

## **Crossing Boundaries:**



## **Language Learning and Teaching Inside and Outside the Classroom**

## Table of Contents

Plenary Speakers.....	4
Program at a Glance.....	7
Rooms .....	8
Detailed Program .....	9
Session 1: Thursday 30 <sup>th</sup> June Morning presentations.....	16
Session 2: Thursday 30 <sup>th</sup> June .....	20
After morning coffee break presentations .....	20
Session 3: Thursday 30 <sup>th</sup> June After Lunch break presentations.....	23
Session 4: Thursday 30 <sup>th</sup> June .....	30
After afternoon coffee break presentations .....	30
Session 5: Friday 1 <sup>st</sup> July Morning presentations .....	36
Session 6: Friday 1 <sup>st</sup> July After morning coffee break presentations .....	39
Session 7: Friday 1 <sup>st</sup> July After lunch break presentations .....	46
Poster Abstracts.....	48
Venues.....	52
Campus Map .....	53
Conference Dinner Map – Thursday, 7.30 pm.....	54
Information for Presenters .....	54
Useful Links .....	55
Delegates .....	56

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## Acknowledgements

We are very grateful to the many people who have been involved in preparation of this conference.

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## Plenary Speakers

### Professor Neil Mercer, University of Cambridge



Neil Mercer is Emeritus Professor of Education at the University of Cambridge, and Director of the Centre for Oracy@Cambridge. He is a Life Fellow of the Cambridge College Hughes Hall, an Associate Fellow of the British Psychological Society, an Honorary Fellow of the University of Cumbria and a Visiting Fellow of the English Language Institute of Singapore. His research is concerned with how talk is used for collective thinking and learning, and how schools can best enable the development of young people's spoken language and reasoning abilities. With Lyn Dawes and Rupert Wegerif, he developed the Thinking Together approach to developing talk for learning in the classroom, and he has worked internationally with teachers, researchers and policy makers. His books include: *The Guided Construction of Knowledge*, *Words and Minds*, *Exploring Talk in School*, (and with Karen Littleton) *Dialogue and the Development of Children's Thinking* and *Interthinking: putting talk to work*.

***Plenary Thursday 30<sup>th</sup> June 12:30pm***

#### ***Spoken language in the classroom: The medium and the message***

I will explain what recent research has told us about the relationship between language experience and cognitive development, and how involvement in spoken dialogue can help develop students' skills of reasoning and their subject learning. I will then describe how the findings of this research provide support for encouraging what some of the most successful teachers already do in their classrooms. Finally, I discuss the implications for teachers' professional development, school leadership and the improvement of classroom practice in general.

## **Professor Judit Kormos, Lancaster University**

Judit Kormos is a Professor in Second Language Acquisition at Lancaster University. She was a key partner in the award-winning DysTEFL project sponsored by the European Commission and a lead educator in the Dyslexia and Foreign Language Teaching massive open online learning course offered by Future Learn. She is the co-author of the book *Teaching Languages to Students with Specific Learning Differences* and has published widely on the effect of dyslexia on processes of second language learning.



***Plenary Friday 1<sup>st</sup> July 9am***

### **Removing obstacles:**

#### **Inclusion of students with learning difficulties in teaching additional languages**

In this presentation I will discuss the conceptualizations of inclusion and the characteristics of inclusive teaching processes. I outline the current obstacles to inclusion in teaching additional languages to students with learning difficulties and suggest ways in which these existing barriers might be removed. In the talk I illustrate obstacles and possible solutions using examples from my research conducted with dyslexic language learners in the past few years.

## Professor Angela Creese

### MOSAIC Centre for Research on Multilingualism

Angela Creese is professor of educational linguistics at the School of Education, University of Birmingham, and is the principal investigator of AHRC large grant, Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities. Her research interests are in linguistic ethnography, language ecologies, multilingualism in society and multilingual classroom pedagogy.



**Plenary Friday 1<sup>st</sup> July 15:30**

**Language teaching and learning exchange in the superdiverse city:**

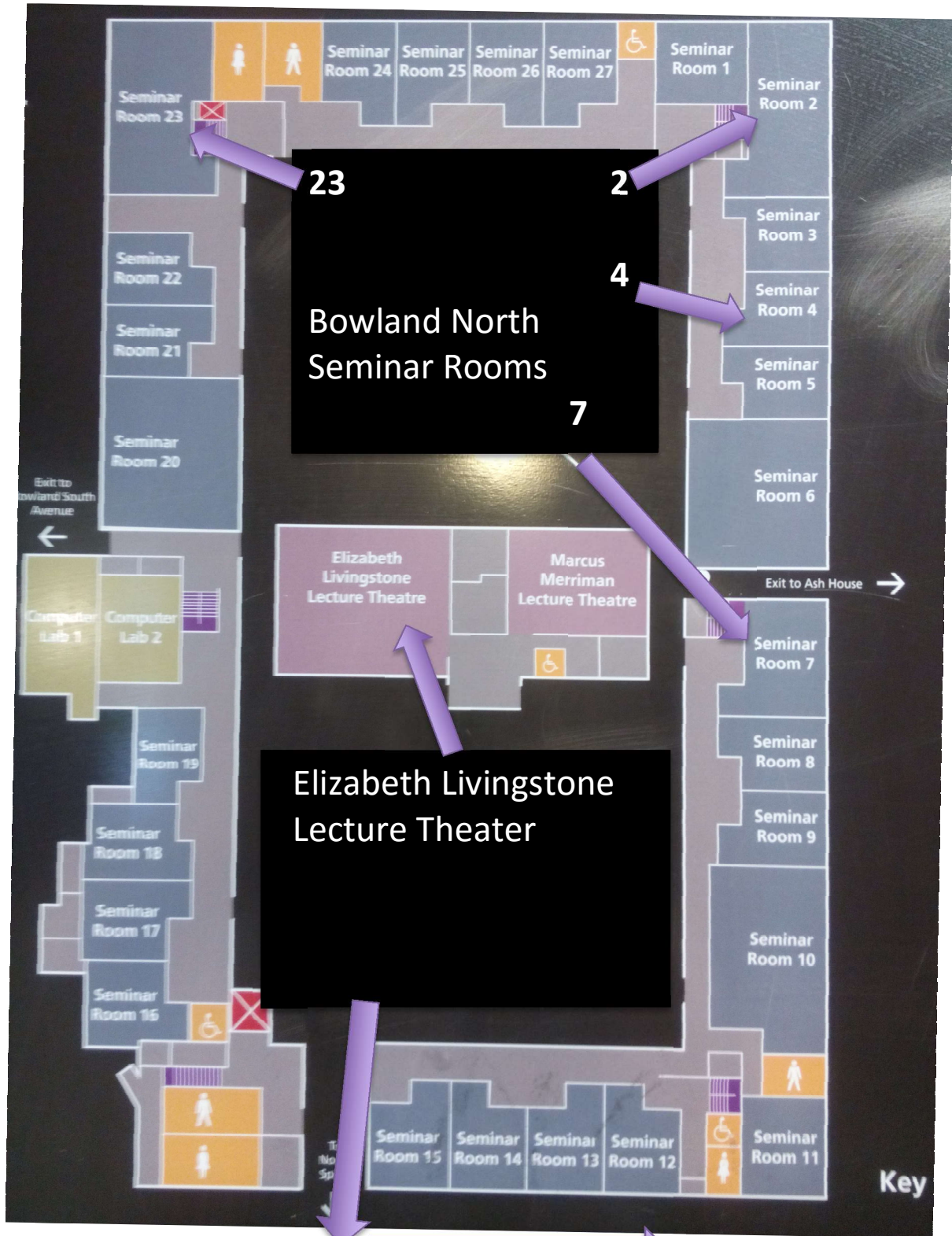
**A social gift for getting along?**

This paper argues for a refocusing of second language teaching scholarship from one of ‘acquisition’ to one of ‘comprehension’. An interdisciplinary orientation to language learning is adopted to explore how people in superdiverse city contexts such as markets and libraries respond to social and linguistic difference strategically through teaching and learning bits and pieces of ‘foreign languages’. Returning to early work on ‘foreigner talk’ (Long, 1981) from the field of SLA but now revisited through a sociolinguistic and superdiversity lens, concepts such as repetition, parallelism, pausing, slowing, rhythm, tempo and waiting, are reassessed to understand their value in creating opportunities for convivial social exchange in linguistically and socially diverse city institutions. I consider how small acts of language teaching and learning become ‘free goods’ (Goffman 1971) for positive engagement with social difference. Viewing language learning in this way shifts the focus from that of acquisition, improved proficiency and standardised ‘native speaker’ targets to one of comprehension, communication and getting along.

## Program at a Glance

Time	Thursday, 30 June	Friday, 1 July
<b>9.00-9.30</b>	Registration (8.30 start) & Opening (9.15 start)	Plenary: <b>Judit Kormos</b>
<b>9.30-10.00</b>	Paper presentations	
<b>10.00-10.30</b>	Paper presentations	Paper presentations
<b>10.30-11.00</b>	Coffee/tea break	Paper presentations
<b>11.00-11.30</b>	Paper presentations	Coffee/tea break
<b>11.30-12.00</b>	Paper presentations	Paper presentations
<b>12.00-12.30</b>	Plenary: <b>Neil Mercer</b>	Paper presentations
<b>12.30-13.00</b>		Paper presentations
<b>13.00-13.30</b>	Lunch break & poster presentations	Lunch break & BAAL SIG committee meeting
<b>13.30-14.00</b>		
<b>14.00-14.30</b>		
<b>14.30-15.00</b>		
<b>15.00-15.30</b>	Paper presentations	Coffee/tea break
<b>15.30-16.00</b>	Paper presentations	Plenary: <b>Angela Creese</b>
<b>16.00-16.30</b>	Coffee/tea break	
<b>16.30-17.00</b>	Paper presentations	<b>Conference closing - finish ca. 16.45</b>
<b>17.00-17.30</b>	Paper presentations	
<b>17.30-18.00</b>	Paper presentations	
<b>19.30</b>	<b>Conference Dinner in her Majesty's Castle of Lancaster</b>	

# Rooms



Climb the stairs,  
enter building

FASS Meeting  
Rooms 1 & 2



## Detailed Program

Start	End	Thursday 30th June			
8.30	9.15	<b>Registration</b> (FASS building, Foyer Meeting Rooms 1 & 2)			
9.15	9.25	<b>Conference opening</b> (Elizabeth Livingstone Lecture Theater)			
		<b>Parallel paper presentation sessions</b>			
		Bowland North SR 2	Bowland North SR 4	Bowland North SR 7	Bowland North SR 23
9.30	10.00	Digital repertoires, invisible boundaries, and the right to speak <i>Darvin, Ron</i>	Exploring the impact of communication styles in a peer support scheme <i>Kan, Qian &amp; Culpeper, Jonathan</i>	Shadow education in Singapore: Bridging public demands and private needs <i>Teo, Peter &amp; Koh, Dorothy</i>	Investigating crosslinguistic influences in formulaic language: Evidence from an agglutinative language <i>Öksüz, Doğuş Can</i>
10.00	10.30	Developing language repertoires through a blended ethnographically-informed approach <i>Tusting, Karin</i>	Preparing learners for a study abroad stay: Use of virtual role plays to enhance spoken requests <i>Halenko, Nicola</i>	Bringing learning into the classroom: out-of-class digital language learning practices of student teachers and their in-class pedagogical potential <i>de Groot, Freek Olaf</i>	Relationship between attentional processing of input and working memory: an eye-tracking study <i>Indrarathne, Bimali &amp; Kormos, Judit</i>
10.30	11.00	<b>Coffee break</b>			
11.00	11.30	Multiliteracies in Practice: Participation in a multilingual digital storytelling community <i>Anderson, Jim &amp; Macleroy, Vicky</i>	Complaint realization in L1 and L2 by Japanese learners of English <i>Fukazawa, Seiji, Kawate-Mierzeywska, Megumi &amp; Kida, Shusaku</i>	What factors stimulate consistencies and tensions between teachers' beliefs and practices <i>Tleuov, Askat</i>	The spacing effect: the impacts of "massed" and "spaced" task repetition on L2 speech production <i>Ahmadian, Mohammad Javad</i>

11.30	12.00	Digital literacy practices in everyday life and in basic literacy education – Adult L2 learners’ use of digital media in multilingual contexts <i>Norlund Shaswar, Annika</i>	Talking Politics’’: learning to use disciplinary oral language as a side-effect of Content-and-Language-Integrated learning <i>Huettner, Julia &amp; Smit, Ute</i>	Foreign language learning in the age of the Internet: A comparison of informal acquirers and traditional classroom learners in Central Brazil <i>Cole, Jason</i>	
12.00	13.00	<b>Plenary Neil Mercer:</b> <i>Spoken language in the classroom: the medium and the message</i> <i>Elizabeth Livingstone Lecture Theater</i>			
13.00	14.30	<b>Lunch break</b> <b>including poster session</b> FASS meeting Room 1 & 2			
<b>Parallel paper presentation sessions</b>					
		Bowland North SR 2	Bowland North SR 4	Bowland North SR 7	Bowland North SR 23
14.30	15.00	Early Language Learning: long term motivational trajectories and end-of-school attainment <i>Courtney, Louise</i>	The affordances of multilingual contexts for the development of plurilingual and pluricultural identities <i>Enever, Janet</i>	A meta-analytic study of the relationship between anxiety and L2 Test performance <i>Huang, Heng-Tsung Danny &amp; Hung, Shao-Ting Alan</i>	The “Fake it ‘til you make it” approach to fluency development <i>Hunter, Ann-Marie</i>
15.00	15.30	Self-constructs in language learning <i>Iwaniec, Janina</i>	Contrasting students’ languaging with European policy for languages – changed conditions and challenges <i>Vigmo, Sylvi</i>	Using assessment for learning to cross ELT boundaries in secondary school education <i>Ferreira, Cornée</i>	Time, task and cognition effects on development of L2 fluency for instructed learners <i>Wright, Clare</i>

15.30	16.00	Exploring the nature of learner motivation in test preparation courses <i>Lamb, Martin</i>	Learning a “foreign” language as a “native” <i>Delaney, Jo-Ann</i>	Aligning peer assessment with academic English writing in higher education: Collaborative learning inside and outside the classroom <i>Fong, Natalie &amp; Yung, Kevin</i>	Promoting oral language fluency in classroom: Bringing research perspectives and teaching practices <i>Tavakoli, Parvaneh</i>
16.00	16.30	<b>Coffee break</b>			
16.30	17.00	“Because it is all about how good you are in English”: Investigating the meaning of literacy multilingual female undergraduates in pharmaceutical seminars at a Saudi Arabian University <i>Alghamdi, Noura</i>	English writing skills learning and using inside and outside Palestinian public schools <i>Abadi, Ahmad</i>	L2 students' development of academic vocabulary: the possible impact of two learning environments <i>Olsson, Eva</i>	Measuring fluency in monologue and dialogue: a comparison of different oral testing formats <i>Witton-Davies, Giles</i>
17.00	17.30	Metadiscourse in the classroom: a comparative analysis of native and non-native EFL teachers <i>Wu, Xinxin</i>	Changing teaching practices in the English classroom <i>Bunting, Leona</i>	Fusing L2 learning inside and outside the classroom: Enhancing Willingness to Communicate through multimodal videoconferencing <i>Huang, Heng-Tsung Danny &amp; Hung, Shao-Ting Alan</i>	Predictors of L2 writers' pause bursting: Modeling fluent writing performance <i>Abdel Latif, Muhammad M. M</i>
17.30	18.00	Teacher questioning and verbal feedback and their implications on student participation <i>Tharawoot, Yaowaret</i>	Supporting language learning in outside-school collaborative projects <i>Vandommele, Goedele</i>	Analysis of adult learner code-switched self-repetition in L2 classroom talk <i>Yang, Ruowei</i>	The effects of proficiency on second language writing behaviours and text quality <i>Révész, Andrea, Michel, Marije &amp; Mazgutova, Diana</i>
<b>Conference dinner in her Majesty's Castle of Lancaster 7:30 – 10pm</b>					

### **Poster presentations (FASS Building, Meeting Rooms 1 & 2): 1pm – 2:30pm**

- How to bridge the boundaries between institutionalized and Natural Writing education? - Claessens, Marleen
- The London Centre for Languages and Cultures: A joined-up approach to language-learning - Hassan, Xavière & Garraghan, Matt
- Multilingual Literacy learning of Nepalese children growing up in the UK - Knee, Sarah
- Bridging policy and practice: A study of teacher talk among EFL teachers in China - Teo, Peter
- "This idea needs expressing" - Linguistic variations in EAP feedback - Haldane, Jill
- Effects of written & audio input & explicit Instruction on acquisition of Rendaku by L2 Learners - Hoong, Shao Ting
- Acquisition of implicit knowledge of L2 grammar: Input modalities and working memory - Alsalmi, Sami
- Ethnographic Insights: Role of sojourners' 'cultures' and gender on accessing speaking opportunities - Stakounis, Helena
- The effects of task complexity manipulated by reasoning demands on L2 learners' oral performance: interaction with language proficiency and working memory- Awwad, Anas

Start	End	Friday, 1st of July			
8.30	9.00	Registration (FASS Building, Foyer Meeting Rooms 1 & 2)			
9.00	10.00	<p style="text-align: center;"><b>Plenary Judit Kormos:</b>  <i>Removing obstacles: Inclusion of students with learning difficulties in teaching additional languages</i>  Elizabeth Livingstone Lecture Theatre (Bowland North)</p>			
		<b>Parallel paper presentation sessions</b>			
		Bowland North SR 2	Bowland North SR 4	Bowland North SR 7	Bowland North SR 23
10.00	10.30	Pre- and in-service teacher education: Crossing boundaries in a virtual professional community <i>Bortoluzzi, Maria &amp; Marenzi, Ivana</i>	Why L1 is not welcome in the English language classroom <i>Egri Ku-Mesu, Katalin</i>	Using the internet in and out of class: Benefits for foreign language learning <i>Mifka-Profozic, Nadia &amp; Philp, Jenefer</i>	
10.30	11.00	An Inquiry into the implementation of training sessions to enhance EFL pre-service teachers' use of classroom interaction strategies <i>Al-Amri, Majid</i>	Exploring the utility of video-dubbing in promoting L2 Learning <i>Huang, Heng-Tsung Danny &amp; Hung, Shao-Ting Alan</i>	Language acquisition in the digital age: The importance of researching informal online learning practices <i>Arndt, Henriette</i>	
11.00	11.30	<b>Coffee break</b>			

		Bowland North SR 2	Bowland North SR 4	Bowland North SR 7	Bowland North SR 23
11.30	12.00	Motivation and technology-based out-of-class language learning: Mediating effect of technology acceptance indicators <i>Fathali, Somayeh</i> <i>Takeshi Okada</i>	Informal language learning and the development of L2 identity during residence abroad <i>Mitchell, Rosamond</i>	Language and learning in Kurdistan and Lebanon: using refugees' and IDP's home languages in school <i>Capstick, Anthony</i>	Language learners as language users: implications for teaching language skills and digital competences <i>Miglbauer, Marlene</i>
12.00	12.30	Context effects in long term grammatical attainment: interactions with age of onset and short term memory <i>Bolibaugh, Cylcia &amp; Foster, Pauline</i>	Crossing boundaries through Erasmus Programme: A case study of prospective students <i>Duran Karaoz, Zeynep</i>	Effective use of home languages and translanguaging in learning spellings by ESL Learners <i>Jayasinghe, Ramani</i>	L2 Learners on mobile devices: an exploration of the negotiation of meaning beyond the classroom <i>Lee, Helen</i>
12.30	13.00	Tracking the early stages of L2 comprehension in children and adults instructed via a computer game <i>Pili-Moss, Diana</i>	Out-of-class language contact and vocabulary gain in a study abroad context <i>Briggs, Jessica</i>	Bringing home and school together, boosting second language acquisition? <i>Frijns, Carolien &amp; Jaspaert, Koen</i>	Blended learning and memory-training techniques for vocabulary learning in adult EFL learners with dyslexia <i>Cappelli, Gloria &amp; Noccetti, Sabrina</i>
13.00	14.30	<b>Lunch break and BAAL SIG committee meeting</b> FASS building, Meeting Room 1 & 2			

		Bowland North SR 2	Bowland North SR 4	Bowland North SR 7	Bowland North SR 23
14.30	15.00	What teachers say about listening and its pedagogy: A comparison between two countries <i>Graham, Suzanne</i>	An evaluation of the implementation of the English Language Nigeria Certificate in Education Curriculum <i>Tom-Lawyer, Oris</i>		
15.00	15.30	<b>Coffee break</b>			
15.30	16.30	<b>Plenary Angela Creese:</b> <i>Language teaching and learning exchange in the superdiverse city: a social gift for getting along?</i> <i>Elizabeth Livingstone Lecture Theater</i>			
16.30	16.45	<b>Conference closing (Elizabeth Livingstone Lecture Theater)</b>			

## Abstracts

### Session 1: Thursday 30<sup>th</sup> June Morning presentations

9.30 – 10.00

#### **Digital repertoires, invisible boundaries, and the right to speak**

*Ron Darvin (University of British Columbia)*

Drawing on data from a 2016 case study of the digital literacies of high school students in Vancouver, this paper challenges the oft-celebrated ‘boundlessness’ of computer-mediated communication by demonstrating how language learners participate in the digital world with contrasting access and use. Conducting observations and interviews at home and school, the researcher documented how learners (aged 13 to 17) used social media like Facebook and Instagram, searched for information online, played games and communicated with peers. As new media operate through increasingly invisible mechanisms of power, the ways in which learners negotiate linguistic and non-linguistic resources can determine their entry into new spaces of socialization and their acquisition of legitimate knowledge. To navigate these spaces, learners have to be able to make strategic decisions that involve mastering the rules, norms, genres and multimodal features of diverse digitally-mediated contexts, while being able to shift codes and practices as they move across these spaces (Darvin & Norton, 2015). Developing this concept introduced in Cohen and Griffiths (2015), this paper proposes the term *digital repertoire* to refer to the set of technical, linguistic and multimodal resources that learners develop and draw from as they seek to occupy a legitimate place in these digital spaces. Adopting Blommaert’s (2010) conception of repertoire as mobile and tied to an individual’s life, this paper asserts how digital repertoires have become critical for learners in the 21<sup>st</sup> century to cross over the new, invisible boundaries of the digital world, and to claim the right to speak (Norton, 2013).

#### **Exploring the impact of communication styles in a peer support scheme**

*Qian Kan (The Open University) & Jonathon Culpeper (Lancaster University)*

This paper investigates the impact of different communicative styles on learner engagement and building an online learning community. More specifically, it focuses on the relational work undertaken by two different student mentors operating as part of a support mechanism in the context of two online beginners’ language modules. Relational work, involving the constitution and understanding of social relations in language, has become an increasingly popular sub-field of interpersonal pragmatics.

The drop-out rate in Level 1 language modules run by The Open University (UK) has been significant. In an effort to improve student engagement and retention, a student peer support scheme was implemented to encourage student engagement and social interaction. Such support is particularly relevant in distance or online language learning settings as learners work more autonomously and independently, and there is a higher risk of feeling isolated and not part of a well-defined and supportive learning community. Our study is galvanised by the observation that the ways in which the student mentors interacted seem to result in different degrees of success with regard to student interaction.



Our study is based on both quantitative data (over 400 forum posts) and qualitative data (semi-scheduled interviews). We utilize the analytical framework described in Spencer-Oatey (2008), a relational framework that has a proven track record in the empirical analysis of the social dynamics of interaction. Focussing on the forum posts by two different student mentors, we reveal how different kinds of relational work aligned with different levels of student participation and engagement.

### **Shadow education in Singapore: Bridging public demands and private needs**

*Peter Teo (Nanyang Technological University) & Dorothy Koh (National Institute of Education)*

The term “shadow education” alludes to the private tuition industry which mimics, supplements and enhances the curriculum of mainstream schooling (Bray & Lykins, 2012). As demands on students to not just cope with but excel in school increase, students, and often their parents, feel the need to engage supplementary coaching through private tutors who operate out of the formal school system. It is this need, perceived or real, which has fuelled the proliferation of shadow education institutions (SEIs) especially in East Asia, where educational success is often equated with economic success and social mobility. Adopting an instrumental case study approach, this study examines one particular SEI in Singapore through the analytic lens of Shulman’s (1987) Pedagogical Content Knowledge framework. It aims to delve into and illuminate the hitherto unexplored and little known workings of an SEI to understand how its teachers translate the formal curricular requirements and examination demands of public schools to effective classroom strategies that meet the needs of students in a private school setting. Through the analysis of classroom observation and interview data, the study shows that SEIs go beyond remediating students’ academic deficiencies and preparing them for examinations, to feeding their curiosity, providing opportunities for critical thinking and, overall, enriching students’ learning experience in an interactive, non-stressful environment. These findings suggest a need for Singapore, and other societies with a thriving SEI industry, to cross boundaries to engage more actively and synergistically with SEIs, which have long been relegated to the shadows of its educational system.

### **Investigating crosslinguistic influences in formulaic language: Evidence from an agglutinative language**

*Doğuş Can Öksüz (Lancaster University)*

Second language learners’ use of formulaic sequences has been reported to reflect ways of using the patterns in their particular L1 backgrounds (Granger, 1998; Paquot, 2013). However, most research into formulaic language has been limited to a narrow set of languages particularly English (Durrant, 2013). In consequence, the nature of crosslinguistic influence in formulaic language is not well-understood. For example, Sinclair’s (1991) “idiom principle” - a language user has large number of available semi-preconstructed phrases that constitute single choices during processing, - has only rarely been applied to highly inflected, agglutinative languages such as Turkish. It is still a question whether it is applicable to the same extent as to non-agglutinative languages. If not, this has implications for processing of formulaic sequences in L2 English by Turkish learners.

Using a corpus-linguistic methodology, this research investigates to what extent the “idiom principle” applies to Turkish. It aimed to describe the types of formulaic patterns and frequency distributions of morphemic and lexical patterns in Turkish. Furthermore, it explored formulaic patterns in nominal and verbal morphology and between orthographic words. For this analysis, a general corpus of Turkish (TNC) with a size of 50 million words was used. The data suggest that there are considerable mismatches between English and Turkish formulaic patterns in terms of form-function mappings and frequency. Results will be discussed through the lens of crosslinguistic influences and language teaching. The findings also provide a basis for determining which formulaic patterns we should focus on in a follow-up eye-tracking experiment, which investigates Turkish learners’ access to formulaic patterns in L2 English.

**10.00 – 10.30**

### **Developing language repertoires through a blended ethnographically-informed approach**

*Karin Tusting (Lancaster University)*

This paper reports on an ongoing ESRC/DfID funded research project teaching English literacy to Deaf learners across five sites in India. The approach adopted brings together student ethnography, peer tuition, and online sharing of resources. The paper will focus in particular on students' and tutors' experiences of the value of this approach for developing their language repertoires.

The approach is ethnographically informed and deaf-led. Deaf peer tutors, supported by Deaf research assistants and a Deaf Co-I, develop language learning activities around real-life English texts that students have collected. The classes draw on and contribute to an open learning website, sharing materials and videos between sites, using Indian Sign Language (ISL) to explain texts and concepts.

Data collected include regular weekly reports from peer tutors, pre- and post-tests, videos of classroom interactions, observations from research assistants, focus group discussions, and analysis of WhatsApp group talks. Analysis includes qualitative coding using Atlas.ti and ELAN and quantitative comparison of test results.

We have found that this bilingual, blended approach has benefits for learning both written English and ISL. It is unusual in India to find deaf teachers teaching deaf students. While most deaf students have some capacity to use ISL, their fluency varies greatly. This paper will share analysis of the qualitative data to show how tutors and students value this space for developing English literacy and ISL fluency, as well as their capacity for metalinguistic talk.

### **Preparing learners for a study abroad stay: Use of virtual role plays to enhance spoken requests**

*Nicola Halenko (University of Central Lancashire)*

This study investigates employing virtual role plays for enhancing spoken requests of English as a Second Language (ESL) learners prior to, and during, a UK study abroad experience. The motivation was twofold. First, as the availability of study abroad preparation courses is limited and since many ESL learners may not regularly interact with native speakers during their study abroad stay, focussed classroom practice is still required (e.g. Martinez-Flor &

Uso-Juan, 2010). Secondly, given the trends for many learners to participate in virtual worlds as a social activity, and research demonstrating the positive effects of digital learning (e.g. Taguchi & Sykes, 2014), the aim of the virtual role plays was to enhance learner engagement.

The data were captured from 50 undergraduate Chinese learners of English. Prior to coming to the UK, the experimental group ( $n=25$ ) participated in five hours of explicit instruction on using request language. A pretest and posttest analysis determined instructional effects, measured against a control group who received no instruction ( $n=25$ ). A follow-up delayed-test was conducted during the UK study abroad experience to determine long-term retention and perceived benefits.

Results showed instruction was highly effective between pre and posttests, though this was not sustained to the delayed-test stage. Participants found the virtual role plays to be a motivating tool and viewed the at-home study preparation programme positively. The outcomes suggest practitioners should consider the types of instructional materials employed in pragmatic interventions, the necessity for sustained practice and the benefits of study abroad preparation programmes.

### **Bringing learning into the classroom: out-of-class digital language learning practices of student teachers and their in-class pedagogical potential**

*Freek Olaf de Groot (University of Reading)*

This paper describes how student-teachers in Thailand use technology to find opportunities to use English outside the classroom and how these practices interact with their in-class English language performance. It also explores how teachers are less successful in making the reverse connection with students' language use outside the classroom. Digital technology has become an important factor in students' social and learning practices, allowing learners to engage in these practices relatively free of spatial and temporal constraints. Particularly for learners in areas where exposure to English is scarce outside the classroom, digitally technology gives them the opportunity to interact with situated English literacies. Following a mediated discourse analysis approach, this paper describes how Thai student-teachers of English engage in digital practices outside the classroom and how this creates affordances to engage in situated English literacies and pedagogical literacies. It also explores how students bring these digital practices to the classroom as part of their historical bodies and how these discourses and practices interact with classroom practices involving digital media. Drawing on Lemke's (2000) work on chronotopes and time scales of practices I describe how students successfully negotiate between their out-of-class digitally mediated English language practices and in-class sites of English language production. Teachers, on the other hand, are often less successful in making the connection between in-class digitally mediated learning activities and students English language use outside the classroom. Studying the trajectories of these digitally mediated learning practices outside the classroom and their relationship to learning practices in the classroom is important as it creates insights into how students situate learning practices across a network of digital and physical spaces. These findings can help us understand how to better exploit the in-class pedagogical potential of students' out-of-class digital learning practices.

### **Relationship between attentional processing of input and working memory: an eye-tracking study**

*Bimali Indrarathne (Lancaster University) & Judit kormos (Lancaster University)*

Working memory (WM) facilitates the regulation of attentional resources and the processing of input in learning an L2. The study reported in this presentation investigated how attention paid to a target syntactic construction (causative 'had') in written L2 input is related to the functioning of WM including both the phonological loop and the central executive (CE) and how WM moderates the change of knowledge of the target grammatical construction in different input conditions.

Four WM tests were used to measure both the capacity of the phonological loop and the functions of the CE in a sample of 100 Sri Lankan learners of English who were exposed explicit and implicit learning conditions. Their eye movements were tracked as they read the input. A sentence reconstruction and a grammaticality judgment task were administered to assess gains in knowledge of the target construction.

Correlational and multiple regression analyses indicated a very strong relationship between WM abilities and the gain scores in both tasks. The results revealed that WM was predictive of gains in implicit knowledge in all input conditions; however, WM had a somewhat smaller effect on the improvement of explicit knowledge in the implicit learning conditions. The amount of attention paid to input was very closely associated with the WM capacity of the participants. We argue that L2 learners with a higher WM capacity pay more attention to input and are, therefore at an advantage when learning a novel grammatical construction both in explicit and implicit learning conditions.

## **Session 2: Thursday 30<sup>th</sup> June**

### **After morning coffee break presentations**

**11.00 – 11.30**

#### **Multiliteracies in Practice: Participation in a multilingual digital storytelling community**

*Jim Anderson (Goldsmiths, University of London) & Vicky Macleroy (Goldsmiths, University of London)*

Responding to significant shifts in the way languages and language learning are conceived in the late modern era the 'Critical Connections: Multilingual digital storytelling project' (Goldsmiths, University of London, 2012-2014 and 2015-2017) offers an integrated and inclusive approach, which is translingual and transcultural in its orientation, fosters learner agency and identity investment and builds critical digital literacy. The project has involved young people in creating and sharing digital stories in bilingual version across a range of genres. It has brought together those studying foreign and community languages, English as an Additional Language and English mother tongue in complementary and mainstream schools in England as well as overseas. It has not only crossed curriculum boundaries, but has also recognised and supported learning in out of school contexts including online. Moreover, work is currently being developed with museums which will provide engaging contexts for embedding multilingual digital storytelling. Whilst prevailing discourses in UK education policy represent a significant challenge, findings from the project hitherto have

been encouraging in terms of student engagement, linguistic and intercultural development and critical and creative thinking.

### **Complaint realization in L1 and L2 by Japanese learners of English**

*Seiji Fukazawa (Hiroshima University), Megumi Kawate-Mierzeywska (Seigakuin University), & Shusaku Kida (Hiroshima University)*

The purpose of this study is to investigate Japanese English learners' complaint strategies in L1 (Japanese) and L2 (English). Complaining is defined as an expression of dissatisfaction or disapproval toward some situation for which the addressee seems responsible. Previous studies in interlanguage pragmatics have focused on major speech-act realization strategies such as requests or apologies by L2 learners, but complaints have not been sufficiently investigated. Therefore, this study was designed to examine L2 learners' complaint strategies with the following two research questions: (a) Are L2 learners' complaint expressions different in L1 and L2? (b) Is there a different rate of opting out, that is, choosing *not* to perform the act in question, between L1 and L2? The participants were 82 Japanese university-level English learners with intermediate L2 proficiency. They were asked to perform a discourse completion test (DCT) both in L1 and L2. The DCT was designed to elicit participants' complaints in four academic settings such as complaining about course grade given by a professor. Two factors manipulated in the DCT were (a) familiarity to the interlocutor ( $\pm$  familiar) and (b) the interlocutor's social status ( $\pm$  power). The participants performed the DCT in L1 at first, then the same test in L2 three weeks later in order to avoid potential testing effects. The results showed that (a) their complaint expressions were similar in L1 and L2 but (b) their opting out strategy was slightly more frequent in L2. Some disparity between native English speakers and Japanese speakers were also identified.

### **What factors stimulate consistencies and tensions between teachers' beliefs and practices**

*Askat Tleuov (University of Bath)*

There have been a number of recent studies with a particular interest in exploring the extent to which teachers' stated beliefs correspond to their classroom practices. The evidence suggests that what teachers say is not always congruent with what they do. The current study is an attempt to provide further insights into the nature of tensions and consistencies between teachers' belief-practice relationships and how these impact on teaching practices.

The purpose of this presentation is to introduce the findings from a multiple-case design study investigating the relationship between four EFL teachers' stated beliefs and classroom practices in relation to the teaching of speaking. The teachers were interviewed and observed over a period of six months: the pre-observation interviews (background and scenario-based interviews) aided in eliciting participants' stated beliefs; observations helped in developing the profiles of teachers' classroom practices and in identifying the matches and mismatches between their stated beliefs and practices; and, finally, stimulated-recall interviews were used to explore the underlying reasons behind the instances of both congruence and tensions in teachers' belief-practice relationship. Thematic analysis of the data was employed which involved meaning condensation, coding and categorization techniques.

The study provides evidence of how speaking instruction unfolds in the classroom and the multiplicity of factors which shape teacher decision-making and behavior. Specifically, the

findings from my study highlight the impact of a) teachers' perceptions of their pedagogical contexts, b) of their core and peripheral beliefs, and c) the interaction of all these factors on the enactment of their speaking instruction beliefs. Moreover, I will discuss the implications of my findings for research and teachers' professional development.

### **The spacing effect: the impacts of “massed” and “spaced” task repetition on L2 speech production**

*Mohammad Javad Ahmadian (University of Leeds)*

Task repetition has proved a useful technique which could be successfully performed both inside and outside the classroom. Previous studies have pointed to the beneficial effects of task repetition on L2 oral production in terms of complexity, accuracy, and fluency (CAF). This study (which serves as a pilot study for a larger project) aimed to investigate the differential effects of massed task repetition, operationalised as repeating the same task with one-day intervals, and spaced repetition, operationalised as repeating the same task with one-week intervals, on the CAF triad. EFL learners (N = 21) were assigned to three groups (Massed, Spaced, and No Repetition). Participants in the Massed and Spaced Repetition groups performed the same picture description task five times with different time intervals (one day versus one week). However, in the No Repetition group participants performed two different tasks, one on day 1 and one at the end of week 5. Results showed that: (a) as for complexity measures, there were no significant changes from day 1 to day 5 in the Massed Repetition group but in the Spaced Repetition a significant increase was observed from week 1 to 5; (b) in both Massed and Spaced Repetition groups accuracy increased from time 1 to 5; (c) in the Massed Repetition group a gradual increase in fluency measures was observed, which, overall, was more noticeable than that of Spaced Repetition group. Results will be interpreted in light of processing perspectives on task-based performance and L2 speech production.

**11.30 – 12.00**

### **Digital literacy practices in everyday life and in basic literacy education – Adult L2 learners' use of digital media in multilingual contexts**

*Annika Norlund Shaswar (Umeå University)*

Basic literacy teachers report how their students, who seem to be unable read or write anything at all in the classroom, still can receive, understand and send text messages with their mobile phones. How is this possible? This question provides a background for an ongoing study on digital literacy practices in the language programme *Swedish tuition for immigrants* (sfi).

The overarching research question of this study is: How can the digital literacy practices, which adult immigrants in Sweden take part in within their everyday life, be mobilised in order to enhance their literacy learning in an educational setting? The study focuses on pre-literate adult learners who are simultaneously learning Swedish as a second language on a basic level and taking part in basic literacy education. Their teachers are also involved in the study. The aim is that the study will contribute to the development of digital literacy practices associated with the basic literacy education in the sfi-programme.

The presentation will focus on the collaborative research methods used. Data collection comprises a combination of classroom observations and semi-structural interviews with

learners as well as teachers. The first phase consists of the ‘mapping’ of digital literacy practices in everyday life and the sfi-classroom. The second phase comprises changes in the digital literacy practices in the sfi-domain. These changes will start out from the mapping of the learners’ digital literacy practices in everyday life and will be designed and developed collaboratively by the teachers and the researcher. Lastly, the changes will be evaluated.

### **“Talking Politics”: learning to use disciplinary oral language as a side-effect of Content-and-Language-Integrated learning**

*Julia Huettner (University of Southampton) & Ute Smit (Universitaet Wien)*

Content-and- Language-Integrated-Learning (CLIL) encompasses the teaching of non-language subjects through a foreign language, most typically English in the European context. While extant research on CLIL suggests positive impacts on lexical proficiency and on spoken production (Agustin-Llach & Canga-Alonso 2014; Ruiz de Zarobe 2008, 2010; Zydatið 2007), the potential of CLIL for advanced learners, both in terms of language proficiency and content knowledge, has received less attention. Of particular interest here is the nexus between these in the area of spoken disciplinary language use.

In this presentation, we focus on the patterns of negotiating political and economic positions, including the use of disciplinary terminology and phraseology. The data were collected in CLIL classes on international economy and European politics at an academically-oriented college of business in Austria. The data set includes 18 hours of video-recorded classroom data with two teachers and 35 students, consisting of group work, individual student presentations, teacher-whole class interactions and role plays. In addition, background and perception data were collected in the form of student questionnaires, student focus group discussion and teacher interviews.

Findings based on discourse-pragmatic analyses (incl. sequential analyses, lexico-phraseological profiling) show clear evidence of disciplinary language proficiency in the oral student production, despite the teachers overtly claiming a focus on content only. Student practices and perception data highlight their awareness of implicit guidance on language use appropriate for the discipline proffered by teachers, as well as the complex interactions of L1 disciplinary language available in teacher input and materials with English.

## **Session 3: Thursday 30<sup>th</sup> June After Lunch break presentations**

**14.30 – 15.00**

### **Early Language Learning: long term motivational trajectories and end-of-school attainment**

*Louise Courtney (University of Reading)*

A key rationale for the introduction of foreign language teaching in primary schools in England is to inculcate long-term, positive attitudes to language learning, with a view to encouraging pupils to continue with language study in the post-compulsory phase (age 14-16). Previous cross-sectional studies of early secondary school learners, without prior language study in primary school, have indicated a downward trajectory in attitudes to language across Years 7-9 (e.g. Coleman et al. 2007). Several recent longitudinal studies

have investigated learner motivation across primary-secondary transition in MFL and found that there are mixed reactions in the early stages secondary school, but overall attitudes become more negative by the end of the first year of secondary school (Courtney 2014; Graham et al. 2015; Richardson 2014). However, no study has investigated how the attitudes of learners with primary languages experience develop over the long term and how these may influence language up-take and outcomes. This paper presents longitudinal questionnaire and interview data from 26 young learners of French collected across Years 6-8 (aged 10-13) and also GCSE language attainment data from the same learners in Year 11 (age 15-16). The paper will investigate how learners' attitudes to learning languages develop across the transition from primary to secondary and beyond, evaluating the influence of individual learner characteristics and the relationship between attitudes in Year 8 and GCSE language uptake and attainment in Year 11.

### **The affordances of multilingual contexts for the development of plurilingual and pluricultural identities**

*Janet Enever (Umeå University Sweden)*

Preschool provision for children aged 3-6 years is widely available in many countries today. While it generally does not form part of compulsory schooling systems, it often receives substantial State subsidies, making attendance feasible even for children from low-economic family backgrounds. With the increasing trend towards introducing additional languages to younger children, preschools are now beginning to follow this pattern. In Europe for example, a number of autonomous regions of Spain now include both the regional language and standard (Castilian) Spanish in the preschool programme; while, in Poland, there are plans to introduce English nationally in all preschools from 2017 (Rokita-Jaśkow 2015).

This paper focuses on the context of Shanghai, a region with a long history of international contact, established today as a dynamic economic hub in China. Within this context children's home languages may include Putonghua (Mandarin Chinese), regional dialects, other languages of China and various foreign languages. Such multilingual environments offer an ideal context for the potential of what Cummins (2014) describes as teaching 'through a multilingual lens', a procedure that may facilitate the integration of children's home / heritage languages throughout the curriculum. Cummins proposes that such procedures may contribute to affirming children's identities and ensure the maintenance / strengthening of their home / heritage languages.

Adopting a socio-historical approach to the analysis of data, the paper discusses the varied responses of schools, teachers and children to the integration of a multilingual lens in preschools, including rich evidence of both bilingual and bicultural patterns of provision.

### **A Meta-Analytic Study of the Relationship between Anxiety and L2 Test Performance**

*Heng-Tsung Danny Huang (National Taiwan university) & Shao-Ting Alan Hung (National Taiwan University of Science and Technology)*

In the context of L2 assessment, an extensive body of research has hitherto explored the role of anxiety in contributing to test performance. Moreover, this bulk of research has been considered to take three different perspectives on the nature of anxiety, viz., trait, state, and situation-specific perspectives. However, a close examination of the studies in each



perspective that investigated the relationship of anxiety with L2 test performance brought to light inconsistent patterns for this relationship. Furthermore, thus far, no research effort has been made to synthesize the quantitatively-oriented L2 studies that explored this anxiety-performance relationship. In response, this study employed the meta-analytic approach to synthesize and evaluate the relationships between four types of anxieties (i.e., trait anxiety, state anxiety, test anxiety, and language anxiety) and L2 test performance. Specifically, for each pairwise relationship, the current researchers (1) operationalized the two variables, (2) performed a comprehensive search for the relevant primary studies, (3) evaluated the primary studies for inclusion based on the eligibility criteria and coded the relevant features of each included study, and (4) calculated individual effect sizes and synthesized these effect sizes following the random-effects model to attain an aggregate effect size. Based on the 38 primary studies that satisfied the inclusion criteria, the meta-analytic results showed that trait anxiety and language anxiety constituted the major antecedents of state anxiety, whereas test anxiety, language anxiety, and state anxiety served as the principal factors disrupting L2 test performance. In light of these results, implications are proposed.

### **The “Fake it ‘til you make it” approach to fluency development**

*Ann-Marie Hunter (St. Mary’s university)*

Fluency in a second language (L2) is the ultimate goal for many language learners. The challenge for teachers and students lies in the fact that Improvements in cognitive fluency generally occur through massive exposure to and use of the target language (Segalowitz, 2010).

Research in second language acquisition, however, has revealed that there are particular tasks, task conditions and strategies which can have a positive effect on L2 fluency *on a particular occasion*; what Segalowitz (2010) refers to as *utterance fluency*. Drawing on a recent, large-scale study into task repetition and fluency development (Author, in progress), I will show how task repetition, and in particular, task *type* repetition can impact on fluency at both the utterance and cognitive level. This will be supported by qualitative, focus group data, which suggests that performing at higher-than-usual levels of fluency, or affording students the chance to ‘act as if’ they are fluent L2 speakers, could offer additional benefits such as increased self-esteem, confidence and motivation to learn.

It will be argued, then, that students may have much to gain by ‘faking’ fluency and teachers may do well to adopt a “fake it ‘til you make it” approach to fluency training in the classroom.

**15.00 – 15.30**

### **Self-constructs in language learning**

*Janina Iwaniec (University of Bath)*

While many studies examined an important role of the ideal L2 self in language learning motivation (see Csizér & Magid, 2014; Dörnyei & Ushioda, 2009), its relationship with other self-constructs and sources of such self-constructs (Mercer, 2011) have not been extensively discussed. Thus, this mixed-methods study looks at the relationship between ideal L2 self and other self-constructs and the sources of self-constructs. 236 Polish learners of English aged 15-16 completed a motivational questionnaire, and 20 participated in semi-structured

interviews, in which they discussed their ideal L2 self, English self-concept and related self-efficacy beliefs. They were also asked about sources of their English self-concept and self-efficacy beliefs. The quantitative data was analysed in SPSS, whereas the interviews were transcribed and coded.

The results of regression analysis revealed that the ideal L2 self is more closely related to learners' self-efficacy beliefs rather than their self-concept, although the latter was also found to significantly contribute to the ideal L2 self. Six antecedents of self-related beliefs were reported; namely mastery experiences, grades, peer comparison, teachers, comparison across different domains, and other sources. Further, the results of regression analysis suggest that self-efficacy beliefs and self-concept, which are socially co-constructed, are the basis on which students draw when creating positive visions of oneself as successful language learners. This finding is in line with Dörnyei's (2009, p.11) assertion that the ideal L2 self is a possible self that one day can become reality.

### **Contrasting students' languaging with European policy for languages – changed conditions and challenges**

*Sylvia Vigmo (University of Gothenburg)*

This paper investigates students' languaging in digitally-mediated communication adopting a view on language use that is interactional, social, and contextual. It has been argued that the wide variety of genres used as tools for communication in today's literate practices, such as emoticons, acronyms and varieties of written communication are not considered up to standards of assessment (Thorne, 2012). In this regard, the complexities of assessment of languaging, are pointed out as true challenges for language teaching. Students however, who are being assessed for their language skills and competences in education, are faced with the challenge of not having other language genres than those stated as skills and competences in curricula and policies, acknowledged. The overarching aim of this paper is to investigate and highlight examples of skills and competencies as stated in the CEFR, and contrast these examples with empirical data to explore Swedish upper secondary students' languaging in social media. Based on examples, the aim is to contribute to a critical discussion about a given stance on knowing (a) language(s) in an increasingly digitally mediated world. Recently, the CEFR has been questioned regarding the need to critically examine the framework and the role it plays (Fulcher, 2010; Little, 2011). The Swedish curricula for languages are based on the CEFR. It is against this background that empirical data of language uses in social media by Swedish students will serve to highlight the need for revisiting the impact of the CEFR given the changed conditions for language use.

### **Using assessment for learning to cross ELT boundaries in secondary school education**

*Cornée Ferreira (University of Reading)*

By the introduction of a younger age of learning English in an increasing number of Dutch primary schools, teachers in secondary schools are facing several new challenges. These include having to teach children with a widely varying ELT background and level of English (cf. De Graaff, 2015), using a course book for all first form learners within a compartmentalised system. To help learners crossing the boundaries between primary and secondary education, teachers need to look across traditional educational boundaries for more suitable teaching methods.

The use of assessment for learning (AfL), is reported to have profound effects on learning outcomes in diverse groups (Black & Wiliam, 1998; Wiliam et al., 2004). There is little research, however, investigating the impact of AfL in secondary EFL contexts. A recent mixed-methods study aimed at filling this gap. The quantitative study used a quasi-experimental design to examine the effects of AfL on learners' acquisition of L2 learning strategies and lexical knowledge. The 97 participants were Dutch native speakers in four matched classes in their first term of secondary education. Learner diaries and the teacher's reflective journal comprised the qualitative data.

The AfL techniques used in the experimental group, created opportunities for learners to engage with new items regardless of their starting point in education, promoting lexical growth in learners of varying proficiency. Results of the study clearly suggest that young learners are able to use AfL techniques and that it benefits their development of lexical knowledge regardless of their experience in formal ELT.

### **Time, task and cognition effects on development of L2 fluency for instructed learners moving into study abroad contexts**

*Clare Wright (University of Reading)*

Current research into teaching and learning oral proficiency shows how effectively rehearsal and planning time can aid L2 speech performance. Yet successful performers in such tasks often struggle in producing spontaneous creative speech, even after time in immersion contexts, e.g. during Study Abroad. Thus apparent successful language learning may not relate to successful language use outside the classroom, particularly facing heavier cognitive demands in unrehearsed speech and dialogues.

This study uses a multi-paradigm research approach testing both working memory and task effects on fluidity and breakdown measures in the development of unprepared L2 speech, using a novel combination of measures (using CLAN and PRAAT). We compared changes over ten months in L2 English fluency performance on a Question and Answer task and a Story Retelling task, for 28 postgraduate Chinese students in UK universities.

Some fluency measures showed marked task effects, with significant improvements in reduced hesitations, and length of utterance ( $p < .001$ ) only on the Story Retelling task. Other fluency measures (articulation rate, length, number and location of silent pauses) also indicated significant changes, though not always in the expected direction. WM was significantly correlated with improvement, but only on Question Production ( $p < .05$ ). We argue that closer links between cognitive SLA, and pedagogic task-based research paradigms will create a more nuanced reliable approach to understanding fluency in terms of creative, rather than performative competence, and inform ways of teaching speaking that better prepare learners for the reality of producing spontaneous speech in new contexts such as Study Abroad.

**15.30 – 16.00**

### **Exploring the nature of learner motivation in test preparation courses**

*Martin Lamb (University of Leeds)*

Debates continue about the relationship between motivation and assessment. On the one hand, educational authorities worldwide impose high-stakes summative testing systems in

attempts to galvanize schools through competition, believing that this feeds through to enhanced effort and performance in pupils. On the other, educational theorists and researchers offer evidence that such forms of assessment damage learners' long-term academic motivation (e.g. Harlen & Crick 2002). Curiously L2 motivation researchers have remained somewhat aloof from these debates, despite the fact that each year several million English language learners face additional assessment challenges in the form of international gate-keeping exams such as TOEFL and IELTS. One reason for the neglect is perhaps that these exams fall outside traditional boundaries i.e. candidates either self-prepare, or enrol in exam-preparation courses in private institutions or university language centres. It is also often assumed that such test candidates have a strong instrumental orientation and that therefore motivation is not a pedagogical issue.

In this presentation I report preliminary findings from a qualitative study of participant motivation during an IELTS preparation course at a UK university, part of a larger study which compared methodology and motivation with a similar course in India. Six participants from various national backgrounds were interviewed twice during the 10-week course and observed three times in class; they also sent weekly email updates to the researchers about their in-class and out-of-class learning. Results revealed similarities in how the participants responded to the class methodology, but wide variation in their attitudes and behaviour towards the test requirement itself. I relate the outcomes to the promising new theoretical construct, Directed Motivational Currents (Dörnyei et al. 2016).

### **Learning a “foreign” language as a “native”**

*Jo-Ann Delaney (Canterbury Christ Church University)*

Ireland became an independent country through the creation of the Irish Free State in 1922. Article 4 of the constitution designated Irish as the national language, with English recognised as an official language. The challenges of teaching and learning what had essentially become a “foreign” language were addressed by a number of government initiatives, including making Irish compulsory in certain spheres as well as promoting the use of Irish beyond the classroom.

In this presentation I will provide a brief overview of some of the past successes and failures of the policy in Ireland to embed the use of Irish in the wider community. I will then focus on the development of “Gaelscoileanna” or schools where all subjects are taught through the medium of Irish. These schools exist largely within English speaking regions and are an initiative to promote the use of Irish as well as generating enthusiasm for parents' language use through the development of their children's language skills.

Based on research undertaken with current and past pupils of Gaelscoileanna, as well as teachers from such schools I will draw conclusions as to the effectiveness of the initiative. Through a combination of interviews and surveys, my research will provide insights on the language development of learners as well as the impact on Irish use beyond the classroom walls. I will question the notion of “foreign” and “native” in relation to this specific language context and address participants' framing of their language identity both within and outside the classroom.

### **Aligning peer assessment with academic English writing in higher education: Promoting collaborative learning inside and outside the classroom**

*Natalie Fong (The University of Hong Kong) & Kevin Yung (The university of Hong Kong)*

Peer assessment has been considered an effective way of promoting active learning among students in higher education. An English-in-the-Discipline course in the University of Hong Kong uses multiple forms of peer assessment activities to support students in learning effective English writing skills relevant to their discipline. This project investigated undergraduate students' engagement in peer assessment through group collaboration and e-Learning tasks on Moodle inside and outside the classroom.

Data were collected in two-fold: (1) a student questionnaire to elicit students' perceptions on using technological platforms for peer assessment; (2) focus group interviews to gather students' evaluative feedback on the peer assessment component in the course. Results unveiled that with minimal direct intervention by teachers, peer assessment enables students to take responsibility of their own learning and scaffold knowledge to each other. The presentation will analyse the switching roles of teachers and students within and beyond the classroom as well as students' responses to peer feedback and teacher feedback. Challenges and new directions of the use of peer assessment in collaborative writing will be discussed. The overall goals are to suggest effective ways of organising peer assessment activities in an English writing course and to address students' feedback on peer assessment materials to cultivate mutual and independent learning.

This project leads to insights into the development of innovative peer assessment and e-Learning activities and materials in teaching English across disciplines to enhance students' experience of using English for communication inside and outside the classroom.

### **Promoting oral language fluency in classroom: Bringing research perspectives and teaching practices**

*Parvaneh Tavakoli (University of Reading)*

While research in second language acquisition has been vigorously investigating oral fluency as both a psychological construct representing language acquisition and an important aspect of language performance (de Jong & Perfetti, 2011; Kormos & Denes, 2004; Skehan & Foster, 1996; Tavakoli & Skehan, 2005), little attention has been paid to pedagogic implications of this body of research for classroom teaching and learning. Despite the recent introduction of oral fluency to the new foreign languages curriculum in the UK (January 2015), no previous research has examined the extent to which teachers are prepared to promote oral fluency in their classroom and whether they are equipped to do it. The study reported in this paper has aimed to help fill this gap. Qualitative and quantitative data were collected from 65 language teachers who attended workshops aimed at promoting oral fluency in language classrooms. The participants belonged to a range of different language learning and teaching settings, linguistic contexts and learner age groups. The findings of the study suggest that in general the teachers consider their own understanding of oral fluency limited and their skills in promoting it in classrooms inadequate. More importantly, the participating teachers identify the need for more training as significant, and acknowledge that their practice would benefit from research in this area. The findings of the study have significant implications for researchers and teacher training programmes.

## Session 4: Thursday 30<sup>th</sup> June

### After afternoon coffee break presentations

16.30 – 17.00

**“Because it is all about how good you are in English”: Investigating the Meaning of Literacy among Multilingual Female Undergraduates in Pharmaceutical Seminars at a Saudi Arabian University**

*Noura Alghamdi (Lancaster University)*

Despite the prevailing tendency within academic disciplines in higher education institutions to increasingly incorporate undergraduate presentations as a means to develop learners' knowledge and expertise, scholarly research within English for Academic Purposes (EAP) has not paid adequate attention to research this genre in comparison to its focus on textual-based analysis in written genres (Charles, 2013). Building on a social view of literacy (Barton & Hamilton, 1998; Heath, 1983; Pahl & Rowsell, 2012; Street, 1984), this presentation describes a qualitative ethnographically-oriented case study to explore how female undergraduates in a Pharmacy College at a Saudi Arabian university engage with seminar presentations in their discipline. The presentation specifically explores how these undergraduates coordinate their use of English as the main medium of instruction with Arabic as their native language in relation to the dominant discourses that relate to the meaning of literacy in this context. In addition to investigating the literacy practices that underlie the participants' engagement with this event, the presentation draws on a social semiotic approach to multimodal meaning making (Kress, 2010; Pahl & Rowsell, 2006) to highlight some of the relevant semiotic choices that these undergraduates take to support their use of English to represent and communicate their disciplinary knowledge within the slides accompanying their presentations. Finally, the presentation discusses some of the implications that this discussion may have for pedagogical practices within EAP.

**English Writing Skills Learning and Using Inside and Outside Palestinian Public Schools**

*Ahmad Abadi (University of Bedfordshire)*

This paper highlights the context of teaching English writing skills within Palestine. It is drawn from the researcher's experience as a Palestinian English Language Teacher and his unpublished MA in Applied Linguistics and TEFL course assignment (University of Bedfordshire). It examines through a framework of SLA theories and external environmental factors, the process by which learners studying New English for Palestine Grade 12 are taught writing skills. It reports on the findings of classroom research which points to the importance of using model texts when assigning writing tasks. This area of language was chosen because while recent SLA research has shown the significance of writing in assisting learners to acquire a second language, within the Palestinian context students find writing in English (L2) a difficult skill to acquire. The paper provides evidence of an improvement in writing skills as well as the benefits of utilising technology (social media in particular) which has become very popular in Palestine over the past few years. The paper concludes with the researcher putting forward practical ideas to help bridge the gap between written English as used inside and outside the Palestinian classroom.

## **L2 students' development of academic vocabulary: the possible impact of two learning environments**

*Eva Olsson (University of Gothenburg)*

In this study, the development of English academic vocabulary among students in Swedish school, aged 16–19, who study English as an L2 is investigated. The possible impact of English used in two different contexts on this development is studied: extramural English, i.e. English used outside school, e.g. watching films or playing computer games, and English encountered in content and language integrated instruction (CLIL), where non-language school subjects are instructed through English.

The students' use of general academic vocabulary was analysed in four writing assignments given over three years. Comparisons were made between students who followed CLIL education targeting English and students who followed regular education with instruction in Swedish (with the exception of language classes). The frequency of the students' extramural use of English was investigated as was the time spent on such activities.

The results show that CLIL students did not progress more in their use of academic vocabulary than did students who followed regular education in Swedish in spite of the fact that CLIL students encountered and used English more often at school as well as in their spare time. The frequency of extramural English correlated with the use of academic vocabulary only in the first essay. For development of academic vocabulary over time, extramural English did not seem to have any considerable impact at all. The findings imply that frequent exposure to an L2 may not automatically result in enhanced development of academic language.

## **Measuring fluency in monologue and dialogue: a comparison of different oral testing formats**

*Giles Witton-Davies (National Taiwan University)*

Speech in oral tests is elicited in three main ways – dialogue with an examiner, dialogue with another candidate, and timed monologues based on a question or a visual stimulus. However, different formats may lead to differences in the amount and fluency of speech, as previous research has shown dialogue to be more fluent than monologue (Duez, 1985; Tauroza & Allison, 1990). This study investigates these differences, with the same students performing under all three conditions, but covering the same topics. Thus students were recorded talking about the previous weekend, for example, both as a timed monologue, and also in conversation with another student or a teacher. The order of the conditions was varied, so as to avoid a learning effect, and the tasks were performed at intervals of at least 4 weeks. Recordings were transcribed into AS units and further analysed using Praat. A global measure of fluency – pruned speech rate – was used, together with measures of the number and length of clauses, AS units and turns produced by each speaker under the different conditions. It was found that dialogues were significantly more fluent than monologues, and they also produced greater numbers of words. However, dialogues with a teacher and a classmate showed similar levels of fluency. The implications of these findings for teaching and testing are discussed, and it is concluded that if the aim is to elicit optimal levels of fluency, tests involving dialogue may be preferable to those that rely on student monologues.

**17.00 – 17.30**

**Metadiscourse in the classroom: a comparative analysis of native and non-native EFL teachers**

*Xinxin Wu (University of Aberdeen)*

Metadiscourse, as a rhetorical and pragmatic strategy used to construct discourse and express the speaker's or writer's attitude, has great pedagogical implications for the classroom teaching of English as a foreign language (EFL) teachers, especially for the non-native EFL teachers whose classroom discourse forms the medium as well as the input for the EFL students. Research into metadiscourse, however, has been primarily focused on the field of written discourse such as discourse analysis, pragmatic studies and language education, while the spoken academic English, especially comparative studies in teachers' classroom discourse has remained largely unexplored. Based on two corpora of EFL teachers' English for general academic purposes (EGAP) classroom discourses: 18 EGAP classes from UK universities and 18 EGAP classes from Chinese universities, this exploratory study attempts to investigate the use of metadiscourse in EGAP classes by EFL teachers across China and UK. In light of Hyland's (2005) interpersonal model of metadiscourse, the two corpora are compared to analyse the differences between their metadiscourse uses, and to explore the influence of pedagogical content and context on teachers' choice of metadiscourse in classrooms. This study also has further implication on EFL teachers' training and development program.

**Changing teaching practices in the English Classroom**

*Leona Bunting (University of Gothenburg)*

The conditions for learning English in Swedish schools are changing. Pre-teens' encounters with English in media and ICT out of school raise questions about what environments and resources are important for language learning in school. We present a study aimed to investigate how teachers reason about their English classroom practices and pre-teens' learning of English, especially considering the intersection of school and out-of-school practices.

In the study, 13 teachers who teach 10-12-year-old students were interviewed. The students have learnt English in school since they were eight or nine. The analyses showed that the teachers use a variety of resources when teaching, many of which cross both locational and sociocultural boundaries as they are linked to the students' activities involving English out of school comprising media and ICT. The teachers also use the students for learning purposes in that they utilize them as resources for everybody's learning in the classroom. The main opinion among the teachers is that English is to be considered a second language rather than a foreign language, indicating that they believe in the students' capacity for linguistic boundary crossing. Most of the teachers also see themselves as responsible for creating the ideal learning situation for the students, something which has an impact on their teaching. Although they take issues of boundary into consideration to varying degrees, there is a shift in pedagogical design from learning in school being organized solely by the teacher toward learning in school including more of the student's own choice and responsibility.



## **Fusing L2 learning inside and outside the classroom: Enhancing Willingness to Communicate through Multimodal videoconferencing**

*Heng-Tsung Danny Huang (National Taiwan University) & Shao-Ting Alan Hung (National Taiwan University of Science and technology)*

Although studies on computer-mediated communication (CMC) abound in the literature, most of them target the text-based written modality. Not enough studies investigate the pedagogic potential of synchronous multimodal videoconferencing in enhancing students' communication experience. Hence, situated in the English as a Foreign Language (EFL) classroom context, the current study explored how the participation in multimodal videoconferencing sessions affected one of the communication variables –Willingness to Communicate (WTC).

The study recruited one experimental group of 20 EFL learners and one control group of another 20 learners. Participants from the experimental group participated in three 30-minute communication tasks via multimodal videoconferencing that included interactions in textual, audio, and visual modes while participants from the control group completed the same tasks face-to-face in class. Instruments include an adapted WTC questionnaire, semi-structure interviews and learner reflections. Data analyses led to two major findings. First, learners in the experimental group exhibited significantly higher level of WTC than those in the control group, suggesting that multimodal videoconferencing can increase EFL learners' WTC. Second, qualitative findings indicated that learners' WTC in multimodal videoconferencing sessions was influenced by type of instructional tasks, support from multimodal texts, pattern of multimodal interaction and interlocutors. With the findings in mind, EFL professionals can employ more effective instructional interventions to foster communication in the virtual learning environment.

## **Predictors of L2 Writers' Pause Bursting: Modeling Fluent Writing Performance**

*Muhammad M. M. Abdel Latif (Al Imam Mohammad Ibn Saud Islamic University)*

Though writing research conducted in the last three decades has explored different explanatory variables of L2 writers' composing processes, very little attention has been given to examining the processes associated with their fluency. The 'writing fluency' construct has been defined and measured in varied ways. Recently, research has provided evidence that writing fluency can be measured more validly through using the mean length of writers' pause bursting or production units. Providing research-based rationale for relying on this measure, this paper reports on a study that examined the composing processes and behaviours used by fluent writers producing larger text spans, and less fluent writers producing shorter text spans. The study drew its data from the think-aloud protocols generated by two groups of Arab EFL students (a group of fluent writers versus another one of less fluent writers). The composing processes and behaviours, and the pause locations of the students in the two groups were compared. The results showed that the fluent and less fluent writers composed their texts differently. The less fluent writers were found to attend more to textual planning and retrieving processes, while fluent ones attended more to ideational planning, monitoring and text-changing processes. The results also showed that the fluent and less fluent writers allocated varied efforts to individual composing behaviours. Additionally, the study found that inter-sentential pausing fosters writers'

fluency while intra-sentential pausing hinders it. In the light of these results, the study presents a tentative framework for modeling fluent writing performance.

### **17.30 – 18.00**

#### **Teacher questioning and verbal feedback and their implications on student participation**

*Yaowaret Tharawoot*

Nassaji and Wells described that “teachers’ selection of verbal feedback is much more important than the choice of the kinds of initiating questions for the development of classroom discussion” (2000, p. 400). Based on their assertion, the researcher were interested in studying about teacher verbal feedback in postgraduate classrooms. Two studies’ findings showed that both evaluative and interactional feedback could promote student participation (Tharawoot, 2010, Yaowaret, 2015). Moreover, students were satisfied with their teachers’ verbal feedback providing (Tharawoot, 2015). However, those findings have not proved Nassaji and Wells’ assertion. Consequently, teacher questioning and verbal feedback behaviours are investigated because the researcher wonders whether teacher verbal feedback is much more important than teacher questioning or not.

This present study aims to answer these questions: 1) What types of questions does a teacher use? Is there a preponderance of any particular type? How much participation do questions generate from students?, 2) What function of verbal feedback does a teacher provide? Is there a preponderance of any particular function? How much participation does verbal feedback generate from students?. The research instruments are a classroom observation, a questionnaire, and an interview. Three undergraduate English conversation classrooms are observed. Furthermore, students are given a questionnaire and interviewed asking for their opinions towards teacher questionings and verbal feedback behaviours. The audio-taped data are transcribed and analysed both quantitatively and qualitatively. The quantitative approach addresses the frequencies and percentages of aspects of teacher questioning and verbal feedback behaviours. Based on the quantitative data, a qualitative analysis of the transcripts is made to describe the occurrences of several aspects of questioning and verbal feedback providing. Moreover, the qualitative analysis includes the interpretation of teacher questioning and verbal feedback to consider the degree to which teachers provide opportunities for student participation.

Findings of this study is significant because they provide teachers, particularly English teachers knowledge and insights about asking questions and providing verbal feedback which will be able to enhance opportunities for their students to participate in classroom discussion and be appropriate for students’ abilities, interests and motivation.

#### **Supporting language learning in outside-school collaborative projects**

*Goedele Vandommele (KU Leuven)*

The purpose of this study is to explore the language learning potential of an outside-school environment L2 learners while they are engaged in a goal-oriented project in collaboration with peers and coaches.

During a two-week summer camp with the implicit aim to promote the learners’ early acquisition of Dutch, adult coaches and L2 learners worked together to create content for a multimodal website. We analyzed ten stretches of interaction (of twenty minutes each) that occurred during ten activities in which newcomers and coaches were jointly engaged and evaluated the extent to which the coaches’ interactional support reinforced the affordances

of outside-school collaborative projects. In particular, we rated in how far the coaches supported the project's potential for meaningful language use and active participation, motivation, autonomy and collaboration while learners and peers were jointly engaged. Results indicate that the language learning potential was inconsistently supported, for all aspects except language use. Only half of the observed activities showed evidence of high(er)-quality interactional support, while such support was virtually absent during the other half. Moreover, coaches were inconsistent in supporting different activities' language learning potential, and the quality of their interactional support appeared to be related to the activity's nature: greater support was found in activities in which learners were allowed to take an active role in completing hands-on tasks. Only one coach succeeded in offering qualitative support for the language learning potential during tasks that were linguistically demanding. Implications for the design of outside-school language learning experiences are discussed.

### **Analysis of adult learner code-switched self-repetition in L2 classroom talk**

*Ruowei Yang (The Open University of Hong Kong)*

This paper reports main findings from an on-going research project in analyzing adult learners' code-switched (CS) self-repetition in classroom talk for learning Chinese as a second language (L2) from a perspective of conversation analysis (CA). It examines how learner's CS self-repetition functions in organizing interaction for L2 learning. The database comprises 36 hours video-recordings, which were automatically achieved by Online Learning System (OLE) when the course of Basic Chinese for Non-Chinese Speakers conducted its real-time e-tutorial at the Open University of Hong Kong. It involves three tutors (one female and two males) and 13 adult learners (six females and seven males). 282 learners' CS cases have been captured. Among them, 34 instances (12.05%) are the same turn self-repetition. With application of Auser (1984, 1998)'s model of bilingual conversation, this study particularly focuses on process of learner's repeating in the opposite code, and analysis of its local functions. Findings show that CS self-repetition is employed by L2 learner to immediately deal with various types of trouble utterance just made by themselves. While using CS self-repetition to accomplish self-repair in an on-going talk assists to reach conversational goals, it benefits speakers as a learner in L2 learning. The study helps our understanding of how CS self-repetition appears in learners' talk where the learners perform as a language users, and how this special practice in classroom may foster L2 learning.

### **The effects of proficiency on second language writing behaviours and text quality**

*Andrea Révész (UCL Institute of Education), Marije Michel (Lancaster University), & Diana Mazgutova (Lancaster university)*

The end products of writing tasks have been the object of a considerable amount of research in the area of instructed second language (L2) acquisition. However, relatively little empirical research exists that examines the online writing behaviours in which L2 users engage during L2 writing task performance. It is also underexplored how L2 writing behaviours may relate to text quality. The aim of this study was to help fill these gaps. In addition, we assessed whether the online writing behaviours, text quality indices, and their relationships were influenced by level of proficiency.

The study utilized a combination of research methods, employing online keystroke logging and computer-based and manual text analyses. Thirty L2 users of English, with IELTS scores ranging from 5.0 to 8.0, performed four writing tasks: two reading into writing tasks and two extended writing tasks. All participants took part in two sessions, writing two essays on each occasion. Test order was counterbalanced across participants. During task performance the students' online writing processes were recorded by the keystroke logging software *Inputlog 7.0.0.11*. The data treatment involved analysing the keystroke-logs for indices of speed fluency, pausing and revision during writing as well as calculating metrics of accuracy and linguistic complexity for the text produced. Data were analysed using a series of linear mixed effects models. The results will be discussed in terms of cognitive models of writing. The implications of the research for second language instruction and assessment will also be considered.

## **Session 5: Friday 1<sup>st</sup> July Morning presentations**

**10.00 – 10.30**

### **Pre- and in-service teacher education: Crossing boundaries in a virtual professional community**

*Maria Bortoluzzi (University of Udine) & Ivana Marenzi (L3S Research Centre)*

The paper discusses how pre-service teacher education for language teachers can serve as a springboard for promoting innovation and digital competence in courses for experienced teachers (in-service education) within the context of an inclusive professional virtual community. From 2012 onwards, the teacher community YELL/TELL, supported by the LearnWeb platform developed by the L3S Research Center in Hannover (<http://learnweb.l3s.uni-hannover.de/lw/>), has served as an open access environment where professional innovation for language teachers is promoted through critical reflection and collaboration in a perspective of professional lifelong learning. The wider theoretical framework at the basis of our work is a flexible socio-constructivist approach (Williams and Burden, 1997; Goodfellow and Lamy, 2009) and a reflective view of teaching and learning (Edge, 2011) for multiliteracies studies (Cope and Kalantzis, 2009a, 2009b; Jones and Hafner, 2012; Duensing, Gallardo and Heiser, 2013, Lamy and Zorou, 2013).

The presentation focuses on the third phase of an ongoing project about how language teachers search for resources, adapt them and share them with colleagues. More specifically we shall discuss how digital materials and activities of students in pre-service teacher training (posted onto the platform) are re-contextualised by an experienced group of teachers. Reversing expected roles, experienced teachers perceive as valuable and innovative materials and practices of student teachers, and use these materials to reflect on their own teaching practice, promote professional innovation and enhance critical thinking on their own classroom practices within a multiliteracy perspective.

## **Why L1 is not welcome in the English language classroom**

*Katalin Egri ku-Mesu (The Northern Consortium UK)*

Despite the fact that empirical research (e.g. Atkinson, 1987; Duff and Polio, 1990; Harbord, 1992; Polio and Duff, 1994; Anton and DiCamilla, 1998; Kecskés and Papp, 2000; Turnbull, 2001; Cummins, 2007; Turnbull and Dailey-O’Cain, 2009; G. Cook, 2010; Hall and Cook, 2012; Kerr, 2015) has long confirmed the important role of L1 in second language learning, the English language classroom – unlike modern languages teaching – has stubbornly resisted drawing on the students’ mother tongue or first language as a resource.

In my paper last year I investigated code-switching and translanguaging through the experience of bi- and multilingual writers and argued for an English language teaching that develops compound bilingualism, helping students’ develop their bilingual competence in the linguistic and cultural borderlands where this happens.

My current paper will build on this and explore the reasons for teachers’ English-only positions. Drawing not only on literature, but also on my experience of working with both native and non-native English speaker teachers and on these teachers’ self-reports, I will explore why both groups of teachers oppose the use of L1 in their English language classrooms. By examining the issues through a postcolonial theoretical lens and van Dijk’s sociocognitive approach, I hope to demonstrate that teachers’ resistance to L1 use in English teaching is so entrenched because it has ideological foundations. Trends in teaching approaches are also governed by this underlying ideology, and meaningful change can be brought about only by a paradigm shift.

## **Using the internet in and out of class: Benefits for foreign language learning**

*Nadia Mifka-Profozic (University of York) & Jenefer Philp (Lancaster University)*

With the rise of the internet, access to knowledge, community and social links are now in the reach of many (McDonald & Danino, 2015). The line between formal and informal learning has blurred, consequently making this distinction unnecessary and even misleading (Furlong & Davies, 2012). Language learning is one of the most affected areas (Lin, Warschauer, & Blake, 2016; Thorne, Black, & Sykes, 2009), in foreign language (FL) settings opening up access to authentic input hitherto dependent on the teacher and published materials.

The current study, involving 75 students from three EFL classes in Croatia, explores ways in which secondary school students make use of the internet for EFL input purposes both in and out of school. The data are drawn from classroom observations (three consecutive lessons in three classes taught by two teachers), interviews with students in focus groups, and an online survey questionnaire. Overall, the data suggests that for these students, access to the internet in class for formal learning purposes is complimented by informal out of school use of social media, FL films, online gaming and surfing the net. Classroom observation and teacher interviews suggest that the teachers use the internet to a limited extent but in creative ways, to complement face to face communicative tasks. Focus groups and the survey indicate productive use of the Internet both outside and inside the classroom can promote the productive and receptive fluency in English (see also Chen, 2008).

## 10.30 – 11.00

### **Effect of training on EFL pre-service teachers' use of classroom interaction strategies and attitude**

*Majid Al-Amri (Taibah University)*

The present study aimed to investigate effects of training sessions on EFL pre-service teachers' use of classroom interaction strategies and attitude when charged with implementing the innovative Communicative Language Teaching Approach (CLTA). Ten participants were enrolled in a 36-credit-hour teacher education program offered by a public university located in the western region of Saudi Arabia during the academic year 2013-2014. Two superintendents, two university professors and the researcher were also engaged in the study. The students participated in a weekly two-hour training sessions on classroom interaction strategies for four weeks. Following treatment all students completed Likert-type attitude surveys. A videotaped pretest and posttest, conducted to determine applied knowledge, requested students to use interaction strategies in their classrooms. In addition, memos, informal classroom discussions and observations were used to collect data throughout the whole semester. Findings revealed that (a) students indicated acceptance of the training sessions, and (b) students performed significantly better ( $p > .01$ ) than did they before the training sessions on videotaped assessments. In addition, a number of issues have emerged. They are related to 'silent participants' in training, laughing/smiling as an interaction strategy, pre-service teacher agency and class size. The study concluded with recommendations for future research studies.

### **Exploring the utility of video-dubbing in promoting L2 learning**

*Heng-Tsung Danny Huang (National Taiwan University) & Shao-Ting Alan Hung (National Taiwan University of Science and technology)*

This study explored the effects of a video-dubbing task on L2 learning processes and outcomes from the perspectives of EFL learners. A total of 76 Taiwanese college students from three intact classes were recruited to complete a video-dubbing task in groups of three or four members. To accomplish this task, they first removed the original soundtrack of their chosen segment of an English-speaking movie and then dubbed it with their own voices and sound effects. Next, on the designated date, they played the dubbed video segment and performed the live dubbing act again in front of the entire class. All but two participating students answered a digital survey custom-designed with reference to prior relevant research and consisting of 54 Likert-type items and 4 open-ended items that explored students' experiences of and perceptions toward performing in the video-dubbing task. Descriptive statistics and qualitative analyses performed on the survey responses collectively revealed that students perceived video-dubbing as an educational and entertaining task that could function to enhance linguistic gains, decrease language anxiety, promote cultural understanding, strengthen communication confidence, increase learning motivation, reinforce learner autonomy, and foster an enhanced sense of learning community. Additionally, the independent t tests conducted on the responses between high-proficiency and low-proficiency participants in terms of the seven aspects gave rise to

parallel results. In light of the derived findings, the researchers propose implications for L2 instruction in general and L2 task-based instruction in particular.

### **Language acquisition in the digital age: The importance of researching informal online learning practices**

*Henriette Arndt (University of Oxford)*

Online Informal Learning of English (OILE) refers to independent acquisition of English as a second language through engagement with various digital resources—such as online video, music, or social networks—which are not specifically designed for learning. Recent studies (e.g. Sockett, 2014) indicate that, as a result of changes in technology and the concomitant emergence of a globalised culture, this type of learning is becoming more common. There is even some evidence to suggest that individuals who mainly engage in this type of learning outperform highly-motivated and well-educated classroom-trained learners in tasks measuring a range of linguistic knowledge and skills (Cole, 2015). Further research is needed to explore this phenomenon in more detail, for example concerning the affordances offered by different kinds of informal resources or the relationship between various characteristics of informal online learners and their emerging language proficiency.

This presentation will provide an introduction to OILE and consider the implications that researching this type of learning could have for language learning and teaching more generally and classroom settings in particular. A better understanding of the processes at work in OILE and the affordances of various informal resources for different aspects of language acquisition could, for example, help both learners and teachers identify more effective ways of reaching particular learning goals. Teachers might also wish to consider how to help learners make the most of such activities through addressing important beliefs about and attitudes towards OILE or promoting the use of appropriate learning strategies.

## **Session 6: Friday 1<sup>st</sup> July After morning coffee break presentations**

**11.30 – 12.00**

### **Motivation and technology-based out-of-class language learning: A self-determination theory approach**

*Somayeh Fathali (Tohoku University)*

Blended learning environments are normally composed of two modes of delivery: face-to-face, and computer assisted learning. However, these two modes are commonly combined in the classroom and lack the effective technology-based out-of-class language learning (OCLL) opportunities. Moreover, despite the effectiveness of motivational factors on the learners' intention to perform autonomous OCLL, self-determination theory (SDT, Deci & Ryan, 1985) as an inclusive motivation theory has not received enough empirical scrutiny within the application of electronic tools for self-directed language learning. SDT focuses on the satisfaction of three basic psychological human needs for competence, autonomy and relatedness as intrinsic motivation facilitators. Accordingly, in order to fill the gap and generate a well-blended learning environment both inside and outside the classroom, the current study, drawing on SDT tests a hypothesized model of the potential effect of the

motivational facilitators on the learners' behavioral intention to accomplish technology-based OCLL as well as their actual OCLL achievements.

The research was conducted using a developed web-based e-portfolio system. The system was employed in an EFL Japanese context of 164 undergraduate students participating in technology-based classes enhancing TOEFL ITP® reading skill. Learners' satisfaction of their needs and their intention to do OCLL were sought through an online questionnaire, and the students' actual performance were obtained using the website entries. Path analysis was conducted through structural equation model approach to investigate the relations between the constructs in the hypothesized model. The results indicated that intrinsic motivation facilitators were positive predictors of the learners' OCLL intention and actual performance.

### **Informal language learning and development of L2 identity during residence abroad**

*Rosamond Mitchell (University of Southampton)*

To interpret variability in L2 learning success, there is increasing interest not only in learner motivation, but in broader conceptualisations of L2 identity (Benson et al., 2013; Block, 2007; Dörnyei & Ushioda, 2009). Identity theory itself has moved beyond a deterministic view of structural factors such as gender or social class toward more fluid conceptualisations, including a greater role for agency and self-identification.

This paper explores the emerging L2 identity of Anglophone (British) students of languages, spending the third year of their programme abroad. This minority group is important, as rejecting the prevailing ideology of English monolingualism. Additionally, efforts to encourage more British students both to study languages and also to undertake a sojourn abroad, which currently rely heavily on employability arguments (e.g. Hurley et al. 2016), need to be better informed about current sojourners' motivations and identity.

Data comes from a 20-month study of a group of 57 undergraduates, before, during and after a year-long sojourn in France, Spain or Mexico, and includes surveys of multicultural personality, social networking and language use, as well as regular interviews and limited participant observation. The sojourners have a strong intercultural orientation before departure, and while abroad they develop in two main ways: through a general "coming of age" process as young adults, and more specifically through enhancement of feelings of self-efficacy as L2 speakers. Most do not identify long-term with the particular location visited, sustain strong home links, and envisage their future L2 self as "multilingual" rather than e.g. "French" or "Spanish".

### **Language and learning in Kurdistan and Lebanon: Using refugees' and IDP's home languages in school**

*Anthony Capstick (University of Reading)*

Formal schools in the countries neighbouring Syria are facing unprecedented increases in the numbers of additional students as a result of the conflict in Syria. Lebanon's history of welcoming refugees has resulted in a dramatic rise in the numbers of Syrians now living in the country. In the Kurdistan region of Iraq, in addition to Syrian refugees, internally displaced persons (IDPs) fleeing conflict elsewhere in Iraq are also arriving into the region. This paper begins to describe how language is central to these newcomers' ability to fit into their new homes and how their previous language learning fits into their current classroom



learning. The data are taken from a research project which explored the language in education context for refugees in these countries.

Classic models of bilingualism, such as additive bilingualism (Lambert 1974), are drawn on in policy documents which advocate for home language use in classroom learning (UNICEF 2016). However, the current study seeks to explore how refugees and their classmates learn, and their teachers teach, by drawing on the analytic concept 'translanguaging' which offers alternatives to seeing bilingualism as dual. Instead, bilingual practices are understood as dynamic mobile resources that are put to use to adapt to local sociolinguistic situations (Garcia and Wei: 2014: 18). The paper draws on interviews with teachers and learners as well as classroom observations and policy documents in order to understand the sociolinguistic situations of refugees' new homes while trying also to understand the classroom practices of refugees, IDPs and their classmates.

### **Language learners as language users: Implications for teaching language skills and digital competences**

*Marlene Miglbauer*

Due to the internet and social media, learners of English can interact in English in a way previous generations of English learners could only dream of. Using the internet and communicating via social media has led to incorporating the language more easily into one's everyday life. Additionally, by using computers, the internet and communicating online students also acquire digital literacies. Yet, how regularly and in which specific contexts English learners are language users as well as which digital skills are brought into the classroom is information mostly unknown to teachers.

This presentation sheds light on first-year non-native speaker students' communicative behaviour in English both online and offline and how tertiary level English language teaching can draw upon these results as a resource. A questionnaire on the students' communication in English was conducted with first-year students of various subjects at two universities in Eastern Austria in 3 consecutive years. Results show that students primarily practise receptive skills (reading and listening) rather than productive skills (writing and speaking) both in their online and offline communication. These are important findings for designers of English courses at university level as the question arises as to how to react adequately to the students as (online) language users in the English language classes. This presentation will also discuss how language skills and students' digital competencies can be fostered and incorporated into today's tertiary level English teaching.

**12.00 – 12.30**

### **Context effects in long term grammatical attainment: Interactions with age onset and short term memory**

*Cylcia Bolibaugh (University of York) & Pauline Foster (St. Mary's university)*

What is the role of context for that subgroup of L2 learners distinguished by long term daily use? While such L2 speakers are common in second language immersion contexts, they have seldom been compared to L2 speakers matched for length and amount of use in a foreign language context. In the present study, we adopt a modified aptitude-treatment approach and investigate the influence of cognitive IDs thought to underlie implicit learning on the ultimate morphosyntactic attainment of 80 Polish L1 speakers of English. Participants

differed in their context of learning and use (second vs foreign language), but were all daily users of English for at least 12 years, with ages of onset between 1 and 35 years. We discuss the findings with regard to the differing contribution of learning mechanisms that operate over long timescales (e.g. incidental induction, proceduralisation) as a function of context and age of onset. Whilst age of onset is a significant predictor of ultimate attainment in both groups, it enables those participants with  $AoO < 8$  in the second language group to score within NS range, but also conveys a small relative advantage in the foreign language group. Short term memory emerges as a strong predictor, but only for second language participants with  $AoO > 8$ . The results clarify some of the divergent findings for the role of pSTM in advanced learners in instructed vs incidental contexts, and reopen the debate for the influence of AoO in instructed contexts.

### **Crossing boundaries through Erasmus Programme: A case study of prospective students** *Zeynep Duran Karaoz (University of Reading)*

Erasmus Programs play an important role in the internationalization policy of most higher education institutions moving students across borders for educational purposes. As an increasing number of students take part in these programs, they also have the opportunity to immerse themselves in another language and expand their language skills in different contexts. However, though they are set a proficiency exam as a part of the compulsory procedure before their mobility, they still experience difficulties during their studies, especially when they are engaged in oral communication. A state university in Turkey addresses this issue by planning and delivering a specifically developed EAP (English for Academic Purposes) course for Erasmus candidates. As such, the main purpose of this study is to put forward implications for the content of such a course on the basis of a needs analysis. The study aims to identify specific language needs of Erasmus candidates in oral communication by seeking the views of four groups of stakeholders: Erasmus candidates, Erasmus Coordinators at home and at partner universities, and previous Erasmus students. A mixed method approach was adopted: structured interviews and an online questionnaire were administered. The results indicated that 'note-taking, 'lecture understanding' and 'asking and answering questions in class' are perceived as the most important skills in candidates' target situation, and 'formal language' and 'pronunciation' are seen as other required skills. The findings also showed that candidates do not perceive themselves effective in these skills, and consider 'general comprehension' and 'lecture understanding' as the most important skills for their academic success. The findings have significant implications for the English Language Teaching (ELT) provision at a global level.

### **Effective use of home languages and translanguaging in learning spellings by ESL learners** *Ramani Jayasinghe (University of Kelaniya)*

Recent studies show that educational programs that systematically incorporate the use of English Language Learners' (ELLs') home languages result in achievement in English literacy and other academic subjects often better than ELLs in English only programs (Genesee & Lindholm-Leary, in press). Lindholm and Aclan (1991) found a significant positive relationship between ELLs' bilingual proficiency and their performance in reading in English. The aim of the study is to examine whether the Sinhala speaking ESL (English as a Second Language) learners' bilingual home language (Sinhala and English) shows a positive

influence in learning spellings of English words. Sinhala spelling is phonetic whereas English spelling is not phonetic that some of its words cannot be spelt by merely following the way they are pronounced (e.g. psychology). The hypothesis of the study is that the young Sinhala speaking ESL learners follow their parents' pronunciation in English words and spell them as the way they are pronounced. A pool of 65 students in Grade 4 were examined. A dictation task consisted of 40 sentences containing one preposition each was used. Both the accurate spelling of the prepositions and the number of home languages of each learner were analyzed. ANOVA will be computed using SPSS 12. If there is a significant positive impact on the accuracy of the spellings of the given prepositions by the bilingual home language, these learners' home languages and translanguaging can be used to facilitate teaching spellings of the English words which can be merely spelt following their pronunciation.

### **L2 learners on mobile devices: An exploration of the negotiation of meaning beyond the classroom**

*Helen Lee (The Open university)*

L2 learners on mobile devices: an exploration of the role of gesture in the multimodal negotiation of meaning beyond the classroom. This research examined the multimodal patterns of negotiation of meaning found in video-captured speaking tasks of cross-cultural dyads communicating from public spaces on Skype via tablets and smartphones.

The implementation of speaking tasks on mobile devices from public spaces beyond the classroom requires a thoughtful pedagogical response (Kukulska-Hulme, Lee & Norris, forthcoming). Language learning beyond the classroom is 'structured by the contexts in which the learner uses and internalizes the language' (Palfreyman 2011, p. 17). The negotiation of meaning has been traditionally conceptualised as a series of spoken turns (Varonis & Gass 1985; Long, 1996). Conversely, gesture is considered to play a key role in L2 acquisition within learners' social interactions (Mc Cafferty & Stam, 2008) with spoken discourse viewed as a multimodal phenomenon (Seyfeddinipur & Gullberg, 2014). This research examined cross-cultural dyads studying on face-to-face courses in the UK as they were connected via Skype to practise their spoken communication from cafés and museums reflective of their own and British culture. The findings demonstrate that learners negotiated multimodally across physical and virtual space. Learners needed to deploy their physical hands to think and co-construct meaning but in interviews they also describe moving the camera and device as a form of deictic prosthesis used to explore semiotic representations of language. The tasks beyond the classroom were videocaptured and then exploited as reflective artefact to discuss emergent language; and to also support learners to reflect on gestures and to 'notice' (Schmidt, 2001) the ensembles of meaning they had orchestrated through the contexts around them.

**12.30 – 13.00**

### **Tracking the early stages of L2 comprehension in children and adults instructed via a computer game**

*Diana Pili-Moss (Lancaster university)*

In this laboratory-based study I aimed at investigating comprehension in the very early stages of language learning in the context of implicit computer-assisted instruction. A group

of 9 year olds and a group of adults (both L1 English) were compared on their comprehension of the morpho-syntax of a version of Brocanto2 (Morgan-Short, 2007; Morgan-Short et al. 2013, 2014), a fully productive semi-artificial language displaying the word order of Japanese.

Over three sessions of about 45 minutes on three consecutive days, instruction was provided using a computer board game similar to draughts. After vocabulary training and an exposure phase where language stimuli were presented in association to corresponding moves on the game board, the participants played six games (20 sentences per block). They were asked to perform moves on the board following an auditory description in Brocanto2 and gained points when a move was correct.

Evidence coming mainly from classroom-based studies has shown that adults are advantaged compared to younger learners if the rate of learning is considered (Muñoz, 2006; 2008). However, the analysis of the game scores revealed very similar attainment trajectories for children and adults. Interestingly, the analysis of reaction times also showed that mean latencies across blocks were significantly shorter for children compared to adults. Finally, a preliminary analysis of the coefficient of variability (CV) in the two groups (Segalowitz & Segalowitz, 1993; Segalowitz & Hulstijn, 2005; Lim & Godfroid, 2015) found evidence of differences between children and adults relative to the early emergence of automaticity patterns.

### **Out-of-class language contact and vocabulary gain in a study abroad context**

*Jessica Briggs (University of Oxford)*

This paper reports a study of out-of-class second language (L2) contact and vocabulary gain in a study abroad (SA) context. The sample (n=241) were adult, mixed-L1 SA learners in England. Vocabulary testing took place at the beginning and end of the SA period and a questionnaire was administered between these time points to determine the types of out-of-class contact most identified with by the sample. Analysis grouped participants by location (Oxford/London) and length of stay (short/medium/long). The findings indicated that the types of out-of-class contact that the sample identified with most were not facilitative of varied input and opportunities for use of L2 lexis: as such, out-of-class contact did not significantly predict vocabulary gain. However, the sample made significant gains on vocabulary knowledge during their sojourn, with a large effect of a longer length of stay. This finding suggests a *Duration Threshold* with regard to the impact of SA on gains in L2 vocabulary size: that is, that up to a certain point in time in the target language community the impact of being in that community on gain is small, yet beyond that timeframe the impact becomes significantly larger. These findings call for inclusion in SA curricula of guidance for learners on how to access linguistically rich out-of-class contact, and how to plan, manage and manipulate that contact for maximum linguistic gain. Furthermore, SA programme design might usefully acknowledge and reflect the realistic timeframe in which out-of-class contact is likely to have a measurable impact on vocabulary acquisition.

### **Bringing home and school together, boosting second language acquisition?**

*Carolien Frijns (KU Leuven) & Koen Jaspaert (KU Leuven)*

In Flemish schools, a high proportion of children with an ethnic minority background underachieve. Since the 1980s it has been widely recognized that limited proficiency in

Dutch is one of the most serious educational challenges minority children are facing. To help them overcome this challenge, the government has introduced extensive support programs but these have not succeeded in helping minority children close the language gap with the mainstream school population. The limited success of educational attempts to bridge the language gap has been related to the question of the nature of second language acquisition (SLA). Especially with regard to younger children it is argued that their success in learning a second language depends on implicit rather than explicit learning processes. During the school year 2013-2014, we monitored the language development of 109 six-year-old Turkish children in 11 Flemish kindergarten classrooms. A set of tests containing standardized and innovative language tasks was used to reveal explicit and implicit language learning processes. Furthermore, data were gathered on the learning context: classroom interaction, teachers' beliefs, subjects' school liking and perceptions of multilingualism in a – except for one classroom – monolingual learning environment. Finally, an affective priming experiment has been set up to test whether reference to subjects' parents as significant in-group members in the school environment can be used to boost SLA. In this presentation, we will focus on the results of the affective priming experiment and on classroom interaction in the exceptional classroom where home languages are welcomed and used in everyday life.

### **Blended learning and memory-training techniques for vocabulary learning in adult EFL learners with dyslexia**

*Gloria Cappelli (University of Pisa) & Sabrina Noccetti (University of Pisa)*

University students with dyslexia can generally use specific learning strategies that compensate for the biological, cognitive and behavioural problems of their condition. However, foreign language learning remains a strenuous and difficult task for them. The reasons for this may lay in a complex interplay of deficit-related difficulties, individual attitudes, and ineffective teaching methodologies.

Learners with dyslexia seem to have a deficit in working memory and phonological short-term memory, both important predictors of success in language learning (Juffs and Harrington 2011, Dóczy and Kormos 2015). A multimodal approach in communicative settings has proven effective and beneficial in terms of memorization and motivation both for students with and without disabilities (Dale 1969, Narang and Gupta 2014). Blended learning, computer mediated communication, together with face-to-face modes can contribute to plan multisensory learning settings. Recent experiments have tested the positive effects of multisensory teaching materials with students with dyslexia (Gillingham & Stillman 1997, Nijakowska 2010, Aiello et al. 2013).

The paper discusses the preliminary results obtained from a case study investigating the effects of memory training techniques and a multimodal and multisensory approach to vocabulary teaching on learners with dyslexia. Existing EFL materials were adapted using both audio-visual and tactile tools to activate the different sensory channels. The frequency of stimulus exposure was increased and denomination techniques were used to help the memorization of new lexical items. At the same time, the learners' memory systems (both declarative and procedural) were trained through specifically designed memory-games and techniques (Allway and Allway 2013). The first tests show good results in terms of both language recognition and retrieval.

## **Session 7: Friday 1<sup>st</sup> July After lunch break presentations**

**14.30 – 15.00**

### **What teachers say about listening and its pedagogy: A comparison between two countries**

*Suzanne Graham (University of Reading)*

Listening is reportedly a difficult skill to teach (Field, 2008) and yet we know little about language teachers' beliefs about the skill or about what they describe as frequent and relevant classroom listening practices. The exploration of these themes is important given that stated beliefs and practices are likely to have an impact on how listening is actually taught in the classroom.

This presentation reports the results of a questionnaire about listening pedagogy completed by a sample of EFL teachers in Brazil, focusing on the teaching procedures they consider important as well as the priorities they claim to address before, during and after the listening event. These results are then compared with findings from a similar study involving language teachers in England, in order to assess the extent to which teachers' ideas, concerns and/or preferences about listening pedagogy resonate across different contexts. Such an assessment also enables the identification of what may be local and/or more global understandings of listening. The presentation concludes with implications for pedagogy and teacher education deriving from the comparative analysis.

### **An evaluation of the implementation of the English Language Nigeria Certification in Education Curriculum**

*Oris Tom-Lawyer (University of Central Lancashire)*

This thesis was conducted to examine the adequacy of the skills and preparation of the Nigeria Certificate in Education (NCE) English language teachers as the poor performance of Nigerian students in external English language examinations has become a source of concern to educational stakeholders (Patrick, Sui, Didam & Ojo, 2014). The NCE is the basic qualification for teaching in Nigeria. The concern for the quality of teachers in Nigeria is crucial as the Nigerian government recognized a problem with the training of teachers at the NCE level in 2010 and proposed to abolish the colleges and phase out the NCE (Idoko, 2010). The Context, Input, Process and Product (CIPP) Evaluation model is used as a theoretical framework in the study.

The research questions were: What is the context of the English language programme of the Nigeria Certificate in Education? How does the implementation of the curriculum equip students to develop the four language skills? What are the lecturers and students' perceptions of the implementation of the curriculum and how have the objectives of the curriculum been achieved? In examining these issues, a mixed methods approach was adopted within the framework of the CIPP model, while utilizing a case study.

The study showed the ineffective implementation of the curriculum as a factor for the failure of Nigerian students in external English language examinations. The research established the deficiency of the students in the basic skills of the language. The process and

product evaluations noted failures in the procedural design of the curriculum and demonstrated a lack of achievement of the objectives of the curriculum. The recommendations arising from the research emphasized an immediate review of the admission policy and an extensive involvement of the lecturers in the future reform of the curriculum. Future research is concerned with an investigation of the measures that will curb systemic failures in the colleges.

### **Foreign language learning in the age of the internet: A comparison of informal acquirers and traditional classroom learners in Central Brazil**

*Jason Cole (University of Oxford)*

Several recent studies suggest that due to changes in technology and the concomitant emergence of a globalised culture, effective out-of-class, informal English acquisition is becoming more common.

Following this research, the present study is a comparison of adult English language learners in Brazil who are divided into two groups, FASILs who have reached advanced levels with no or minimal formal instruction, and CTLs who have extensive experience of instruction in private language classrooms. Using linguistic tests, a questionnaire and a structured interview, the study analyzed group differences as well as individual differences in language proficiency, learner histories, behavior, beliefs and attitudes.

The key research question asked whether adult learners achieve high levels of foreign language proficiency without formal classroom instruction. Furthermore, if the knowledge and skills of FASILs were, in some respects, superior to those of CTLs, what variables might account for the advantage?

FASILs significantly outperformed CTLs across a battery of linguistic tests measuring a range of knowledge and skills. Results suggested that while CTLs tended to plateau at upper intermediate levels, FASILs generally improved through advanced levels, often achieving native-like levels of knowledge and use. The strongest contributing factor to proficiency was found to be self-determined motivation driven by a personalised relationship with English often marked by a transnational identity.

The findings challenge dominant paradigms in several fields of SLA that prioritize expert regulation over independent discovery and controlled, collaborative environments over real-world contexts of use entered into for personal reasons.

## Poster Abstracts

### **How to bridge the boundaries between institutionalized and natural writing education**

*Marleen Claessens (hogeschool Inholland university of applied sciences)*

The same students who make assignments in vocational writing without real engagement, conduct animated conversations during classroom breaks; about their clothes, friendships, politics and worries. As a lecturer in tertiary vocational education, I developed a writing pedagogy that starts from this natural need to communicate. *Natural Writing* reasons that writing about personal subjects gives students the courage to relate themselves to a future professional discourse, without feeling overruled by its conventions or feeling alienated from their own language use. In role-plays, they become their own readers and comment their own texts, they adopt different professional roles and moods, they deliberately make mistakes in tone, content or structure and discuss the effects of these texts. In terms of critical literacy: students develop a critical, context-sensitive writing competence which helps them to decide why, what and how they will write in specific social practices. They learn to assess if these writings are appropriate, from their own and other relevant viewpoints.

In a PhD research project, I analyze how lecturers who are enthusiastic about *Natural Writing* perform its exercises. Working from a deviant learning to write paradigm in an institutionalized context, how do they handle the pedagogy? And how can their experiences help me to ameliorate *Natural Writing*, according to its principles as well as the needs of the lecturers?

### **The London Centre for Languages and Cultures: A joined-up approach to language-learning**

*Xavière Hassan (The Open University) & Matt Garraghan (The London Centre for Languages and Cultures)*

Since 2013, The Open University and Pembroke College, Oxford have collaborated on the London Centre for Languages and Cultures. Based in a hub school in London, the Centre seeks to close the gaps between school and university language-learning. Among its aims are: to raise pupils' academic aspirations and subject knowledge; to promote the study of languages at university level; and to provide CPD and networking opportunities for teachers. This is achieved through a series of academically-intensive interventions, including study days and residential summer schools, providing valuable experience of university study. The Centre has also developed a strong online presence, through the creation of a website containing dedicated subject and pedagogical resources for pupil and teacher participants, and providing a platform for university-led teacher development. The results from the Centre's first two years indicate that it has succeeded in raising awareness amongst pupils in participating schools of the value of languages in Higher Education and beyond, and there is some evidence that it has boosted AS/A Level grades. Teachers have also valued the new ideas and practices opened to them through the project, which they report they can use directly in their teaching to stretch and motivate talented young linguists. Further findings have come out of a colloquium hosted by the LCLC in July 2015 to discuss language policy in the UK, bringing together delegates from across the educational spectrum. This culminated in a call for a much more joined-up approach to language-learning across all levels, from primary to higher education.



### **Multilingual literacy learning of Nepalese children growing up in the UK**

*Sarah Knee (University of Birmingham)*

This research is interested in how Nepalese children growing up in the UK learn literacy skills and practices in Nepali Devanagari and English, with particular focus on pedagogical practices in the three sites of Nepali literacy class, mainstream school and home. The Nepalese community in the UK are an under-researched minority linguistic community and as such, this research seeks to support the multilingual literacy learning of children within this community.

Research has taken a linguistic ethnographic approach, embracing participant observation across the three sites as the primary source of ethnographic data. This has enabled the researcher to 'become a participant in the life of the setting while also maintaining the stance of an observer' (Hoey, 2014: 2). Data has been collected over 10 months and includes photos, copies of children's work, audio recordings, and interviews, both ethnographic and semi-structured.

Emerging themes include linguistic repertoire, translanguaging as pedagogy, translation and transliteration, participant observation and emblematic templates.

Findings will have implications for pedagogical practice with Nepalese and other multilingual children from diverse backgrounds.

### **Bridging policy and practice: A study of teacher talk among EFL teachers in China**

*Peter Teo (Nanyang Technological University)*

This study focuses on teacher talk in the context of EFL teaching in China. Framed against China's current focus on 'thinking, imagination and innovation' as stated in the National English Curriculum Standards (NECS), this paper reports the findings of a qualitative study aimed at understanding how discursive practices of EFL teachers in China contribute to the learning outcomes and overall goals of the NECS. The study adopts the theoretical lens of Bakhtin's concept of dialogism, which views dialogue as the principal means for meaning making and learning. Dialogue, in this study, is operationalized in terms of both the Initiation-Response-Feedback (IRE) sequences that transpire between the teacher and learners, as well as the ways in which teachers shuttle or code-switch between the learners' L1 (Chinese) and English, in order to forge links, both linguistic and cultural, between the two. The primary data of this study comprises 30 hours of audio-recordings of lessons taught by 8 EFL teachers at the high school level in two Chinese cities. The analysis of this data suggests that EFL teaching is still very much entrenched in the traditional practice based on word recognition and pattern drills and, despite official policy pronouncements, maintains a predominantly monologic thrust. The implications of these findings will be discussed in relation to how teacher talk can mediate EFL learning and, more broadly, bridge the gap between policy and classroom practice.

### **"This idea needs expressing" – Linguistic variations in EAP feedback**

*Jill Haldane (Edinburgh University)*

Are EAP tutors unwittingly cooperating in the language-content dichotomy by positioning themselves as language teachers without intellectual connection to the subject matter? This paper presents research, using a critical discourse analysis (CDA) approach, of EAP tutors' register when negotiating discourse of feedback on an online English for Specific Academic Purpose (ESAP) academic writing course at the University of Edinburgh.

The data show a possible hypothesis that feedback discourse may vary linguistically depending on whether tutors' are commenting on students' language or subject content and argumentation. It also investigates linguistic variation in online and face-to-face settings; and CDA gives insight into the interpersonal significance of the variation observed. This is increasingly relevant to EAP teachers' practice in providing English language support for PG international students.

### **Effects of written & audio input & explicit instruction on acquisition of Rendaku by L2 learners**

*Shao Ting Hoong (University of Oxford)*

Studies in acquisition of second language phonological rules seem to be given less attention in the Second Language Acquisition literature in comparison with other aspects such as vocabulary, grammar and native-like phonetic implementation (often referred to as pronunciation, which actually also includes knowledge of phonological rules). This study seeks to contribute to the area by investigating the effects of the type of input on the incidental and explicit learning of *Rendaku*, a phonological rule in Japanese where the voiceless initial obstruent of the second element in a compound becomes voiced. The sample (n=60 secondary school learners of L2 Japanese in Singapore) will complete a test of vocabulary size and a pre-test of oral production of *Rendaku*. Participants will then be randomly assigned to a control group or one of three experimental groups: 1) reading-based *Rendaku* input; 2) listening-based *Rendaku* input; or 3) explicit instruction of *Rendaku*. Following treatment, immediate and delayed post-tests of oral production of *Rendaku*, which mirror the oral production pre-test, will be administered, and participants' performance on these tests will be analysed using repeated measures ANOVA. The findings will provide vital data about how learners acquire second language phonology beyond native-like pronunciation of phonemes and the results of the study will be relevant when considering incorporation of phonological input in language learning curricula.

### **Acquisition of implicit knowledge of L2 grammar: Input modalities and working memory**

*Sami Alsalmi (Bristol University)*

Second language acquisition (SLA) - based research has typically examined the role of instructional methods in the acquisition of implicit grammatical knowledge (IGK). However, second language (L2) learners' IGK can be not only affected by the instructional methods, but also the modality of stimulus presentation and learner-internal cognitive factors. The proposed PhD project aims to investigate which of the two input modalities (auditory versus visual) during learning results in more successful acquisition of IGK. The intervention in both modality groups will involve two types of treatment: enriched input and enhanced input tasks, which are designed to promote the acquisition of IGK. The project will measure subjects' performance in both modalities with a spontaneous assessment task: an elicited oral imitation task (EIT), and a timed visual grammatical judgement task (GJT). In the EIT, the dependent variable of measuring IGK is the automatic restoration of deviant structures in a brief time span, while the timed GJT is the correct judgement of deviant structures under pressure time. The study assesses implicit knowledge development by way of the spontaneous assessment task and the timed GJT, in the belief that such assessment would elucidate whether the L2 linguistic system is susceptible to automating via auditory or visual

input-based language processing. Finally, the project will investigate whether the predicative power of WM moderates the effects of input modality during learning on the acquisition of L2 IGK.

### **Ethnographic insights: Role of sojourners' 'cultures' and gender on accessing speaking opportunities**

*Helena Stakounis (Lancaster University)*

With the increase of international students in the UK (Bohm et. al., 2004), HE institutions seek to understand how to meet their needs and expectations, namely to improve language, enable positive experiences and provide comfort whilst away from home (Carroll and Ryan, 2005). Yet, research suggests this is not being achieved (Jarvis and Stakounis, 2010). For spoken fluency to improve, learners need to engage in spoken interaction; however, for cultural reasons, particularly female sojourners may find accessing such opportunities difficult (Martin and Rohrich, 1991; Polanyi, 1995), often resulting in low-level language improvement and cultural alienation (Twombly, 1995).

The study employs ethnographic methods (learner diaries, interviews with female sojourners and teachers, observations inside/ outside UK HE classroom) with aims of understanding the frequency/ form of spoken interaction sojourners engage in and their feelings regarding their supposed 'immersion' in target language/ culture.

### **The effects of task complexity manipulated by reasoning demands on L2 learners' oral performance: interaction with language proficiency and working memory**

*Anas Awwad (University of Reading)*

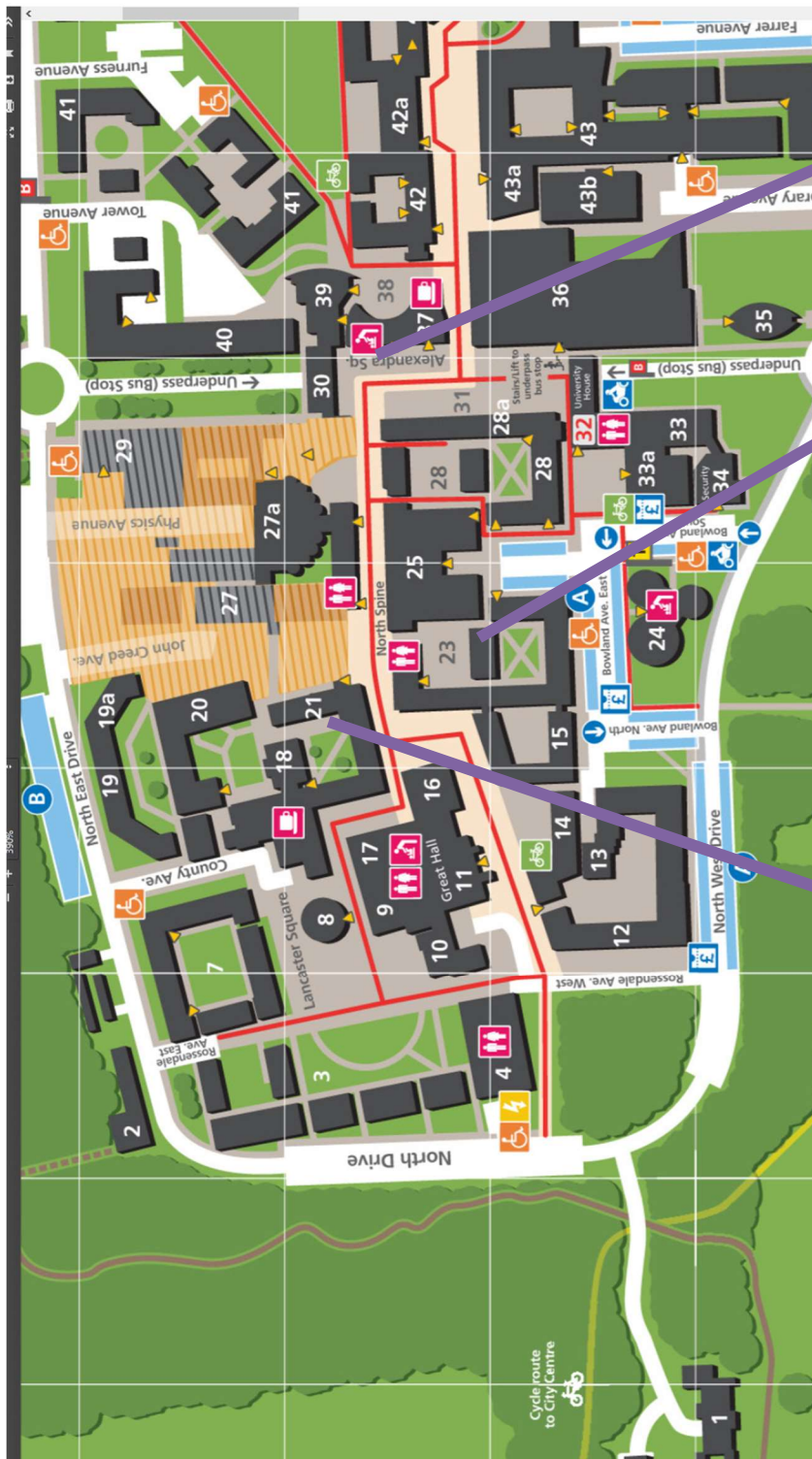
A central debate on the cognitive approaches to Task-Based Language Teaching is the issue of the effects of cognitive task complexity on second language (L2) performance. The Cognition Hypothesis (Robinson, 2011) predicts positive effects of performing more cognitively complex tasks on the accuracy and complexity of learners' speech production, and negative effects on fluency. Following these predictions, a first study investigated whether increasing task complexity (TC) through intentional reasoning (IR) demands would be associated with increased accuracy, syntactic complexity and lexical complexity, and decreased fluency of L2 learners' oral performance. The study further investigated whether the learners would perceive the complex task as more difficult.

Following the mixed findings obtained from the first study (Awwad, 2015), a new study has emerged to 1) provide a clearer and more reliable conceptualisation and operationalisation of IR, and 2) investigate whether individual differences mediate the effects of TC on oral performance. Hence, the new study will examine the effects of manipulating TC by IR on L2 oral performance, and whether learners' individual differences in language proficiency (LP) and working memory (WM) moderate the effects of IR on learners' speech production and perception of task difficulty. The findings will have important pedagogic implications in terms of selecting, grading and sequencing tasks based on their level of complexity. The findings will broaden teachers' perspectives on how TC stimulates L2 performance and learning.

## Venues

The conference main venues (Seminar Rooms 2, 4, 7 and 23 as well as the Elizabeth Livingstone Lecture Theater) are situated in Bowland North (ground floor), i.e., no. 23 on the Campus map.

Registration and Lunch are situated in the FASS building (Meeting Rooms 1 & 2 on the ground floor A), i.e., no. 21 on the Campus map.



Bus stop underpass (stairs outside Costa) Bus no. 2A, 2X, 3, 4

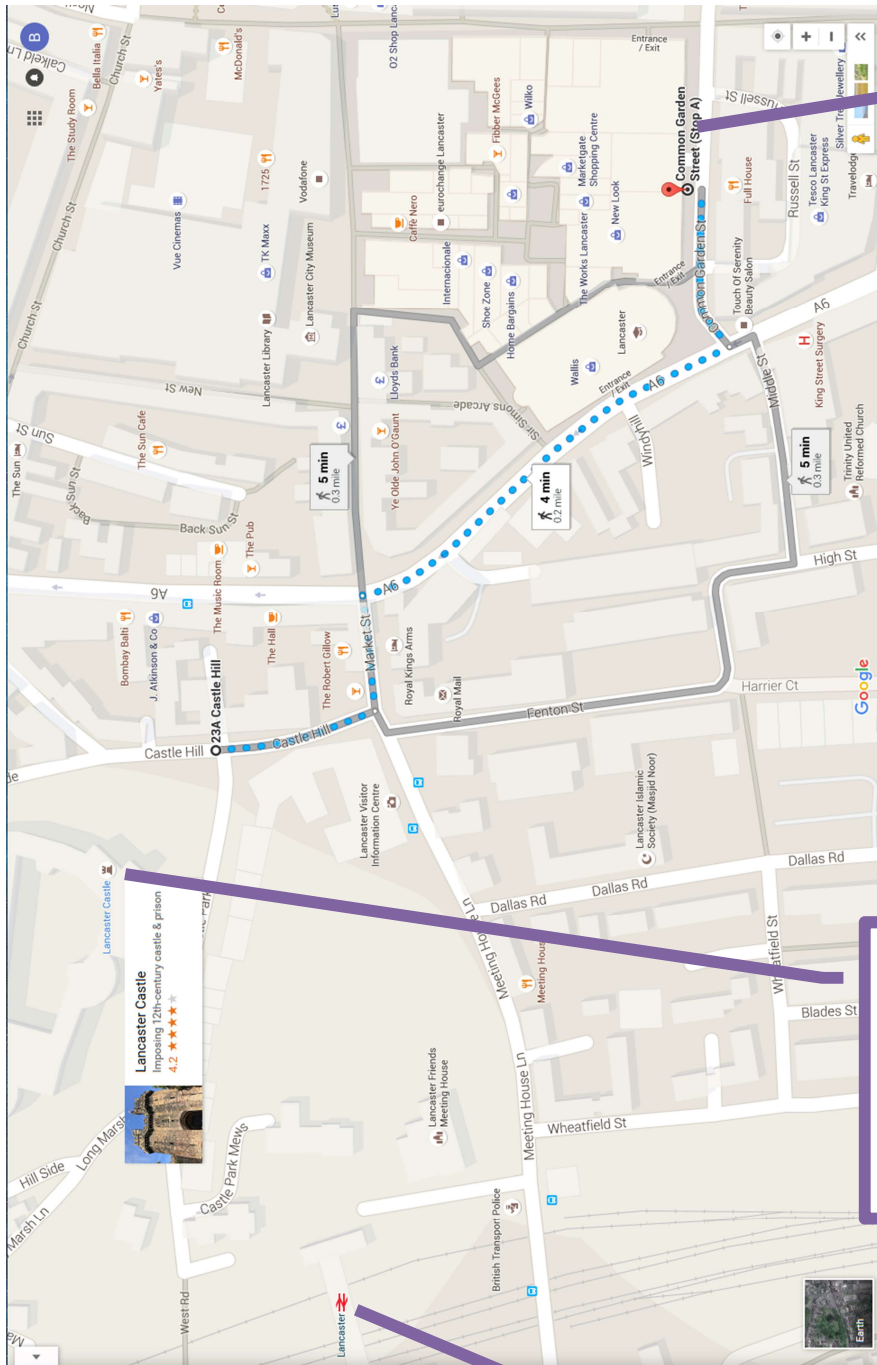
23  
Bowland North  
Plenaries and  
Presentations

21  
FASS  
Building  
Registration,  
Posters,  
Lunch



# Conference Dinner Map – Thursday, 7.30 pm

Bus stop to Castle 4-5 mins by foot



Bus stop  
Common  
Garden

Lancaster  
Castle  
[www.lancastercastle.com/](http://www.lancastercastle.com/)

Lancaster  
train station

23A Castle Hill, Lancaster LA1 1YN, UK  
Common Garden Street (Stop A), United Kingdom

Send directions to your phone

<b>4 min</b> 0.2 mile	<b>5 min</b> 0.3 mile	<b>5 min</b> 0.3 mile
<b>via King St/A6</b>	<b>via Castle Hill</b>	<b>via Fenton St</b>
DETAILS		

## Information for Presenters

### Paper presentations

Paper presentations are 20 minutes in length with an additional 5 minutes of question time. Windows PCs & internet facilities will be available for PowerPoint presentations.

Alternatively you may choose to connect your own laptop. If so, please ensure you bring your own adapter for either VGM or HDMI. We kindly ask you to copy your presentation file onto the PC desktop in the break before your session. That is:

Sessions 1/5: during the registration time on Thursday morning June 30th (8:30-9:15)

Sessions 2/6: during the coffee break for late morning sessions (10:30-11:00)

Sessions 3/7: during lunch time (13:00-14:30) for early afternoon presentations

Sessions 4: during the coffee break (16:00- 16:30) for late afternoon session on Thursday.

If you will be using audio/video material, please contact us in advance if you require an assistant to be available during set up.

### Session chairs

Presenters, please be sure to arrive in the room at least 10 minutes prior to your presentation. We ask presenters to request a person in the room to assist with chairing. There will be time cards beside the computer for this person to use to alert the presenter at 5, 2 and 0 minutes time remaining. Please respect your fellow delegates and keep to the time allocated for presentation and question time.

### Poster presentations

The poster session will take place on Thursday during the lunchtime session 13:00-14:30, in the area where lunch will be served. This will enable you to participate in the lunch and will also encourage attendees to take part in the poster session. We kindly ask you to set up your poster during the registration time on Thursday 30th June (9:00-9:30). Poster boards will be available in a designated area for you to place your poster on. The size of the poster board is large enough to accommodate an A0 size poster (84.1cm x 118.9cm) in portrait (not landscape). Please ensure, however, to use a type size that can be read easily at a distance of 1 meter.

## Useful Links

### Visit Lancaster guide

<http://www.visitlancashire.com/explore/lancaster>

### Various Maps of Lancaster

<http://www.lancaster.gov.uk/information/maps>

### Guide to buses from Lancaster to the University

<http://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/facilities/Lancasterbus.pdf>

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