18 APRIL SEMINAR "Multilingualism: Language learning and testing" (LANCASTER UNIVERSITY & GHENT UNIVERSITY)		
8:30	**Registration**	
8:45	**Welcome**	
CORPUS LINGUISTICS		
9:00	**Lancaster corpus-based linguistic research: Advances in corpus tools and corpora** In the presentation, we will focus on corpus-based research conducted at the Centre for Corpus Approaches to Social Science (CASS) at Lancaster University. We will first give a brief overview of the areas of corpus-based research conducted within CASS. After the overview, we will focus on two major areas of corpus research at CASS: i) the innovation and development of corpus tools and corpus methods and ii) the development of spoken corpora. With regard to the new corpus tools and methods, we will introduce two major tools: #LancsBox, a corpus analysis desktop tool, and GraphColl, a module within #LancsBox that identifies and visualises collocations and collocational networks in text. The second part of the talk will introduce our work on spoken corpora, focusing in particular on the Trinity Lancaster Corpus (TLC) of spoken, interactive L2 English. With more than four million words, the TLC is at present the largest corpus of L2 spoken English, covering a range of learner variables (such as age, proficiency and L1 background). We will discuss the design of the corpus as well as the major findings on L2 use based on the corpus	Dana Gablasova & Vaclav Brezina, Lancaster University
9:50	**DISCUSSION**	
SECOND/FOREIGN LANGUAGE ACQUISITION		
10:15	**Foreign language comprehension achievement: insights from the cognate facilitation effect** Our native language serves as the foundation we rely upon for second/third language acquisition. Several studies in experimental psycholinguistics have shown that as we become more proficient in a foreign language, we progressively rely less on native language	Aina Casaponsa, Lancaster University

	representations. Here, we investigated whether a combination of psycholinguistic and domain-general cognitive factors successfully predict foreign language comprehension achievement at different stages of the learning process. I will present the data from two groups of native speakers of Spanish learning English at elementary and intermediate levels of proficiency, and show that not only domain general cognitive skills but also, critically, the cognate effect (a psycholinguistic measure) can be used effectively to understand and predict individual differences in foreign language comprehension achievement. Given the importance of these results for research and education, we now aim to investigate the neural mechanisms underpinning of these individual differences by recording event-related potentials, a sensitive measure of neurophysiological processes with a high temporal resolution.	
10:40	**Media-induced Second Language Acquisition** In this talk we present the results of a series of studies on the lexical and phonological acquisition of English by school-aged children in Flanders. Specifically, we examined to what extent ten- to thirteen-year-old children who have not yet received any instruction in English have acquired aspects of English through exposure to English-spoken media, most notably through the internet, television and computer games. We dealt with perceptive and productive acquisition of the language system, as well as with attitudes and beliefs about learning English. Taken together, the results of the lexical studies show that children have already acquired a fairly substantial English lexicon before they take English classes in school, but also reveal large differences between individual children. Evidence that learning has taken place in the phonological domain was more difficult to obtain: we found no evidence for the development of phonological categories and children's speech received low intelligibility rates by native English speakers. The attitudinal studies showed that children have a positive attitude towards English prior to instruction, both to English in general and to	**Ellen Simon & Mieke Van Herreweghe, Ghent University**

	English accents and pronunciation in particular. Children of this age group are aware of the status of English as a lingua franca, and for them, having access to a global community of speakers of English is one of the main motivations for wanting to learn English. Finally, we will discuss some methodological limitations, in particular related to the absence of existing tests suitable for non-native children of this age group.	
11:05	**DISCUSSION**	
11:30	**COFFEE BREAK**	
MULTILINGUALISM		
11:50	**Multilingualism, plurilingualism, translanguaging: Meaning-making in the field of applied linguistics** Where research in language education was once silent on the value of an individual's languages/plurilingual capacities, a veritable explosion of concepts, practices and critical perspectives now populates the field. In this talk, I am interested in the implications for language education, including but not limited to formal educational contexts. I will explore the not always compatible research trajectories that embrace these concepts, begin to evaluate the adequacy of the explanations they offer language educators, and extend the discussion to encompass multimodality. Using data from longitudinal classroom research as well as personal experience, I will speak to the continuing challenge of developing plurilingual pedagogies that simultaneously recognize the value of learners' semiotic resources and expand their academic capacities. While acknowledging current conceptual conflicts, I will set out the beginnings of a research agenda for those who view language as a social phenomenon and who are interested in expanding the meaning-making capacities of plurilingual learners. References: Canagarajah, S. (2012). Translingual practice: Global Englishes and cosmopolitan relations. Routledge. Council of Europe (2007). From linguistic diversity to plurilingual	**Diane Potts, Lancaster University**

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	education: Guide for the development of language education policies in Europe. Language Policy Division. Garcia, O. & Wei, L. (2014). Translanguaging: Language, bilingualism and education. New York: Palgrave. van Leeuwen, T. (2015). Multimodality in education: Some directions and some questions. TESOL Quarterly, 49(3), 582-589. doi: 10.1002/tesq.242	
12:15	**Pupils' perceptions on accommodations in multilingual assessment of science** Achievement of multilingual pupils in content-related areas is typically measured by tests designed for monolinguals. The test takers' language proficiency is likely to have an impact on the results (Menken, 2010), which may lead to unwarranted conclusions about their academic achievement (Shohamy, 2011). In Flanders (Belgium) the project Multilingual Assessment in Education (MulAE) investigates and critically examines the assessment of multilingual pupils in content-related areas by accounting for children's multilingual realities. One of the aims of the MulAE-project is to cope with validity issues through multilingual testing methods, as illustrated through fifth-grade pupils participating in a computer-based science test. Some pupils received a translated version of the test in their home language while others also received oral support. Findings of this study indicate whether these test accommodations are helpful for multilingual pupils, which may have implications for the design of high-stakes international tests (e.g. PISA) and how we interpret their results. In this presentation we focus on the qualitative study of the project. Pupils from each test condition were interviewed as to find out (a) how they experience the assessment in their condition; (b) why pupils choose (not) to make use of the read-aloud and/or translated accommodation and (c) which extra support- or accommodation needs they have. References: Menken, K. (2010). NCLB and English language learners: Challenges and	**Fauve De Backer, Stef Slembrouck & Piet Van Avermaet, Ghent University**

	consequences. Theory Into Practice, 49(2), 121–128. doi:10.1080/00405841003626619 Shohamy, E. (2011). Assessing multilingual competencies: Adopting construct valid assessment policies. The Modern Language Journal, 95(3), 418–429. doi:10.1111/j.1540-4781.2011.01210.x	
12:40	**DISCUSSION**	
13:05	**LUNCH BREAK**	
LANGUAGE ASSESSMENT		
14:15	**Methodological and theoretical innovations in language testing** In this talk, we will first provide an overview of the wide variety of research strands actively pursued in language testing at Lancaster University. We will highlight how our research connects with diverse fields such as discourse studies, education, psycholinguistics, psychometrics, second language acquisition and sociolinguistics through collaborations with specialists or through the adoption of theoretical and methodological innovations. We will then present two examples of our ongoing research in greater detail. The first example will describe an investigation of test-takers' cognitive processing while they were completing an English reading test (Brunfaut & McCray, 2015). To gain insights into cognitive processing, a combination of eye-tracking and stimulated recall methodology was used. Namely, test-takers' eye movements were tracked while they were completing the reading tasks, and after each task they were shown their eye-tracking traces and asked to recall their cognitive processing. A number of clear processing patterns emerged from the data, indicating that the test-takers employed different reading approaches and processing according to task type. This revealed vital information on what processes underlie correct task responses, which is extremely valuable information for test task validation. In practice, the study also led to changes to the international reading test explored in the study. The second example will describe an approach to diagnostic language	**Tineke Brunfaut & Luke Harding, Lancaster University**

	assessment which has been developed in two research papers (Alderson, Brunfaut & Harding, 2015; Harding, Alderson & Brunfaut, 2015). First, a study which sought to establish theoretical principles of diagnosis in language assessment on the basis of insights from diagnostic experts in different professional fields will be presented. These principles will then be elaborated with respect to classroom situations with a focus on listening assessment. The research and development work that will be required to fully realise these principles of diagnostic assessment in practice will discussed. Finally, an instrument designed to help diagnose the diagnosticians' (teachers') language assessment literacy will briefly be presented.	
15:15	**Language Policy and Language Testing in Flanders** Current language policies in European Higher Education tend to promote the use of one's national (or regional) language (e.g. Dutch) while at the same time introducing an international language (which in practice means English) in an increasingly multilingual and multicultural environment characterized by superdiversity (van Splunder 2016: 209). In today's globalizing world, the 'ownership of English' (Widdowson 1994) and the dominance of the native speaker (Jenkins 2007, Seidlhofer 2011) have been challenged. As a result English language teaching and testing are no longer the prerogative of the Inner Circle (Kachru 1985), but of a growing community of international users of English. Moreover, language tests may have a considerable social or political impact. As tests select and inherently discriminate, passing a high-stakes test may yield important benefits, while failing a test can jeopardize one's future. Whereas tests can be employed as a means to create and maintain social order (Shohamy, 2006), resulting in 'the politicization of assessment' (McNamara and Roever 2006: 213), they can also serve as a means to empower people (e.g. to gain access to education or employment). The presentation discusses the implementation and perception of the	**Frank van Splunder (University of Antwerp)** **Catherine Verguts (Ghent University)**

Interuniversity Test of Academic English (ITACE) for lecturers, a test devised by the Flemish Interuniversity Testing Consortium. In 2013, the Flemish Government decided that all lecturers in higher education needed to prove their language skills if they wanted to teach in a language different from their mother tongue. This meant all lecturers teaching in English curricula needed to prove their C1-level. The case study reveals how the implementation of the ITACE determined its reception. Implemented top-down, the test sparked a media storm in which the test became the scapegoat. Its very purpose - quality assurance in higher education - was largely neglected in the media. In the presentation we will discuss the press coverage, and we will argue where and why it was inaccurate. We will show how the top-down implementation of the test was counterproductive to the acceptance of the test as a means to ensure the quality of teaching and improve employability.

References:

Jenkins, J. (2007) English as a Lingua Franca. Attitudes and Identity, Oxford, Oxford University Press.

Kachru, B. B. (1985) 'Standards, codifcation and sociolinguistic realism: the English language in the outer circle', in Quirk, R. and Widdowson, H.G. (eds.) (1985) English in the World: Teaching and Learning the Languages and Literatures, Cambridge, Cambridge University Press, p. 11-30.

McNamara, T. & Roever, C. (2006) Language Testing: The Social Dimension. Malden: Blackwell.

Seidlhofer, B. (2011) Understanding English as a Lingua Franca, Oxford, Oxford University Press.

Shohamy, E. (2006) Language Policy: Hidden Agendas and New Approaches. Abingdon: Routledge.

van Splunder, F. (2016) 'Language Ideologies regarding English-Medium Instruction in European Higher Education. Insights from Flanders and Finland'. In: E. Barakos and J.W. Unger (eds.) Discursive Approaches to Language Policy. London: Palgrave Macmillan, p. 205-230.

	Widdowson, H. G. (1994) 'The ownership of English', TESOL Quarterly 28/2, p. 377-89.	
15:45	**DISCUSSION**	
16:15	**Conclusions and futher cooperation**	
16:45	**Reception**	

19 APRIL WORKSHOP CORPUS LINGUISTICS (LANCASTER UNIVERSITY & GHENT UNIVERSITY)		
8:30	**Registration**	
9:00	**Welcome**	
9:00	This **free workshop**, arranged jointly by Universiteit Gent and Lancaster University, offers a practical, hands-on introduction to the corpus methodology and visualization of linguistic data. In particular, we introduce #LancsBox, a new software package for the analysis of language data and corpora, which was developed at Lancaster University. #LancsBox can be used by linguists, language teachers, translators, historians, sociologists, educators and anyone interested in quantitative language analysis. We welcome everyone who wants to learn more about this versatile methodology for language analysis; no specialised knowledge is required.	**Dana Gablasova & Vaclav Brezina, Lancaster University**
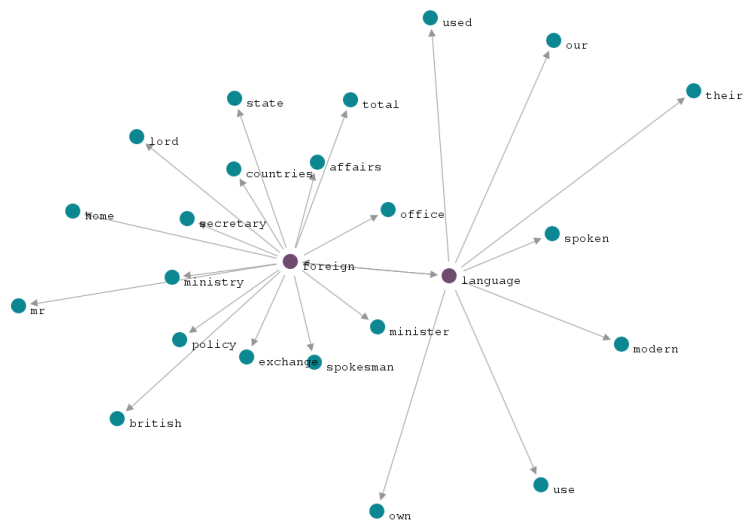
A collocation network produced by #LancsBox

| 12:00 | **LUNCH BREAK** |