Book of Abstracts

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Christopher Hart (keynote speaker) – *Lancaster University*

Discourses of disorder: Representations of riots, strikes and protests in the press

In this talk, I present a body of research on media representations of riots, strikes and protests conducted within a cognitive linguistic approach to Critical Discourse Studies (CL-CDS). I draw attention to a range of conceptual parameters involved in semiosis which, invoked by linguistic and multimodal structures in discourse, may serve an ideological function in (de)legitimating social actions. Such conceptual parameters include, for example, metaphor, event-structure and spatial point of view. I take as my data historic media reports of the (1984-1985) British Miner's Strike as well as reports of more recent events such as the 2009 G20 protests, the 2010 Student Fee protests and the 2011 London Riots. Having presented qualitative analyses of this data, I report the findings from recent experiment in CL-CDS which demonstrates empirically the predicted ideological effects of (some of) the structures in question.

Uta Papen (keynote speaker) – *Lancaster University*

Hymns and prayers: The role of religious literacy practices in children's literacy learning

In this talk I discuss the role of religious literacy practices such as hymns, prayers and Bible stories in the context of literacy teaching in the early years of primary schooling in England. Literacy practices are context- and culture specific activities that involve written language. Using data from an ethnography of a year 1 class (5 and 6 year olds) in a Catholic primary school conducted in 2013 and 2014, I suggest that religious literacy practices, which are not intended to be reading (or writing) lessons, can nevertheless support children's literacy learning. They offer children exposure to different forms of language, more complex and intellectually engaging than some of the texts they encounter in their regular literacy lessons. They showcase for children that reading and comprehension can take forms other than what is commonly associated with academic literacies with their focus on correct decoding and rational thinking. Religious literacy practices support ways of engaging with texts that afford more emotional and bodily experiences of meaning making. They offer opportunities for collaborative engagement with literacy that does not rely on individual skills alone. At a more general level, religious literacies illustrate the variety of practices involving written language that are part of contemporary life. In education though, reading and writing are often narrowly defined. This policy risks neglecting the variety of literacy practices that are a valued means to contemporary forms of communication, social interaction and knowledge creation, and which all contribute to children's literacy learning.

Zarina Marie Krystle M. Abenoja – *The Hong Kong Institute of Education*

Using drama activities to teach beginner's French to Chinese students at a tertiary institution in Hong Kong: A case study

The exam-oriented education system in Hong Kong has created a language learning environment that is largely confined to traditional classroom settings that may not best take advantage of students' abilities to relate what they have learnt in class to real life scenarios. Such learning environments may have implications for the motivation of second language learners. Numerous studies suggest that motivation is a key factor influencing achievement in second language learning (L2). These studies state tasks that generate pleasant and rewarding experiences enhance confidence and subsequently increase motivation to learn a language. This article reports how drama in the language classroom can help students identify with the target language by focusing on students studying in a beginner French course at a tertiary institution in Hong Kong. Classroom observations and interviews with the course teacher and students revealed that learning French via drama has a number of positive effects on second language learners especially in terms of their motivation and confidence. The learning of French through drama may provide a language learning environment that enriches motivation and enables students to apply their French language skills more effectively in real-life situations.

Mohammed Nour Abu Guba – *Salford University*

Syllable structure and syllabification of English loanwords in Ammani Arabic: A stratal optimality-theoretic analysis

Adopting moraic theory within a Stratal Optimality-Theoretic approach, this paper reports on the syllable structure and syllabification of English loanwords in Ammani Arabic (henceforth AA). Given that English has a more complex syllable structure than AA, a number of phonological processes, namely prosthesis, vowel epenthesis, consonant deletion, syncope, vowel shortening and lengthening as well as gemination are invoked to repair the ill-formed source syllable structure.

Data consists of more than 400 well-established English loanwords that are used by monolinguals in AA. To analyze the syllable structure and syllabification of these words, twelve monolingual AA speakers are asked to pronounce the words using pictures. About 4800 tokens are recorded and transcribed. The study reveals that English simplex nuclei, onsets and codas are accounted for by classic OT constraints whereas English complex margins are better analyzed using Stratal OT (cf. Kiparsky 2000, 2003; Bermúdez-Otero 2011, 2012).

It is shown that the adaptation is mainly phonological; however, perceptual and phonetic factors are called for in a few cases. Moreover, it is demonstrated that the adaptation process is geared towards unmarkedness. The above-mentioned phonological processes are mainly provoked to render the adapted form less marked. What is more, faithfulness constraints are sometimes violated unnecessarily as the source structure is attested in AA native phonology giving rise to the emergence of the unmarked (cf. McCarthy and Prince 1994; Shinohara 2004; Becker & Potts 2011). On the whole, findings show that English loanwords are syllabified according to the same constraint hierarchy that accounts for AA native words. More interestingly, results shed light on hidden aspects of AA syllable structure, which would have remained latent had they not been stimulated by the introduction of English complex structure.

Key words: Syllable structure – Loanwords – Phonology – Optimality theory

Nadiah S. Aleraini – *Lancaster University*

Investigating focus constructions in an EFL context

The study follows a cognitive and constructionist approach to research syntactic means for information highlighting in an EFL context, as this is the model used by Lambrecht (1994), the most elaborate and psychologically plausible account to date of information structure and linguistic form. Cognitive approaches are usage-based approaches that view language as part of human cognition which is used as a means for making meaning in a social context (Ellis & Cadierno, 2009; Tomasello, 2003). The study aims at finding out the type of knowledge Saudi learners have about the conventionalized ways of information highlighting in English. It also aims to find out the role of L1 Arabic in the acquisition of focus constructions related to object (patient) focus. These constructions are *it*-clefts, *Wh*-clefts, reversed *Wh*-clefts and preposing constructions.

The field of SLA research has witness an increased interest in the distinction between implicit and explicit knowledge in relation to the identification of linguistic knowledge (DeKeyser, 2003, 2013; Ellis 2005; Hulstijn 2005). The type of knowledge L2 learners have about the conventionalized ways of information highlighting in English has received little attention in the literature. A total of 99 participants participated in this study. Participants were grouped according to their proficiency level in English; intermediate proficiency learners, advanced proficiency learners and native speakers of English. An off-line task was implemented to find out to what extent native speakers of English and L2 learners (L1 Arabic) show different preferences for the use of English object focus constructions in certain communicative contexts. Participants were also asked to perform an on-line task (self-paced reading task) to find out whether native speakers and L2 learners show similar sensitivity to the appropriate use of focus constructions in different contexts. It is hoped that comparing their performance in the tasks will present evidence as to when learners, over the course of their interlanguage development, come closer to native-like knowledge of English focus constructions and diverge from L1 norms.

Key words: Information highlighting – Usage-based approach – Focus construction – Construction grammar – implicit and explicit knowledge

Ali Alsaawi – *Newcastle University*

Language choice in religious discourse

In a rarely explored set of institutional settings, mosques in the UK in this instance, the employment of diverse linguistic resources (English and Arabic) has been described as having spiritual, emotional and pedagogical significance, invoking religious links associated between Arabic and Islam. Stakeholders, especially audiences, claim benefits beyond language used in the sermons themselves. To explore this phenomenon, a qualitatively-oriented ethnographic study was undertaken by means of semi-structured interviews and non-participant observation with Islamic preachers and mosque audiences. Functions of employing more than one language in a one-way religious speech is a means to increase authenticity, expose audiences to Arabic, a lack of easy equivalents in English, emphasising religious authority (given the very close links between Arabic and Islam), an assumption of audiences' knowledge of some Arabic features (mostly in the form of words), or to accommodate the diverse backgrounds of the audience, some of whom have knowledge of Arabic. Islamic preachers, in addition, have also tended to see the use of both English and Arabic as socially and culturally salient, a means to unite people in an otherwise often fractured world, or one frequently presented as such in the media. Attitudes towards this phenomenon in mosques have been reported, by all those involved as being very positive.

Keywords: Language choice – Functions – Attitudes – Religion – Discourse

Sara Altubuly – *University of Essex*

The interlanguage of Arabic stress by English-speaking learners

The interlanguage of English stress by Arabic-speaking learners has attracted a considerable amount of research over recent decades (Aziz 1981; Anani 1989; Suleiman 1993; Youssef and Mazurkewich 1998; Jleiyal 2004; Altmann 2006, among others). However, to my knowledge, no work has yet been conducted with respect to the stress patterns of English-speaking learners of Libyan Arabic (LA) in classroom or naturalistic settings in a systematic and empirical manner.

This study was inspired by observations of the researcher of English-speaking learners acquiring the LA dialect, particularly the stress in words of certain phonological patterns. It also responds to the general call by Zampini (2008), and Altmann and Kabak (2011) among others for the investigation of phonological acquisition by learners of languages other than English.

The data are collected from 15 English speaking learners who acquired LA in a naturalistic setting (through living abroad and communicating with local people). They were required to take a picture-naming task. Their performance is systematically compared with native speakers to examine how the learners produce the selected patterns, to test whether the learners have access to the predictable patterns (i.e. unmarked and predictable by phonological conditions) as well as the unpredictable ones (i.e. marked because they are not governed by the phonological conditions alone or they are governed by complex phonological conditions) and to find out the extent to which their L1 will affect their performance.

Our results show that despite the complexity of the learners' first language (English) in terms of stress and the similarity in the surface structure in predictable patterns in both languages, the learners were not successful in the production of all patterns. The learners were significantly successful in phonologically conditioned predictable patterns but significantly unsuccessful in unpredictable patterns. They make a generalisation about the syllable that should attract stress based on the syllable weight as found in Face's work (2005). They also use the grammatical category as a cue to assign stress and this probably is an effect of L1.

Keywords: Phonology – Arabic – English – Second Language Acquisition – Stress Patterns

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John Bandman – *Lancaster University*

Experimenting with integrated writing tasks in non-figurative discourse: A task repetition study

This study compares student output of food idioms in terms of complexity, accuracy, and fluency after measuring performance following both immediate and delayed integrated task repetitions. This paper reports on the areas of improvements students demonstrated while using the culinary idioms they learned and practiced through various task repetitions.

While much research has been conducted to explore conversational discourse, idioms, and metaphors, very little research investigates the use of food metaphors in casual and professional talk (Holmes, Marra, & King, 2013; Murata, 2011). Although food metaphors are used in social and business settings, studies on informal idiom are overlooked in linguistics studies because of the difficulty to relate the direct translation from the L1. Yet, using such informal lexical items in various settings help learners assimilate into new settings through rapport building by properly using expressions with food metaphors throughout different discourse (Ladegaard, 2011; Holmes, 2005; Angouri, 2007).

Foods that are popular on the dinner table appear in many vocabularies throughout the world. In fact, such culinary idioms are used throughout many English-speaking countries in order to express a feeling, describe a person, confirm a fact, or to give advice (Brown & Keegan, 1999; Blommaert, 2007). Such idioms include "to grill someone, sugar coat, butter up someone, simmer down, cook one's goose, too many cooks spoil the broth, half-baked ideas" etc. Further, food is "advocated as a means of establishing good relationships with workmates, and effective managers may use food talk to strategically permeate rigid meeting boundaries and lighted things up after a tough discussion" (Holmes, Marra, & King, 2013, p. 231). Jurafsky (2014) states there are "surprising facts about how language and food travel and how words are borrowed and transformed to name dishes that are familiar to us today" in diverse discourse.

Results suggest significant improvement in use of culinary idioms, notably after delayed repetition.

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Bijoy Lal Basu – *King's College London*

Curriculum reform through materials design and implementation: The case of *English for Today* (EFT) in Bangladesh

Curriculum innovation and reform in language education is rarely conceived of without a redesign of materials and tests. Materials such as textbooks embody the principles of the new curriculum and as such constitute an indispensable part of the reform. A shift in focus and priorities of the curriculum should also be reflected in the lesson contents and tasks of the coursebook. If the textbook is in line with curriculum objectives, it will be a valuable resource for teachers and learners alike. If used properly in the classroom, curriculum implementation will be facilitated.

In my talk, I shall focus on the design and implementation of a particular textbook series known as *English for Today* (EFT). The series was developed in 2012 as part of a curriculum revision initiative at the secondary level in Bangladesh that promotes communicative language teaching. *EFT* is the only prescribed text for English and, along with some supplementary grammar books, constitutes the main resource for teaching and learning English at school. Materials writers were given a set of guidelines to follow in designing *EFT*. Using the curriculum reform as the backdrop of my talk, I shall make an attempt to answer the following questions: what do the guidelines for authors of *EFT* reveal about the reform? To what extent do the materials reflect the principles of the curriculum? What are the issues that need to be addressed for the proper implementation of the materials and the curriculum?

Key words: Curriculum reform – Innovation – materials – Textbook/coursebook – Curriculum implementation

Tom Brodie – *Lancaster University*

Turn-taking in a meeting in China: An intercultural pragmatic interpretation with illustrations from the transcript

Intercultural communication is becoming increasingly important as cross-border work pattern trends continue to grow and change. More of us are dealing with intercultural situations as part of our professional lives and in order for interaction in these situations to become more successful, better awareness of pragmatic values spanning beyond an individual's own native ones is essential. In my opinion, being able to operate interculturally requires having a pragmatic competence or 'understanding [of] what is meant by what is said' (Thomas, 1981). Intercultural communication can be thought of as featuring a speaker and a hearer who have different first languages, but a need to communicate in a common one (Kecskes, 2011). Kecskes (2014) suggests that pragmatic understanding in monolingual contexts functions on the basis of there being commonalities between interlocutors in interactional contexts. People in intercultural contexts, therefore, may find themselves operating in a highly unfamiliar pragmatic framework – the commonalties may be removed. Fewer 'pre-existing frameworks' are available to the interlocutors and thus the potential for confusion is much higher. Turn-taking has pragmatic value, and it is worthy of study, in that it may reveal certain pragmatic strategies employed for certain purposes, for instance conversation repair through humour.

The paper thus takes an intercultural pragmatic take on turn-taking between a Chinese L1 group and English L1 group in the context of a weekly staff meeting. 25 minutes worth of spoken interactional data were collected during a meeting in a training school in Mainland China towards the end of last year and transcribed to form the basis of the study. This paper will present several short extracts from this transcript to show certain turn-taking patterns that became apparent in such a context and will provide some analysis and commentary on possible intercultural strategies at play based on a pragmatic interpretation. As misunderstanding in such contexts is common and can easily enforce unhelpful stereotyping on both sides, a better understanding of such interactional patterns will ultimately help increase an individual's interpretative capacity when partaking in such meetings.

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Alessandro Caiola – *Sapienza University of Rome, Roma Tre University*

Boundary-crossing and auxiliary change in Italian motion verbs

According to the typology of motion events by Talmy (1975, 1985, 1991, 2000), Italian is considered a *Verb-framed language*, namely a language that accords a strong preference to the constructions in which the PATH of motion is lexicalized in the main verb, and the MANNER of motion is expressed by one or more so-called *satellites* (e.g. Gerunds, adverbs). However, through a corpus-based analysis, we will show that the use of *Satellite-framed* constructions in Italian is quantitatively comparable to the use of *Verb-framed* constructions both in oral and written language.

Moreover, there is an interesting theoretical implication that arises from these data: following the *boundary-crossing constraint* (Slobin & Hoiting 1994) – widely accepted in the literature (Filipovič & Ibarretxe-Antunano 2015 *inter alia*) – *Satellite-framed* constructions could occur in *Vframed* languages only if the *figure* that performs the movement does not cross a physical or metaphorical boundary (i.e. does not go pass from a *ground* A to a *ground* B). Once again Italian behaves differently from other *V-framed* languages (e.g. Sugiyama 2005 for Japanese, Aksu-Koc 1994 for Turkish, Ibarretxe-Antunano 2015 for Basque), allowing for manner verbs to express directed motion. The main role in this process seems to be played by the selection of the auxiliary verb *essere* ('to be') instead of *avere* ('to have'). The fact that *essere* is commonly considered the auxiliary for unaccusative verbs (Jezek 2003, Bentley 2006) could lead to the conclusion that manner of motion verbs – normally unergative – become unaccusative when used to express a directed motion. However, we will show by means of some syntactic tests that they does not acquire the morpho-syntactic properties of unaccusatives, thus leading to the conclusion that the auxiliary change just instantiates what Jackendoff (1990) calls *GO-adjunct rule.*

Keywords: Motion events – Italian – Corpus-based analysis – Unaccusativity – Typology

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Adam de la Cruz – *King's College London*

Korean expats' attitudes towards English as a Lingua Franca: A study into beliefs and conceptions towards native and Global Englishes

In Korea, many English learners struggle with the pressure of trying to reach a "native" standard. Many learners' confidence and motivation falter due to an inability to speak at a "native level". Jenkins (2007) shows that learners may develop strong negative attitudes towards their own accents while speaking English. This paper will report on an investigation into how English as a Lingua Franca (ELF) could provide an alternative approach that will not only provide students greater confidence but help maintain their a positive self-identity.

Despite growing debate in Global Englishes research, and despite recent developments in patterns of use among Korean speakers of English (e.g. Castro M., & Roh, T., 2013 report that a growing number of learners are interacting and learning from "non-native" English speakers in the Philippines), Korea's language educational policies emphasize "native level" fluency. This paper addresses these issues by focussing on student identity and attitudes regarding their own accents and proficiency in relation to the idea of "native-like" fluency and conventional, NS norm-oriented frameworks of learning and assessment.

To this end, I will report on interviews with adult Koreans residing in the UK. This research follows similar work done in other contexts (e.g. Jenkins 2007; Sung 2015). My discussion will explore whether there has been any shift in attitudes or whether these have remained impervious to change by comparing my findings with research conducted in Yu's (2008) study on Korean teachers' attitude towards ELF. I will also examine if Korean speakers' perceptions have changed since residing in the U.K. This will be developed within the framework of identity and language acquisition set by Norton (2000) on how learners constantly change their identity and social relationships through different contexts of participation.

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Hue San Do – *The Hong Kong Polytechnic University*

Please don't jump off the cliff – A corpus-based register analysis of Chinese public signs

Linguistic landscapes, which refer to any visible written texts found on shop or road signs, advertising billboards, street names, etc. (Landry & Bourhis, 1997), have been discussed in the context of multilingualism, literacy, multimodality, and language policy. From a register and genre perspective, however, public signs represent a written language variety as well as authentic and contextualized language use that is part of the social practice of a given public domain. This paper aims to examine the linguistic characteristics and textual conventions of Chinese public signs. For this purpose a corpus of over 200 signs was compiled, containing reminders, notices and warnings from various public domains (traffic & transportation, tourism, education, shopping & commerce) in the People's Republic of China. The signs were analyzed using Biber & Conrad's (2009) theoretical framework for register analysis. Preliminary findings indicate that the language used in Chinese public signs displays typical features of other informational written registers in Chinese, such as scarcity of function words, long modifying clauses and morphological reductions (Li & Thompson, 1982). In addition, the majority of the signs exhibit a similar structure in terms of their textual organization.

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Anda Drasovean – *King's College London*

Combining topic-modelling and keyword analysis to explore a large, bilingual corpus of news stories about animals

My poster presentation describes a method of summarising the thematic content of a corpus by combining keyword analysis with topic-modelling. The analysed data consists of a bilingual (Romanian and English) corpus of online news articles about animals, which was complied with the purpose of conducting a cross-linguistic and cross-cultural study of the representation of animals in contemporary newspapers. The study takes a bottom-up approach: an initial, quantitative analysis is used to explore the two subcorpora and identify salient patterns that will then be analysed qualitatively.

Keyword analysis is often the standard procedure for exploring a corpus' thematic content, or 'aboutness' (Scott & Tribble, 2006). However, this procedure has some important limitations. For example, a keyword list cannot tell how keywords co-occur and cluster together to form themes and topics. Also, the analysis is often limited to several dozen keywords (Baker, 2004). This might be enough for identifying the most salient patterns or topics, but much of the minor topics will be left out, especially when the corpus is fairly large. To compensate for these limitations, I propose a two-step approach.

At Step 1, I employ topic-modelling to explore and summarise the thematic content of the two subcorpora. This technique uses complex statistical algorithms to count the frequency of word-pairs (bigrams) in a corpus and, based on their co-occurrence patterns, assign each text to a 'topic' (essentially a list of co-occurring words). These topics (and corresponding texts) are then classified hierarchically in the form of a tree. At Step 2, I use keyword analysis to identify the most (statistically) salient topics and patterns. This way, it becomes possible to obtain not only a more accurate a complete picture of a corpus' thematic content, but also to detect salience.
The poster will use partial findings from the study to describe the two-step process and illustrate the two tools and how they were used.

Keywords: Corpus linguistics – Cross-linguistic studies – Methodology – Keyword analysis – Topic-modelling

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Craig Evans – *Lancaster University*

State care for children (SCC) institutional naming strategies: A study of the term 'young people'

Recipients of public social care services have tended to be identified by naming terms that reflect their status in relation to a service provider, such as 'service users' or 'clients'. The nature of the relationship implied by such terms has led to considerable debate about their appropriateness, and has highlighted potential others: 'customers', 'patients', 'experts by experience' (McLaughlin, 2009). In respect to state care for children (SCC), legally recognised naming terms – 'looked after children' and 'care leavers' (legislation.gov.uk) – are also part of the naming repertoire of institutional care discourse. As official terms that indicate legal status, their meaning has been widely discussed and variously defined in a number of domains. The same cannot be said for 'young people', a term identified in the present study as referring to young adults in state care or accessing post-care services. Corpus methods are used to provide evidence of this specific meaning of 'young people', one that is distinct from its generic meaning as a description of all people in a particular age group. This is achieved by analysing the concordance of 'young people', identified in a corpus of approximately 1,000 articles about SCC, dated between 2009 and 2016, from the UK social work news website CommunityCare. The study also identifies collocates of 'young people' and incorporates these as part of an analysis of the social actor referent of the term as represented in excerpts from the corpus. This study reveals the subtle and implicit ways that people who have experienced care in childhood are constructed in discourse as a group, something that has often been overlooked in debates about naming terms like 'service users' and 'clients'.

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Carolina Fernandez-Quintanilla – *Lancaster University*

Exploring readers' empathy-related responses to characters

My research focuses on readers' engagement with characters, especially through experiences of narrative empathy, which involves sharing characters' perspective and feelings (Keen, 2013). In the literature it has been claimed that empathy is often involved in readers' engagement with fictional characters (Coplan, 2004; Keen, 2006). This paper addresses a more specific claim within narrative empathy research, one which suggests that particular narrative techniques may foster or hinder readers' empathy with characters (Keen, 2006). However, most of the discussions about the empathy potential of textual devices are based on hypotheses by narrative theorists.

In order to study the phenomenon of linguistically induced empathic responses, I combine stylistic textual analysis and empirical reader response research. I undertake close stylistic analysis of a selection of short stories by Uruguayan author Eduardo Galeano (1989), and I focus on some narrative techniques which have been nominated by scholars as being somehow involved in empathic reader responses (such as point of view and characterisation). The empathy potential of these storytelling devices is then contrasted with what readers report. The extra-textual data on readers' responses was gathered through the use of the focus group method. In this data set I examine evidence of empathy-related responses, namely the presence and the absence of (i) readers' understanding of characters' situations from the latter's point of view and (ii) readers' sharing of characters' emotional experiences.

This paper offers preliminary findings from the analysis of both data sets. I discuss the role of Galeano's use of point of view and characterisation in readers' potential empathic involvement with characters. I also present findings from the analysis of reader response data. These findings sometimes support the assumptions about textual effects in stylistics and narrative empathy theory, but they also suggest the need to add critical nuances to do with character and reader variability.

Keywords: Stylistics – Empirical reader response – Narrative empathy – Characters – Language

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Maria Fotiadou – *University of Sunderland*

'We are here to help': A diachronic study of careers services' discourse in UK university websites

The general purpose of this study is to examine the discourse used by careers services through their websites in the last two decades in order to understand their role and the ideas circulated starting from academia and expanding throughout society.

The data were collected from twenty UK university websites. Three corpora were compiled: Corpora A (190,000 words) and B (474,000 words) were built using texts from the Careers webpages as documented in the Wayback Machine (a digital library with snapshots of the World Wide Web since 1996), from the years 1997–99 and 2007 respectively, while Corpus C (1,200,000 words) consists of texts that were gathered from the web in 2015.

The methodology used for the analysis of the data is a combination of Critical Discourse Analysis methods and Corpus Linguistics tools. Specifically, this part of the analysis focuses on the phraseological pattern 'we are here to' found in the three corpora (Corpus A: 3 hits, Corpus B: 7 hits, and Corpus C: 30 hits).

As shown in Table 1, the data highlight the careers services' 'helping' and 'supporting' nature. A close examination of these concordances reveals the extension of the services' role as they move from a broad and generic position (A: 'We are here to help you plan your future by giving advice and information') to a more specialised stance (C: 'we are here to help you with developing employability skills'), while creating a safe and supporting environment for the students (C: 'This is a safe place to come and be honest about what really matters to you. We are here to help, not to judge').

This approach followed by the careers services stresses the fact that students/graduates have to encounter a problematic and insecure reality which has been associated with the practices of neoliberalism. Most importantly, however, the results show that the services promote the idea of 'employability' as the solution to a difficult position students/graduates find themselves in while at university and after graduation.

	Corpus A 1997-99	Corpus B 2007	Corpus C 2015
We are here to	help you	encourage and support you	to change this!
		help you	encourage and support you
		help with	give you
			help and support you
			help and advice you
			help!
			help.
			help, not to judge
			help with
			help you
			offer you
			support you

Table 1– We are here to

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Fatih Güngör – *Afyon Kocatepe University*

Frequencies of conjunctions in the research articles by native and non-native speakers of English: A quantitative study

Recently, academic discourse has been subjected to critical scrutiny with pre-eminence of English not only as the international lingua franca of academy (Hyland, 2009) but also as the language of literacy (Halliday and Martin, 1993). Although Coxhead (2010) and Gawande (2007) suggest that counting something systematically may reveal some interesting results for academy, very little work has been reported on the conjunction frequency of native and non-native authors in their scholarly articles. In this regard, the primary focus of this paper was to find the frequency of conjunction uses of native (NS) and non-native (NNS) authors of English, and to discuss if there is any difference between the frequencies of both groups.

The results briefly indicate that NS authors of English used more adversative, causal and temporal conjunctions more than NNS authors do. On the other hand, NNS authors of English whose L1 was Turkish made use of additive conjunctions more than NS authors do. Obviously, L2 writing of Turkish authors are strategically, rhetorically, and linguistically different in terms of the use of conjunctions. The reason why NNSs use more cohesive devices than NSs do and use less adversative, causal and temporal conjunctions might be the lack of limited syntactic and lexical knowledge of NNSs. However, the results should be approached cautiously because these frequencies never assert that the articles of NNSs were not coherent. For further studies, researchers can vary out a follow-up study on the uses of conjunctions based on a qualitative approach because it is considered that L2 writers use plentiful cohesion devices differently than NS writers of English do.

Keywords: Academic discourse – Conjunction frequency – Conjunction use of L2 authors

Jane Jenvey – *King's College London*

What do EFL teacher-learners believe about the nature and status of English language teaching and how does this influence teacher learning?

Teacher cognition is concerned with what teachers think, know and believe. This area of research has increased significantly in the last 20 years. It has been described as 'the dominant field of inquiry into research on teaching' (Mitchell and Marland 1989) and has established that, 'cognition plays a critical role in defining behaviour and organising knowledge and information' (Pajares 1992).

The key part that cognition plays in teacher learning has been the focus of many studies in various areas of English Language Teaching. However, there is a lack of research investigating what EFL teachers believe about what Freeman and Johnson refer to as the 'knowledge base' of EFL, which they define as, 'who teaches what, to whom, where?' (1998:405)

Many 'native speaker' teachers of EFL have little awareness of this knowledge base when they begin training. I aim to explore the beliefs EFL trainees bring with them, and the possible sources. I will also investigate how these beliefs influence their learning during the Cambridge CELTA course and through their first year of teaching.

My research will be a qualitative case study of individual teachers. The data will comprise interviews and observations which will be analysed using content analysis with elements of linguistic discourse analysis.

My presentation will refer to previous research in this field and consider the gaps and limitations. I will discuss my research questions and describe my proposed methods and methodology. I will also indicate the impact and contribution of such work to EFL teacher education.

Xiaowen Ji – *Shanghai International Studies University, Leiden University*

Mental lexicon representation and conceptual access mechanism in Dutch-English-Chinese trilinguals

This study sets out, from a developmental perspective, to give an overall picture about how conceptual and lexical systems of different languages are stored in the mental lexicon of Dutch-English-Chinese trilinguals and how the different languages are associated in terms of conceptual access with particular attention on effects from such factors as language proficiency and instruction language.

72 Dutch-English-Chinese trilinguals are divided into 2 groups based on their proficiency of Chinese. Both higher-proficiency group and lower-proficiency group fill in language histories questionnaires and are tested in two experiments. Experiment 1 is dedicated to answering the first research question of whether Dutch-English-Chinese trilinguals have shared or separate storage for conceptual representation. Unmasked priming paradigm and word naming task are adopted. Efforts are made to select from three languages primes and targets, which form 8 types of semantic or orthographic relations. Measures are taken to avoid attentional and translational priming, and baseline reaction times are collected. Results show that for both groups, there exists cross-language semantic priming effect, which has an insignificant difference from within-language semantic priming effect. This proves that the trilinguals have a shared conceptual system. Furthermore, asymmetry among the three vocabularies is found, and it's more salient in the lower-proficiency group.

Experiment 2 is designed to investigate the second question about storage for lexical systems. Long-term cross-language repetition priming paradigm is utilised, and Chinese characters and non-cognate English and Dutch words are selected as stimuli. Results show that trilinguals have separate storages for three vocabularies and that asymmetry level has a direct bearing on language proficiency. Results from both experiments combined suggest an answer to the third question about role of instruction language that in the process of conceptual access to Chinese words, English equivalents are more active than Dutch equivalents, displaying the importance of instruction language.

Key words: Dutch-English-Chinese trilinguals – Conceptual representation – Lexical representation – Language proficiency – Instruction language

Ester Iyanga Mambo – *University of Valencia*

Gender-based patterns in British TV advertising testimonials and mini-dramas: A multimodal analysis on verbal and nonverbal communication

Advertisers carefully choose the appropriate verbal and nonverbal language to engage the audience for entertainment and informing about the product and service choices. However, up to date not much research has been carried out on the interaction of verbal and nonverbal cues in advertising testimonials and mini-dramas including trailers, that is, from a multimodal perspective. Therefore, this dissertation seeks to expose the patterned linguistic and non-linguistic gender-based signs.

The analytical procedure is based on quantitative and qualitative approaches carried on one-day recording from the MATVA corpus –Multimodal Analysis of TV Ads- provided by Dr Barry Pennock- Speck. This study firstly entails a diphase multimodal analysis which involves the observation of previously selected verbal and nonverbal communicative features. *Phase I* is characterised by a qualitative-quantitative analysis of the linguistic and nonlinguistic behaviour of each speaking character. While *phase II* works on the quantitative analysis of gender-based subcorpora and analysed depending on the ad type to contrast the results. The qualitative analysis focuses its attention on the contrastive approach of the obtained findings from the two previous phases with the purpose of providing patterned multimodal concordances.

Findings inform us about the existence of gendered attitudes in the speaking characters. Nevertheless, the degree of gendered attitudes depends on the type and quantity of attention-devices and the kind of commercial. On one hand, male characters linguistically tend to be portrayed as dominant figures except from male children or humorous characters. On the contrary, female speakers regularly appear depicted as advisers or/and weak characters in need of help. Concerning non-linguistic communicative features, male characters, on the other hand, are usually characterised by a more powerful and distant profile which differs from the depiction of females who might remain as more persuasive and familiar by employing more physical attention-seeking communicative techniques.

Keywords: Multimodal discourse – Advertising – Linguistic communication – Non-linguistic communication – Audio-visual narratives – Advertising dialogues – Gender – Powerful language – Powerless language

Ekhlas Ali Mohsin – *Newcastle University*

Blend formation, from English to other languages

The present study aims at investigating the English blend formation principles and their applicability on blends from other languages. The question is: Are these principles available to blend formation in French and Arabic in a way that facilitates the predictability of their structure?

Blending in English is a process of word formation whereby a new word is formed by joining parts of other two words, e.g. *brunch <breakfast + lunch>*, *motel <motor + hotel>* and *smog <smoke + fog>*.

English blends have been thought to be unpredictable and irregular (Bauer 1983: 225; Marchand 1969), but recent research (e.g. Bat-El & Cohen 2012; Bauer 2012) has shown the opposite, which means that there are principles that play a role in deciding the structure of the blend.

The present study analyzes some blends from French and Arabic on the basis of the English blend formation principles. Examples of French blends are *proème < prose + poème >* and *foultitude < foule + multitude>*, and of Arabic blends are */dˤibatˤr/* 'the strong man' *</dˤabatˤ/* 'regulate' *+ /dˤabar/>* 'fasten' and */zamakan/ </zamaan/* 'time' *+ /makaan/* 'place'>.

A number of blend formation principles are arrived at from investigating three basic proposals about the formal structure of blends; these proposals are:
The proportion of contribution of the source words to the blend (Kaunisto 2000; Gries 2004). The syllabic structure of the source words and of the blend (Plag 2003; Arndt-Lappe & Plag 2013); and the stress pattern of the source words and of the blend (Bat-El & Cohen 2012; Bauer *et al* 2013).

After applying the resulting principles on the data collected, it is basically concluded that: (i) in both French and Arabic, the longer source word is the bigger contributor to the blend, which is opposite to English; (ii) in all three languages, the prosodic structure facilitates the predictability of the breakpoint in the blend; and (iii) stress in Arabic blends is decided by their syllabic structure, not by that of their source words; whereas in French the stress of the source words plays no role in deciding the stress of the blend because its assignment is fixed to the ultimate syllable.

Key words: Blends – English – French – Arabic – Source word – Contribution – Breakpoint

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Bunya Suzuki – *Lancaster University*

Negotiation of class content and its effect on students' participation and learning in a senior high school English classroom taught by native speakers of English in Japan

In this research, a four-week case study of senior high school English classrooms taught by native speakers of English was conducted during the second month of the academic year at a private combined boys' junior and senior high school in Tokyo. By taking a second language socialization approach, I investigated how the teacher being a native speaker of English affected a) his/her negotiation and decision of class content, b) his/her communication with students, and c) students' participation and learning in class through observing, video recording and writing fieldnotes of lessons during the month, as well as administering interviews and questionnaires to the teachers and students and collecting instructional materials and documents relevant to this class. Considering the upcoming 2020 Tokyo Olympic and Paralympic Games and the need of developing English proficiency in an era of globalization, English education in Japan is strongly in need for the future of Japan. However, it has been suffering from numerous issues, such as low English proficiency of students (especially in productive skills), lack of English proficiency among Japanese teachers of English, lack of communicative approaches implemented in the classroom, and the strong demand to prepare students for university entrance exams largely testing reading and grammar skills. Broadening the employment of native speakers of English at school has been proposed as a measure to further introduce and improve communicative approaches in the classroom, but there are various issues remaining to be discussed, such as their receiving insufficient training in teaching language in the classroom and communication barrier with Japanese teachers. I assume that this in-depth study of uncovering the current situation in the scene of school education could provide valuable insights into further development of classes taught by native speakers of English for improving English education in Japan.

Xiao Tian – *Wuhan University, Leiden University*

Construction of teacher's situated identity in repair sequences of small group conversations in second language classroom

Based on the data collected from the small group conversations of TCSOL (teaching Chinese to speakers of other languages) classroom and methodology of conversation analysis, the article probes the repair sequences and investigates the procedures and influences of the construction of the teacher's situated identity. Detailed analysis shows the teacher's situated identity is mainly constructed under two circumstances: first, the teacher is invited to repair the conversation; second, the teacher initiatively steps in to repair. The article gives a detailed analysis on the specific acts and their influences under each circumstance. In the repair sequences, the construction of the teacher's situated identity is influenced by different factors such as institutional purpose, conversation progressivity and social epistemics. The reasonable construction of the teacher's situated identity can help conversation participants solve the understanding problems, facilitate the classroom task and improve the acquisition of second language and social knowledge. The research aims to provide some empirical illustrations and inspirations for task-based class teacher training and further improve the research on classroom conversation identity construction and second language teaching.

Key words: Conversation repair – Conversation analysis – Situated identity – TCSOL classroom – Small group conversation

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