceedings in Japan. The issue will be discussed taking into consideration the realities of criminal procedures and the situation of legal interpreting and translation in the country.

C3: Language and the Law/Forensic Linguistics

P1647

Latin terms in the decisions of European Court of Justice: Practical tools in legal communication?

Merike Ristikivi

University of Tartu, Tartu, Estonia

The presentation will focus on Latin terms used in the decisions of the European Court of Justice and aims at exploring the vocabulary employed by European legal practitioners when formulating their decisions. Special attention will be paid to Latin terms which judges have adopted in their active vocabulary in recent years.

C5: Language in the Media and Public Discourse

P831

Syntactical means of dialoguing in analytical newspaper texts (based on English and Russian media sources)

Ella Zoidze

Moscow City Pedagogical University, Moscow, Russia

The presentation deals with one of the issues in media text studies. It touches upon a pragmatic aspect of syntactic constructions and their basic functions. Interrogative sentences and parceling will be described as a means of dialoguing in written newspaper analytical texts and as key principles of rendering the impact function.

C6: Language, Health and Aging

P2195

Joint staff in academic medical English teaching: Concept and practice

Yunian Xu

School of Foreign Languages, Central South University, Changsha, Hunan, PR China

Literature review writings on medicine topics are assigned to the students at a Chinese university; the joint staff of English and medical teachers participated in the process from their professional dimensions. Students were guided and tutored in the autonomous study with a symposium as the final assessment.

P3324

Defining effective communication in the psychiatric interview

Kathryn Hill*, Joel King², Andrew Gleason²

1. La Trobe University, Melbourne, Australia 2. University of Melbourne, Melbourne, Australia

This study uses feedback from clinical supervisors/educators on the performance of medical students interacting with a simulated patient to identify the skills underpinning effective communication in the psychiatric interview. The results can be used to inform teaching and assessment of medical students completing their specialty rotation in psychiatry.

D1: Sociolinguistics

P1450

Why do Japanese omit subjects in speech? Seken as a socio-cultural factor

Michiko Takahashi

Japan women's University, Tokyo, Japan

There are many sentences and utterances without subjects in Japanese speech. The presenter investigates the reason through a comparative study of subjects between English and Japanese using a Japanese novel and its English translation. From the analysis, the presenter introduces Japanese social structure, Seken, as a socio-cultural factor.

P2304

Analysis of diglossic features in Guangzhou and the need for Cantonese protection

Jing Zhao, Tianyi Ruan*

Sun Yat-sen University, Guangzhou, China

This paper analyzes nine diglossic features of Guangzhou, China, a society with Mandarin used as H (High-variety) and Cantonese as L (Low-variety) through Ferguson's sociolinguistic framework. The findings suggest that under the government-initiated Mandarin promotion, Cantonese still thrives among local people. The need for urgent Cantonese protection is also discussed.

P29

A language map of Tuguegarao City: A basis for language policy formulation

Jeremy Godofredo Morales

St. Paul University Philippines, Tuguegarao City, Philippines

The map-yields were for the eventual consumption of the Department of Education of the Republic of the Philippines for its thrust of teaching in early grades using the mother tongue as well as a basis for the city government to craft its language policy as language varies in different situations.

D2: Language Policy and Planning

P1024

The effects of language policies and planning on people's attitudes toward languages in Palau

Yoko Okayama

Temple University Japan, Tokyo, Japan

This is a case study concerning the effects of language policies and planning on people's attitudes toward languages including the official languages, Palauan and English. Both quantitative and qualitative data were collected in Palau. The results indicate the importance of language policies and planning for language teaching professionals.

P1164

A narrative study of Japanese women with high proficiency: What is my English for?

Akiko Katayama*¹, Takunori Terasawa*²

1. University of Tokyo, Tokyo, Japan 2. Chiba University of Commerce, Japan

This presentation reports on a narrative study about Japanese women who do not use their fluent English. In repeated interviews, each of the three participants self-analyzed the meaning of her English proficiency. The study aims to understand the situated realities of becoming and being an English speaker in Japan.

P1437

Blessing or curse? Credentialing teachers of adult English language learners: Trends, issues and practices

Yilin Sun

South Seattle College, Seattle, WA, USA and TESOL International Association, Alexandria, VA, USA

This paper session examines the credentialing of teachers of adult English language learners in the USA. It gives an overview of current trends, a few local states' credentialing practices, and current thoughts of TESOL educators about requiring teachers of adult learners to be credentialed.

P1921

The impact of the CEFR on foreign language education in Japan

Kazumi Sakai

Keio University, Tokyo, Japan

In Japan, the CEFR mostly found resonance among English teachers. Its 'reference levels' were considered as a possible tool for improving their education. There is also a criticism of this superficial application and it emphasises its basic ideas. Despite this polarity, the CEFR triggered collaborations bridging languages through discussions of it.

P3026

The 'Accademia della Crusca' and the 'Académie Française' from a European viewpoint

Fabio Pelizzoni

University of Verona, Verona, Italy and University of Cergy-Pontoise, Cergy-Pontoise, France

We will establish the parallels between the Accademia della Crusca and the Académie Française, from their foundation until nowadays. Our goal is to discover, within the setting of numerous European conferences devoted to multilingualism, if and where the two academies converge in order to discuss linguistic politics.

P3173

The Linguistic Diversity Project for Inclusion: Considering the landscape for emerging bilinguals and beginning teachers

Lyn Scott*, Marisol Ruiz

Humboldt State University, Arcata, California, USA

The linguistic landscape of a school or university creates a de-facto language policy that can support or limit students' learning. This presentation offers insight into how students' diverse languages and linguistic resources are utilized in furthering learning on the school campus and in the classroom.

P3398

A study of one approach to raising a global leader in Japan

Tsuyoshi Koizumi

Hyogo College, Kakogawa, Hyogo, Japan

We examine Japan's government policy to raise a global leader and propose a better policy. We focus on improving English ability. According to a study on TOEFL score ranking (ETS, 2010), Japan's ranking is 135th out of 163 countries in the world. We propose introducing English education at nursery schools to improve the score.

D3: Bilingualism and Multilingualism

P1006

Language experience predicts cultural identification

Tuan Lam, Scott Schroeder, Viorica Marian*

Northwestern University, Evanston, Illinois, USA

This study explored the link between language experience and cultural affiliation in bilinguals. Analyses revealed that while certain aspects of language experience (e.g., exposure through friends) are important for both L1 and L2 cultural

identification, other aspects of language experience are uniquely relevant for only L1 or L2 cultural identification.

P2054

Promoting intercultural bilingual education through critical literacy and expansion of communicative repertoires

Raquel Lombardi*, Ana Claudia Salgado*

Federal University of Juiz de Fora, Juiz de Fora, Brazil

This paper discusses a proposal for the development of communicative repertoires and bilinguality in order to achieve learner literacy, promoting thus an intercultural bilingual education which is something of great importance in the current scenario as it can contemplate the diverse social context in which foreign language teaching takes place.

P3308

Linguistic vitality in Taiwan in the age of globalization

Su-Chiao Chen

National Taiwan University of Science and Technology, Taipei, Taiwan

This study investigates the changing patterns of linguistic vitality in Taiwan with an emphasis on language use, language competence, and language attitudes. Languages investigated include Mandarin, English, all local languages, and the mother tongues of those 'new Taiwanese' from Southeast Asia. A questionnaire will be used and the result can be used to compare with previous study.

P730

Gender, power and multilingualism: Diglossia as a factor in women's social exclusion

Susana Martinez

Universidade de Brasília, Brazil

This paper shows that languages in diglossic and multilingual speech communities could lead women to social exclusion. The separation of the public and private spheres in these communities confines most women to the use of a low prestige language and consequently they are unable to fully exercise their rights.

D4: Intercultural Communication

P1040

Globalization, the need for understanding nonverbal aspects of cultures

Seyyed Mahdi Sadati Nooshabadi
Translator

Globalization as a spreading phenomenon needs globally understanding people from different cultures and removing the risk of misunderstanding among them. Having an effective and clear relationship with different people from different cultures is a key to be successful in globalized workplaces. This paper is going to talk about the nonverbal aspects of communication among people with different cultures in multicultural workplaces and shows the existing differences in the fields of power, social interaction, and hierarchy. This paper concludes that knowledge of nonverbal communication is vital for everyone who works or is going to work for a multicultural company.

P1042

Nurturing global competence in a multi-cultural salad bowl with Japanese seasoning

Natsumi Onaka*, Yoko Matsuoka*
Iwate University, Morioka Japan

Using language to effectively communicate is essential in this globalized society. After analyzing research findings of problem-based learning seminars for university students with various cultural and linguistic backgrounds, the presenters will share the dynamics of communication strategies and global competencies observed.

P1267

Cultural interference as a source of communicative failure between Russians and Anglo-Saxons

Elena Grishaeva
Siberian Federal University, Russia

The paper examines paradoxical anomalies of intercultural communication in general, and communicative, pragmatic and referential errors between Russians and native speakers of English in particular. The aim of the study is to investigate the causes of communicative

breakdown and to provide interlocutors with sound mechanisms for efficient communication.

P3242

Communication anxiety experienced in medical situations by foreign residents living in Japan

Kie Kawauchi*, Masashi Yamada, Mellisa Ogasawara

Aomori University of Health and Welfare, Aomori, Japan

A domestically unified qualification system for medical interpreters has not been established in Japan, leaving many foreign patients unable to access adequate information at medical institutes. This poster session will provide data illustrating the communication problems faced by foreign residents and conclude that Japan must create a national support system.

P505

A study of EFL learner comprehension in phrasal idioms and their cross-cultural awareness

Ying-Ying Chuang
Cheng Chiu University, Kaohsiung City, Taiwan

The study examines the notion that if the process of L2 metaphor phrasal idiom comprehension is the same as that for comprehension in L1, if idiom types and context are the factors to impact college EFL learners comprehension, and investigates the extent to which learners view idioms to be an integral part of their language and culture training.

D6: Language, Culture and Socialisation

P142

Identity, cultural diversity and languages

Djamel Eddine Lachachi
Université d'Oran, Algeria

The question of the relationship between language, cultural identity and political self-determination is of particular relevance in today's world, and so also in our country. Sociolinguistic discussion on intercultural linguistic regulation is currently more and more, particularly in their relationship to the different existing in Algeria (foreign) languages or varieties. With this talk we

try this debate in a different dimension: multilingualism. The situation of linguistic minorities in Algeria is examined here in relation to historical factors and the different languages. Dialects are mentioned, and we also take stock of the school system; we will also address the issue of language and the role of language in cultural identity in Algeria. Overall, we try to give an overview of the sociolinguistic situation in Algeria.

P150

Mythopoetics of the Indians in the translation of Romantic English Literature into Russian

Nurgul Saparkhojayeva

Al-Farabi Kazakh National University, Almaty, Kazakhstan

The paper is devoted to the problem of the mythopoetics of the Indians and its interpretation by F. Cooper in his novels. Language is the reflection of culture. The Indians have a rich culture and folklore. There many interesting myths about nature, hunters, animals, etc. There are many borrowings from Indian languages in the English language. We analyze ways of translating these words into Russian.

D7: English as a Lingua Franca and Word Englishes

P129

Shifts in learner beliefs about teaching English as an International Language

Ming Chang

Minghsin University of Science and Technology, Hsinchu, Taiwan

This study aims to study learner beliefs on teaching English as an International Language and investigates how learner beliefs change in the local context. Longitudinal mixed methods research will be conducted to investigate the complex and dynamic change patterns of learners' perspectives.

P267

English for international cooperation

Kaori Nitta

Kinki University, Higashi-Osaka, Japan

The author will show what kinds of Englishes work in actual sites of international cooperation, especially in developing countries, how students from different countries interact to deepen their understanding by using English, and also how the experiences of these interactions affect their attitudes towards English learning and future prospects

P2848

The intelligibility of EFL speakers using stress-timed rhythm and mora-timed rhythm

Adrian Leis*, Tetsuo Nishihara

Miyagi University of Education, Sendai, Japan

This poster session reports on the results of a study conducted to compare the intelligibility of EFL speakers using a mora-timed rhythm and those using a stressed-timed rhythm. Results show that a stress-timed rhythm is significantly more intelligible than a mora-timed rhythm for native English speakers.

P3126

The emotional barriers to Japanese people when communicating in English

Yoko Kurahashi

Tokai Gakuen University, Miyoshi, Japan

The purpose of this presentation is to investigate whether or not there are different emotional barriers among Japanese persons as compared with other people in the Expanding Circle. The presenter will show that Japanese people are more nervous about their mistakes, grammar, and interlocutors.

D8: Language and Technology

P1547

Developing a web app for multilingual subject-specific vocabulary: Practical and pedagogical issues

Nanda Klapwijk

Stellenbosch University, South Africa

This poster addresses the convergence of two separate but complementary issues: (1) the increasing need for effective support of multilingual learning in Higher Education, and (2)

utilizing mobile devices as resources for providing ubiquitous, in-the-palm-of-your-hand support to students who do their higher education learning in a second or third language.

P675

EasyEstimation software package for IRT and DIF analysis in language testing

Ryuichi Kumagai

Tohoku University, Sendai, Japan

In this presentation, the software package, 'EasyEstimation,' which was developed by the presenter is described. IRT and DIF analysis can be easily conducted by using the EasyEstimation software, which is a free software package. This software package would be extremely useful for researchers working in the field of language testing.

E1: Language and Social Interaction

P2224

A qualitative research study on the role of group discussion in autonomous learning

Hiromi Tsuda

Meiji University, Tokyo, Japan

The purpose of this presentation is to discuss the effects of group discussion in university listening classes. A qualitative analysis conducted of students' feedback shows that group discussion helps them cultivate their interests in the topics, enjoy sharing different ideas, and consequently, arouse motivation to learn autonomously.

P2546

Multi-modal communication in Japanese using LINE

Keiko Hattori*¹, Noriko Okamoto²

1. Kinki University, Wakayama, Japan 2. Tokyo International University, Saitama, Japan

The purpose of this study is to analyze communication process using 'LINE', a smartphone application that has become popular recently. The study focused on the usage of stamps in Japanese 'LINE' conversations, its structures and how new members join on-going

conversations. A young people's communication style different from 'CHAT' was found.

P3230

The argumentative action of children in the school newspaper: From discourse types to sociosubjective representations

Fabio Delano Vidal Carneiro

Faculdade 7 De Setembro, Fortaleza, Brazil

Our work aims at reflecting on the argumentation presented in opinative texts written by Fifth Grade students, throughout the scope of the school newspaper called "Primeiras Letras" by analysing the text infra-structure, the textualization mechanisms and the enunciative strategies.

E2: Pragmatics

P1624

'No, I mean I'm only joking': A sociopragmatic study of 'I mean' in British spoken English

Qun Zheng

University of The Chinese Academy of Science, China

Combining a corpus-based method and role-play data, the study describes and analyzes the distribution of 'I mean' across various social settings. It reveals the context-dependent nature of discourse markers and the indexicality to particular discursive roles.

P2122

Bi-directional transfer between L2 and L1 for Japanese students in an ESL environment

Kentaro Ochi

Sophia University, Tokyo, Japan

This study describes bi-directional pragmatic transfer between L1 and L2 among Japanese high school students in the US. It is hypothesized that students who have stayed longer in the US will show stronger transfer from L2 to L1 and weakened transfer from L1 to L2 than those with a shorter stay.

P2140

The use of discourse markers in the spoken discourse of L2 students of English

Sanja Curkovic Kalebic
University of Split, Split, Croatia

Discourse markers are an important feature of conversational competence. The author identifies the occurrence, frequency and functional distribution of discourse markers in the conversations of L2 students of English. Based on the results obtained, the implications of this study for teaching practice are considered.

P2442

Kickstarting financing: The language of crowdfunding sites

Kim Bradford-Watts
JALT, Tokyo, Japan and JACET, Tokyo, Japan

Crowdfunding is a recent use of the Internet to connect potential funders with those raising funds for a wide range of uses. This poster presentation describes how language is used in attracting others to invest in a loan or cause on several crowdfunding sites.

P3313

Semantics and pragmatics in note-taking during consecutive interpreting

Yoshihiro Minamitsu
Nagasaki University of Foreign Studies, Nagasaki, Japan

This paper discusses the underlying ability which enhances an interpreter's note-taking in consecutive interpreting. Through the scrutiny of professional consecutive interpreters' notes, it concludes the ability which enhances note-taking in consecutive interpreting is meta-representational ability and supposes that note-taking in consecutive interpreting shows a consecutive interpreter's on-line utterance understanding.

P3467

Instruction in face work and politeness in the foreign language classroom

Aurélia Lyrio
Universidade Federal do Espírito Santo (UFES), Vitória, Brazil

According to research foreign language learners do not use linguistic politeness appropriately (Pirainen-Marsh, 1995; Nikula, T., 1996; Lyrio, 2009). This work implements the teaching of polite strategies to Brazilian learners of English as a foreign language, based on Brown and Levinson's (1978, 1987), Lakoff's (1972) and Leech's (1983) theory of politeness.

P666

A part of collaborative interaction: Compliments in Japanese conversation

Kayo Fujimura-Wilson
Yamaguchi University, Yamaguchi, Japan

Giving and receiving compliments have been cross-culturally studied with their topics and gender of speakers. This presentation will illustrate the way in which people use compliments in Japanese speech interaction, and will discuss not only gender variance of speakers but also topics and responses to compliments.

E3: Multimodality

P1101

A longitudinal study of multimodal meaning making using the Mahara e-portfolio

Maria Del Mar Suárez Vilagran*, Maria Angeles Garcia Asensio*
Universitat de Barcelona, Barcelona, Spain

Meaning-making processes in a multimodal e-portfolio are analysed in the Mahara e-portfolio views 28 students made in two consecutive years. The possible usage of representation and communication of each mode is measured to find out the opportunities this e-portfolio offers for the acquisition of digital communicative competence.

P2027

Multimodality and textual genres: Teaching and learning Portuguese

Jorge Farias Jr.
Federal Rural University of Pernambuco, Recife, Brazil

The presenter will describe the issue of multimodal textual genre applied to Portuguese teaching and learning, since there is a wide

debate that Portuguese is still related to traditional grammar and out of the context from the multimodal textual practice.

P2992

The research on context of situation of multimodal discourse

Xing Lu

Beijing Institute of Technology, Beijing, China

This research elaborates basic points for analyzing context of situation in multimodal discourse and describes register varieties of a multimodal advertisement based on Halliday's theory of context, which makes the first step towards solving the crucial problem of multimodal research.

P3416

Alcohol versus anti-alcohol media texts in Cambodia: A multimodal discourse analysis

Bophan Khan

Macquarie University, Sydney, Australia

The session illustrates how Systemic Functional Multimodal Discourse Analysis (SF-MDA), one of the leading modality research directions, can be applied to a deep analysis of alcohol commercials aired on Cambodian TV. Implications will be drawn on successes and challenges in using SF-MDA to approach dynamic, intersemiotic discourses like TV advertisements.

E4: Corpus Linguistics

P1096

Designing a corpus for verb-marked (Japanese-type) relative Clauses

Kazuko Tanabe

Japan Women's University, Tokyo, Japan

This research investigates modifying participial clauses, using the Japanese language as a reference point. Based on the result of the investigation, the future goal is to construct a corpus of modifying participial clauses for use by learners of Japanese as a foreign language.

P2979

Learners' preferences in book selection that influence lexical input

Naoko Kawakita

Miyazaki Prefectural Nursing University, Miyazaki, Japan

This study mainly using a corpus analysis method discusses how lexical input is influenced by learners' preferences in book selection. Different types of support are needed for learners who keep reading graded readers, those who prefer to read books for English-speaking children, and those who choose specific genres.

P729

Italian as a FL by Serbian learners: Challenges in written and spoken discourse corpus building

Julijana Vuco

University of Belgrade, School of Philology, Belgrade, Serbia

The paper focuses on the characteristics of the corpus of Italian as a FL of Serbian speakers, and reports on corpus design parameters such as target population, sampling unit and procedures. The challenges in the process of gathering, transcribing and further annotating data of written and spoken discourse are presented.

E5: Discourse Analysis

P1531

Critical argument and writer identity: Social constructivism as a theoretical framework for EFL academic writing

Jim McKinley

Sophia University, Tokyo, Japan

This presentation provides an original theoretical framework for analyzing EFL students' written academic texts in order to promote the importance of focusing particularly on critical argument and writer identity. A diagrammatic representation of the theoretical framework and a detailed explanation of it are provided.

P2021***The role of reactive tokens in storytelling as feedback for lexical choices in subsequent storywriting***

Mitsuko Yamura-Takei*¹, Fumio Watanabe²,
Etsuko Yoshida³, Miho Fujiwara⁴

1. Hiroshima Shudo University, Hiroshima, Japan 2. Yamagata University, Yamagata, Japan 3. Mie University, Tsu, Japan 4. Willamette University, Salem, USA

This study investigates the potential role of reactive tokens in Japanese oral storytelling as feedback to facilitate subsequent storywriting. The story data was analyzed to determine what impact native speaker interlocutors' reactive tokens have on non-native speaker storytellers' subsequent written output, with focus on their lexical choices.

P3108***Analysing students' speeches based on rhetorical organization and rhetorical functions***

Oikurema Purwati

Universitas Negeri Surabaya, Indonesia

This study analyses the rhetorical pattern and linguistic functions applied by the students while presenting a speech. The results of this study show that their culture interferes in organizing a speech. The rhetorical pattern and rhetorical functions accommodated by the students display a variation of pattern and choice based on their indigenous culture.

P3305***A conversational analytical study of input-output interplay in EFL classrooms***

Yetti Zainil

Deakin University, Melbourne, Australia

This poster presents the findings of a study on actual classroom practices in primary schools in Indonesia, specifically, the language used by teachers and its impact on the language used by students in EFL classrooms. The classroom data presented reveal teachers' variation and frequency range in oral input and students' output.

E7: Lexicography and Lexicology**P1237*****Lexical concepts of in and on: How we experience space***

Yukie Endo

Seien University, Tokyo, Japan

The presenter will discuss evidence of the rather unexpected unruliness of locative expressions and propose contextual factors bearing on the choice and interpretation of locatives, using empirical data. These factors imply that language users draw on various cognitive frames when producing and interpreting spatial expressions.

P1798***Lexical availability, pedagogic and didactic purposes***

Marisela Colin Rodea*, Maria Nohemi Alfaro Mejia, Barbara Lou Byer Clark, Anaha- Ramirez Alfaro, Patricia Canovas Corral, Leonardo Herrera Gonzáles*, Maria De Los Angeles Cervantes Amador, Erendira Dolores Camarena Ortiz, Jorge Tapia Falcon, James Frey

Universidad Nacional Autónoma De México, México

The analysis of the available foreign language lexicon and its comparison with other language updates have allowed us to get close to three major areas of the interlanguage study by Ellis (1994:44): errors, development patterns, variability and pragmatics, the latter observed by Frey (2008).

P2920***A proposal for a new type of reference grammar of English***

Keiko Okada*¹, Noriko Nagai*², Takayuki Nakanishi*³, Seiki Ayano*⁴

1. Dokkyo University, Japan 2. Ibaraki University, Japan 3. Tokiwa University, Japan 4. Mie University, Japan

We propose a reference grammar of English designed for adult Japanese learners of English with two key features: (i) use of grammatical descriptions based on research findings from theoretical linguistics, and (ii) inclusion of parallel linguistic facts in Japanese and their descriptions, which illustrate parametric variation and language-particular morphological properties.

P3352

Cross-cultural pain semantics: An applied multidisciplinary approach to understanding the pain of childbirth.

Stephanie Power

University of Queensland, Brisbane, Australia

Acute pain can be difficult to describe prospectively, however, retrospective accounts of the same experience can provide valuable information in the understanding and assessment of another's pain. This study examines labour pain narratives of English and Spanish speaking mothers through phenomenological and lexical analysis of pain themes and language.

P361

Qualitative suffixes in German and Russian

Elizaveta Dmitrieva

Moscow City Teacher Training University, Moscow, Russia

The paper is devoted to the study of one of the principal logical categories – that of quality. The research was based on lexicographical resources. The presenter will show the connotation of the suffixes used as well as the actual data collected. The comparative analysis is to finish up the research.

P438

A football specialized vocabulary list in French

Farzin Gazerani*, Ahlem Ammar

Université de Montréal, Montréal, Canada

The creation of specialized vocabulary lists in various fields could facilitate teaching and encourage learners to enrich their lexical knowledge in their favourite discipline. The purpose of this study is to present a list of specialized vocabulary of football in French and to describe procedures evaluating its validity and reliability.

No Sub-Theme Allocated

P1346

Students' attitudes toward code-switching in FLT classrooms

Jianjun Ma

Hunan University of Finance and Economics, PR China

The presenter will describe students' attitudes toward code-switching in FLT classrooms. By presenting the results of the study of 58 participants in a university in PR China, the presenter finds that their attitudes vary with language proficiency and the mother tongue is their crutch in their immature stage.

P1802

A new repository of data collection instruments for research into second language learning and teaching (IRIS)

Emma Marsden*¹, Alison Mackey*²

1. University of York, York, UK 2. Georgetown University, USA and Lancaster University, UK

We present and evaluate a new grant-funded online repository for materials used to collect data for research into second language learning and teaching (IRIS). We describe its rationale, its characterization of the field, and analyze the materials on IRIS in terms of, for example, research area, theoretical perspective, instrument type.

P209

The arbitrary borrowing of English words with the -ing form into Russian

Vasiliy Ivshin*, Yulia Zinina, Alexander Ivshin

Moscow State Regional University, Russia

The English -ing form has become a word-building suffix of nouns in Russian with the meaning of an action, a phenomenon. It is quite a new phenomenon in the history of modern Russian that has not so far been the subject of a special linguistic study

P2165

Writing progression, a comparison in a CLIL and a non-CLIL context

Elisabeth Ohlsson

Gothenburg University, Gothenburg, Sweden

A study, part of a Swedish longitudinal project on content and language integrated learning (CLIL) focusing on writing proficiency in Swedish (L1) in two argumentative essays, concerning academic language, functional grammar and gender.

P2276

How proficiency-pairing affects peer-assessment effects on students' EFL writing

Weiqiang Wang

Guangdong University of Foreign Studies, Guangzhou, People's Republic of China

The presenter describes a multiple-case study of how different ways of forming students into peer dyads according to their English proficiency would influence the effects of peer-assessment on their EFL writing. Implications are drawn for using multiple-peer groupings and fine-tuning teacher feedback in the Chinese EFL writing context.

P3253

Advantages and disadvantages of learning English in a classroom organized by language proficiency level

Kazumi Araki

Saitama Prefectural University, Koshigaya City, Saitama, Japan

Placement of students in different classes according to their language proficiency levels can maximize their abilities and bring success in acquiring a foreign language. However, there are some disadvantages as well. This author reflects her experiences of teaching 16 different language levels of students at a Japanese public university.

P3344

E-learning to improve English phonological features affecting the accuracy and intelligibility of Japanese English learners

Yuri Nishio*¹, Masako Tsuzuki*²

1. Gifu Pharmaceutical University, Gifu-shi, Japan 2. Chukyo University, Nagoya-shi, Japan

This paper aims to show the effectiveness of e-learning materials that prioritize the learning of crucial English phonological features (e. g., /l/ /r/, weak pronunciation of fricatives and plosives, and the wrong stress assigned to words or phrases) to improve the accuracy and intelligibility of English learners of Japanese.

P3424

Applying Japanese movies with English subtitles into English learning in Japanese college education

Chieko Hiranoi

Hosei University, Tokyo, Japan

The presenter will propose applying Japanese movies with English subtitles to English learning classes in Japanese college education. She will discuss what kind of Japanese movies are available with English subtitles and what kind of sequences and tasks are effective in college English classes.

P3496

Introduction to augmented reality for language learning

Eric Hawkinson

Seibi University, Fukuchiyama, Kyoto, Japan

A look at emerging technologies using augmented reality and its use in language learning. Popular tools for the creation of supplementary materials using augmented reality will be introduced and compared; participants will then have a chance to test a couple of these tools first-hand, using their own mobile devices.

P3497

A corpus-based study of syntactic features in EFL graduate students' writing

Huang Qing

Wuhan University of Technology, China

This study employs a semi-experimental way to find the syntactic features of the compositions of non-English major postgraduates by using statistical software to analyze and calculate the data, aiming to improve the writing quality and set up the database of our university.

P3498

TEMPUS, CLIL, DOTS, and beyond an adventure: Teaching content and language in an Israeli Engineering college

Elaine Goldstein

Ort Braude College of Engineering, Israel

The philosophies of TEMPUS-EFA (Trans-European Mobility program for University Studies – English for All), CLIL (Content and Language Integrated Learning) and the current emphasis in educational institutions on thinking 'outside the box', blend in DOTS (Development of Thinking Skills), a course delivered simultaneously in Europe and Israel in

20011-2012 under the auspices of the European Union.

P3499

An investigation of the relationship between instructors' background and L2 writing teaching in the EFL context of Bangladesh

Mohammad Shamsuzzaman*, John Everatt, Brigid McNeill

The University of Canterbury, New Zealand

This study examines the correlation between feedback and instructors' background in teaching second language writing (L2W) in an EFL context like Bangladesh. All the 46 participants of this study are involved in teaching L2W at different universities in Bangladesh. Gleaning data through such measures as background questionnaire, writing sample, and style and strategy of feedback, the study discovers some discrepancies among the instructors in teaching L2W. This study demonstrates that "idiosyncratic and arbitrary" (Sommers, 1982) strategies of teaching L2W exist in Bangladesh as elsewhere. The study contends that the teaching of L2W in Bangladesh is not premised on the standard theories the field of L2W espouses. It recommends adequate professional development of the instructors to streamline the teaching of L2W.

P3503

Demystifying grammar: Rethinking language awareness for teacher training

Roderick Neilsen

Deakin University, Melbourne, Australia

This project aims to identify what kind of language awareness training should be included in Australian pre-service school teaching programs, in response to the (2011) ACARA statement that teachers of all discipline areas should provide pedagogy responsive to the language learning needs of students whose first language is not English.

P788

Application of language learning strategies in a network-based environment

Xiaoping Wang

Guangdong Institute of Public Administration,
Guangzhou, Guangdong, China

Application of language learning strategies (LLS) in a network-based environment: 1. Research review of LLS; 2. Characteristics of network-based language learning strategy (NBLLS); 3. Factors influencing the choice of NBLLS; 4. Application of NBLLS to language learning; 5. Conclusion

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