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Book of Abstracts



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Plenary Talk

Discourse, structure and language learning - a corpus-based approach to the intersection of discourse and performance in learner language

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Learner corpora (large collections of spoken or written texts produced by second or foreign language learners) provide unique insights into language learning. Yet the great bulk of available learner corpora are based on writing – this has largely precluded them being used to explore the pragmatics of interaction, essential for the development of interactional competence (see Culpeper et al., 2018: 5-6). While some conversational spoken learner corpora have been produced, publicly available datasets have notable limitations. For example, the LINDSEI corpus (see <https://uclouvain.be/en/research-institutes/ilc/cecl/lindsei.html>) varies the setting in which the corpus data was gathered, which makes controlling this variable difficult and the relatively small scale of the corpus (just over 1 million words) encourages data aggregation which may lead to misleading results (see Friginal and Polat, 2015 for a critique; see McEnery et al., 2019, for a fuller discussion of the drawbacks of current learner corpora). In second language acquisition research, the investigation of pragmatics has been guided by small experimental studies (see Culpeper et al, 2018). While these are valuable, there is now a consensus that the study of language acquisition is so complex that experimental studies need to be supplemented by insights gained from suitable large learner corpora (Rebuschat et al., 2017), as demonstrated in Ellis et al. (2017).

Language Teaching and Acquisition

Score Inflation and Loan Words in the English-Japanese Version of the Vocabulary Size Test

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Having a large vocabulary size is fundamental to using language competently (Nation & Webb, 2011). Nation and Beglar (2007) created the Vocabulary Size Test (VST), which aims to measure second language (L2) learners' receptive knowledge of decontextualized written English vocabulary. One risk of the VST is that loan words and cognates might inflate estimates of learners' vocabulary size. These are not removed from the VST, however, because it intends to measure how many words are known, instead of learnt (Nation, 2012). Therefore, to gain a reliable estimate of learners' vocabulary size, the ratio of loan words or cognates in the VST needs to be similar to the frequency of such words in test-takers' L1 (Elgort, 2013).

The current study investigates if the loan words in the VST inflate the estimates of the vocabulary size of Japanese-L1, English-L2 learners and whether the test-takers react differently when answering loan words vs non-loan words. Japanese-L1 university students will take a 140-item bilingual VST online (items in English, answer options in Japanese). Some of them will participate in a one-to-one online think-aloud session to verbalize their test-completion processes. The ratio of correct answers and test-takers' test-completion behaviours will be compared between loan words and non-loan words. It is hypothesized that the scores on loan words will be higher as it were in Jordan (2012) and Laufer and McLean (2016), which used different vocabulary tests for Japanese-L1, English-L2 learners. Since loan words are mainly written in katakana script, it is predicted that the reaction towards loan words will be different from non-loan words. The findings will contribute to a better understanding of the effects of loan words on VST test performance and of test-taking strategies when learners encounter loan words.

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Match/ Mismatch of English Tense and Aspect: a classroom-based investigation

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The study investigates whether the features of the English present perfect, compared to the past simple, are problematic for Saudi Arabic L1 classroom learners, and whether a targeted, linguistically-informed, input-rich teaching intervention can lead to improvement. Studies investigating the potential role of L1 transfer, have identified potential problems, especially when focusing on morphology at the syntactic-semantic interface. This is seen as one of the points of difficulty in acquiring L2 features, whether in new features or reassembling cross-linguistically different features, as suggested in Lardiere's (2009) Feature Re-assembly Hypothesis (FRH). The FRH is used as the basis for this study, focusing on acquisition of the present perfect by L1 Saudi Arabic learners of English, compared to the past simple, where features for tense and aspect overlap but also differ between the two languages; relevant features of the present perfect are argued here to relate to both grammatical and lexical aspect, which are not taught in standard textbooks in this context. Following an initial preliminary study, the main research design follows a quasi- experimental approach, with 41 Saudi Arabic classroom learners divided into an experimental group ($n=29$) and a control group ($n=12$). The experimental group received Focus on Form (FoF) instruction in a communicative environment with reinforced texts over the course of six weeks. Two instruments were used to test for evidence of acquisition: an acceptability judgement task (AJT), and a productive gap-filling task (GFT). The AJT and GFT were conducted as pre-, post- and delayed post-tests (three weeks after the post-test). A further task was used for potential individual differences in processing capacity: a working memory task (WM).

A key finding was the improvement in the perfect *have-en* for the experimental group in the AJT and GFT over time. In the AJT, there was a long-term significant effect (at $p < 0.05$). In the GFT, the improvement only showed significance in a post-test (at $p < 0.001$). This suggests that the treatment was more effective for comprehended knowledge.

There was also evidence of some effect of verbal lexical aspect type on improvement in the perfect *have-en*. In the AJT, there was an improvement in accomplishment, activity and stative types; however, the only long-term significant effect was on the stative type ($p < 0.01$). In the GFT, the only significant long-term effect was on the activity type ($p < 0.05$). This suggests that there might be a potential impact of verb type on feature reassembly in relation to aspect.

Thus, teaching the perfect *have-en* in a linguistically informed way is argued here to provide a more effective way of supporting instructed SLA, by understanding the impact of grammatical and lexical aspect and their relation to tense in the acquisition process.

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Language alternation as a scaffolding strategy in EMI classrooms

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English as a medium of instruction (EMI) has been adopted in many non-anglophone countries to teach academic subjects. Nowadays, an increasing number of universities in non-English speaking countries are using EMI. Research in this context has revealed that the implementation of EMI is not without difficulties. However, research also shows that classroom participants draw on their first language (L1) to scaffold learning.

Bangladesh is no exception. It has implemented EMI in some of its higher education institutions, despite the majority of students attending them not being adequately prepared to learn through EMI, because their previous education was in the medium of Bangla. This research investigates the question of whether, in this context, Bangla, the students' and teachers' native language, is used as a scaffolding strategy to ensure the comprehensibility of lectures. Furthermore, it also investigates what forms language alternation adopts.

My analysis is based on the recordings of 25 observed online classroom interactions. For analysis, I have taken a conversation-analytic approach to Code-switching (as developed over the last few years by researchers such as Auer, 1984; Li Wei, 2002; Gafaranga, 2009; Bonacina and Gafaranga, 2010) and investigated a corpus of video- and audio-recorded classroom interactions that I have collected in the aforementioned setting. I found two major patterns of language alternation: presentation explanations and **word clarification repairs** (Gafaranga, 2021) to scaffold learning. That is to say, scaffolding occurred at every level. At the overall level, language alternation took the form of presenting lectures in English and explaining lecture content by using both Bangla (L1) and English (L2). At the local level, recordings of interactional data exhibit that the direction English > Bangla accomplishes the interactional task of content clarification. Following Gafaranga (2021), I have referred to the aforementioned language alternation as word clarification repair. The pedagogical implications of my findings of these two patterns are: using Bangla helps students to understand English and the implementation of EMI does not mean speaking English only. That is to say, the teachers spoke Bangla to organize the pedagogical discourse to ensure the comprehensibility of lectures.

Exploring Translanguaging Practices on WeChat and their implications for language learning using a literacy-as-social-practice perspective

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In this presentation I will discuss insights based on preliminary analysis of a PhD project which examines online translanguaging practices of Chinese university students who are sojourning in the UK. As international students, their relationship with English has shifted from that of foreign language learners to foreign language users. Yet, learning continues to take place in ways that are far removed from the language classroom through, among other things, translingual practices in networked interaction.

Translanguaging as a heuristic has attracted a growing amount of research attention in recent years especially its relationship with language learning as, through it, monolingual ideologies are cast aside in everyday networked interaction. This study, adopts a mixed-methods approach and draws from the tools of linguistic ethnography, literacy studies, and sociomaterial theory to explore how online translanguaging features as a form of networked language learning in Chinese students' personal and professional communications. For this talk, I intend to share preliminary analysis with the audience and discuss what these results could inform us about how the translanguaging practices of Chinese international students' are innovative forms of 'networked language learning' which cross boundaries of social and education life.

Lexico-Grammatical Differences between South Asian Varieties of English in Comparison to British and American English- a corpus-based study

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There are phonological, prosodic, lexical and stylistic features of South Asian English that are different from British and American English. The focus of the present research is on ditransitive verbs in South Asian Varieties of English vis-à-vis British and American English. The current study seeks to understand the difference in the frequency and complementation patterns of the following ditransitive verbs **Give**, **Tell**, **Send** and **Offer** following the work carried out by Mukherjee and Hoffman (2006). For this research, the aforementioned verbs have been extracted from the Globe Web-Based English (GloWbE) Corpus and the News on the Web (NOW) Corpus. These verbs have been studied for their frequencies and grammatical patterns using the Chi-square test through SPSS. This research intends to fill the gap in Mukherjee and Hoffman's (2006) work as the clausal direct objects are included for analysis. The overall frequency of a ditransitive verb in corpus determines if it is typical, habitual or peripheral (Mukherjee, 2005). The current data shows that if a verb is central or habitual in one variety of English, it is central or habitual in the other five varieties also. We find that **Give** and **Tell** are typical verbs and **Offer** and **Send** are habitual verbs. The only major difference that has been found in the current data is in the frequencies of the use of any of the four verbs in South Asian Varieties of English in comparison to British and American English. The frequencies of each of the verb under consideration are higher in British and American English. In the South Asian Varieties, the frequencies of each of the verb are much less than British and American English. With this research, we hope to contribute to understanding if the above difference occurs due to how English ditransitive verbs are used every day in South Asia in comparison to the UK and US.

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Differences between the Use of Pragmatic Markers by Learners and L1 Speakers of Persian: Insights from a Corpus-based Study

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Studies of the spoken language have shown that pragmatic markers perform a variety of textual and interpersonal functions. Despite the importance of pragmatic markers in everyday spoken language, they remain understudied in certain language varieties, including the Persian Interlanguage (i.e., the language of learners of Persian). Therefore, using a Corpus Linguistics' Methodology, this study aims to, first, provide a description of the pragmatic markers used by learners of Persian and, second, to compare the use of pragmatic markers between learners and L1 speakers of Persian. To this aim, first, the Learner of Persian Spoken Corpus (LoPSC) was compiled. This corpus consists of approximately 40,000 words of transcribed spoken conversations between advanced learners of Persian. Then, using corpus tools, namely, frequency wordlists, and Keyword analysis, the LoPSC was compared to a reference corpus containing spoken conversations between L1 speakers of Persian. This reference corpus consisted of approximately 60,000 words of transcribed audio recordings. The results of this analysis indicated similar findings to previous studies, namely, the lower frequency of the interpersonal functions of pragmatic markers in the learner corpus when compared to the L1 corpus. However, in contrast to some previous studies, the results of this study indicated a higher frequency of Vague Category Markers types in the learner corpus. A closer examination of the pragmatic markers, using corpus tools, namely, concordance lines and collocations, further revealed that the same pragmatic markers performed different functions in the learner corpus when compared to the reference corpus. These results and their implications in the context of teaching spoken Persian and the field of Second Language Acquisition are further expanded on in the presentation.

A corpus-based investigation on the use of shell nouns in disciplinary student writing

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Since the 1990s, the use of semantically unspecific abstract nouns, such as *problem* and *fact* have received considerable attention in different fields of EAP studies, such as academic writing. Despite over the past three decades shell-noun use in academic writing been frequently investigated, research has tended to primarily concentrate on published research articles. This study explores how the use of shell nouns (Schmid, 2000) in native student writing is associated with conformity to the epistemological orientations in hard and soft science disciplinary domains. A corpus-based approach is adopted to identify the use of four complementation constructions, realization types of transitivity process, and the selection and range of individual nouns in undergraduate native student writing from British Academic Written English (BAWE) corpus (Nesi et al., 2004). in three disciplinary domains: Arts and Humanities (AH), Natural Sciences (NS) and Social Sciences (SS). Following this, a mixed-methods approach was then adopted through which the identified features were quantitatively and qualitatively examined at various levels of linguistic analysis. Quantitative and textual analyses revealed marked cross-disciplinary differences in the use of shell nouns and this study also help cultivate student writers' awareness of uses of language that carry disciplinary specificity.

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Exploring the Value of Learner Corpora in Corpus-based EAP Writing Materials Design

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With the development of computer corpora in recent decades, it has secured a critical position in most English language-related fields, ranging from analysis of grammatical constructions and vocabulary to English language teaching. Although there is a growing interest in using corpora in the English for academic purposes (EAP) field, the literature shows that the majority of educators and materials developers mainly use native-speaker corpora, and learner corpora still on the periphery of this area. Nesselhauf (2004) argues that language learners need to know not only what typical native language is, but also what typical difficulties and interlanguage they have. In this sense, the aim of the present study is to explore and show the value of learner corpora in EAP materials development in helping learners to address their difficulties in written language use.

The present study investigated the value of learner corpora in EAP writing materials development that operationalized epistemic lexical verbs (ELVs) as a specific language use difficulty. In the experiment, two types of corpus informed materials were implemented to two groups of Chinese postgraduate participants. The materials for the control group were informed by native-speaker corpora, and the experimental group's learning materials were developed by learner corpus findings. Both students' performance was evaluated and compared via pre-, post, and delayed post-tests. The test results were triangulated with participants' perceptions of applying learner corpora in EAP materials development, which were elicited by a questionnaire and semi-structured interview.

The findings of the tests indicate that the experimental group's knowledge of ELVs has improved more than the control group, especially in the area of categorization ELVs and grammar patterns. Also, the majority of participants of two groups showed a preference for including learner corpus data in their learning materials in both questionnaire and interview.

The triangulation of results overall, suggests that learner corpora could be a useful and effective source in EAP materials development for helping students tackle language learning issues.

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Discourse Studies 1

Stance-taking and code-switching in #StopEnslavingSaudiWomen: (Multimodal) Critical Discourse Analysis of Campaigning Discourse on Twitter

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The guardianship system is a convention that requires a male permission (a father, husband, brother, son, or an uncle) for a woman to access education, some services of the healthcare system, to travel abroad, get married, or to be released from prison¹. This can potentially be exploited by men to prevent women from their rights, since many women are not aware that this system does not have any legal written grounding in the country (Al-Sudairy 2017: 124). Furthermore, although the Saudi government recently established new legalisations regarding women's rights and reformed this system, Saudi women still suffer from deeply rooted societal patriarchal norms. Encouraged by new socio-political changes in the country in general and regarding women in particular, many voices are now demanding an end to the guardianship system on Twitter.

In all societies, different groups of people have ideologically drawn from a range of tools and strategies to define, impose, challenge and/or resist the cultural/socio-political norms that 'should' be respected and oriented to by entire (national/religious) populations. The Social power and dominance that are required to do so can be enacted, produced, resisted, normalised, confirmed and legitimised through language use in (a variety of) modes in socio-political context(s) (van Dijk 2015). However, little is known about (how) this negotiation of cultural norms and political positions can take place in online/social-media communication. By drawing on multimodal critical discourse analysis and theories of ideology, stance and translanguaging, the current study aims to investigate different stances people are taking towards the guardianship system in Twitter socio-political campaigning hashtag. Adopting a themed-based approach, this study examines the tweets associated with the most frequent hashtags related to the guardianship system ('#StopEnslavingSaudiWomen'). The tweets are analysed drawing on Fairclough's (2003) three-dimensional framework (textual, discursive, and sociocultural) supported by using MAXQDA software in coding and categorising the data. Initial results show that English is the most used language in the hashtag while posts in mixed languages (English and Arabic) are the least to be used. The findings also show that the discursive strategies are more frequent in the posts in English as well as the posts in Arabic. But it was found that the posts in mixed languages tend to use discursive strategies accompanied by semiotic resources (e.g., video, image).

In this study, I hope to demonstrate the value of translanguaging practices which can go much beyond the learning context and have a major impact on the stances and meanings as it gives the users, in addition to Twitter affordances, a space to deploy and edit their beliefs, values and attitudes. Moreover, it contributes to a better understanding of multilingual practices which can

vary across different contexts and carry social and cultural indexes that may evoke underlying ideologies, and how they are interrelated and reconfigured in the noisy, multilingual, and multi-voiced context of social media where users can deploy a wide range of resources and engage with different audiences at the same time.

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Investigating Mythmaking in Politics: American Politics as a Case Study

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This paper mainly focuses on the use of myths by political leaders as a tool of argumentation and a mechanism of influence on the mass. Myth in politics is not only an entertaining story or imaginary tale about gods and creatures, it is rather seen as a narrative form with significance that the speaker uses in order to describe real events in dramatic way. Moreover, it is also a means of providing answers to complicated political issues, a linguistic tool to overcome contradictions, and a device to stimulate the need for changes. American political leaders, whether on political campaigns or national events, tend to use narratives in their speeches together with other mechanisms to influence public opinion. Edelman (cited in Geis, 1987) argues that politicians have a mythic view of the world, and this view is used to explain political events. This research applies this concept to investigate and categorise the political myths American presidents employ when addressing citizens. Drawing on the works of Chiara Bottici (2006), and by examining political speeches of two American presidents; Barack Obama Vs Donald Trump. The paper utilises Critical Discourse Analysis as an approach to this study. Various myths have been used in American discourse in the past. For example that the USA is under the threat of a conspiratorial enemy, the constant need of American people to a valiant leader, the key towards their advancement and prosperity lies in their unity, and the narrative of a golden age 'Make America Great Again'. The major contribution of this work to the field of analysing political speeches lies in demonstrating and exploring how political myths are adapted as an argumentation and persuasive strategy by politicians.

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Discourse Analysis in Social Media of Spanish-Speaking International Students in American Universities

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International students from Spanish-Speaking countries in American universities often communicate in Spanish or English depending on their environment. However, they also interact in a way that can be described as the combination of both languages within the same discourse. This phenomena is known as translanguaging, and it is a common linguistic practice all around the world (de la Luz Reyes, 2012). It can be said that it involves the creation of new ways of communicating. Nevertheless, translanguaging is also often perceived as not being skilled in neither of the two languages (Wei, 2021). This social conception may cause students to restrain themselves from translanguaging with certain audiences, and reserve it for more casual conversations with fellow bilingual international students. The purpose of this research is to examine the translanguaging practices on social networks of Hispanic international students in American universities, with a focus on how they translanguage and what social functions their translanguaging practices have. To answer these questions, this study examines the posts and messages of five participants through critical and multilingual discourse analysis. The results show that participants translanguage within the lexical, at the lexical, and at the sentential level, while evidencing a high level of creativity. The type of translanguage and its frequency is closely linked to the audience and the social network used: participants translanguage more frequently and in more diverse ways when communicating with fellow Spanish-English bilingual international students, while expressing different identities and different emotions. The present study suggests that translanguaging is more complex than the mixture of two languages and its presence is highly reliant on the audience. This research aims to contribute to the growing area of research on translanguaging by exploring less-researched demographics such as international students.

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Authentication and Aestheticization in Influencers' Posts on Mental Health

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Mental health has been a sensitive topic for centuries, only now becoming gradually destigmatized, with social media being a contributor to it through normalizing health communication (Koteyko & Atanasova, 2018). The topic of mental wellbeing has even penetrated the narratives of Instagram influencers who used to present a flawless self-image, since the new trend for authenticity requires sharing struggles, including psychological ones (Foos, 2021). In this research we intend to understand how the sensitive topic of mental health is embedded into a blogger's narrative and which discursive strategies Insta-influencers use to make the mental health representation align with their online persona.

To undertake this research, we manually selected 6 lifestyle Insta-blogs with more than 100 000 subscribers. The initial multimodal content-analysis was conducted to characterize every Influencer's online image. At the next stage, all the posts related to mental health were picked and analyzed as "small stories" (Georgakopoulou, 2007) with the focus on the discursive means of incorporating the mental health topic into the blogger's narrative. The data analysis showed that Insta-bloggers tend to communicate mental health by simultaneously using two main discursive strategies - authentication and aestheticization, which present a unique balance in every case depending on the blogger's online self-representation and depicted mental struggle.

The concepts of aesthetics and authenticity in social media have been often studied separately before (Zappavigna & Ross, 2021; Reade, 2021). Meanwhile, we suggest that these might present two interconnected strategies when speaking about psychological health on Instagram. By using them, bloggers achieve a socially accepted degree of openness while introducing sensitive issues into their narrative, where breaking the balance would mean appearing either artificial or shocking. The study concludes that the two strategies might correlate in Insta-posts differently depending on a particular mental health challenge the blogger refers to (anxiety, depression, eating disorder).

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Language in Time and Space

Navigating the Semiotic Landscape of Cha Chaan Teng: An Ethnographic Account of a Local-Global Nexus in Hong Kong

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Also known as Hong Kong-style cafés, Cha Chaan Teng (茶餐廳; hereinafter abbreviated as CCT) prospered in the 1950s as an affordable alternative to high-end European restaurants. As a space of ambivalence that fuses nostalgic belonging with cosmopolitan longing, CCT forms a fascinating site for probing the competing influences of localization and globalization. Through an ethnographically oriented linguistic landscape approach, this experiential study adopts a self-reflexive angle by positioning the researcher as the participant (cf. Spradley, 1980), and examines how different semiotic resources are mobilized to spatialize contesting local and global discourses in CCT. With reference to Jaworski and Thurlow's (2010) framework of semiotic landscapes, a total of 145 photographs are documented in four selected CCT in Hong Kong Island. Their emplaced signs are analyzed not only in terms of written language, but in tandem with other discursive modalities relevant to the retail experience, including visual images, iconography, and architecture. Findings of the fieldwork data reveal CCT's position as a fluid 'third space' where various "scales" (Blommaert, 2015) interact and shift on a local-global continuum. This offers a new perspective on CCT as a multilayered microcosm of the city, where varying indexical meanings, temporal frames, identities, sensibilities and affective responses intersect and co-exist. Further, the illustrative material of my study points to an increasing alignment of CCT with global orientations and neoliberal ideologies, as exemplified by how elements of retro and nostalgia are marketed as 'authentic' and commodified into cultural symbols 'for sale' in the "symbolic economy" (Zukin, 1995). I conclude by illuminating CCT's role as a cultural intermediary between the preservation of cultural roots and pursuits of commercial modernity, and by extension, highlighting the ever-evolving dynamics of foodscapes in the contemporary era.

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**‘What is a clear sea (...) is a pleasant plain’
The Semantics of Old Irish Landscape Terminology**

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Landscapes are fascinating topics of investigation for linguists, because of the varying categorizations that languages impose onto the landscape (Burenhult and Levinson 2008, Mark et al. 2011). Landscape semantics examines landscape terminology, the physical features referred to, the relations between different terms and their application to place names (Bohnemeyer et al. 2004). Previous semantic investigations of Old Irish landscape terminology have largely been done by Liam Mac Mathúna, who has investigated the terminology of lexical fields such as heights, plains and water expanses (1987, 1988, 2004).

Landscape semantics has not yet been applied to Old Irish, but it can provide valuable insight into how the landscape was conceptualized in medieval Ireland. Corpus linguistics and electronic availability of Old Irish material have greatly improved since Mac Mathúna’s studies, so a larger corpus can be investigated now. This warrants a re-examination of the evidence. The present study re-investigates the semantic differences of lexical items within subfields of landscape terminology (e.g. bodies of water, elevated land, etc.) and aims to identify linguistic categories that structure the concepts of the Old Irish landscape vocabulary.

This study builds on Mac Mathúna’s approach and combines it with landscape semantics. Relevant terms are identified based on dictionary entries and investigated in a corpus of electronically available texts that was compiled for this project. The semantic investigation is based on collocates, as well as close readings of selected text passages. Additionally, subdomains of landscape terminology are compared, in order to identify linguistic categories that operate across multiple subdomains and, thus, structure the overall landscape vocabulary. In a pilot study investigating Old Irish terms for ‘forest’, a semantic difference between *caill* ‘wild forest’ and *fid* ‘domesticated forest’ was identified. The investigation of other landscape subdomains is, therefore, hypothesized to contain terms distinguishing domesticated and wild, unused landscape features.

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Constructing “985 feiwu” in an online social group of China: A corpus-assisted Discourse-Historical Approach

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In May 2020 (the incipient stage of the pandemic), “985 废物引进计划 Import Plan of 985 Feiwu (meaning trash in elite Chinese universities)”, a social group on Douban (a major social networking service website in China), was created. It soon ignited the discussion about education and social mobility online and drew the attention of many academics (e.g. Chen, 2021; Liu & Gong, 2021; Wei Huang & Sang, 2021). But existing research is often non-empirical or merely based on a small-scale corpus or without a proper analytic framework. It fails to give a grounded, comprehensive and in-depth exploration of the language, linguistic strategies, and ideologies in the discourses of “985 feiwu”. To give a systematic bottom-up investigation of a larger amount of data, the current research adopts the corpus-assisted Discourse-Historical Approach (DHA), exploring how the “985 feiwu” identity is constructed through nomination, predication, and topos analysis (Wodak, 2001; Reisigl & Wodak, 2001) aided by keyword and concordance analysis. All 449 posts published between 10th May 2020—20th February 2022 in the “popular post” section (154,667 words) were collected and analyzed via Sketch Engine (Kilgarriff et al., 2014). Referential analysis shows collectivization (using collectives for self-reference), somatization (using somatic features for self-reference), and academicisation (using academic labels for self-reference) strategies (respectively exemplified by “我们 we”, “菜鸡 noob”, and “985 硕博 postgraduate student from a 985 university”) were most frequently used. Predication analysis discovers a tension between elite university and humble family background in the “985 feiwu” identity, which is epitomized in the expression “小镇做题家 small-town swot”. It also reveals post writers drew evidence from work, academic career, capacity, personality, social support, social status, and physical appearance to build the “feiwu” image. Topos analysis finds mainstream meritocratic discourses in China were also exploited to legitimize the “985 feiwu” identity. These findings suggest that post writers in the Douban group are followers and victims rather than rebels of the existing value system.

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Discourse Studies 2

Language policies, Practices, and Ideologies at Algerian Primary School

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Language policy and planning (LPP) is the field that investigates issues related to the existence and spread of different language varieties. Pioneers in the field of LPP like Haugen (1966), Fishman (1974), Neustpunny (1970), Rubin (1971), investigated issues related to corpus planning, status planning (Kloss, 1969), and acquisition planning (Cooper 1989). However, as opposed to traditional LPP, contemporary studies deal more with language activities at the bottom and policies as interpreted at distinct levels.

The paper is a part of an ongoing PhD research that focuses on Algerian primary language-in-education policy (LEP) in terms of “how language behaviors on individuals and community levels relate to language policies at societal levels [which] continues to be a central question in LPP scholarship” (Hult, 2010, p. 7). The context of this study consists of a combination of languages, Standard Arabic as the medium of instruction, French as a first foreign language, and in some schools Tamazight as an optional subject. These languages are different from Algerian Arabic which is the mother tongue of most of the population (apart from Berbers), and which is only spoken with no written form. Tamazight with its four varieties (Kabylia, Chaouia, Tachelhit and Mزابist), on the other hand, is the mother tongue of the rest of the population. Due to the existence of many language varieties, the Algerian Language-in-education policies (LEP) have known many reforms. After Independence in 1962, the Algerian top-down language policies put their efforts into gradually imposing the Arabisation¹ policy which directly targeted the French language (Benrabah, 2007). However, the Arabisation policy was abandoned in 2000, and multilingual education was introduced through various educational reforms. This research carries out a critical investigation of the major Algerian LEPs, by exploring the formal regulations of language by the state since the introduction of multilingualism in 2000s. The documents are analysed by drawing on the frameworks of researchers like Ricento (2003), Johnson (2011) (2013), who have been interested in the discursive analysis of language policy, and which Barakos and Unger referred to as “Discursive Approaches to Language Policy (DALP)” (Barakos & Unger, 2016)

At the same time, the views that various stakeholders of the education sector hold about the different existing language varieties, and their opinions on language policies are investigated and explored through semi-structured interviews. The stakeholders are from two cities with different

¹ Arabisation Policy is a language policy which refers to substituting any existing language with Standard Arabic, in the Algerian context it targeted French and aimed at substituting it with Standard Arabic in all aspects of life.

socioeconomic backgrounds, to broaden the scope of the study and explore various ideologies. The results of the interviews are analysed thematically. The data, then, is cross analysed to explore how LEP are negotiated at different levels. The research aims at the end to provide recommendations for creating an effective bottom-up language policy to reduce tensions between language policy and practice.

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Constructing the lone-wolf terrorist: a modern-day folk devil

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This paper aims to reveal whether representations of the ‘lone-wolf terrorist’ in the British press overemphasise culpability for certain stereotyped social actors. As little has been done from a linguistic perspective to analyse discourses of lone-wolf terrorism, this paper contributes to bridging this gap.

One area of critical engagement with media discourses is how coverage of terrorism creates moral panics (O’Loughlin 2016: 281). *Moral panic* has been defined as “[a] condition, episode, person or group of persons emerges to become defined as a threat to societal values and interests; its nature is presented in a stylized and stereotypical fashion by the mass media” (Cohen 2011: 1). Crucial to moral panics are “folk devils”, namely, “the actors who embody the problem” (ibid). Arguably, the ‘lone wolf’ has emerged as a prominent folk devil of the past decade.

This paper focuses on a collocational analysis of the node *lone wolf* in the purpose-built Lone Wolf Corpus, which comprises 8.5 million words, and 8,600 articles published between 2000 to 2019 (Malone 2020). Its analysis draws on the notion of *consistent collocates* (c-collocates) (Gabrielatos & Baker 2008). Because they are present in a significant proportion of annual sub-corpora, c-collocates can provide evidence of a term’s systematic semantic associations which can point toward elements of underlying discourses. In this paper’s analysis, 30 identified c-collocates were grouped semantically prior to a concordance analysis. Discussion here is limited to just four of them: *attacker/s*, *terrorist/s*, *threat/s*, and *inspire**.

Preliminary results show that perpetrators were most often represented as being young, male, and inspired by or otherwise connected to Islamist extremist organisations. Also revealed was the extensive use of discursive legitimization strategies, including appeals to the personal authority of officials and experts, the impersonal authority of terrorism alert systems, and the goals of security responses.

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Viewpoint construction and (de)legitimation: a critical discourse analysis of anti-vaccine campaign press releases using a three-dimensional intersubjectivity model

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Language features a wide range of tools for the coordination of viewpoints in communicative events, including the coordination of third-party perspectives. With language being an instrument of control, different strategies can be used in the representation of different perspectives in news discourse, thereby manipulating information to fulfil certain discourse goals.

This study aims to uncover how press releases of anti-vaccine campaigns use viewpoint arrangement as a discursive strategy to influence the readers' epistemic stance towards anti-vaccine views. In particular, I focus on articles released on the website of the anti-vaccine campaign ICAN (Information Consent Action Network). I examine how the articles coordinate the perspectives of third-parties that either agree or disagree with the anti-vaccine standpoint, thereby legitimising the anti-vaccine standpoint and discrediting the opposite.

Starting from a social-cognitive approach to discourse (van Dijk, 2008), I incorporate in the analysis a three-dimensional intersubjectivity model, which details the textual devices that operates on three axes of cognitive coordination: first, the negotiation of epistemic stance between interlocutors; second, the relationship between the interlocutors and objects they jointly attend to; third, the negotiation of the degree to which objects joint attention are considered from the perspective of third-party discourse participants (van Duijn 2016; van Duijn & Verhagen, 2018).

In the analysis, I examine textual devices that give rise to different conceptual models of communicative events. This includes the labelling of sources, reporting verbs, adverbs (e.g., 'apparently'), adjectives (e.g., 'reasonable'), font style changes, etc. I uncovered that the anti-vaccine and pro-vaccine perspectives differ in the degree to which they are elaborated and the degree to which they are foregrounded in the articles, which contribute to the legitimisation or delegitimation of the perspectives.

I conclude with the merits of implementing the three-dimensional intersubjectivity model in critical discourse analysis, particularly in discussions of the manipulation of information and readers' epistemic stances.

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Revising the Conceptual Integration Network: A Case for Contextually Sensitive Mental Spaces

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Conceptual integration theory, or blending (Fauconnier and Turner 1998, 2002) illustrated in Figure 1, is a seminal milestone within cognitive linguistics. It is described as a powerful language processing network (Gibbs 2000; Ritchie 2004), which provides rigorous and illustrative account of the cognitive creativity purported to underpin our linguistic output (Gibbs 2000). However, the theory still faces certain critique, in that it fails to provide sufficient account of the contextual role in meaning making (Brandt and Brandt 2005; Pascual 2009; Stadelmann 2012). The goal of this article is thus to attempt a correction of this insufficiency.

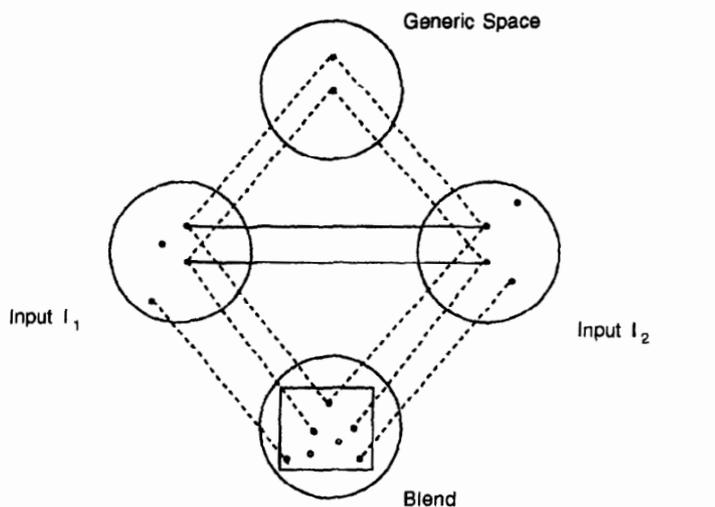


Figure 1. An illustration of the conceptual integration network (Fauconnier and Turner 1998, 143)

This work introduces conceptual integration theory, along with its beneficial applications. It then outlines the inadequate role assigned to context within current blending theory. Hallidayan context, and Bucholtz and Hall's (2010) work on identity construction, is subsequently introduced and argued as possessing the required criteria to sufficiently represent context within on-line meaning making. Cognitive limitations of conceptual integration theory are then discussed, focusing on the issue of the generic space. A contextually sensitive integration framework is subsequently proposed, which centres around conceptual identity constructions of the self and the other, including their mutually co-constitutive relationship. This is represented via the novel contextual mental spaces of the self space, and the other space.

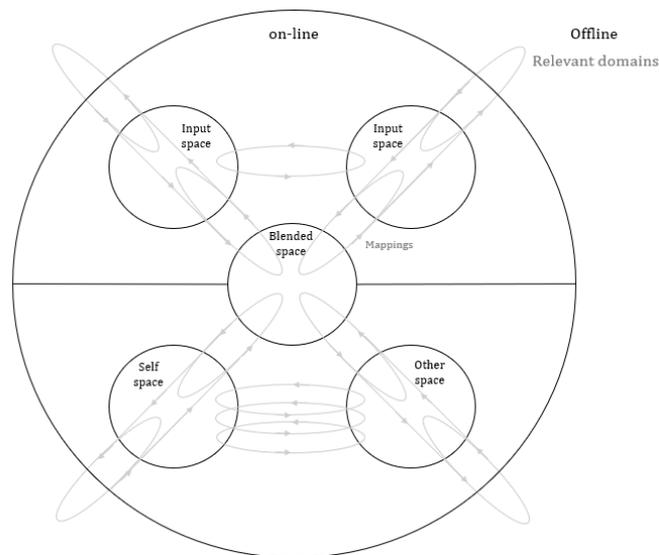


Figure 2. A contextually sensitive conceptual integration network

The framework introduced and illustrated in Figure 2, is argued as sufficiently facilitating the dynamic contextual role. A corpus linguistic methodology is adopted including Stefanowitsch's (2006) metaphoric pattern analysis on sampled data from the British National Corpus (1994) and the Spoken British National Corpus (2014). Analysis is thus presented that observes the effect that varying other identities (speakers within interaction) have on conceptual integration production, and the effect that varying self-identities (discourse genre) have on conceptual integration production. Overall findings are then provided followed by a conclusion where potential implications are discussed.

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The Application of Radical Construction Grammar to Four-Character Chinese Idioms (*Chengyu*)

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Chengyu, the Chinese idioms are considered as a lexical category and commonly fill predicative, attributive and referential roles that verbs, adjectives and nouns prototypically perform in propositions. Some studies compare the behaviour of *chengyu* with Chinese Adjectives (Yan, 2004) and Chinese Verbs (Zhu, 2008) in terms of syntactic roles. However, these word classes are chiefly defined on the basis of their distribution in sentences. Such word classes are considered construction-specific and therefore language-specific in Radical Construction Grammar (Croft, 2001).

Radical Construction Grammar argues that there are no cross-linguistically universal part-of-speech word classes; parts of speech are NOT word classes, but typological universals about the encoding of propositional act functions (reference, modification and predication) for the semantic classes of words that occur in them (Croft, 2020, pp. 69-72, see also Croft, 2001, 2005, 2010).

This study applies Croft's typological theory of parts of speech to *chengyu*, discussing *chengyu* in the cross-linguistically valid context. That is, *chengyu* are investigated in terms of propositional act functions in the verbalisation of experience, as well as the morphosyntactic strategies for the related propositional act functions. 20 *chengyu* are selected according to frequency in corpus and the dataset is retrieved from the Modern Chinese Language Corpus developed by the National Language Committee of China. In this presentation, an annotation scheme will be introduced to show how *chengyu* perform propositional act functions, including how to identify the propositional act that one *chengyu* encodes and how to determine the function-indicating morphosyntax for the *chengyu* to encode the propositional act in question. It shows that although formal criteria can be used for a preliminary analysis, it is the semantic analysis that determines *chengyu*'s propositional acts. In addition, another propositional act encoded by *chengyu* other than reference, modification and predication is noted and requires further discussion.

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Motion events in Swedish and French: Linguistic expression and beyond

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It has been noted that languages differ with respect to how the concepts related to motion are lexicalized (Talmy 1991; Pourcel 2009; Slobin 2004; Zlatev et al. 2021). In particular, it has been claimed that Romance languages (including French) are restrictive with regards to expressing manner of motion in tight telic constructions (Hickmann et al., 2017). French, unlike Swedish, has also been said to be a ‘low-manner-salient language’ (Slobin, 2006) and a low-path-salient language (Ibarretxe-Antuñano 2009).

In this study, six short video stimuli presenting as stories and including various motion situations were used to elicit narratives from speakers of French and Swedish which then were closely analyzed using Holistic Spatial Semantics (Blomberg, 2014) as a theoretical framework. The goal was not only to establish how languages differ with regards to strategies the speakers use to present motion events, but also to take a closer look at commonalities behind the two structurally divergent linguistic repertoires. A special attention was given to meanings that are “covertly expressed” (Blomberg, 2014). The term “covert expression” refers to meanings that are stemming from the shared understanding of the situation described or knowledge of the world. Including covert expression into the analysis helps to overcome the notorious Pragmatics-Semantics divide and analyze how meanings are shared across languages regardless of whether they are linguistically coded or not.

In line with Pourcel & Kopecka (2005) the results show that French has low tolerance to semantic redundancy, hence frequent omission of linguistic units encoding path, landmark and manner “inherent to an event” (Akita, 2017). As well as that, French and Swedish demonstrate different syntactic strategies for expressing complex motion situations. Overall, both the language used and the type of situation described seem both to have an impact on the strategies chosen for communicating verbally the characteristics of the situation.

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Poster Session

Narrowing the Gap between Teachers' and Students' Attitudes Towards the Communicative Approach

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Extant studies have discussed communicative language teaching (CLT) in the context of English language teaching. However, few studies have addressed learners' attitudes towards CLT principles (Khatib & Tootkaboni, 2019), and even fewer have examined the gap in those attitudes between teachers and students (Nhem, 2019). This study attempts to add knowledge regarding this gap by examining teachers' and students' attitudes towards CLT, specifically in the context of the Kingdom of Saudi Arabia (KSA).

The study, which included 122 students and 20 teachers, used a mixed-methods approach and ensured triangulation by comprising three phases. In the first phase, questionnaires were administered to explore teachers' and students' attitudes towards CLT. In the second phase, four teachers were observed during classes, and in the third phase, semi-structured interviews were conducted with the teachers and students.

The study presents some key findings: (1) a mismatch between teachers' and students' attitudes, in that the teachers consistently displayed positive attitudes towards CLT principles, while the students' attitudes were mixed; and (2) the teachers' tendency to practice more traditional approaches and only infrequently attempt to use CLT. Further analysis revealed an interesting contradiction between the teachers' and students' perspectives regarding the challenges experienced when implementing CLT. For instance, where teachers perceived a lack of motivation by the students to use the communicative approach, the students attributed their silence to the Saudi cultural tradition of respectful silence. This finding differs from past studies due to the inclusion of students' perspectives regarding CLT as opposed to just the perspectives of teachers.

The findings in this study have implications for the way CLT is contextualised in the KSA. Teachers, institutions and policymakers can use the study's insights to ensure that CLT is adapted in a way that accommodates Saudi students' cultural traditions, such as those regarding student-teacher relationship dynamics.

How do university EFL learners engage with technology for vocabulary learning and use in an EMI context?

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Learning vocabulary in a second language is a fundamental aspect of second language acquisition. The critical importance of vocabulary has resulted in an abundance of online learning resources, and accordingly researchers are interested in learners' use of those resources and the effect on their vocabulary acquisition. However, little is known about how university learners of English as a Foreign Language in an English-Medium Instruction (EMI) context engage with the use of different computer-based technologies for diverse vocabulary-related learning and language use purposes. To fill this gap, 10 Arabic-speaking EFL learners in an EMI university in Saudi Arabia were invited to participate in an one-on-one online semi-structured interview. Thematic analysis of the interviews showed that participants all believed in the importance of using technology for vocabulary learning purposes; they also reported active uses of online resources to help with their vocabulary learning and use. Participants also reported using online tools for diverse vocabulary-related purposes, but mainly for looking up words to fill their lexical gaps and memorising words. More important, their interview responses on the process of using online tools suggested that they did not seem to show explicit awareness of important aspects of lexicon/ lexical use. Learners' lack of lexical awareness seemed to have constrained the benefits they had from using online tools and resources. The last finding calls for instructional interventions in the future that aim to enhance EFL learners' lexical awareness and maximise the benefits they could have from using online tools for diverse vocabulary use purposes in an EMI context.

The Correlation between Students' Perception of Using Facebook and Grammatical Competence in Speaking in Indonesia

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With the advanced development of ICT, social networking sites such as Facebook have not been used for entertainment only but also language learning purposes. Many people, including the students in this study, 42 university English Literature students, use Facebook. Therefore, the researcher intended to explore whether Facebook, a social media platform commonly associated with adverse impacts, can be integrated into language teaching. This study aimed to determine students' perception of using Facebook as a language learning tool and analyze the correlation between their perceptions with their grammatical competence in speaking. The research questions in this study were (1. Do the students positively perceive using Facebook for teaching grammar in speaking? And 2. Is there any correlation between students' perception of using Facebook and grammatical competence in speaking?). The researcher employed a quantitative design with a questionnaire comprising four aspects (language improvement, confidence, motivation, and attitude) and students' grammatical results as the instruments. The questionnaire consisting of a five-point Likert Scale was used to measure students' perceptions, while the grammatical competence was taken from a speaking test result. Before giving the students the questionnaire, the researcher gave a 4-months treatment to teach students about grammar using Facebook. The result revealed that most students had a positive perception in all aspects, with the aspect of confidence scoring the least, and there was a significant correlation between the variables. It is suggested that future researchers investigate students' perceptions that focus on aspects of confidence and find out what factors affect that confidence because this study found that, among other aspects of measuring the students' perception of using Facebook, many students felt that they were not confident about using Facebook in teaching grammar.

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“Avatar: The Last Airbender is (not) an anime”: A study on Genre Bending of Japanese Visual Language in America

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Recently, a number of studies have been exploring the features of visual language in comics (Bateman, 2014; Cohn, 2013; Forceville, 2016). So far, the focus has primarily been on visual languages within their respective cultural contexts, such as manga produced in Japan. However, as globalisation continues to become ever more prominent, so does the cross-cultural distribution of media. Both manga and anime are increasingly produced all over the world (Acosta, 2015), yet there have been few current studies analysing how Japanese Visual Language functions in an environment outside of Japan.

Thus, this study focuses on the effects of non-native language use in a transcultural context. In order to investigate this phenomenon, I analyse Japanese visual morphemes (units of graphic structures that convey meaning, such as eye or nose) used in the American cartoon *Avatar: The Last Airbender*. This is done through the lens of genre and style theory within the theoretical framework of World Englishes (Bathia, 2006). World Englishes focuses on one single language and its variations in different cultures, and genre and style theory explores the effects of text-internal and external features on these variations.

The case study comprises 61 episodes total. 62 Japanese visual morphemes were selected as representative of the language (Cohn & Ehly, 2016) to examine their depiction within the series. The results show primarily accurate portrayals of the visual morphemes; however, also exhibit distinctive structural and semantic variations that insert native identity into the text. This clearly mirrors World Englishes and demonstrates that images take after language in communicative events.

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How multilingual English teachers use language to talk about a language: concepts of ‘English’ and ‘Other language(s)’

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The aim of the study is to examine how multilingual non-native English teachers use language to talk about a language. ‘English’ as a core concept of ELT and ‘Other language(s)’ referring to the native languages of English teachers will be explored in the written academic discourse of ELT articles from Warwick ELT e-magazine. The Warwick ELT e-magazine initiated and run by MA students of Department of Applied Linguistics publishes articles of multilingual English teachers from different cultural and linguistic background. I selected 14 articles (from 16 issues) devoted to the roles and status of English and other languages in sociolinguistic context of 12 countries. The research questions are “How English and other languages are represented in the written ELT discourse?” and “What kind of beliefs and ideas of English and other languages does it reflect?”. I will combine a semantic approach of content analysis – ‘what has been said’ with critical discourse analysis. The concepts of ‘English’ and ‘Other language(s)’ will be discussed as representations of ideas and beliefs (Underhill, 2022), values and meanings (Eagleton, 1993). The findings will allow identifying language ideologies (Thompson, 1984; Cameron, 2006, Fairclough, 1992) and what is emphasized or hidden in the discourse on the roles and status of English and other languages.

As a multilingual English teacher from Ukraine with its complex national language policy I believe that this study will contribute to better understanding language ideologies which may have impact on TESOL pedagogy in my country and countries around the world.

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Let the Educational Games Begin: Effective L2 Vocabulary Teaching Strategies

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This pedagogy presentation, which is applicable to both English for Academic Purposes (EAP) and community-based learning, focuses on effective game-based teaching strategies to teach vocabulary and its use with reading, writing, listening and speaking skills. It will prepare educators to assist English language learners in their journey of language acquisition.

From the presenter's teaching experience of more than fifteen years across several disciplines, incorporating games while integrating vocabulary with other language skills has helped make language learning more fun and motivating. As a classroom tool, interactive participation sharpens critical thinking along with the other language skills, and it reinforces systems- and design-thinking skills for vocational learners (Zhang & Koda, 2018; Folse, 2006). The presenter will show a series of games that has helped inspire previous students to participate more. Further, a major underpinning of this presentation is the feasibility to help students recover from errors that they make during a game and to help them use what they have learned in class to successfully complete the activities. As the presenter demonstrates some of the games used in previous classes, the presenter will incorporate some of the deeper levels of understanding at the application and analysis levels of learning. To address classroom equity, the presenter will identify ways to ensure that the games can be played by all demographic and psychographic student population groups.

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A comparative study of VN and VAN collocational production between native English speakers (L1) and Chinese speakers (L2)

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This study examined the verb + noun (VN) and verb + (in/definite) articles + noun (VAN) collocational production of native English speakers (L1) and Chinese international students (L2). Specifically, it sought to uncover whether differences exist in their written production and whether L1 plays a role in the formation of the two structures. Previous research has investigated L1 transfer in L2 mental lexicons, collocation formation, and semantic preferences (Jiang, 2000; Nesselhauf, 2005; Siyanova and Schmitt, 2008; Wolter and Gyllstad, 2011). However, few studies distinguish between VN and VAN in L2 learners' written production. A comparative study was conducted by extracting the aforementioned collocations in both L1 and L2 academic writing data and comparing their frequencies using the British Academic Written English Corpus (BAWE) in the concordancer software Sketch Engine. One native English researcher and two Chinese researchers with backgrounds in applied linguistics then checked the appropriacy of these collocations and decided to what extent they have equivalent Chinese translations. Following this, two independent T-tests were conducted to investigate whether any differences exist in these collocations between the native and non-native groups. The results showed that L2 learners use fewer VN and VAN structures in their writing compared to their native English counterparts. Furthermore, the study found that L2 learners use similar VN collocations as native English speakers in their written production, but that there are significant differences in VAN collocation usage. For example, L2 learners use many more action verbs (e.g., amplify the output), while native English speakers use more attitudinal collocations (e.g., be the case). Finally, the results revealed that most VN and VAN collocations have equivalent Chinese translations, indicating that L1 collocation has an influence on L2 learners' tendency to use these structures due to their similarity. In other words, L1 mediation still takes place in learners' collocation production. The present study also argues that VN and VAN collocations are essentially different language patterns for L2 learners whose native language lacks articles.

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A study of expressions of speaking anxiety among English language teachers in Balochistan: Causes and solutions

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The present research investigates the levels and causes of speaking anxiety in English language teachers in Pakistan, specifically in Balochistan. This study also examines the effect of training on speaking anxiety and suggests methods that can help the teachers to overcome factors responsible for English speaking anxiety, hence, helping them to convert their debilitating anxiety into facilitating anxiety. A sample of 24 participants, 10 female teachers and 14 male teachers who were teaching English language or teaching in English language at different schools and colleges of Lasbela District participated in this research. Data collection process consisted of two phases. In the first phase, data were collected from the participants through a detailed questionnaires which focused the levels of English speaking anxiety and factors responsible for speaking anxiety among English language teachers. The questionnaire also focused on some other variables as gender, age, and exposure to English language. Sampling was made on the basis of convenience and availability. Based on the data obtained from the questionnaire, one week intensive training programme was designed to overcome factors causing English speaking anxiety among the participants. The participants then attended the training sessions.

In the second phase, after two months of teaching, participants were asked to fill the questionnaire again to check the effects of training. Results showed a mild to high level of anxiety in all the participants in the first phase. Both data were compared to see the difference of levels of speaking anxiety before and after the training sessions by applying paired sample T-Test.

Results showed lower or mild levels of English speaking anxiety among the participants after training. Results also showed a significant gender difference in levels of anxiety in the participants. Surprisingly, more experienced teachers were more anxious than the freshly appointed teachers with less than 5 years of experience.

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Whose Metaphor?: Metaphor in Belief Reports

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While there has been a great deal of work on propositional attitude reports on the one hand, and figurative language on the other, as two separate areas, relatively little attention has been devoted to the intersection of them. Involving an intersection of issues in these two areas, sentences reporting on people's attitudes towards propositions with metaphors embedded in their *that*-clause (e.g., "John believes that Terry is a snake.") are ambiguous in terms of whom we should attribute the metaphor to. The problem has been attempted by Wilks et al. (1996) and Stern (2000), but an overall approach is still missing.

In this paper, I address this currently significantly underresearched topic by exploring the possible readings of metaphor-embedding propositional attitude reports, and a detailed distinction of five readings is presented. The five readings are then classified into three main categories: (i) the metaphor belongs to the reporter (i.e., the speaker of the utterance), (ii) the metaphor belongs to the belief holder, and (iii) the metaphor belongs to both the reporter and the belief holder.

To capture these differences, I propose to add a metaphorical mode of presentation (MMoP) to the logical form of metaphor-embedding propositional attitude reports. The metaphor which can be attributed to the reporter or the subject of the report is conceived as a type of mode of presentation and a semi-formal representation based on Schiffer (1992)'s representation of the logical form of belief reports is provided for each identified reading. Therefore, the current study offers a typology of the metaphorical propositional attitude constructions based on the scope of the MMoP. By addressing this topic, this study will provide a novel insight into the characterization of mode of presentation as well as an argument for the necessity of a contextualist account of both propositional attitude reports and metaphor.

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Exploring the dynamics of domestic students' and Algerian students' contacts and their impacts on Intercultural Competence in the context of HE Internationalization in the UK

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Universities nowadays respond differently to challenges presented by globalization; universities internationalization is one of these responses. According to Altbach & Knight (2007), one dimension of internationalization of Higher Education includes augmenting the international students' enrolment with the expectation that intercultural communications will be enhanced on campus which will facilitate the acquisition of intercultural competence.

My study seeks to find out how international and home students at Manchester Met develop their intercultural competence through communication with a particular focus on any barriers to intercultural communications, such as stereotypes and prejudices. It aims also at suggesting new internationalization practices while investigating the institutional internationalization strategies applied at British universities in general and at Manchester Met in particular to cater for intercultural communications.

To fulfil the study objectives, semi-structured interviews, a Students Pairing Conversation, and a document analysis were employed. Five home students were randomly paired with five Algerian international students to participate in a one-hour Pairing Conversation session. Later, the ten participants were interviewed individually for one hour. Additionally, the pro-vice chancellor and the Head of the International Office of Manchester Met were interviewed for further details about the University internationalization policies. Further data were collected from the Manchester Met internationalization strategies Brochure posted on the university website.

Data collected from the students are analysed using a Narrative Analysis Approach (De Fina & Georgakopoulou, 2015) for the intercultural competence aspects. Storytelling, within this framework is investigated as a process that always involves presuppositions and intercultural negotiations by participants. However, data from staff interviews and the written document were analysed through applying critical discourse analysis to find out how wider social practices (macro-level analysis) shape the institutional practices (meso-level analysis).

Although my research is a work in progress, the preliminary findings show that the more we set students to interact the more intercultural communicative competence they acquire. Based on students' voices, my study is suggesting a new approach and practices to facilitate cross-national conversations on campus and to make it easier for future students to adjust together.

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