

# Wednesday 2<sup>nd</sup> June 2021

## STRAND: LANGUAGE AND LINGUISTICS

### Sub-theme: Accessibility and Equality in Language Education for Future Generations

#### KEYNOTE 1: ELT IN A MULTILINGUAL COUNTRY: IS DIFFERENTIATED INSTRUCTION THE WAY FORWARD?

Dr Nur Ehsan Bin Mohd Said, National University of Malaysia

4pm (MYT) / 9am (BST)

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#### KEYNOTE 2: LANGUAGE EDUCATION AND LANGUAGE IN EDUCATION IN GLOBALISED WORLD

Dr Oksana Afitska, Lancaster University

7pm (MYT) / 12pm (BST)

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## STUDENT PRESENTATION ABSTRACTS

### **Gabrielle Flockton, Lancaster University**

#### TEACHER EDUCATORS' PERSPECTIVES: PREPARING STUDENT TEACHERS TO TEACH IN LINGUISTICALLY DIVERSE CLASSROOMS

*Despite a significant increase in the population of children in UK schools learning English as an Additional Language, the Newly Qualified Teacher survey frequently reports that new teachers do not feel sufficiently prepared to work effectively with pupils who are classified as 'EAL'. Thus far research has focused on understanding the experiences and attitudes of newly qualified, in-service, and experienced teachers. The perspectives of teacher educators have not been adequately researched. This research used a mixed methods approach, using a survey and semi-structured interviews, to investigate teacher educators' views on their role in preparing future teachers to work in linguistically diverse classrooms. Key findings from the research suggested that there may be a mismatch between perceptions held by newly qualified teachers and teacher educators. Most participants reported that they were confident about teaching student teachers how to teach EAL to pupils with Language(s) Beyond English.*

### **Mengqiao Zhang, Lancaster University**

#### THE EFFECTS OF READ-ALOUD ASSISTANCE AND THE INPUT TEXT ON TASK COMPLETION AND LEXICAL USE IN TEXT SUMMARY SPEECH

*The present study, through the use of a reading-to-speaking summary task, investigated the effects of read-aloud and the input text on the participants' task completion and lexical use. A total of 128 Japanese learners of English completed the text summary task in two conditions (with RAA and without RAA) with two input texts (the US Flag and the Red Cross). The present study processed their speech transcripts using a content coding scheme and lexical analysis tools (TAALED and TAALES). The resulting data were entered into SPSS for quantitative analysis. The results showed that read-aloud did not have a statistically significant effect on participants' task completion and lexical use but the input text did.*

### **Muhammad Khairi Fakhri Fazil, National University of Malaysia**

#### MOBILE APP FOR GRAMMAR TEACHING AND LEARNING: A CASE STUDY OF THE INDIGENOUS COMMUNITY

*The initial components of this presentation are the issues of grammar learning in Asian ESL classrooms, the integration of technology and digital games in language classrooms, and the gap in the literature of indigenous pupils' English language learning. The ensuing component will comprise the findings of a mixed methods study about the effects of a self-developed mobile game application – TurTense App – on indigenous pupils' performance and motivation in mastering continuous tenses. A comparative analysis will be made between these indigenous pupils, to whom English is a foreign language, and their counterparts in the mainstream community who use English as a second language. The presentation will conclude by discussing research implications and putting forward recommendations for stakeholders to consider in facilitating the English language learning growth among indigenous pupils.*

**Nurhayati Ghazali, National University of Malaysia**

**ESL SPEAKING ANXIETY: FEEDBACK FROM LEARNERS IN THE TVET CONTEXT**

*The first part of the presentation highlights a discussion about speaking anxiety among ESL learners in Malaysia specifically at TVET institutions. Through a modified Foreign Language Classroom Anxiety Scale as well as the review of case studies and interviews from the literature, the causes of speaking anxiety will be unravelled by situating it in the TVET setting. In a subsequent part of the presentation, findings from a semi-structured interview will describe the causes for speaking anxiety which affected some ESL learners' speech. Specific areas for highlights are communicative apprehension, test anxiety, lack of exposure in the target language, pronunciation, and teachers' roles and instructions. Also featured are strategies employed by ESL learners at TVET institutions to overcome fear in speaking, divided into four aspects from the learner perspective: personal strategy, language learning strategy, preparation for oral examinations, and preferences in completing speaking tasks. The presentation ends by discussing research implications and recommendations for stakeholders in order to minimise learners' speaking anxiety.*

**Vanitha Thambirajah, National University of Malaysia**

**CREATIVE PEDAGOGICAL STRATEGIES: EFFECTS ON ESL DESCRIPTIVE WRITING AND CLASSROOM PARTICIPATION**

*The first part of this presentation will overview creative pedagogical strategies used in the teaching and learning of descriptive writing and classroom participation in an English for Second (ESL) context. It also includes some 21<sup>st</sup> century teaching and learning skills. The second part will present findings from practical classroom research, discussing three cycles of action research and a case study under the qualitative paradigm employing Kemmis & McTaggart's model. The research focus was to assist students to improve their descriptive writing proficiency in terms of sentence constructions and vocabulary. Enhancing classroom participation during the lessons was a second focus to be elaborated in the presentation. In addition to highlighting individual and group-level research findings, contributions, and pedagogical implications from the classroom intervention, the teaching and learning transcendence related to the phenomena under investigation will be discussed from both the educator and learner perspectives.*

**Mohd Azim Saidon, National University of Malaysia**

**DIFFERENTIATED FEEDBACK AND L2 WRITING READINESS**

*Feedback plays an integral part in accelerating learning growth. In a second language (L2) writing classroom, scholars suggest that feedback on written assignments is crucial to facilitate output with higher content clarity and fewer linguistic errors. The highlight of this presentation is on the feedback discrepancy between what is given by writing instructors and what is preferred by L2 learners, and how it affects L2 writing readiness. Issues of how, when, and how frequent feedback should be given will be explained to establish the need for a feedback differentiation strategy. At the end of the presentation, findings from a needs analysis phase will be discussed in preparation for a larger research project that investigates the effects of differentiated feedback on L2 learners' writing readiness.*

**Fangzhou Zhu, Lancaster University**

**DESIGNING DATA-DRIVEN LEARNING MATERIAL FOR ENGLISH WRITING: A PILOT STUDY REFLECTION**

*Data-driven learning (DDL) refers to a learning style in which language knowledge can be derived and acquired via the concordances extracted from authentic language corpora. It is always a challenge introducing DDL to teachers and students because it is heavily influenced by various factors, such as education culture, teaching syllabus, etc. This talk aims to discuss an ongoing project of DDL material design for enhancing English writing proficiency, as a reflection after preliminarily implementing DDL on a group of Chinese undergraduate students. It will explain how pilot study data inspired the design of DDL material. Then, the author will continue to argue how this project reflects the principles of teaching material design and is in line with current teaching context in Chinese higher education. In the last part, this talk will discuss the position of such material in the process of introducing DDL to mainstream English language teaching.*

**Mariana De Luca, Lancaster University**

**STUDENTS' INVESTIGATIONS INTO THEIR PLURILINGUAL PRACTICES**

*This presentation discusses the initial involvement of two eighth grade students as participant researchers in their US Spanish immersion classroom. The aim of the study was to answer the following questions: (1) How do eighth graders use their languages in the Spanish Classroom? (2) What benefits or disadvantages do students perceive in the way they use their knowledge of the two languages? (3) What challenges emerge from this participatory research? (4) What are the outcomes of this participatory research? The presentation describes the procedures and issues related to this participatory research. It also examines students' analysis of the collected data (two classroom recordings and two written activities) in order to answer the questions. In addition, it provides a summary of the implications for a larger study involving students as co-researchers.*