Monday 27 November 2017 1100 - 1130

Room: WG801

Abstract #704

Being muddly, hazy and puzzled: Miscommunicated referent tracking in L2 narratives

Jonathon, Ryan; *Wintec*

A crucial use of noun phrases is to specify reference, thereby clarifying who did what to whom. This is central to establishing both coherence and shared understanding about what has been said. However, noun phrases typically remain a frequent source of error and pragmatic infelicity even for relatively advanced second language users. While many such errors are successfully accommodated by the hearer, it is also known that on occasion some trigger miscommunication. What remain unknown are the particular conditions under which referential miscommunications tend to arise, and the types of error and infelicity that are most closely implicated.

The present study explores these issues by examining miscommunicated referent tracking (anaphors) in the narrative retellings of 20 non-native speakers of English (IELTS 6.0) and their native English interlocutors. From close examination of recordings and analysis of subsequent stimulated recall interviews, the likely speaker-based factors that most clearly contributed to each miscommunication were identified. Pronoun errors proved to be the most frequently implicated single-issue trigger, and the findings reveal the conditions under which such errors became problematic, while also suggesting the operation of a partial processing procedure. Conversely, a number of other frequent error types were nearly always successfully accommodated. In relation to pragmatic factors, the most relevant issue appeared to be pervasive over-explicitness (e.g. the use of names where pronouns would be more appropriate), which appeared to trigger indirect problems, whereby referent introductions were mistaken for referent tracking. Based on James' (1998) notion of error gravity, pedagogical implications are drawn from these findings.

References

James, C. (1998). Errors in language learning and use: Exploring error analysis. London, England: Longman.

Keywords: Reference, Anaphora, Miscommunication, Pragmatics

Room: WG802

Abstract #642

Looking at L2 fluency through corpora: Fluencemes and their effect on successful oral academic discussion

Crosthwaite, Peter; *University of Queensland*

Learner corpora are increasingly used for the purposes of language assessment (Taylor & Barker, 2008; Callies & Götz, 2015), yet few corpus-based studies have focused on how fluency in a second language is determined and appraised, given the prevelance of written over spoken corpora as well as the textual, lexical nature of the majority of corpus research. This study explores which fluency features contribute to the (perceived) success of L2 performance in a group oral assessment context.

In this paper, a corpus of 59, 20-25-minute long, 5-person group oral EAP assessments spanning 20 hours and 150,309 words of L1 Hong Kong L2 English learner was constructed, with data annotated by grade received (A-C). While fluency is 'an epiphenomenon to which many individual (interrelated) factors contribute' (Götz, 2013:1), Götz (2013) outlined how fluency can be broken down into individual 'fluencemes', or 'abstract and idealised features of speech that contribute to the production or perception of fluency' (Götz, 2013:8). Our corpus was annotated for prosodic markers, lexical markers, and syntactic markers covering both productive and perceptive fluency including speech rate, unfilled and filled pauses, rising intonation, discourse markers (e.g. 'you know..'), identical repeats ('the problem…the problem'), reformulations including false starts ('they learn ne../ it's as if they discover…'), modified repetitions, substitutions, dependent clauses, interrupted structures including truncation, and incomplete utterances.

The results (utilising mixed-effects modelling) suggest that identical repeats and speech rate (per minute) are particularly salient to raters involved in grading fluent, comprehensible L2 production. I present a number of visualisations of fluenceme production by grade, and concentrate on strategies that successful L2 speakers use to maintain fluency as well as how unsuccessful L2 speakers manage situations of disfluency. The findings serve as quantitative evidence of the temporo-linguistic features involved in grading L2 fluency, aiding discussion of standardisation for test raters.

Keywords: Learner corpora, Language assessment, English for academic purposes, Fluency

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Room: WG803

Abstract #693

Introducing prosody instruction into Japanese secondary school classroom: A classroom-based research

Kazuhito, Yamato; *Kobe University*
Isoda, Takamichi; *Ritsumeikan University*

Although the growing number of pronunciation instruction research identified a relatively positive impact of instruction (Lee, Hang, & Plonsky, 2014), teaching English prosody in Japanese EFL setting is still a neglected area in the curriculum. A common view among teachers and learners is that prosody is hard to teach and learn (Gilbert, 2014) and Japanese EFL teachers, in particular, lack confidence or ability to teach English prosody due to insufficient training of English phonetics and phonology and lack of instruction resources.

The present study examined the effects of explicit classroom-based prosody instruction to Japanese EFL secondary school learners. Students in the project received 10 to 20 minutes prosody instruction, twice a week over a period of 5 to 6 months. The instruction that authors devised focused on English prosodic features, starting from understanding syllables with humming to counting syllables and making word stress.

Speech samples elicited from recitation and read-aloud tasks were rated in terms of comprehensibility with Likert scales by x native speakers of English and were also analyzed acoustically. In addition, a questionnaire on their awareness toward prosodic features was conducted during and at the end of the instruction to identify any interactions between changes of learners' perspective toward prosodic features and the instruction.

Comprehensibility score showed some gains throughout the session and acoustic analysis illustrated improvements in producing appropriate numbers of syllable for each word and mark stressed syllable in multiple-syllable words. The results of a questionnaire on their awareness toward prosodic features showed significant gains in learners' awareness toward prosodic features both in and out of classroom situations.

These initial findings identified that explicit prosody instruction has positive effect in comprehensibility and also learners' awareness, which leads to support an argument that explicit prosody instruction can be implemented even in Japanese EFL settings.

Keywords: Teaching English pronunciation, Prosody, Explicit Instruction, Comprehensibility, Learners' Awareness

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Room: WG808

Abstract #591

Exploring ELT tertiary teachers' research efficacy development in collaborative research

Thi Lan Anh, Tran; *University of New South Wales*

Across the world, increasing demands are being placed on English language teaching (ELT) tertiary teachers' research performance as a way to enhance the quality of English language instruction at tertiary level (Borg & Liu, 2013; Bai & Hudson, 2012; Keuk, 2015). In Vietnam, policy documents issued by the MOET mandate ELT tertiary teachers to take up the role of researchers. Although active research engagement is expected from these teachers, little is known about how they are engaged in research and how they develop their research efficacy (RE) beliefs, i.e., beliefs in their abilities to conduct research. Using multiple data sources (interviews, group discussions, group emails, and research artifacts) collected from two collaborative research projects undertaken by ELT teachers at a Vietnamese university, this study examines the development of the participating teachers' RE beliefs through their research practices. The study challenges the current predominant socio-cognitive

perspectives on RE beliefs and argues for a more contextually-bound view of teacher beliefs by drawing on sociocultural perspectives (Vygotsky, 1987) and cultural-historical activity theory (Engestrom, 2001) to explore RE growth. The study offers insights into the process of teachers' learning to conduct research beyond formal professional development programs in their attempts to meet the research requirements. It also identifies factors that enable and constrain teachers' participation in the research activity system. Its findings are expected to assist policy makers in developing appropriate policies with realistic expectations about ELT tertiary teachers' research performance. The findings are also useful to ELT institutional managers in Vietnam and elsewhere in the design and development of research support mechanisms that aim to facilitate teachers' positive RE and to enhance the quality of their research performance.

Keywords: ELT Teachers, Research Efficacy, Collaborative Research, Sociocultural Theory, Activity Theory

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Room: WG809

Abstract #616

Exploring the motivation and interculturality of young Australian Community/Heritage Language Learners

Stracke, Elke; *University of Canberra*

This paper reports on a qualitative interview study conducted to gain a deep understanding of the motivation and interculturality of young and adolescent Australian Community/Heritage language (CHL) learners. A learner's motivation correlates significantly with their success, and capacity for intercultural awareness is of great importance in today's global world. While the interculturality of language learners has been investigated in various contexts, previous research has paid little attention to CHL learners.

I conducted semi-structured interviews with twelve students (11-16 years old) from six community schools (Chinese, German, Japanese, Māori, Mon, and Punjabi) in the ACT (Australian Capital Territory). The thematic analysis showed that these learners' motivation was defined by two main factors: their desire for communication and interaction with family members and the broader community, and their perceived value of the language for their future professional and personal life. Further, CHL learners possess a particularly intercultural understanding of their identities, use their skills in mediation, and demonstrate critical awareness of value systems.

Despite the small number of participants, the study provides significant insight into these young leaners' L Selves. These L Selves vary, depending on the learner's motivating for learning the language and on interculturality. At the same time, the learners embrace the bilingual/cultural space in which they live and shape it according to their needs and desires. This research falls into a growing body of research into CHL learners that recognize CHL learners as a 'resource rather than a problem'. It shows that the value of learning a CHL is not necessarily an economic utility: one of its main assets is the

capacity of these young Australians to show intercultural awareness—an essential capacity in a world where dialogue across nations and ethnic groups is crucial.

Keywords: Community/Heritage Language Learner, Interculturality, L Self, Motivation

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Room: WG901-2

Abstract #550

Statistically Modelling Students' Motivational Regulation Strategies and EFL Writing Performance

Zhang, Lawrence Jun; *The University of Auckland*
Teng, Lin Sophie; *The University of Auckland*

Self-regulated learning (SRL) theory, originating from educational psychology in the 1970s, emphasizes the triadic influence of metacognition, behaviour, and motivation for effective learning (Zimmerman, 2011). So far, much of the research in this field has intensively focused on exploring cognitive and metacognitive strategies in various disciplines such as L1 reading and writing, educational psychology, math, music, and sports (see Zimmerman & Schunk, 2011). Although a plethora of research has confirmed the essential role of different learning strategies in general learning contexts, most of the studies have intensively explored cognitive and/or metacognitive strategies with sparse attention to motivational regulation strategies. Only a few studies have focused on this topic and they collectively have proven that motivational regulation strategies contribute to students' learning and achievement in academic settings (e.g., Pintrich & De Groot, 1990). This line of research has provided preliminary evidence that students' motivational regulation strategies could be utilized to predict their use of learning strategies, efforts and classroom performance. However, little is known about whether motivational regulation strategies are related to student writing performance in EFL settings. Our presentation reports how students' use of motivational regulation strategies is related to other SRL strategies and their EFL writing performance. Data were collected from undergraduate English majors (n=512) from four universities in an EFL country through an integrated self-report questionnaire and a follow-up writing test. Confirmatory factor analysis (CFA) validated a distinct and internally consistent five-factor model of motivational regulation strategies, which includes interest enhancement, performance self-talk, mastery self-talk, emotional control and environment structuring. A series of multivariate regression analyses indicates that students' use of motivational regulation strategies could be integrally and separately used to predict SRL strategies that included cognitive strategies, metacognitive strategies, and social behaviour strategies. Only performance self-talk significantly predicted students' EFL writing-performance.

Room: WG903

Abstract #552

Computer versus paper-based writing: A comparative study on EFL learners' texts scores and perceptions

Guapacha, Maria; *The University of Auckland*

Since Computer Assisted Language Learning (CALL) was integrated into language teaching and learning, extensive research has investigated the effect of computer use and technology on the writing of English as second (ESL) and foreign language (EFL) learners. However, recent meta-analyses and small-scale research have challenged the claim that the computer significantly improves writing quality based on theoretical and methodological weaknesses of computer-mediated writing studies making such assertions. In addition, the few comparative studies in ESL and EFL have produced contradictory results. This paper, therefore, reports on partial results of an ongoing comparative study examining the differences in the writing product and perceptions of 38 Colombian pre-intermediate undergraduate EFL learners in computer and paper-based writing.

By adopting a holistic view of writing (writer-product-reader), this mixed-methods study drew on a quasi-experiment with a within-subject and between–subject counterbalanced design with two intact groups. Quantitative data were collected through two text samples per student across conditions, while qualitative data about perceptions were gathered through a questionnaire. Handwritten, typed and transcribed texts were assessed by two independent raters using an analytic scoring rubric. Differences in the global and local scores (content, organization, language use, vocabulary, and mechanics) were determined through descriptive and inferential statistics tests using repeated measures ANOVA and MANOVA. The factual texts scores were contrasted with the students' perceptions.

Unlike findings of large-scale and small-scale studies using test conditions, this study shows the students' performance within a language classroom context in which proper conditions (use of dictionaries and enough time to perform the writing task) reflect the authentic and functional nature of writing. The paper provides implications for writing research, teaching, learning and assessment within FL contexts.

Keywords: Computer-Based Writing, Paper-Based Writing, FL Writing, Writing Assessment

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Room: WG907

Abstract #936

The lived experience of thesis writers in group writing conferences: Social interactions and genre knowledge development

Mochizuki, Naoko; *University of New South Wales*

Thesis writing is a social activity. Writers need to gain a full understanding of this genre of writing as social practice (Tardy, 2009). Accordingly, writers' social interactions play a significant role in their genre knowledge development. In thesis writing, social interactions are often provided in writing groups where writers share their writing and exchange feedback with others. A number of studies have reported on the positive effects of writing groups on thesis writing (Aitchison and Guerin, 2014). However, it is yet to be investigated how social interactions in writing groups influence writers' mental and cognitive development.

Drawing on sociocultural theory, this study examines thesis writers' perezhivanie (emotional lived experience) (Vygotsky, 1994) during group writing conferences to investigate the influence of social interactions on the development of their new understanding of the genre of thesis writing. Perezhivanie provides a lens to examine a person's internal logic and subjective positioning that refract the influence of environments on his/her mental and cognitive development. Adopting a case study approach (Duff, 2008), the study investigates the perezhivanie of two PhD students during group writing conferences at the learning centre in an Australian university. Data were collected through observation and audio-recording of group conferences, student and facilitator interviews and students' written drafts.

The findings highlight the students' aspirations for specific rhetorical concepts: "native speaker thought processes" and "critical thinking and writing." Their aspirations index the existing social schemata of the binary categories, "native/non-native" speakers of English, serving as the core of their internal logic which directs their mental and cognitive functioning in genre learning through social interactions. The study stresses the potential of perezhivanie as an analytical lens to examine individuals' learning and their dynamic inner environments.

Keywords: Genre Knowledge, L2 Writing, Oral Interactions, Sociocultural Theory, Native-Speaker Effects

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Room: 908-9

Abstract #632

Young Maori learners empowered through language: The Ngataki School story

van Hees, Jannie; *The University of Auckland*
Ashby, Tracey; *Ngataki School*
Ferens, Yani; *Ngataki School*

Ngataki School is a small two-teacher primary school situated in Far North of New Zealand. The Ngataki Marae is the heartbeat of the Maori community of Ngataki. The school and the marae are developing a collaborative partnership to nurture the on-going well-being of Maori tikanga and values in the lives of the tamariki (children) of the rohe (area).

In 2016, the Ngataki School junior classes' teacher undertook a small study involving her learners, focused on growing their expressive capabilities to impact on their writing and overall learning, using a particular language-focused approach. Realising the gains made by the Year 1-4 learners during the study intervention, both teachers at Ngataki School aspired to impact similarly and more expansively on all their learners, the majority of whom are Maori.

In 2017, the two Ngataki School teachers embarked on a journey to create a learning environment for their learners focused on purposeful, authentic, place-based content, deeply connected with their local environment, utilising as many resources as possible, not just traditional classroom based learning tools. Empowerment through language has been central to their pedagogical approach.

The colloquium will present three facets of the Ngataki School story: 1) A description of the initial approach used in the 2016 study, explaining the language-enabling and cognitively expanding elements involved; 2) Presentation of the study's core methodology – the intervention approach, data collection method and analysis, and interpretation of evidence and outcomes; and 3) Presentation of the 'work in progress' three year teaching and learning plan - our local Moana - beaches, Maunga - mountains, Awa – waterways, whereby the learners' sense of empowerment is arising. The learners' expressive power is growing exponentially - power over increasingly complex language structure and vocabulary use to articulate their areas of exploration and learning, alongside their expanding actions' self-advocacy.

Monday 27 November 2017 1130 - 1200

Room: WG801

Abstract #842

Listen to the People. Digital discourses analysis

Dignayer, Claas; *RWTH Aachen University*
Jakobs, Eva-Maria

This oral presentation discusses how digital discourse analysis can be used to examine the public perception of particular themes (e.g. novel technologies). The approach combines discourse analysis with web mining methods, linguistic text mining, and multi-level annotation.

Research interests of linguistic discourse analyses concern the reconstruction of topic developments over time as well as the identification of phenomena influencing the focus of a discussion and the scope of arguments used. In this context, methods are missing that enable to extend qualitative examinations to a large scale, e. g. for purposes of risk communication research or studies focusing on the public perception of technologies over time. Our presentation describes new ways of analyzing discourses by adapting web mining methods. The basic idea is to identify and extract topic-related public discussions in the Internet and to analyze them semi-automatically (How are which aspects of

a particular topics discussed by whom? How does the discussions change over time?). The usage of a linguistically refined multi-level annotation model (MLA) allows the automated identification of potential opinion-indicating text passages in large amounts of data.

In the talk, we present outcomes of a study investigating social media discussions dealing with an innovative technology – Capturing and utilizing co2 for the production of goods (CCU). Stakeholders of CCU technologies want to learn how the public is perceiving this technological field, e.g. whether and how the discussion of CCU technologies is impacted by discussions on similar technologies (CCS technologies). The results indicate several phenomena: CCU debates are not impacted by CCS debates. They are characterized by a broad variety of topics (dis/advantages, potentials, risks of CCU technologies), and some controversies. The discussion is dominantly positive (number of arguments for/against CCU). However, one single argument can be strong enough to turn the public attitude in another direction.

Keywords: Digital Discourse Analysis, Web Mining, Carbon Capture and Utliziation

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Room: WG802

Abstract #678

US, UK, NZ: variation in student writing across English-speaking countries

Matheson, Neil; *The University of Auckland*
Nesi, Hilary; *Coventry University*
Basturkmen, Helen; *The University of Auckland*

Local differences in university writing conventions can affect the progress of internationally mobile students, although they are rarely acknowledged in teaching materials and university entrance tests, and have not yet been subject to much systematic comparison. The paper will compare upper-level and high-scoring undergraduate literature essays taken from the Academic Writing at Auckland (AWA) corpus, the British Academic Written English (BAWE) corpus, and the Michigan Corpus of Upper-level Student Papers (MICUSP). Just under 100 essays were analysed (25 each from Auckland and UK, and 47 from Michigan), using various methods and tools including the Multidimensional Tagger (Nini, 2014), the Linguistic Inquiry and Word Count (Tausczik & Pennebaker, 2010) and manual analysis. The results placed the AWA and the MICUSP essays at opposite ends of the scale on many measures. For example, AWA essays contained the greatest number of long words and nominalisations, while sentences in the MICUSP essays were the shortest and contained the fewest long words and nominalisations. MICUSP writing was the most informal and interactive in terms of contractions, pronoun use and question forms, and AWA writing was the most formal and 'academic'. MICUSP writers also made far less use of sources than the British and New Zealand writers. The paper will discuss the reasons for these and other differences, bearing in mind that US universities generally set fewer discipline-specific writing assignments in the early years of university study than British or New Zealand universities.

27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

Keywords: Academic Writing, EAP, Literature Essays, 3 Corpora Comparison, L1 Writing, Implications For L2 Learning

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Room: WG803

Abstract #557

Acceptability and its Relevance to Pronunciation

Pilott, Marty; *Whitireia Community Polytechnic*

In recent decades the goal for pronunciation teaching has shifted from nativeness to the intelligibility principle (Munro & Derwing, 2015). However, it is recognised that intelligibility cannot be an absolute standard and can be affected by the listener's expectations (Levis, 2011, p. 64).

This presentation is based on research (Pilott, 2016) in which employers (n=95) were asked to rate migrants (n=40) on their acceptability for employment based on their pronunciation.

Three factors derived from a wide range of pronunciation features were found to be highly significant in the employers' ratings of acceptability. In addition, judgements of acceptability had only a partial correlation with intelligibility, comprehensibility and accentedness. While intelligibility remains a useful classroom goal, it does not acknowledge the contextual nature of communication. Acceptability is therefore a more useful goal for language learners, and that this can be achieved by including all levels of pronunciation including fluency.

ESOL pronunciation programmes therefore need to meet acceptability standards by including fluency features from the earliest stages. This presentation explains the research findings and offers suggestions for incorporating higher-level features into pronunciation teaching.

References

Levis, J. (2011). Assessing speech intelligibility: Experts listen to two students. In J. Levis & K. LeVelle (Eds.), *Proceedings Of The 2nd Annual Pronunciation In Second Language Learning and Teaching Conference* (pp. 56–59). Ames, Iowa: Iowa State University. Retrieved from http://pslltconference.com/index.php?option=com_content&view=article&id=18&Itemid=16

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Pilott, M. (2016). *Migrant Pronunciation: What do Employers find Acceptable?* (Doctoral thesis). Victoria University of Wellington, Wellington, N.Z. Retrieved from http://hdl.handle.net/10063/5481

Keywords: Pronunciation, Acceptability, Intelligibility, Comprehensibility, Fluency, Employability

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Room: WG808

Abstract #609

The nexus of language pre-service teachers' emotion and cognition during the practicum

Yang, Hongzhi; *Sydney School of Education and Social Work*

Traditional rationalism has treated cognition and emotion separately. Teachers' emotional experience during teacher preparation programs has not been discussed and acknowledged sufficiently in research, especially in the Australian context. Most research has focused on how the personal and contextual factors impact on preservice teachers' emotional condition and how to provide emotional support to novice teachers. However, languages pre-service teachers (PST)' emotional experience has not been taken as a resource for teacher development. Therefore, it is necessary to explore the link between emotions and preservice teachers' cognitive development. The research question of this study is: What are the nexus of language pre-service teachers' emotion and cognition during the practicum?

This study uses Vygotsky's concept of perezhivanie to analyse preservice teachers' emotional experience. Perezhivanie, which has been translated as 'emotional experience' in English, refers to a unit of consciousness and intelligent perception of the environment. As for teacher education, novice teachers learn to teach based on not only their own learning experience but also their interpretation of that experience. This study uses a mixed method to explore the nexus between pre-service language teachers' emotion and cognition during the practicum. The participants are the language PST in Combined Degree/MTeach program for secondary teaching in an Australian university. The quantitative data are collected from questionnaire survey. The qualitative data include teachers' narratives, semi-structured interviews, pre-service teachers' lesson plans and supervising teachers' report.

Findings indicate that the emotional/cognitive dissonance can be used as a kind of resource for preservice teachers' cognitive development and the development of language pre-service teachers' professional personalities. One significance of this project is the development of a model supported by empirical evidence to exemplify the dialectical relationship between emotion, cognition and metacognition as experienced by pre-service languages teachers during practicum. Pedagogically, this project promote interactive and collaborative learning experiences during practicum

Keywords: Emotional Experience, Teacher Education, Perezhivanie, Professional Experience, Teacher Cognition

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Room: WG809

Abstract #669

The L2 Motivation of International Students Learning a European Language in Australia

Schmidt, Gabriele; *Australian National University*

This paper investigates the language learning motivation of international students who learn a European language (French, German, Italian and Spanish) as part of their degree in Australia. Since 2000, international student enrolments in Australian universities have more than tripled and now amount to 25% of overall enrolments. The growing number of international students enrolled in language and culture courses reflects this development. The majority of international students studying in Australia are already studying in a second language environment and learning another language brings an additional linguistic and cultural layer to this complex situation. While several studies have analysed the L2 motivation of predominantly domestic students this paper presents the key findings of a new study that focussed solely on the L2 motivation of international students.

Drawing from an analysis of focus group interviews with 16 international students and the results from an online survey with responses from 135 international students enrolled in eight Australian universities, it will be argued that the main reasons for learning a European language are a strong cultural interest as well as an expectation that proficiency in an additional European language will enhance future career prospects. Furthermore, the data has revealed that the interactive teaching and learning environment of the language classroom makes international students feel more engaged and included when compared to large lectures which they experience in other disciplines. The data analysis has also shown that the *Ideal L2 Self* (Dörnyei 2005), i.e. the learner sees proficiency in the language as an integral part of their future self, is less evident in the L2 motivation of international students when compared with domestic students. The paper concludes with a discussion of the implications of the findings for course design.

Reference:
DÖRNYEI, Zoltán (2005): The Psychology of the Language Learner. Mahwah, NJ: Lawrence Erlbaum.

Keywords: L2 Motivation, International Students, European Languages

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Room: WG901-2

Abstract #777

Task-Based Language Teaching and Assessment in Difficult Contexts

Shintani, Natsuko; *The University of Auckland*
Sato, Rintaro; *Nara University of Education*
Urano, Ken; *Hokkai-Gakuen University*

Hashimoto, Ken-ichi; *Osaka Kyoiku University*
Sugai, Kosuke; *Kindai University*

Task-based language teaching (TBLT) has been supported by a number of L2 acquisition theories as a tool for improving communicative language ability. It has been afforded an important role in foreign-language teaching in many countries (East, 2005). However, many Asian countries in which English does not see frequent use in daily life exhibit a pervasive reluctance to embrace TBLT (Adams et al., 2009). Some teacher educators question the suitability of this approach for low-proficiency learners (Swan, 2005) particularly in Asian cultures (Carless, 2001). This colloquium attempts to address issues encountered during implementation of TBLT in such 'difficult' contexts.

Four presentations offer original insights into TBLT in Asia, providing suggestions for how teachers can design both syllabus and materials with an eye to assessing language development. The first paper examines teachers' perspectives on the use of tasks in English language classrooms in Japan, discussing constraints that limit the implementation of TBLT. The second paper focuses on the importance of input. It reports a study examining the effects of speech rate and pause duration on low-proficiency learners' listening comprehension, suggesting ways in which teachers can assist learners' listening comprehension when using tasks in classrooms. The third paper focuses on the importance of repeating tasks for learners with low proficiency. It reports a study investigating the effects of repeated story re-telling tasks designed for low-intermediate university students. The fourth and final paper turns to ways of implementing TBLT in a university setting among learners in an English for specific purposes course, looking to needs analysis to guide syllabus design, course planning and assessment.

The 90-minute colloquium will be divided as follows: introduction (3minutes), presentations (4×17minutes, including clarification questions), summary and reflection (7minutes, provided by the convener) and audience questions and extended discussion (12minutes). The convener will chair the papers and discussion.

Keywords: Task-Based Language Teaching, Form-Focused Instruction, Teacher Education

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Room: WG903

Abstract #767

What are we measuring in two English tests?: Japan's National Center Test and TOEFL Junior Comprehensive

Kamiya, Nobuhiro; *Gunma Prefectural Women's University*

In Japan, high school students who wish to be matriculated in public universities are required to take a common examination titled the National Center Test (NCT), whose English test consists of listening and reading sections. Due to the increasing demand for acquiring the four skills, though, it has been criticized for being unable to measure speaking and writing skills. Accordingly, there is a proposal to

replace the NCT by another test that measures the four skills, one of which is TOEFL Junior Comprehensive (JC). However, a concern has been raised regarding the degree of correspondence between these two tests for two reasons. One is that, whereas NCT measures only the receptive skills, JC also measures productive skills. Second is that, whereas NCT follows the ministry's curriculum guidelines, JC has no such constraints. Therefore, the current study was conducted with the aim to examine to what extent the scores of JC and NCT correlate with each other. Furthermore, exploratory and confirmatory factor analyses were performed in order to examine what model best predicts their scores.

A total of 144 English learners participated in the study. They took the two tests, whose scores were analyzed statistically. The results show that the two tests are highly correlated with each other (r=.84), indicating that JC can be a proper candidate to replace NCT. Moreover, a factor analysis (Maximum Likelihood) revealed that all of the six scores can be subsumed under a single factor with the variance being at 67.4%. A confirmatory factor analysis also supported the unitary model. This indicates that, regardless of tests and skills to measure, English proficiency as a general construct determined the major portion of these scores. This poses the question of whether, in order to assess learners' English proficiency, all four skills need to be measured separately.

Keywords: Japan's National Center Test, TOEFL Junior Comprehensive, Language Testing

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Room: WG907

Abstract #819

Using metaphors for English teaching and learning: methods and insights

Jin, Lixian; *The University of Nottingham Ningbo China*
Wan, Wan; *Huaqiao University*
Cortazzi, Martin; *The University of Nottingham Ningbo China*
Davis, Hope; *Indiana University South Bend*

This workshop/colloquium considers using metaphors in ELT to raise teachers and learners' awareness of metaphors as a common feature of not only language, but also of thinking and learning. There are three parts in this workshop/colloquium with 30 minutes each: the first part outlines the importance of metaphors and ways of using them in language classrooms. Our main focus is to present features of our elicited research with English learners and teachers in China, Singapore, Malaysia, Lebanon, the United States, Iran and elsewhere, which focuses on analysing large datasets of metaphors for 'teachers', 'learning'. We show some common conceptions of how these are considered in different cultures and draw attention to some important differences, which have implications for ELT. The second part displays the complexity of this method in data collection and analysis. At the same time, it shows how this method can be used to show both quantitative and qualitative outcomes and understand the insights of learners and teachers on their views, motivations and perceptions towards language learning. The third part involves the participants to actively practise the use of the elicited metaphor analysis on the topics of their own research interests.

We highlight the insights from this research for both teachers and students concerning orientations, ideas and beliefs about teaching and learning, and concerning language, and show how examples of metaphors can raise awareness of teaching-learning processes through classroom discussion and reflection. We suggest that these kinds of metaphors are useful to promote teacher and/or student reflection and development.

Monday 27 November 2017 1200 - 1230

Room: WG801

Abstract #635

Stance phrases and their collocation networks

Dong, Jihua; *The University of Auckland*
Buckingham, Louisa; *The University of Auckland*

The exploration of collocation networks provides information on the co-selection of words, and thus reveals the interaction and semantic relatedness between linguistic categories and their co-text. Previous studies on collocations have often been limited to the examination of particular lexical items or phrases, while the collocational relationships of a group of phrases performing similar functions have been largely unexplored.

This study adopts a quantitative approach to investigate the collocation networks of stance phrases in cross-disciplinary academic discourse. We use GraphColl to identify the collocates of stance phrases in two purpose-built corpora consisting of agriculture and economics research articles, and we then depict the collocation networks of different categories of stance phrases in the two corpora. The normalised frequency of the collocates of stance phrases were then subjected to statistical analysis using Chi-square with consideration to effect size. The findings show that complex and intricate collocation networks exist within the different categories of stance phrases and between stance categories and their collocates. The statistical analyses also reveal significant differences between the two academic disciplines in terms of the collocate types favoured by different stance phrase categories. The findings not only enrich our understanding of the collocational relationships of stance phrases, but also provide insights into the cross-disciplinary variation with regard to use of stance phrases in academic discourse.

Keywords: Academic Discourse, Stance, Collocation Networks, Disciplinary Differences

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27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

Room: WG802

Abstract #708

A Contrastive Analysis of Metaphor Use in English and Chinese Economics Research Articles

Ma, Ting; *The University of Auckland*

A majority of metaphor research in academic discourse aims to explore the differences of metaphor use across disciplines, genres, and registers. Few studies have taken a cross-linguistic perspective in researching metaphor from a single discipline and genre. Even scarcer is a systematic investigation into the relation between conceptual structures. Research on metaphor usage in business discourse, with most of them adopting a discourse-based approach, has investigated the interactions among metaphor in language, metaphor in thought, and metaphor in communication. With corpus-based metaphor analysis especially prevailing in this strand of research, few studies have approached metaphor in scientific business discourse.

Using two self-built corpora and based on a theoretical framework combining Critical Metaphor Analysis, Metaphor Scenarios, and Three-dimensional Model of Metaphor Analysis, this study has investigated the commonalities and variations of metaphor use in English and Chinese economics journal articles from linguistic, conceptual and communicative perspectives while considering socio-cultural factors with the help of Wmatrix, a semantic tagging tool. The study found that PHYSICAL OBJECTS, BUILDING and RIVER scenarios are shared between the two corpora. In the PHYSICAL OBJECTS and RIVER scenarios, the English corpus involves more interactions among the roles; in the BUILDING scenario, the Chinese corpus involves a richer set of roles. In addition to the commonalities, there are cross-linguistic variations in the use of metaphors. The English corpus features in the use of such scenarios as MACHINE, JOURNEY, PHYSICAL MOVEMENTS, PHYSICAL FORCES and PLANT while the Chinese corpus features in the use of WAR, SPORTS/GAMES, and LIVING ORGANISM scenarios. The cross-linguistic commonalities are indicative of the features of discourse of economics. The variations are due to the cultural-specificity of the source domains, angles of referent perception and degrees of specificity.

By combining the discourse approach and the socio-cultural approach to analyzing metaphor, this study provides insights into how socio-cultural factors of the communication level of metaphor analysis can be incorporated in the analysis of linguistic and conceptual metaphors in discourse of economics.

Keywords: Economics Metaphor, English And Chinese, Research Articles, Metaphor Scenarios

27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

Room: WG803

Abstract #564

Perceptual and acoustic predictors of comprehensibility

Gnevsheva, Ksenia; *Australian National University*

Prosody is important for comprehension, and it has been shown that target-like suprasegmentals in non-native speech may be more predictive of comprehensibility than segmentals (Derwing & Munro, 1997). A number of studies have focused on acoustic correlates of comprehensibility (e.g. Kang, 2010). The current study explores the relationship between comprehensibility, other subjective perception measures, and objective acoustic predictors.

A short passage read by ten non-native (NNES) and 4 native (NES) English speakers was rated by 30 listeners in two different conditions: original and lowpass. For the lowpass condition, original clips were low-passed at 300Hz, so segmental information was excluded. The listeners were asked to rate each speaker on seven 7-point Lickert scales: comprehensibility, goodness of intonation, confident - hesitant, expressive - flat, fluid - fragmented, monotone - varied tone, and natural - unnatural.

The listeners found NESs significantly more comprehensible than NNESs in the original condition; this difference did not reach significance in the low-pass condition which means that the listeners were not able to predict the speakers' comprehensibility based on suprasegmental information alone. However, they judged them as significantly different on a number of other measures in the low-pass condition: NNESs received a lower goodness of intonation score compared to NESs, and they were also judged to be significantly more hesitant and less fluid. Acoustic analysis revealed a significant difference in speaking rate but not in pitch range between NNESs and NESs, and speaking rate emerged as a significant predictor of comprehensibility.

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Kang, O. (2010). Relative salience of suprasegmental features on judgments of L2 comprehensibility and accentedness. System, 38(2), 301-315.

Keywords: Comprehensibility; Prosody; Pronunciation; L2 Speech

Room: WG808

Abstract #687

Critical reflection in teacher education: a rhetorical approach.

Van Beveren, Laura; *Ghent University*
Rutten, Kris; *Ghent University*

Critical reflection has gained increasing attention in higher education in the social and behavioural sciences. Although there is substantive research on 'critical reflection', a unifying conception, common theoretical ground and translation into pedagogical principles are lacking. In this paper, we will report on a research project that introduces a linguistic approach - and more specifically rhetorical concepts from Kenneth Burke - as a major perspective for educating reflective practitioners in psychology, social work and teacher education. A rhetorical approach to critical reflection is especially relevant to create awareness of the linguistic and symbolic aspects of psychology, social work and teacher education and as such to disentangle the inherent complexity and heterogeneity of these disciplines in terms of theory, method and practice.

Building on Kenneth Burke's (1955) essay 'Linguistic Approaches to Problems of Education', rhetoric is introduced as an educational framework to make students symbol-wise. The empirical component of this research consists of introducing rhetorical analysis as a tool to reflect on linguistic and symbolic constructions of social issues and professional identities in the aforementioned disciplines. In this paper, we specifically focus on a case within teacher education. A sample of n = 57 teacher education students, following a course on 'Teaching methodology: social and behavioural sciences', are asked to explore complex professional identities and discuss disruptive topics through fictional drama, such as taboo narratives. Data consists of students' written reflective reports, which are analysed using rhetorical criticism (Foss, 2004) and more specifically *the pentadic analysis* (Burke, 1996) as a method of analysis. The analytical focus is on tracking down the selections and deflections implicit in students' 'terministic screens' and their related disciplinary 'trained incapacities' (Burke, 1996). As such, it is explored whether rhetorical analysis offers methods to become aware of the linguistic properties of one's practice and discipline more broadly.

Keywords: Teacher Education, Critical Reflection, Rhetoric, Fictional Narratives

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Room: WG809

Abstract #680

Promoting Language Learning Motivation of Students with Special Educational Needs

Xiao, Hu; *The University of Hong Kong*

Previous research reveals that students with learning disabilities tend to have difficulties in most aspects of foreign language learning (Sparks, Philips & Javorsky, 2003). Yet, despite the important role of motivation as a key predictor of language learning success, there is little research exploring the

language learning motivation (LLM) of students with special educational needs (SEN) including learning disabilities. In the context of a wider study (N=3,400), this paper examines data gathered from 66 grade 7-10 SEN secondary students mostly classified with learning disabilities and two English teachers working with these students. Motivational questionnaire data indicated that the average mean of LLM was higher among the 66 SEN students than among non-SEN participants in Hong Kong, particularly with regard to their attitudes toward learning English.

Class observations, stimulated-recall interviews and focus group interview allowed the investigation of the ways in which English language teachers conceptualise and implement motivational teaching strategies for promoting LLM among these SEN students. Teacher's practice emerged as a key factor influencing SEN students' LLM particularly with regards to their integrative motivation, instrumental motivation, ought-to L2 self and attitudes toward learning English. Student interviews revealed that the SEN students mainly learned and used English in English lessons, heightening the importance of the teachers' role in promoting SEN students' LLM.

Class observations indicated that teachers frequently used motivational strategies including generating and maintaining situation-specific task motivation and encouraging positive retrospective self-evaluating, which they acquired from post-graduate learning or SEN teaching training. Stimulated-interview data revealed that the SEN teachers have strong cognition regarding with motivation. Given the dearth of research on L2 motivation among SEN learners, implications are discussed in relation to effective motivational teaching practices for SEN students and the need to have high expectations of all students for equitable educational access.

Keywords: Students with Special Educational Needs, English language learners, Language learning motivation, Motivational teaching practices

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Room: WG903

Abstract #929

Test-takers' Psychological Aspects in Case of Computerized Adaptive Testing

Kimura, Tetsuo; *Niigata Seiryo University*
Koyama, Yukie; *Nagoya Institute of Technology*

Shortening test length without losses in accuracy is generally considered as a major advantage of computerized adaptive testing (CAT). In order to achieve this advantage, most CAT algorithms select items that each test-taker should be able to answer correctly at 50% chance level because it maximizes test information for each test-taker. However, previous studies suggested that the experience of taking CAT discourages students and may cause negative backwash effects such as loss of learning self-efficacy and motivation.

In order to investigate these findings more precisely, this study conducted the following experiment using a Moodle-based CAT system developed by the authors. The lexical items of the bank were extracted from originally compiled ESP corpora.

About 300 Japanese university freshmen took five CATs with different item selection rules using the same item bank. The first CAT selected 16 items that test-takers should be able to answer correctly at 50% chance level. The second CAT selected 25 items that test-takers should be able to answer correctly at 80% chance level. Likewise, the third, fourth and fifth CATs selected 19 items with mixed targeted item difficulties. Theoretically these five CATs are to reach about the same measurement precision, however, in some cases, they ended with smaller measurement errors than expected.

Immediately after each CAT administration, questionnaires on the test-takers' feelings and preferences of the CAT were given to clarify their psychological tendencies. In sum, more than 70% of the test-takers of each CAT preferred a longer CAT with easier items to a shorter one with more difficult items.

Thus, CAT has a limitation from test-takers' psychological perspectives. Therefore, in order to realize more test-taker centered or more process-oriented testing, dynamic assessment (DA) should be explored as an alternate assessment. Some future implications to apply the CAT system for computerized DA are also discussed.

Keywords: Computer Adaptive Testing, Psychological Aspect, Learning Self-Efficacy, Motivation, ESP Corpus, Dynamic Assessment

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Room: WG907

Abstract #810

Worldliness of English and Material Development in Teaching English as an International Language

Xu, Zhichang; *Monash University*

There has been a paradigm shift from English to Englishes over the past 30 to 40 years. Research in World Englishes and relevant disciplines shows that there has been an emerging 'worldliness' in the current English language. Unlike any other languages, English has more L2 than L1 speakers, and it is a language with many different names, e.g. English as a Second Language, English as a Foreign Language, English as an International Language, English as a Lingua Franca, English for Specific Purposes, and World Englishes. The 'worldliness' of English legitimizes creativity in different varieties of English, and it has implications for material development in teaching English as an International Language (TEIL) world-wide. In this presentation, I explore current issues and challenges of TEIL material development in China. I adopt World Englishes and English as an International Language theories and review critically different models of ELT material development, including native speaker English model, nativized English model, and English as a Lingua Franca model. I argue that models for Chinese TEIL material development should take into consideration both the global development of

the English language, and the local Chinese ELT traditions, contexts and the needs of the learners and teachers. I therefore propose a 'translanguaging English plus' model for creative TEIL material development, suggesting that Chinese ELT material developers should think globally but act locally, taking into account not only the changing profiles of English, but also the linguistic and cultural creativity of the users in relation to the contexts of ELT in China.

Keywords: World Englishes, Material development, ELT models, Teaching English as an International Language

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Monday 27 November 2017 1230 - 1300

Room: WG802

Abstract #734

English Writing Development of Singapore Learners: A Corpus-based Study on Grammatical Structures

Zhang, Ruihua; *Tianjin University of Science and Technology*
Guo, Libo
Hong, Huaqing

This paper presents a corpus-based study on English grammatical development of Singapore learners. It will look at the student writing produced at three levels of development (Years 6, 10, and 12) to explore their proficiency level differences. Following Grant & Ginther (2000), we will focus on the following grammatical structures: nouns, nominalizations, personal pronouns (1st, 2nd, 3rd personal pronouns), verbs (tense, aspect, verb types such as private, public, suasive), modals (possibility, necessity, predictive), adjectives (attributive only), adverbs, prepositions, and articles (definite and indefinite).

The corpus data are from the Singapore Learner Corpus of English Writing for Pedagogy (SLCEWP), developed at National Institute of Education, Nanyang Technological University. This corpus contains around 3 million words and includes English writing produced by students at Primary 6 (Year 6), Secondary 4 (Year 10) and Junior College 2 (Year 12) from 17 schools. The students' scripts are annotated with text types of writing: narrative, situational, expository and argumentative for formal writing, and journal and reflection for free writing.

Drawing on corpus techniques, this study aims to explore the differences in the distribution of the above grammatical structures in English writing among various text types at the three levels and identify the distributional features of each subset. The paper will also provide some implications on how these research findings can be used to raise teachers' linguistic sensitivity and be applied in the language classroom to facilitate teaching and learning English writing.

Grant, L., & Ginther, L. (2000). Using computer-tagged linguistic features to describe L2 writing differences. *Journal of Second Language Writing*, 9, 123–145.

Keywords: English grammatical development; text type; Singapore learners

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Room: 803

Abstract #837

"I'm here to help them, not to patronise them or to make them Australian in some way." Understanding teachers' duty of care when teaching pronunciation.

Macdonald, Shem; *La Trobe University*

Despite a growing interest in and recognition of the importance of pronunciation to adult learners of English (Levis, 2015), language teachers often express their concerns about whether their teaching of pronunciation is in some ways intrusive, unwelcome or even psychologically damaging to their learners. This is despite evidence suggesting that learners welcome feedback on the way they speak (e.g. Derwing, 2003). A language learning program for adult migrant speakers of English in Australia has made deliberate and planned efforts to improve the clarity of the speaking of the learners in the program. This has involved regular teacher professional development in relation to pronunciation with a strong and consistent emphasis on this within curriculum and assessment. In-depth interviews with teachers in this program explored what they found helped them learn about pronunciation, and what they think works when teaching it. While teachers were overall very positive about the program and their developing expertise in this area, their comments suggested there was some confusion about their 'duty of care' when it comes to providing feedback on their learners' pronunciation or when presenting models for them to imitate. There was some hesitation amongst teachers about how they might do this without patronising their learners or causing them some other kind of potential harm, interference or intrusion. This paper examines these teachers' concerns and in doing so explores how the concept of duty of care might apply in pronunciation teaching.

References

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Keywords: Pronunciation, Teacher Development, Feedback, ESL, EAL, English Language Teaching, Language Learning, Speaking

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Room: WG808

Abstract #688

Qualities of Proficient University EFL Teachers in the Chinese Context--From Students' Perspective

Zhan, Suxian; *Tianjin University of Science and Technology*

Similar to other nations around the globe, good quality of teaching English as a foreign language (EFL) in the Chinese context has been prioritized by the Ministry of Education and individual students. Hence, it is of great necessity to study the qualities of proficient university EFL teachers. In the related professional literature, however, it seems that there is little research focusing on the exploration of the qualities of proficient university EFL teachers from students' perspectives. To fill in the gap, the author directed a two-stage funded project in Tianjin City of China, underpinned by theoretical understanding of teacher learning and teacher development. The project aimed to investigate the qualities of proficient university EFL teachers by attending to students' voices and opinions. At Stage One, a qualitative research was adopted in the use of semi-structured interviews with 60 university students. Through a systematic qualitative data analysis, qualities of proficient university EFL teachers are outlined in two dimensions. Firstly, those proficient EFL teachers were viewed by students as professional experts with high professional morale, great professional expertise and never-ending pursuit of professional learning and development. Secondly, those teachers were also regarded as students' *personal friends*, having delightful personal character and being able to effectively socialize and communicate with them on the basis of equality, mutual respect and love. At Stage Two, the author adopted a quantitative study, conducting a survey by questionnaire among 1,000 university students, in order to validate the findings generated at Stage One. The result of a statistical data analysis triangulated and confirmed the findings of Stage One. An overall research finding of the project provides rich implications for English language education and language teacher education in China and similar contexts beyond China.

Keywords: University EFL Teachers, Chinese Context, Students' Perspective

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WG809

Abstract #682

The decline in reading motivation from elementary to secondary education. What to learn from Self-Determination Theory?

Rogiers, Amélie; *Ghent University*
De Smedt, Fien; *Ghent University*
Merchie, Emmelien; *Ghent University*
Cabbeke, Bram
van Keer, Hilde; *Ghent University*

Research increasingly emphasises reading motivation as a key factor in successful reading (Wang & Guthrie, 2004). More particularly, recent studies (e.g., De Naeghel et al., 2012) highlight that especially the quality of students' reading motivation must be considered. This is also emphasized by the Self-Determination Theory (SDT; Ryan & Deci, 2000), a promising, contemporary motivation theory with a continuously emerging empirical basis in educational contexts. SDT distinguishes qualitative different

types of motivation, namely autonomous reading motivation (i.e., engaging in reading with a sense of willingness) and controlled reading motivation (i.e., engaging in reading with a sense of internal or external pressure). Especially autonomous motivation has been related to more desirable reading-related outcomes (e.g., more strategically use of multiple approaches to comprehend text; De Naeghel et al., 2012). Unfortunately, little is known about the reading motivation quality of (pre-)adolescents, although at this age students are increasingly confronted with higher reading demands (Wolters et al., 2014).

In this study, Flemish elementary (5th grade and 6th grade; n=843) and secondary school students' (7th and 8th grade; n=2174) reading motivation was measured using the SRQ-Reading Motivation (De Naeghel et al., 2012). The results show for both subgroups a decline in students' autonomous motivation for both academic and recreational reading between the end of elementary and the start of secondary education (t(1998) = -128,40, $p < .001$; t(2010) = -26.31 , $p < .001$, respectively). Because of the relationship between reading motivation and successful reading, this is a reason for concern (Guthrie & Davis, 2003). Halting this trend and keeping students autonomously motivated to read is therefore an important challenge (De Naeghel & Van Keer, 2013). This study highlights in line with SDT the importance of a need-supportive teaching style, nurturing (pre-) adolescents' psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2000).

Keywords: Reading motivation, Self-Determination Theory, elementary education, secondary education

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Room: WG903

Abstract #683

Assessing reading and writing motivation across grades in elementary and secondary education: A self-determination theory perspective

De Smedt, Fien; *Ghent University*
Rogiers, Amélie; *Ghent University*
Heirweg, Sofie; *Ghent University*
Merchie, Emmelien; *Ghent University*
Van Damme, Sieglinde; *Ghent University*
Cabbeke, Bram; *Ghent University*
Van Keer, Hilde; *Ghent University*

Reading and writing has mainly been studied from a cognitive perspective, by primarily focusing on reading and writing performance (Wang & Guthrie, 2004; MacArthur & Graham, 2016). However, next to optimizing students' performance, researchers increasingly highlight the need to foster motivation as well (De Smedt et al., 2017; De Naeghel et al., 2016). This is especially relevant during the transition from elementary to secondary education, where students have to meet more complex task demands (Wolters et al., 2014). Previous research more particularly revealed that motivation is an important predictor of students' reading (OECD, 2010) and writing achievement (De Smedt et al., 2016). In this

respect, the Self-Determination Theory (SDT) (Ryan & Deci, 2000) provides an interesting theoretical framework to investigate students' motives for reading and writing. This framework distinguishes qualitatively different types of motivation, namely autonomous motivation (i.e., reading or writing because of inherent satisfaction or personal value) and controlled motivation (i.e., reading or writing because of internal or external pressure). To date, there is little research on conceptualizing, measuring, and improving reading and writing motivation within SDT. Furthermore, within the limited research available, different theoretical conceptualizations and instruments are used. Therefore, the present study investigates whether previously developed domain-specific reading and writing motivation instruments, framed within SDT, can be used across different educational grades. In total, 885 3th and 4th grade students, 843 5th and 6th grade students, and 615 7th and 8th grade students completed two questionnaires: the SRQ-Reading Motivation (De Naeghel et al., 2012) and the SRQ-Writing motivation (De Smedt et al., 2017). This presentation will report on the confirmatory factor analyses and the analyses on measurement invariance across students' gender, grade, and general performance level. Implications for research on assessing and improving students' reading and writing motivation in longitudinal intervention research will be discussed.

De Naeghel, J., Van Keer, H., Vansteenkiste, M., & Aelterman, N. (2016). Promoting elementary school students' autonomous reading motivation: Effects of a teacher professsional development workshop. *The Journal of Educational Research, 109*(3), 1-21. doi: 10.1080/00220671.2014.942032

De Naeghel, J., Van Keer, H., Vansteenkiste, M., & Rosseel, Y. (2012). The relation between elementary students' recreational and academic reading motivation, reading frequency, engagement, and comprehension: A self-determination theory perspective. *Journal of Educational Psychology, 104*(4), 1006-1021. doi:10.1037/a0027800

De Smedt, F., Merchie, E., Barendse, M., Rosseel, Y., De Naeghel, J., & Van Keer, H. (2017). Cognitive and motivational challenges in writing: Studying the relationship with writing performance across students' gender and achievement level. Reading Research Quarterly. *Advance online publication, 53*(3).

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Wang, J. H. Y., & Guthrie, J. T. (2004). Modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text comprehension between US and Chinese students. *Reading Research Quarterly, 39,* 162-186.

Wolters, C. A., Denton, C. A., York, M. J., & Francis, D. J. (2014). Adolescents' motivation for reading: Group differences in relation to standardized achievement. *Reading and Writing, 27*(3), 503–533.

Keywords: Reading motivation, Writing motivation, Elementary education, Secondary education, Assessment, Self-Determination Theory

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Room: WG907

Abstract #932

Collaborative writing in Russian language classroom in China: its effectiveness and learner attitudes

Zhang, Boya; *The University of Queensland*

Collaborative writing (CW) refers to a text co-authored by two or more writers. Previous studies from the sociocultural perspective suggest that CW helps L2 students produce more linguistically accurate texts, and most L2 learners have positive attitudes towards such writing activities. However, the majority of the published studies on CW has been conducted in the context of learning English as a second/foreign language. To date, no published study concerning CW issues is available in Russian language learning which is gaining popularities in China due to the great economic demands between two countries. It is unclear whether the findings of the previous studies in foreign languages learning contexts are applicable to learning Russian as a foreign/second language, considering the differences of Russian grammatical system. For that reason, further research is needed to clarify the potential benefits of implementation of CW activities in Russian classrooms and acknowledge Russian students' attitudes with a purpose of better understanding their interactions observed during CW.

38 university students of Russian language were asked to write on the same topic both by individual and in pairs. The texts written individually and in pairs were compared in terms of complexity, accuracy, and fluency (CAF), and the audio-recorded collaborative dialogue was co-referenced with the texts written collaboratively. Learners' attitudes towards the experience of CW were also elicited. The findings reveal that pairs produced relatively longer and more accurate than individual writers, although no statistical difference was found. The exploration of writing process revealed that the collaboration afforded students with opportunities to solve most language-related issues correctly and pool language resources and ideas. Moreover, most participants agreed with the effectiveness of CW, although some pairs, especially those working in a non-collaborative orientation, did express some reservations about the experience. These findings have pedagogical implications for introducing CW in teaching Russian.

Keywords: Collaborative Writing, Russian Language Learning, Learner Attitudes

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Monday 27 November 2017 1400 - 1430

Room: WG801

Abstract #578

How teachers' acceptance of an L1 affects the social construction of the classroom

Rabbidge, Michael; *Wintec*

This presentation discusses findings on how teachers' beliefs about the use of students L1 affected the social construction of their classrooms. Based on classroom observation and interview data collected for a PhD project, it discusses how the beliefs teachers had about using the students L1 while teaching English positioned students into certain pedagogic subject positions. The framework for the analysis is based on Basil Bernstein's theory of sociological theory of pedagogic discourse, which analyses the social relations that transpire between teachers and students in the classroom. Pedagogic discourse refers to the conventional ideas about classroom discourse, especially those of power and control, and was employed in this study to portray the social practices involved within the classroom observations.

Some beliefs valued the voice of the students, and therefore allowed them to participate more actively in the co-construction of learning environment. Other beliefs, however, did not value the role of the students L1, and this resulted in students losing their voice as well as ability to participate in the co-construction of the learning environment. The sociological implications of teacher beliefs about L1 use are then considered in order to discuss the need for teachers to be more critically aware of their own actions and beliefs when teaching students, as these can often have unseen effects on how students are shaped into members of society.

Keywords: TESOL, Sociolinguistics, L1, TL Teacher Beliefs

Room: WG802

Abstract #723

Automated corrective feedback in EFL writing classroom: The more capable or questionable peer?

Hoang, Glang; *The University of Melbourne*

The era of technology has brought about innovations in the language classroom, one of which is automated essay evaluation. This study takes the Vygotskyan sociocultural concept of *zone of proximal development (ZPD)* as the key construct where ETS *Criterion*, a popular automated writing instructional program, plays the role of the "more capable peer" to provide corrective feedback for students who incorporate the feedback to revise their writing. The current study adopts a mixed methods approach to unveil the nature of the ZPD co-constructed by learners and *Criterion*, a relationship to be investigated using data from student think-aloud protocols as they revise essays, follow-up individual interviews, student first and revised drafts submitted to Criterion over a semester, and pre, post, and delayed posttest essays among twelve EFL students in Vietnam. Firstly, *Criterion* corrective feedback is judged against Aljaafreh and Lantolf's 1994 Regulatory Scale to see how its level of assistance meets individual learners' needs as they move towards greater self-editing capacities. Quantitatively, students' improved linguistic use will be manifest through a reduced frequency of

different error types in the pre, post and delayed posttests. Qualitatively, data from student noticing levels demonstrated in their think aloud protocols and follow-up interviews will be triangulated with the information regarding whether noticed feedback points are revised successfully. Expected findings include reduced error rates among students in most error types thanks to a high uptake rate of *Criterion* feedback, but lower retention rates in subsequent compositions. Overall, *Criterion's* undifferentiated treatment of different error types makes its feedback unuseful in many cases. Therefore, after a semester using *Criterion* corrective feedback, students' self-editing capacities may not experience a substantial boost. Falling short of being an independently capable peer, *Criterion* can still be a helpful tutor if properly implemented alongside writing instructors' guidance in EFL writing classes.

Keywords: Automated Essay Evaluation, ZPD, Corrective Feedback, Criterion

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Room: WG803

Abstract #695

L2 Processing, Perception and Production of English Intonational Contrast – An Eye-Tracking Study

Reed, Marnie; *Boston University*
Liu, Di; *Boston University*

Intonation encodes meaning (Levis & Wichmann, 2015). However, L2 English speakers' fail to exploit the English intonation system (Pickering, 2001; Wennerstrom, 1998), potentially hindering effective Native-Non-native speaker communication. Studies investigating L2 English speakers' perception of English intonational contrast found that subjects showed some level of sensitivity to contrasts signaled by intonation, but not as much as L1 English speakers (Takeda, Schafer, & Schwartz, 2015). As Gilbert (2014) notes, imitation-focused intonation instruction can generate successful mimicry but without metalinguistic awareness. Therefore, differences between L1 and L2 speakers' intonational production of contrastive information might stem from deficiency in processing speaker intent signaled by English intonation rather than inability to produce target-like intonational patterns.

We investigate how participants with different L1s process, perceive, and produce contrastive information, how orthographic conventions affect participants' processing and oral delivery of contrastive information, and whether native and non-native speakers associate intonation change with meaning change. An eye-tracker that measures gaze direction, saccade length, and regression is used to investigate participants' processing of passages containing contrastive information whether signaled (e.g., italics, bold) or not orthographically. Participants' speech is also recorded and analyzed for pitch level, duration, and intensity using speech analysis software (*Praat*). Participants complete a background questionnaire and metalinguistic awareness survey; silently read and orally deliver sentences and passages containing contrastive information, signaled – in some cases - orthographically (italics, bold); listen and match sentences with intonationally-signaled contrastive information to corresponding meaning/implication/context choices; complete the metalinguistic awareness post-test and participate in a post-study interview.

In a pilot study, L2 English speakers failed to notice orthographic conventions that signal contrast, spontaneously produce intonational contours to signal contrast, or associate intonation change with meaning change, suggesting a processing difference. Recommendations are made for advancing learners beyond intonation mimicry to metalinguistic awareness of pragmatic functions of intonation.

Keywords: Intonation, Contrastive Information, Eye-Tracking, Orthographic Conventions

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Room: WG808

Abstract #711

Teacher research engagement: The influence of attitudes and self-efficacy beliefs

Truong, My; *Macquarie University*

Summary: This presentation describes a completed quantitative study about how attitudes and self-efficacy beliefs may affect ESL teachers' research engagement. Based on Korthagen's Onion Model as the theoretical framework, the results of the study shed new lights on why teacher research, while commonly recommended as a powerful and transformative form of professional development, remains a scant activity among ESL instructors worldwide.

Although commonly recommended as an innovative model with "the potential to be a powerful transformative force" for both individual teachers' professional development and school improvement, teacher research still remains a scant activity among a large population of ESL instructors worldwide (Borg, 2010, p.391). Among various contributing factors, teacher cognition emerges in the literature as a significant explanation for this fact (e.g. Hennissen et al., 2010).

The presentation reports on a completed study that aims to explore the relationship between ESL teacher research endeavour and two important cognitive factors: teachers' attitudes and self-efficacy beliefs. Theoretically guided by Korthagen's Onion Model and adopting a quantitative research approach, the study measured the two constructs and their correlation with teachers' level of research engagement via self-report survey questionnaire comprising (i) Attitude-Towards-Research scale, (ii) Research-Self-Efficacy scale, and (iii) items on teachers' research practices. Through convenience and snowball sampling, a total of 532 ESL teachers from 22 public universities across Vietnam completed the questionnaire. Descriptive and correlational statistical analysis was then performed on the responses using SPSS program to generate findings for the research objective fulfilment.

The results uncovered interesting correlations between teachers' reported level of research engagement and their perceptions of research usefulness, level of anxiety and positive research predispositions, level of self-confidence about their ability to fulfil different research activities, as well as the extent of influence of each factor. The research is believed to contribute to pre-service and in-service teachers' awareness of how their attitudes and self-efficacy can be either an obstacle or an advantage for them when consider engaging in research; to inform school authorities about ways to

promote research culture among their ESL teaching staff; and to be useful for teacher educators, who are endeavouring to train their students to be future evidence-based practitioners.

Keywords: Teacher Education; Teacher Cognition; Teacher Research; Teacher Attitudes; Research Efficacy

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Room: WG809

Abstract #706

What a national survey revealed: New Zealand Tertiary students' Reasons and Motivations for Studying Japanese

Minagawa, Harumi; *The University of Auckland*
Nesbitt, Dallas; *Auckland University of Technology*
Ogino, Masayoshi; *University of Canterbury*
Kawai, Junji; *Auckland University of Technology*
de-Burgh Hirabe, Ryoko; *ARA Institute of Christchurch*

In the context of declining numbers of students studying Japanese in New Zealand, students continue to choose Japanese at secondary and tertiary level, and to continue their Japanese language studies through to completion. What is motivating them to do this?

This paper reports findings from a nationwide survey of nine institutions, investigating New Zealand tertiary-level students' reasons and motivations for studying Japanese, their sense of satisfaction with the Japanese learning experience at university, their future aspirations, and how experiences such as visits to Japan influence their learning.

While we found motivations that are goal-oriented such as, satisfying a degree requirement, wishing to take a short trip to Japan, aiming to use Japanese after graduation in general and for career purposes, and going on an exchange to a university in Japan, we found the major driving forces among our participants are integrative reasons, such as their interest in the language itself, the culture, personal connection, and a genuine desire to be able to communicate in authentic situations.

The findings also revealed that students' language acquisition is supported by a number of different sources, inside and outside the classroom, and thus their learning is influenced by complex motivational factors, some of which are specifically relevant to tertiary situations. While we found that a majority of students are satisfied with their current university courses, and value formal teaching over informal acquisition of language, we felt that teachers need to re-conceptualise their teaching roles to embrace the motivations arising from these wider informal language learning experiences of students.

Keywords: New Zealand, Tertiary Japanese Language Learning, Reasons and Motivations

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27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

Room: WG901-2

Abstract #721

Contributions of linguistics to English language learning and teaching in early childhood education contexts

Ip, Tiffany; *Hong Kong Baptist University*

According to Bloomfield (1942), only trained linguists know how to teach the forms of the language and guide students through learning from native speakers, while language teachers often have an insufficient command of the language. However, some may argue against the role of linguistics in language learning and teaching. Widdowson (1978) advocated teaching a second language with the emphasis on communication rather than as a formal system. The knowledge of theoretical linguistics does not seem to be essential and necessary.

This presentation first explores the general situation of English learning and teaching in early childhood education (ECE) contexts, especially in Hong Kong. Subsequently, the types and depth of linguistic knowledge acquired during pre-service teacher education and training are reviewed through examining the programmes they undertake. A study has recently been conducted with Hong Kong pre-service ECE teachers to investigate the possible application of linguistic knowledge in the ECE context. Questionnaires and semi-structured interviews were used to explore to what extent the participants had applied the linguistic knowledge in the ECE context, and how they perceived the usefulness of the language courses that they had taken. The results are discussed and used to shed light on the question whether linguistics makes significant contributions to English language learning and teaching.

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Bloomfield, L. (1942). *Outline guide for the practical study of foreign languages.* Baltimore: Linguistic Society of America at the Waverly Press.

Widdowson, H.G. (1978). *Teaching Language as Communication.* Oxford: Oxford University Press.

Keywords: Linguistics, Language Learning and Teaching, Early Childhood Education

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Room: WG903

Abstract #650

An inquiry into University of Auckland teaching staff and first-year students' experiences of using an academic writing online resource

Mendita, Jenny; *The University of Auckland*

Academic writing at Stage One has over recent years become a serious issue for higher education institutions (Lea & Street, 1998), especially in light of the growing number of international students

accessing tertiary education who speak English as an additional language. The literature on the First Year Experience (FYE) suggests that entry-level students, both domestic and international, may arrive at university unaware of the changes they are likely to experience in this new academic environment (Krause & Coates, 2008). Further, they may hold different assumptions about teaching and learning and academic writing. Therefore, designing online resources to help students develop their academic literacy skills and prepare for the academic and professional challenges of the new millennium has become a common practice in higher education.

This presentation reports on the results of the implementation of the online resource "write@uni" developed by Libraries and Learning Services at the University of Auckland to facilitate first-year students' transition into university writing. The resource has been piloted by teaching staff from four faculties across the University, who have chosen to use it in their Stage One courses in order to promote greater student understanding of the basic concepts underpinning academic writing. Data will be collected during Semester 1 2017 and include interviews with teaching staff, student focus group interviews, and Google Analytics learner data. The presenter will discuss the background to the project, how the resource has been used by teaching staff and students, and what impact it has had on students' attitudes and knowledge regarding academic writing. Implications of this e-learning initiative for EAL students studying at English-medium universities will also be highlighted.

Keywords: Academic Literacies, Online Learning, Learning Resources, Transitioning into University

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Room: 907

Abstract #968

"To like reading or not to like reading": An exploration of university reading culture and students' attitudes towards reading

Wickramaarachchi, Thilina; *University of Kelaniya*

The study mainly explored the emerging trends in the reading culture of a state university in Sri Lanka and investigated the students' attitudes towards reading. The motivation for the study was the frequent complaints made by teachers regarding the lack of interest as well as low performance of students in relation to reading, especially when it comes to reading in English. A five item Likert scale questionnaire based on the Adult Survey of Reading Attitude (Smith, 1991) consisting of 45 questions examining attitudes towards reading and reading culture was used as the primary data collection instrument. The questionnaire was distributed among a sample of 24 students studying in their first year at Faculty of Social Sciences, University of Kelaniya, Sri Lanka. The questionnaire was given in their mother tongue to facilitate comprehension. The responses given to the questionnaire were analyzed using analytical tools available on Microsoft Excel. The findings indicated that while the students' reading practices have changed, with more students reading e-books using tabs/laptops or even smart phones, the interest in reading has waned, with the majority of students either disagreeing or remaining neutral in relation to reading in their spare time. However, there is indication of a reading culture among students as they are interested in discussing what they read and still like going to the

library to read books. The researcher hopes to use the findings of the study to develop appropriate pedagogical goals and reading tasks taking into account the changing trends in reading among university students.

Keywords: Attitudes, Reading Culture, University, Pedagogical Goals

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Room: WG908-9

Abstract #855

The influence of pre-task grammar instruction on task performance and L2 learning: A process-product study

Li, Shaofeng; The University of Auckland

This article reports a study that examined (1) the impact of pre-task instruction on task performance (process) and learning outcomes (product) and (2) the associations between the process and product aspects of task-supported language instruction. 72 eighth-grade EFL learners were randomly assigned to three conditions: Explicit Instruction + Task, Task Only, and Control. The two treatment groups performed two dictogloss tasks, with the only difference being that the Explicit Instruction + Task group received a 10-minute grammar lesson on the English passive voice (the target structure) followed by practice activities prior to task performance. The learners' task performance was coded on measures of complexity, accuracy, and fluency and on measures relating to use of the target structure. Treatment effects were measured via a grammaticality judgement test (GJT) and an elicited imitation test (EIT). The results showed that pre-task instruction led to more frequent use of the target structure but not greater accuracy. It had detrimental effects on overall task performance. It resulted in greater learning gains, but the effects were only evident on the GJT. Pre-test scores and task performance scores predicted the learners' GJT and EIT post-test scores but in slightly different ways for the two experimental groups. The results are discussed in terms of a comparison between Task-based and Task-supported Language Instruction.

Keywords: Pretask Instruction; Task-Based Learning and Teaching; Second Language Acquisition; CAF

Monday 27 November 2017 1430 - 1500

Room: WG801

Abstract #615

Shifting sense of L2 self in a semester-long exchange program

Du, Xujia; *The Chinese University of Hong Kong*

Self has been a key notion in L2 learning research in the past few decades. Learners' sense of L2 self can influence their motivation, behavior, and attitudes toward L2 learning (Mercer, 2012). This study investigates the evolving L2 selves of two Hong Kong-based Mainland Chinese students who joined a semester-long exchange program in Canada and how their changing L2 selves affected and were affected by various factors. The data were collected from one questionnaire administered both before and after their sojourn, three interviews conducted before, during and after their sojourn, as well as a few guided emails. I synthesize various self-related constructs (e.g. L2 motivational self system, self-concept, identity) to compare and contrast the two participants' shifting senses of L2 self throughout their exchange program. Prior to the sojourn, both Gary and Maggie (pseudonyms) hoped to enhance their English and develop a diverse social network during their stay abroad. Maggie also expressed a strong interest in integrating into the local community. With some previous intercultural experience, she was confident that she would be one step closer to her ideal L2 self after this exchange program. After the sojourn, Gary felt more like a global citizen with much better English skills while Maggie claimed very little linguistic gain and instead of having an expanded identity, she developed a deeper appreciation of Hong Kong and Mainland China, and a stronger attachment to her own cultural identity. Some factors such as goal-setting, perceived host receptivity and discrimination, and social networks are identified and discussed to interpret the differences in Gary and Maggie's developmental trajectories of their L2 selves. This study ends with a brief discussion about the implications for the pre-departure preparation of L2 sojourners and support after their arrival in the host country.

Keywords: Ideal and Actual L2 Self, Self-Discrepancy, Study Abroad, Host Receptivity, Social Networks

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Room: WG802

Abstract #739

The effects of corrective feedback with and without repeated revision on enhancing L2 pragmatic accuracy and fluency

Nguyen, Minh; *National Institute of Education*
Pham, Thuy; *Vietnam National University*
Do, Ha; *Vietnam National University*
Nguyen, Anh; *Vietnam National University*

An issue of paramount significance in L2 pragmatics research is the role of instruction in enhancing learners' pragmatic performance. Research in this area has compared the efficacy of various types of instruction, but has given little attention to the role of corrective feedback in instructed environment. Another related but under-researched issue is the effect of varying amounts of corrective feedback and revision following feedback on L2 pragmatic performance accuracy and fluency. While the development of pragmatic accuracy (the ability to produce meaning grammatically accurately and socially appropriately) has been the focus of current instructional pragmatics research, issues in the development of pragmatic fluency (the ability to efficiently process pragmatic knowledge) have been largely neglected (Taguchi, 2015). To address these gaps, the present study sets out to investigate the effectiveness of different feedback conditions in improving L2 learners' gains in performance accuracy and fluency when writing email requests to authority figures in the academic context. Four intact intermediate-level classes of Vietnamese EFL university students (N=95) were randomly assigned to one control and three experimental conditions: (1) feedback-only, (2) one cycle of feedback + revision, and (3) two cycles of feedback + revision. All the four groups received 3 hours of intensive explicit meta-pragmatic instruction on email requests, but only the experimental groups received written meta-pragmatic feedback on their pragmatic production. Results of a DCT pre-test, immediate and delayed post-tests indicate that while all the three experimental groups significantly outperformed the control group in terms of their performance accuracy scores, only the groups that were afforded opportunities for revision improved significantly in terms of performance speed and rates of repairs. Results also suggest that there is a link between increasing the amount of revision and improved repair fluency. These findings will be discussed with implications for further research and classroom practices.

Keywords: Corrective Feedback, Revision, L2 Pragmatics, Fluency, Accuracy, Meta-Pragmatics, EFL, L2 Pragmatics, Email Requests, Instructed SLA

Room: WG803

Abstract #572

Multilingual Sydney: Whose Sydney? Whose multilingualism?

Chik, Alice; *Macquarie University*

The 2016 Australian population survey is likely to indicate that Sydney is the most culturally and linguistically diverse Australian city. This urban diversity has a significant impact on education. This is supported by the Department of Education statistics that in 2016, 52% of all students in Sydney public schools have a language background other than English (LBOTE), and the population is higher in the early childhood and primary sections. Then, what do Sydney-based pre-service early childhood and primary school teachers think about multilingualism and Sydney as a multilingual city? I will discuss findings from an online survey completed by 280 pre-service teachers, which suggest that many of the Australian-born non-LBOTE pre-service teachers hold the view that Australia is an 'English-only country' view and multilingualism is a convenient skill when travelling overseas. However, LBOTE pre-service teachers hold a great degree of awareness of Sydney being a multilingual city. The findings

point to the pressing need to raise awareness and provide catering pedagogies among pre-service teachers on multilingualism in classrooms and in urban settings.

Keywords: Multilingualism, Mainstream Classroom, LBOTE

Room: WG808

Abstract #762

Learner autonomy: The complexity of control-shift

Wang, Yi; *Waikato Institute of Technology*

It is generally held that constructing learner autonomy (LA) requires a pedagogical shift of control from teachers to students. It is also understood that the development of learner autonomy relates largely to teacher autonomy (TA), which requires school managers to relinquish some degree of control to teachers. However, from a socio-political perspective, the construct of autonomy is a right also extended to educational managers (MA). Thus, a problem arises: how can the three levels of control-shifts co-exist and survive in harmony, and ideally, thrive each in its own way? Based on a recent case study, this paper aims to explore the complexity of the dynamic interaction between these three types of autonomy within an educational hierarchy.

The study was conducted in a private Chinese secondary school which was promoting whole-person development through a comprehensive innovation project involving all its academic staff members. The participants comprised nine English teachers, the principal, and the school's executive director. Data collection was conducted through interviews, classroom observations followed by post-lesson discussions, and the researcher's field notes. Specifically, three questions were addressed in this paper focusing on managers' perceptions of LA, a classroom instruction model intended to cultivate LA, and an in-house professional development scheme to facilitate TA, all of which impacted on teachers' professional decision-making. The findings display a complex picture of these issues, and imply the importance of a genuine shared understanding of the nature of autonomy and the need to carefully ensure the optimal balance among the three types of autonomy in the design and implementation of curriculum innovations.

Keywords: Learner Autonomy, Teacher Autonomy, Management Autonomy, Control Shift, Curricular Reform, Teacher Cognition

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Room: 809

Abstract #761

The Relationship between L2 Motivation and the Type of English Course: An investigation of learners of English at Saudi universities

Altaib, Aser; *Australian National University*

This paper investigates one of the common arguments and claims about ESP (English for Specific Purposes) courses which suggest that these courses are more likely to generate higher levels of motivation than other types of English courses such as GE courses (General English). According to a number of scholars (such as Basturkmen, 2010; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987) the only justification for such claims is that ESP courses are more relevant to learners' needs and interests and this in turn increases learners' motivation. However, none of such claims are based on any empirical studies, and the study I present aims to fill this gap. Using Dörnyei's (2009) L2 Motivational Self System as a theoretical framework, the study not only aimed to explore the relationship between L2 motivation and the type of English course (ESP and GE), but it also attempted to determine the relationship between L2 motivation and students' actual English course achievements. Data were collected with an online survey from students enrolled in English courses at four Saudi universities (N=3603). The data analysis shows a significant relationship between learners' motivation and the type of English course. ESP students had a higher ideal L2 self, whereas GE students had a higher ought-to L2 self. In addition, the findings not only indicate a relationship between students' L2 motivation and their gender but also between students' L2 motivation and their actual English course achievements. The findings of this study provide an exciting opportunity to advance our knowledge and understanding of how types of English courses (i.e. EGP and GE) may affect and enhance learners' motivation differently.

Keywords: L2 Motivation, Language Learning, ESP, Saudi Universities

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Room: 901-2

Abstract #670

A study on the SLA environment of MOOC-based College English flipped classrooms in China

Luo, Sha; *Shenzhen University*

In the new trend of carrying out educational reforms with Massive Open Online Courses (MOOCs), the MOOC-based flipped classroom model has been developed in College English courses in China to foster learners' language acquisition. To examine the external factors of second language acquisition (SLA) in the flipped classroom model, this study investigated students' and their instructors' psychosocial perceptions of this learning environment in a university located in South China.

College English Flipped Classroom Environment Inventory (CEFCEI) was designed to collect quantitative data for an overall evaluation of such language learning environments, from the following

three major dimensions: learning behavior, interpersonal support and contextual support. Approximate 500 university students and 12 teachers were surveyed who had been engaged in the MOOC-based College English flipped classroom model for two semesters. Data obtained from the survey were processed in SPSS 20.0, the results of which were used as the basis of the qualitative study by means of interviews as well as classroom and online learning observation.

The research results indicate that the reliability of the inventory is quite satisfactory, as it has reached above 0.90. With variance analysis and independent T-test, data from the survey reveal the discrepancies between teachers' and students' perceptions, and perceptions of learners of different genders, at different English levels and in different majors, as well as how students' perceptions of online learning environment and those of face-to-face environment differ. Together with the results from interviews and observation, this study reveals the positive and negative factors affecting second language acquisition in the flipped classroom so as to make a systematic evaluation of the SLA environment in the flipped classroom model and to put forward well-grounded suggestions on how to improve teaching there.

Keywords: Foreign Language Learning, Learning Environment, MOOC, Flipped Classroom, College English, China

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Room: 903

Abstract #666

'write@uni': Preparing students in the New Millennium for academic writing adopting an online genre approach

Jones, Jenny; *The University of Auckland*
Rutti, Olivia; *The University of Auckland*

This paper shows the importance of raising students' awareness of genre when introducing them to writing at university. The paper reports on an initiative undertaken by The University of Auckland to develop an online generic resource for both L1 and L2 speaking students in an effort to transition them to writing at university. The online tool, 'write@uni', seeks to introduce students to the key principles and expectations of academic writing and to raise their awareness of disciplinary writing conventions. The development of this resource was informed by Nesi and Gardner (2012), who identify the range of genres used within different disciplines and their frequency of use. The authors argue that students need to be able to exhibit their understanding of their subject and, at the same time, their ability to perform in discipline-appropriate ways. To introduce students to the writing demands of different disciplines, a range of writing conventions are unpacked within the online resource using, for example, annotated samples of student texts. Texts are annotated according to their rhetorical context, purpose, structure, and linguistic features. The online tool was designed with the capacity to track student usage and engagement with these annotated texts and other components of the resource. These data were collected over a nine month period. In this presentation, we will contrast two examples of annotated texts, and examine the choices the writers have made in terms of language

use and structure. Further, we will present data showing the number of students who have accessed the samples and show the feedback they have provided. Then, we will discuss the pedagogical implications for the use of annotated samples such as these in introducing students to different writing conventions.

Nesi, H. & Gardner, S. (2012). *Genres across the disciplines: Student writing in higher education.* Cambridge, UK: Cambridge University Press.

Keywords: Genre Approach, Academic Literacy

Room: WG907

Abstract #970

ePortfolios and Integrated Learning: the EAP Scenario

Fester, Anthea; *The University of Waikato*
Gedera, Dilani; *Univeristy of Waikato*

In the last couple of decades, the increased use of technology in the education sector has led to online learning systems and tools becoming more prevalent in terms of the development of twenty first century digitally literate students and employees who need to be more flexible and have a greater diversity of skill sets.

One of the more current technology tools that is used to support diverse learning objectives is the ePortfolio. Research into the use of ePortfolios as an assessment tool at tertiary education level has largely focused on mainstream courses (see Hubert, 2016; Robert & Wu (2012) and Mason, Regler & Weller, 2004) and not degree-bearing courses specifically designed for students who have English as Another Language (EAL).

This presentation reports on a pilot study aimed to evaluate the use of the ePortfolio as an assessment tool in a third year undergraduate degree level English for Specific Purposes paper. Our research utilized a socio-cultural theoretical approach, with data gathered through semi-structured interviews, an online survey and analysis of students' ePortfolios.

The research findings offer new insights into the advantages of using a socio-cultural approach to incorporating ePorfolios to facilitate integrated learning, collaboration and reflection within an EAP tertiary context.

Keywords: ePortfolios, Integrated Learning, Collaboration, Reflection, English for Academic Purposes and Socio-Cultural Approach

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27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

Room: 908-9

Abstract #612

Word-level Pronunciation Made Easy

McGregor, Alison; *University of Texas at Austin*

Research on word-level intelligibility has identified that accuracy in syllable production, primary word-stress, and vowel production of the stressed syllable, are critical components for producing understandable words (Field, 2005; Hahn, 2004; Zielinski, 2008). In addition, research provides evidence on the important role of effective pronunciation strategies (Mirsolaw, 2010; Peterson, 2000; Sardegna, 2009) in improving ESL learners' pronunciation and that learner autonomy can increase motivation (Dickenson, 1995; Gunther, 2001). Yet in ESL/EFL classrooms, students and teachers still struggle or lack training in how to deal with the task of learning to pronounce English words. Consequently, there is a critical need for the application of the knowledgebase about word intelligibility, pronunciation strategies, and learner autonomy in a practical approach, which effectively guides and motivates students' pronunciation efforts.

Stages in L1 prosodic hierarchy, motor skill development and the development of automaticity reveal a step-by–step process for scaffolding skill acquisition. On the basis of this type of process, the presenter will demonstrate a 10-step approach for guiding the pronunciation of novel words. Steps include fundamentals such as counting syllables and marking primary stress but is innovative in including steps on "how to practice" syllable-by-syllable and trouble-shoot challenging word pronunciations. The approach makes pronunciation learning easy because it arms both instructor and student with practice steps and tips that assist learners as they target the pronunciation of words from syllable to sentence level. The ten steps provide a systematic approach, which scaffolds pronunciation accuracy improvement for learners of all levels and L1s backgrounds.

In the workshop, each of the 10 steps will briefly explained, demonstrated via video and/or sound files, and then practiced by participants. Participants will also engage Q& A and discussion of trouble-shooting techniques for common pronunciation problems incurred at the word level. Resources for both teachers and students are provided.

Keywords: Word-Level Pronunciation, Learner Autonomy, Practice Strategy, Intelligibility, Teacher Cognition, Teacher Training

Monday 27 November 2017 1500 - 1530

Room: WG801

Abstract #630

Of Veils and mirrors: A content analysis study of four Saudi female bloggers

Abel Baky, Engy; *The University of Auckland*
Buckingham, Louisa; *The University of Auckland*

This study explores the purposes, motivations, and the social significance of blogging among Saudi female bloggers. Saudi Arabia continues to be the lowest performer among high-income countries with regard to gender policies and practices. In a context dominated by religious nationalism, women have to pay a high toll for maintaining the country's conservative image. As the media in Saudi Arabia are tightly controlled by the government, the blogosphere represents a channel through which a diversity of public opinion, and in particular female voices, may be aired. However, Saudi Arabia is also known as one of the world's premier blockers of websites, and bloggers who dare to address 'sensitive subjects' are liable for prosecution by state censors. This study is a content analysis of blog sites operated by four highly-educated Saudi female bloggers. Data consist of 341 blog posts compiled over a period of 48 months between 2006 and 2016.

Findings show that these bloggers present themselves as socially engaged within the limitations of their cultural context. They seek to contribute to the public Saudi blogosphere by publishing their commentaries and analyses of events and cultural practices, and appeared to strongly support the need for a revision of the status and rights of women in Saudi Arabia. Through their predominant usage of English and their references to cultural artefacts and events in the western world, however, they also appear to envisage their audience as global, and view their role as promoting greater understanding in the west of their Islamic and Gulf Arab culture. This study shows how these early-career professional women in Saudi Arabia demonstrate a very public form of individual agency and international projection that has been made possible through the use of 21st century technology.

Keywords: Content Analysis, Language Choice, Blogosphere, Saudi Female Bloggers, Gender, Agency

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Room: WG802

Abstract #839

Investigating L2 interactional competence using decision-making tasks via online text chat

Abe, Makota; *The University of Melbourne*

This experimental study investigated L2 learners' interactional competence in task-based online text-chat interactions. Specifically, the study investigated the relationship between the learners' proficiency levels and their compositions and positions of task-opening sequences. We collected task-

based discussion data from learners at three proficiency levels. In the experiment, a pair of Japanese EFL learners completed three decision-making tasks using LINE, a smartphone-based application for online chat. Employing conversation analysis (CA) as a data analysis tool to investigate interlanguage pragmatic ability in interaction, or interactional competence, we focus on task-opening sequences, which has been researched mainly in classroom-based interaction (e.g., Hellerman, 2008; Wong & Waring, 2010). Overall, results indicate that due to the lack of visual and audio cues, the majority of participants did not create opening sequences. Moreover, in many cases, opening sequence was not produced in a complete form because of disrupted nature of turn taking in text chat interactions. The data analysis shows that (1) the most frequently observed opening sequence was the assessment for the difficulty of the task, (2) the more proficient learners tend to produce more opening sequences, (3) the more proficient learners tend to show more various methods to open up task-based talk. The close analysis revealed that there were several linguistic methods only high-proficiency learners use to initiate a text-chat task-based interaction such as use of lexical surrogate (e.g., “hmmm”), three-dot ellipsis (“...”) or humor elements or laughter (e.g., “haha”). These findings suggest that high proficient learner’s shows more diversification of methods, higher adaptivity in unfamiliar interactional situations (Pekarek Doehler & Berger, 2016). Implications will be discussed in terms of both theoretical contribution to CA for computer-mediated communication and pedagogical perspectives such as an applicability of chat-based tasks in the field of language learning and testing.

Keywords: Interactional Competence, Conversation Analysis, Task-Based Interaction, Text-Chat

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Room: WG803

Abstract #555

Seeking information in a medical consultation: Problem presentation

Nguyen, Huong; *University of Southern Queensland*

Upon entering the doctors’ office, the patients have their own concerns that the doctors must fully grasp for effective treatment. As soon as the greeting has been done, the doctors launch directly into the problem presentation stage to seek the patients’ reasons for their visit. Their design of information-seeking utterance can shape the manner in which the patients present their concerns, and this may result in medically negative outcomes unless handled with care (Robinson, 2006). Given the decisive role of information-seeking activities in the initial stages of a medical visit, some attempts in the world literature have been made to gain insights into this field. However, an exhaustive review of the relevant literature shows that few studies to date have looked into both doctor’s information elicitation and patient’s disclosure within one project. The present study thus aims at investigating the doctor’s initiation and patient’s disclosure of information during the problem presentation stage of primary care consultations. It does this within the Vietnamese medical context given that the research to date has tended to focus largely on Western and American rather than Southeast Asian medicine like Vietnam (Claramita, 2012; Pham, 2014).

This project used conversation analysis to examine 66 audio-taped consultations at two public hospitals in Vietnam with the participation of 15 GPs and 66 adult patients. It employed ELAN software to assist in transcribing the recorded consultations verbatim and followed the convention system devised by Jefferson (2004). The raw data were in Vietnamese language and were analysed in the original language to capture the main ideas of the talk exactly. Only the segments used in this project were translated into English.

The findings showed that the doctors oriented to the existence of two different types of visits (i.e., first and follow-up). From this emerged two prominent reasons for the patients' visits: dealing with new concerns and follow-up concerns. Departing from this orientation, the doctors designed their questions in accordance with the patient's types of concerns. For the new concerns, the doctors often displayed their lack of prior knowledge of the patients' problems. The follow-up concern solicitation, on the contrary, communicated that the doctors had some knowledge of the patients' main concerns. The most common formats were to seek the patient's evaluation of their health since last visits or review the previous concerns to set the foundation for the current one. Even so, some of the doctor's initiations were seemingly inappropriate to the visit types and some encounters had no problem initiation at all.

Depending on the visit types, disease quality, and their relationship with the doctors, the patients strategically formulated different practices in the course of presentation. For instance, chronic-pain patients often gave a narrative integrating multiple chunks of information about the development of the disease and their remedy while the presentations of acute-pain patients were often simple. The patients also made their assessments to get the doctors updated, or put forward the diagnosis confirmed by other health providers. Also, there are cases where they failed to provide a good reason for their visit, hence claiming their inability to answer the doctors' question. Overall, the patients performed six deployments to get their concerns across: symptom-only presentation, presentation plus self-diagnosis, presentation plus assessment, presentation plus aetiology, 'claims to not know' presentation, and presentation without being solicited.

This study argues that the Vietnamese doctor-patient interaction during problem presentation stage is institutionally and culturally bound. The findings have implications not only for our understanding of medical discourse in Vietnam specifically but also for our understanding of medical discourse in general since medical discourse in Vietnam is a part of medical discourse in general. In the context that research in Asian setting is still in its infancy, this study partly fits the incomplete picture of the world medical discourse. Additionally, as Vietnamese doctor-patient interaction is a kind of professional communication, this research is a significant contribution to the research in applied linguistics as a whole.

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Keywords: Vietnamese Doctor-Patient Communication, Conversation Analysis, Problem Presentation

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Room: WG808

Abstract #765

Where are they from? Pre-service educators' views on classroom diversity

Weller, Jacolyn; *La Trobe University*
Kamara, Martha; *La Trobe University*
Smith, Dorothy; *La Trobe University*
Starks, Donna; *La Trobe University*

In a world that is increasingly diverse, where diversity is both contested and celebrated, it is important that teachers have the necessary tools to support and develop inclusivity in their classrooms. This paper documents a research project that aims to provide a framework for understanding pre-service teachers' construction of place identity in the context of Australia's current multicultural positioning. This issue is an especially important one because as Walton et al. (2016) contend, despite Australian identity being self-declared as "multicultural", it is still understood primarily through the lens of white Anglo-Australian cultural identity and white normativity. Although the majority (but not all) of these pre-service teachers are from white Anglo monolingual English-speaking communities (Forsey 2010), they differ in their degree of exposure to alternative perceptions of place. As such, they offer a wealth of rich data on place-identity. We describe initial findings from an online survey administered to a cohort of undergraduate pre-service educators who report on their own personal narratives of experience and ideologies on belonging and inclusion. We consider survey data elicited midway through the pre-service teachers' practicum, the methods that we used to elicit the data, the nature of the reported narrative experiences, and what this tells us about pre-service teacher ideologies of super-diversity within urban classrooms. We end with some initial speculation about the nature of best practices when interacting in positive ways with students of diverse backgrounds.

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Keywords: Pre-Service Teachers; Place Identity; Ideologies; Belonging; Inclusion; Multiculturalism

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Room: WG809

Abstract #780

The Relationship of Motivation and Emotion with Second Language Learning

Alamer, Abdullah; *Al Imam Mohammad Ibn Saud Islamic University (IMSIU)*
Lee, Jihyun; *The University of New South Wales*
Vigentini, Lorenzo; *The University of New South Wales*

Learners' motivation and emotion are major factors of success in learning the second language (L2). However, few studies have examined and compared their roles in explaining L2 achievement. Therefore, this study investigates whether a variety of motivational and emotional constructs and related theories would be applicable to the L2 learning context of Saudi undergraduate students (N = 441). The participants were learners of English and completed four questionnaires drawn from four major theories of motivation and emotion research (i.e., basic psychological needs, self-determination theory, goal orientations, and learning emotions). Through the conduct of confirmatory factor analysis (CFA), construct validation was carried out on the constructs of these theories. The robustness of the theories, then, assessed through multiple regression analysis. To evaluate which theories better explain L2 variable, students' academic performance (i.e., GPA) was used as a criterion measure, with the constructs within their theoretical streams as a set of predictors. Results of CFA showed that motivational and emotional constructs were emerged in the context of Saudi students. However, the constructs of emotion have witnessed high intercorrelations. When the constructs within their theoretical stream were entered as a set of predictors in multiple regression, self-determination theory performed better than those in other theoretical frameworks (with R^2 = .23) followed by learning emotion (with R^2 = .17). These findings reinforced the importance of students' motivation and emotion in learning an L2, with attention to the theoretical frameworks that better explained L2 variable.

Keywords: L2 Motivation, L2 Emotion, Affect, Language Learning

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Room: WG901-2

Abstract #937

Developing effective tasks for the foreign language classroom: Overcoming challenges

Harris, Justin; *Kinki University*
Leeming, Paul; *Kinki University*

Task-based language teaching (TBLT) is an increasingly popular pedagogy that offers students a chance to actively engage in interaction in the classroom. Despite its widespread use, there are few resources currently available, particularly those that are context-specific. This means that teachers are often required to develop their own tasks in order to meet the needs of their students. This presentation describes how tasks were developed to overcome some of the challenges faced by teachers in a compulsory tertiary EFL context in Japan, and also address the criticisms that are often directed at TBLT in general.

Perhaps one of the most common problems in compulsory education is motivation, and tasks were first and foremost designed to engage the interest of students, based on the authors' combined experience of more than 30 years of teaching English in Japan. Several key factors in engaging student interest will be introduced and discussed. Another problem regarding successful implementation of TBLT in the language classroom is that teachers cannot predict the language that students will use during tasks (Ellis, 2013). Ellis claimed that materials can be developed to elicit certain structures. Piloting of the materials showed that students generally did use the language that tasks were designed to elicit.

A final problem that common in EFL environments is poverty of language input. In order to address this, the presenters developed an input-output sequence of tasks, designed to activate schemata and provide useful language input, without dictating language choices for the students.

Throughout the presentation, examples of both input and output focused materials are presented. The presentation concludes with some general guidelines for teachers interested in developing their own materials for a TBLT classroom.

Keywords: Task-Based Language Teaching, Materials Development, Language Teaching

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Room: WG903

Abstract #751

Can a new deep-learning-based algorithm increase the measurement accuracy in automatic evaluation of simultaneous L2 oral reproduction tasks?

Yamauchi, Yutaka; *Tokyo International University*
Minematsu, Nobuaki; *University of Tokyo*
Ito, Kayoko; *Kyoto University*

Husky, Kay; *Tokyo International University*

This study attempts to clarify how a deep learning-based algorithm can increase the measurement accuracy of automatic evaluation of simultaneous L2 oral reproduction tasks.

In simultaneous oral reproduction tasks learners are requested to listen to and comprehend model utterances and simultaneously reproduce them orally. Although this task is expected to enhance listening comprehension and speaking skills, it is very difficult to assess the performance objectively. In many cases the evaluator has to listen to the recorded reproduced speech repeatedly and calculate the ratio of the number of syllables or words correctly reproduced to the total number of syllables or words in the target passage. This procedure is too time- and energy-consuming for teachers to implement this task in the daily classroom.

To reduce the rater's burden, an automatic evaluation system was developed by our research group. In this system the computer can analyze and evaluate reproduced speech and give scored feedback to the learner by comparing the learner's orally reproduced speech with the model speech using an acoustic model stored in the PC at a phoneme level.

This study developed a new automatic evaluation system employing a deep- learning-based algorithm, which is a prominent method in artificial intelligence, and clarified its effectiveness. Recorded reproduced speeches by 120 L2 learners were assessed in three ways: automatic evaluation based on a traditional acoustic model algorithm, automatic assessment based on a new algorithm using a posterior probability support vector, and manual assessment by veteran language instructors focusing on pronunciation, prosody and accessibility of one's mental lexicon. The experimental results showed that correlation (r=.82) between automatic scores obtained from the new algorithm and manual scores was found to significantly outperform the correlation (r=.49) between automatic scores from the traditional algorithm and manual scores, and thus the improvement of measurement accuracy was confirmed.

Keywords: Accuracy Improvement, Automatic Evaluation, Simultaneous Oral Reproduction Tasks, Deep-Learning-Based Algorithm, Acoustic Model, Posterior Probability Support Vector

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Room: 907

Abstract #673

If you can't communicate you're not much good to me: Writing in the Engineering Profession

Grant, Lynn; *Auckland University of Technology*
Strauss, Pat; *Auckland University of Technology*

Universities are increasingly expected to deliver graduates who are industry ready. Engineering is no exception and the necessity of developing students' ability to communicate effectively has been highlighted. It is widely acknowledged in the profession that the ability to write succinctly and clearly

is imperative. However, it is also widely recognized that many students are not adequately equipped at university to deal with the communicative demands of engineering. A small pilot study carried out at our own university indicated that both lecturers and students were concerned about student difficulties, and that the former were unsure not only as to how the problem should be addressed, but also the kinds of writing required by industry. However, before any successful intervention could be developed we needed to know more about industry demands. As a result, we expanded the research project to include the views of professional engineers; 334 engineers were surveyed and 110 were interviewed. Analysis of the data reveals that most engineers spend a substantial amount of time writing, far more than they had envisaged when they were studying. Most felt that they had not been well prepared for this responsibility. A number had undergone writing courses offered by employers although these courses were often not specific to engineering but rather offered a broad sweep of business writing skills. Interviewees, in the main, believed that universities should prepare their students better for the writing demands of their professions pointing out that an inability to communicate well would be a great handicap to professional advancement. In this paper we analyse the suggestions put forward by these practitioners and discuss their relevance for a changed approach to the teaching of writing on engineering courses.

Keywords: Engineering Writing, Professional Engineers, Universities, Preparing Graduates

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Monday 27 November 2017 1530 - 1600

Room: WG801

Abstract #641

The Evolution of L2 Identities of Incoming Asian Exchange Students in Hong Kong

Xie, Yingying; *The Chinese University of Hong Kong*

The study centers on multiple case studies of incoming Asian exchange students (students outside Great China) at the Chinese University of Hong Kong who are L2 speakers of English and taking the courses in English. The research investigates incoming exchange students' perceptions of their learning and use of English, and tracks the evolution of their L2 identities through social networks/intercultural friendship in a semester-long international exchange program in Hong Kong. The longitudinal study consists of four phases, pre-sojourn, mid-sojourn, post-sojourn and six months after sojourn. Triangulation of qualitative and quantitative data (e.g., surveys, interview transcripts, Facebook posts, and etc.) focuses on the impact of learning and use of English, social networks/intercultural friendship on development of L2 identities.

The findings indicate that the participants had frequent exposure to English and used English to participate in academic and cultural activities in and outside campus. Although they sometimes encountered language barriers and cultural misunderstandings, they were generally satisfied with their development of English during their study in Hong Kong. With the help of English and friends,

they did not find it difficult to adjust to life in Hong Kong. They developed different perceptions of their identities after their exchange study in Hong Kong, e.g. an English learner or an English user, a trilingual, a global citizen or a glocalized citizen. They gained better personal growth, improved L2 skills in English and intercultural communicative competence, and established a social network of people from different language and cultural backgrounds. The study highlights the impact of English as a lingua franca, social networks/ intercultural friendship on the L2 identity development of student sojourners. Practical suggestions are made to students who are planning to embark on an international exchange study and institutions which send and receive international exchange students.

Keywords: L2 identity, ELF, social networks/intercultural friendship

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Room: WG802

Abstract #850

Resolving the ambiguity of relative clause attachment by Chinese ESL learners

Dai, Yuncai; *Chongqing Technology and Business University*

The strategies of resolving the ambiguity of relative clause attachment (e.g. Someone shot the servant of the actress who was on the balcony) in second language (L2) processing by Chinese ESL learners might be different from ones in their first language (L1) processing, besides, the disambiguation based on syntactic processing strategies could also differ from that based on semantic processing strategies. To verify the two types of disparities, a reaction time experiment to 26 upper-intermediate Chinese ESL learners by a self-paced reading technique has been conducted in this study. The results show: (1) Concerning L2 relative clause attachment, the mean reaction time of RCs attached to high noun (NP1) is significantly longer than that of RCs attached to low noun (NP2) if the disambiguation is based on the strategy of subject-predicate number agreement, but the result will be reversed if subject-predicate animacy agreement strategy is used to disambiguate RC attachment; (2) Concerning L1 relative clause attachment, there is no substantial difference between RC attached to NP1 or NP2. It is concluded that Chinese ESL learners apply varied processing strategies to resolve the ambiguity of RC attachment in accordance with syntactic or semantic operation; additionally, no L1 RC processing strategy transfer is found in the study. The findings are discussed in light of shallow structure hypothesis.

Keywords: Relative Clause Attachment, Disambiguation, Syntactic Processing, Semantic Processing

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Room: WG803

Abstract #605

New Zealand Immigration Discourse Deconstructed

Horvath, George; *Otago Polytechnic Auckland International Campus*

This paper is a discursive deconstruction of New Zealand First official policy on immigration in the period of November 2016 – March 2017. By disclosing New Zealand First discourse strategies in the process of framing this topic, it attempts to address a few questions related to the discourse of immigration, namely: How is the New Zealand First immigration discourse constructed and deployed, how are the 'enemies' created, named and contained, how is the stereotyping language of othering by New Zealand First framed and neutralized into euphemism and how is the new model of national identity as part of a strictly defined and exclusionary ethos linguistically built? As far as the methodological considerations are concerned, the New Zealand First position on immigration is researched from a discursive point of view, it is deconstructed, its coherence, cohesion and internal logic questioned and analysed. In the attempt to deconstruct New Zealand First policy on immigration, this paper employs the discourse analytical approach and the idea of floating signifiers that provide a possibility to change the meaning in different discourses. The discourse theory of Ernesto Laclau and Chantal Mouffe is applied, utilising the language of description to interpret the empirical data. Laclau and Mouffe challenge the structuralist theory and Saussure's claim that meaning is produced through relational difference and through the interplay of signs, arguing that discourses gain identities by their relational difference to other discourses and that signs are fixed to a particular application only through dominant discourses. This paper goes beyond the critical approach and reaches the New Zealand First immigration discourse from the outside by challenging its inside.

Keywords: New Zealand First, Immigration, Discourse, Discourse analysis, Signifiers, Floating signifiers

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Room: 808

Abstract #913

Employing a multi-method approach to identify Pakistani ESL lecturers' cognition about peer observation

Sarfraz, Shazre; *University of Waikato*

Peer observation of teaching is a widely researched area in language education. However, very little research has been undertaken in ESL contexts at the tertiary level, and no such study has been investigated in a Pakistani context. Peer observation is commonly used to assess teachers in Pakistan, and is regarded as the first step towards quality assurance to provide evidence for reappointment or promotion decisions. However, peer observation can also play a pivotal role in teachers' professional learning and in increasing their awareness of effective teaching techniques. It has the potential to improve the pedagogy of both the observer and observee if constructive and collegial feedback is received from peers and then reflected on- and for- action. This research is a case study, in a renowned

private university of Pakistan, to explore and elicit the different ways in which the prevalent, merely summative exercise of peer observation in the relevant context could be reformed to include elements of formative development. The study focused on the beliefs and practices of a group of Pakistani ESL lecturers, and followed an interpretive approach, wherein each individual is believed to have a unique perception and interpretation of the phenomenon, peer observation as tool of professional learning. Multi-method interpretive approach was employed to compare and contrast data and provide with a descriptive picture of peer observation in a Pakistani university. Data were collected through a combination of questionnaires, initial focus group discussions, auditing post observation meetings, stimulating the recall of participants of these sessions, individual interviews, and written narrative frames. Through this combination, lecturers' established beliefs were revealed not only at the collective level but also at the individual level, which further helped to uncover what teachers actually do and think during the process of peer observation.

Keywords: Assessment, Formative Assessment, Summative Assessment, Peer Observation Of Teaching, And Teacher Cognition

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Room: WG809

Abstract #964

Learning a new language is even better than you thought: A test and replication of self-efficacy transfer between native and foreign languages studies

Oga-Baldwin, Quint; *Waseda University*
Fryer, Luke; *University of Hong Kong*

Self-efficacy is an essential source of motivation for learning. While considerable research has theorised and examined the how and why of self-efficacy in a single domain of study, longitudinal research has not yet tested how self-efficacy might transfer between domains of varying conceptual distance. The current study examined academic self-efficacy (two measurements 10 months apart) in three subjects (mathematics, native language, and foreign language) across students' first year at junior high school. Two studies were conducted, each including three schools (study-A: n=480; study-B: n=398) to support a test and retest of self-efficacy differences and inter-relationships across the year of study. Difference testing presented a general pattern of significant, small declines in students' self-efficacy for all three subjects. Longitudinal latent analyses indicated a consistent moderate predictive effect from foreign language self-efficacy to native language self-efficacy. The pattern of declines, while consistent with research in Western contexts is a source of concern. The transfer of self-efficacy from foreign to native language learning has potential educational and broader psychological implications.

Keywords: Self-Efficacy; Foreign Language; Native Language; SEM; Longitudinal; Junior High School

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Room: WG903

Abstract #763

Incorporating domain expert input into a specific purpose language test: insights and challenges

Yahalom, Sharon; *The University of Melbourne*
Davidson, Simon; *The University of Melbourne*

Language testing scholars are increasingly aware of the need to include domain experts' input in all phases of language for specific purpose (LSP) test design. Domain experts' input extends to identifying criteria to assess the quality of performance (Elder, 2016) and making decisions about the minimum standard required for effective functioning in the workplace (Pill, 2013).

This paper aims to illuminate the process of eliciting health professionals' (HPs) input and the challenges associated with incorporating their insights given the constraints of an LSP test; in this case, the Occupational English Test (OET), which is designed to assess the English proficiency of overseas-trained HPs seeking professional registration. The paper reports on two related studies, forming part of a larger project oriented to the revision of the OET writing sub-test which requires candidates to write a simulated letter of referral, drawing on medical case notes, and is currently assessed using traditional linguistic criteria.

The two mixed-method studies elicited input from nurses (n=67) and doctors (n=18). The first study investigated nurses' writing practices in relation to authentic workplace handover documents and identified qualities they considered important for inclusion in the revised OET assessment criteria. The second study invited doctors to judge samples of OET writing and to justify their recommended minimum threshold of communicative competence for the workplace. It was found that HPs' views of communicative competence differed somewhat from those traditionally espoused by language professionals. HPs' understandings of language use were often inextricably linked to their notion of professional competence.

The study highlights the challenges faced by language professionals in incorporating input from domain experts, given the mismatch between test task features and real world language demands, as well as the discrepancy between what domain experts and language professionals value. Implications are drawn for the theory and practice of LSP assessment.

Keywords: Domain Expert Input; LSP Testing; Occupational English Test; Assessing Writing

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Room: WG907

Abstract #563

How are students led astray when using a bilingualized dictionary for noun countability judgement and article selection?

Chan, Alice Yin Wa; *City University of Hong Kong*

This paper discusses the results of a research study which investigated the problems that Cantonese ESL learners had when using an English-Chinese bilingualized dictionary for noun countability judgement and associated article selection. A homogenous group of 30 English majors in a university in Hong Kong participated in the study, which consisted of a noun countability task with and without the use of a bilingualized learner's dictionary. The study targeted nouns which have varied uses in terms of countability and can be countable/singular/plural or uncountable depending on the context and/or the meaning of the word in that context. Focus was put on how learners were led astray by the given dictionary information, including Chinese translations and their associated syntactic structures.

The results show that although learners are sometimes aware of the importance of contexts on word usage and that different senses of the same word may be associated with different linguistic structures, they may not possess the ability to identify the correct sense of a target noun in a certain context so as to determine the countability of the noun and related article use. Misinterpretation of dictionary examples often occur, but learners are often unaware of their misinterpretations, leading to inappropriate reliance on unsuitable dictionary information for confirming inaccurate decisions. Given that learners' dictionaries are widely accepted as useful self-learning resources, errors resulting from misreading/misinterpretation of dictionary information will often go unnoticed and may even be firmly ingrained in learners' minds. ESL teachers are advised to design relevant dictionary skills training programme incorporating metalinguistic analyses to alert learners to the variability of noun countability and related article use as well as the importance of the context in making relevant judgements.

Keywords: Article Selection, Noun Countbility, ESL Learners, Use of Bilingualized Dictionaries

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Tuesday 28 November 2017 0945 - 1015

Room: WG801

Abstract #648

Citizens of the World: International Students' Imagined Identities and Investment in Language Learning

Groves, Olivia; *University of Wollongong*

Second language learners often have variable desires to engage in social interactions and community practices which might contribute to their language learning. Learners might choose to learn a language to a certain extent in order to preserve their cultural identity, or they might invest in an identity that promotes the take up of language learning opportunities. This presentation discusses how the identities of English language learners with significant cultural difference from the English language community might affect their investment in learning the language. Data from diary records and

interview conversations with Saudi Arabian international students will be used to show how identification with a global community of English speakers and the associated imagined identities which participants foregrounded led them to invest in learning English. The presentation shows that learners do not need to identify with, or desire to be a member of target language communities in order to take up opportunities to practice and learn a language. Instead, the development of an imagined identity as a member of a global community of English speakers can be a powerful stimulus for learning.

Keywords: Identity, Investment, Imagined Identities, Participation, Language Learning

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Room: WG802

Abstract #926

Learners' Coping Strategies in L2 Mathematics Junior Secondary Classroom Talk: Optimizing L1 Interference and Language Play

Poon, Scarlet; *The University of Hong Kong*

Subject content acquisition through a second language (L2) is considered challenging in formative years of secondary education. The transition from learning content subjects from L1 in primary education often requires perseverance, progressive adaptation and pedagogical scaffolding. This paper originates from a study of the conceptual skills and linguistic competence anticipated from English-medium instruction (EMI) Mathematics classrooms in Hong Kong, where teachers and learners share Cantonese (L1) as their mother tongue. While EMI Mathematics learning is perceived as extrinsically motivated, e.g. for more exposure to English, challenges lie in the understanding of abstract mathematical concepts, the articulation of such arithmetically and "speaking mathematically" (Pimm, 1987). Intertwined challenges arise when Mathematics is learnt through English, an L2 in Hong Kong.

This paper examines learners' coping strategies demonstrated in multiple case studies of EMI Mathematics junior secondary classroom talk. I will explore how teachers have optimized individual learners' strategies as learning opportunities. Through classroom observations, transcribed video recordings and sampling student work, the L1 interference that learners have creatively constructed and articulated their conceptual understanding of mathematics in L2 learning is seen as revealing. Optimizing L1 as a resource (and not seen as a deficiency) can mediate understanding of concepts in L2 and facilitates L2 acquisition (see, for example, van Compernolle, 2015). Observational data also reflects that language play involving L2 with L1 often generates jokes and humour. Such shared humour inspires spontaneity for language immersion and experimentation with (co-)learning mathematics and English simultaneously. Findings suggest that L2 learning of content subjects such as Mathematics is effective when teachers are aware of the L1 interference and are ready to optimize learners' linguistic input to extend classroom talk with a meaningful purpose. The study will shed light on Content and Language Integrated Learning (CLIL) and teachers' professional development in language awareness.

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Keywords: L1 interference, Language play, Content and Language Integrated Learning (CLIL)

Room: WG803

Abstract #668

Learning to Teach Pronunciation: A 4-Year Study

Burri, Michael; *University of Wollongong*
Baker, Amanda; *University of Wollongong*

Research has provided evidence about the positive impact of second language teacher education (SLTE) on the practices, and beliefs and knowledge (i.e., cognition) of in-service and pre-service teachers (Busch, 2010; Farrell, 2009; Kurihara, 2013; Lee, 2015). Studies have also shown that preparing second language (L2) teachers to teach English pronunciation can be effective (Baker, 2011; Burri, 2015, Burri, Baker & Chen, 2017; Golombek & Jordan, 2005). However, research has yet to examine how novice L2 teachers' pronunciation teaching practices develop longitudinally and how that development relates to their postgraduate studies. Such research is needed to demonstrate the long-term effectiveness of SLTE on teacher practice.

The longitudinal study presented in this session examines the cognition development of three instructors teaching English as an additional language in Australia following their study of a postgraduate subject on pronunciation pedagogy. Specifically, the research compares the teachers' current pronunciation-oriented cognitions and classroom practices with the teachers' previous cognitions about teaching pronunciation formed during their university study four years earlier. Questionnaires, interviews, assessment tasks, focus groups, and observations conducted during the participants' postgraduate studies, as well as narrative frames (Barkhiuzen, 2014) to elicit participants' perspectives on their current practices were collected and triangulated to compare data over a period of four years.

Findings showed that learning to teach English pronunciation is a dynamic, individual and non-linear process; one that goes beyond postgraduate education and well into L2 teachers' professional career. Teachers reported using their classrooms knowledge about pronunciation acquired during their studies; yet, external factors exerted powerful influences on their practices. These factors limited teachers' implementation of acquired knowledge, which led some of the teachers to return to

practices and cognitions held prior to their postgraduate studies. The session concludes with a brief discussion of implications for SLTE.

Keywords: Teacher Education, Teacher Cognition, Pronunciation

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Room: WG808

Abstract #775

Language and Literacy Teaching: What Linguistic Knowledge do Teachers Need?

Major, Jae; *Victoria University of Wellington*

Classroom diversity has become ubiquitous in the 21st century. Like all English speaking countries, New Zealand classrooms are now frequently sites of learning for students from widely diverse cultural and language backgrounds. Cultural diversity has been attended to in the literature with the development of concepts and approaches such as culturally responsive and relevant pedagogies, multicultural education, funds of knowledge, and anti-bias education. While a focus on culture is critical, I suggest that a focus on language is equally important to ensure success for students who have English as an additional language (EAL) including Maori and Pasifika. Anecdotal evidence suggests to me that many student teachers (and teachers) lack confidence in their linguistic knowledge to effectively identify and teach the language demands of the New Zealand Curriculum (NZC), at both primary and secondary level, especially for EAL students.

In this presentation, I discuss findings from a document analysis of the NZC, and other documents and assessment tools related to English language and literacy teaching and learning in New Zealand schools. The explicit and implicit linguistic knowledge these documents expect of teachers will be considered in order to demonstrate the complex nature of language across the curriculum. I consider extent to which teacher preparation programs include this knowledge in their course work, and suggest some ways that this might be addressed.

Keywords: Diversity, linguistic knowledge, literacy & language teaching, New Zealand Curriculum

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Room: WG809

Abstract #962

Rhetorical choices for knowledge construction

Le, Thi Ngoc Phuong; *The University of Auckland*
Pham, Minh Man; *The University of Danang*

This study investigates knowledge construction practices adopted in research articles in applied linguistics and mechanical engineering. A sample of 20 original journal articles for each discipline were

first identified for rhetorical functions using Swales's conceptual framework of move analysis. Language use associated with the moves/steps was also examined using the keyness method (Rayson, 2008). The functional and grammatical-rhetorical analyses of the Results and closing sections, for instance, showed that the research article in both disciplines share many communicative functions, and that some functions have the same linguistic characterisation. The research articles in the two fields, however, have very distinct rhetorical functions reflecting their epistemological properties. More subtle variation was also brought to light. Even when the research articles in the two disciplines share the same communicative function, they are further distinguished with regard to the rhetorical strategies realising the function, or this function has linguistic realisations that are very distinctive of the discipline. While the similarities suggest that some rhetorical functions are universal in the world of academics, the variability points to the fact that rhetorical choices are shaped by the knowledge-making conventions inherent in each disciplinary community. The findings from the present study add to the extant literature exploring inter-disciplinary variation in genre practices. Furthermore, they can be used to provide novice writers with useful information on genre practices in their field of research.
Keywords: Rhetorical Choice, Move Structure, Linguistic Realisation, Mechanical Engineering, Knowledge Construction, Genre Variation

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Room: 901-2

Abstract #735

Cultivating Students' Critical Thinking through Teacher Questioning and Classroom Interaction - based on Conversation Analysis of Intensive Reading Classes

Lei, Ming; *Shanghai International Studies University*

Critical thinking (CT), as a 21st century compulsory skill for English majors in mainland China, is closely related to teacher questioning (Hattie 2009). To uncover potential patterns in such a relationship, this research applies Wen Qiufang's critical thinking hierarchy model (2009) to measure CT skills as it is directed at Chinese college students and its reliability has been confirmed by research (Wen 2011). To yield students' CT response successfully, however, also needs an investigation into teachers' ability to engage students in classroom interaction, which is essential to grant students learning space (Walsh 2011) and thus chance to produce effective student response.

Classroom Interactional Competence (CIC) is teachers' and learners' ability to use interaction as a tool for mediating and assisting learning (Walsh 2006). Different from Hymes' communicative competence (1972), it emphasizes how teachers help engage students in conversation to create learning space. As regards teachers, CIC includes three abilities: 1)to align language with local pedagogic goals; 2)to create learning space; 3)to shape student contribution (Walsh 2011).

In this research, three Chinese ESL teachers were selected who teach intensive reading in a foreign studies university in mainland China, and for each of them two classes (a total of 9 hours)were observed, audio-recorded and transcribed. Then an analysis of teacher questions was conducted to locate those potential to stimulate CT, followed by a conversation analysis of students' CT response

and teachers' CIC to discover the relationship between teacher questions, CIC and students' critical response. The teachers were later involved in stimulated recall for a further understanding of their questioning. It is finally revealed that a slight increase of wait time and the use of shaping strategies such asking for clarification and reformulation are conducive to students' critical thinking response.

Keywords: Critical Thinking, Teacher Questioning, Classroom Interactional Competence, Conversation Analysis

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Room: WG903

Abstract #792

The dynamics of test impact: Individual experiences of negotiating English test score requirements within Australia's skilled migration policy

Frost, Kellie; *Language Testing Research Centre*

The fairness and validity of the use of language tests as tools of immigration policy is the subject of much debate in Australia and elsewhere. In the field of language testing, the question of how to identify and evaluate test impact when tests are embedded in policy spaces, where struggles over interests, values and beliefs are the norm, remains an ongoing challenge.

This paper explores the question of test impact in the context of Australia's skilled migration policy by examining how test takers respond over time to the language test score requirements that exist within the policy, and how these responses shape consequences associated with test use. A series of in-depth, open-ended interviews were conducted over an 18-month period with four individuals who were living and working in Australia on temporary visas and seeking permanent residency. In addition, single interviews were conducted with seven teachers of test preparation courses targeting would-be permanent migrants, the emergence of which coincided with the introduction of scores of IELTS 8 (or equivalent) into permanent skilled migrant selection criteria. A grounded theory approach guided analysis of interview data, which focused on identifying stakeholder perceptions of score meanings, test purposes and fairness issues and how these perceptions influenced decisions and actions in response to the test and the policy. Findings show that test taker perceptions and actions produce outcomes that extend beyond their own lives, including shaping teaching practices, and influencing teachers' perceptions of test use and of their role as educators within this policy space. On the basis of these findings, it is argued that test takers, typically conceptualised as impact-receivers within validity frameworks in the field of language testing, are purposeful agents involved in co-constructing the role tests play and the consequences associated with test use in this high stakes policy context.

Keywords: Test Impact, Validity, Test Takers, Skilled Migration Policy

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Room: WG907

Abstract #589

From potential words to actual words: Developing productive oral vocabulary

Beljanski, Bianca; *University of Wollongong*

This study aims to examine the effectiveness of a pedagogical intervention designed to promote the development of productive oral vocabulary of adult ESL learners. Much concern has been expressed about student language learners' lack of productive oral vocabulary and how this limitation interferes with their successful participation in meaningful conversations (Green & Meara, 1995; Horwitz, Horwitz et al. 1986). Previous studies have demonstrated that a critical phase in vocabulary development is the maturing of receptive vocabulary to become productive; yet, learners tend to adhere to well-known high frequency vocabulary items that are mastered both receptively and productively (Laufer and Nation 1999; Zheng 2012; Henriksen and Danelund, 2015). This study seeks to solve this real world educational problem through designing and testing a classroom tool that can support learners to enrich productive vocabulary to include words beyond the 2,000 most frequent.

Following a Design Based Research (DBR) approach (Reeves, 2006) this study has enlisted a process of problem analysis, solution design, iterative cycles of testing and refinement of solutions. As part of this process extensive literature review led to the drafting of design principles reflecting theories of concept development (Vygotsky, 1986), productive linguistic development (1986) and aspects of word knowledge (Nation, 2001). These design principles became a foundation in the development of a classroom program designed to develop learners' productive oral vocabulary. This classroom program underwent three iterative cycles of testing to evaluate its effectiveness, whereby the end of each iteration used students' learning to refine the program for the next iteration. After briefly outlining draft principles this presentation will then unpack the development of an innovative prototypical classroom program. Based on evidence triangulated from student focus groups, teacher interviews and classroom observations, the effectiveness of this classroom tool will be discussed and a final set of design principles presented.

Keywords: Productive Vocabulary, Speaking, Design Based Research, Classroom Workshop, Meaningful Communication

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Room: WG908-9

Abstract #795

Investigating Gender and Identity in TripAdvisor Posts

Barlow, Michael; *The University of Auckland*

In this presentation we examine the differences in the content and style of TripAdvisor hotel reviews with the main focus being gender differences. To carry out the study, the username, location, heading, and comment from over 2000 Tripadvisor postings from a selection of 2-star and 5-star hotels in

several US cities were extracted and saved to a spreadsheet. The entries were filtered to include only those from contributors in the United States whose gender can be identified with reasonable certainty.

The headings and comments sorted by gender were amalgamated to create four sub-corpora based on gender and type of hotel. The sub-corpora are analysed in various ways. For example, a keyword analysis of the headings highlights the most distinctive words and we find that the top-ranked words used by women are *lovely, love, charming, wonderful, comfy, here*. For the men, the top-ranking words are: *inexpensive, new, experience, my, terrific, classic*. We can proceed in a similar way to examine the language of the comment section of the reviews. The keyword analysis provides a useful starting point in understanding the themes and style preferred by men and women in this type of discourse. It is, however, necessary to follow up the results with a further fine-grained examination of individual variation in the way contributors approach the writing of TripAdvisor reviews.

Further dimensions to the analysis are added by making use of POS-tags and semantic tags. The aim is to use the techniques of corpus analysis to provide insights into both the differences (and similarities) in the phraseology and discourse of online hotel reviews constructed by men and women. We examine both central tendencies and individual variation to give an account of both the linguistic features of this genre and the ways in which contributors project an online identity.

Keywords: Online Posts, Gender, Discourse, Identity

Tuesday 28 November 2017 1045 - 1115

Abstract #972

Pain as a force: The conceptualisation of pain by Vietnamese women with cancer

Nguyen, Thuy; *University of Foreign Languages, Hue University*

There is a growing body of research exploring the language of pain. A majority of these investigations have focused principally on lexis and its application in clinical settings. Much less work has been conducted on the language of pain in terms of metaphor from the cognitive linguistic view. Moreover, the main language explored in the available research is English, while other languages are examined less frequently; Vietnamese metaphor of pain has hardly been investigated at all.

The current paper presents the metaphor of pain in Vietnamese from the cognitive linguistic perspective with a view to uncovering the conceptualisation of the Vietnamese pain experience. The participants were a group of 26 female Vietnamese cancer patients. Each of the patients took part in a semi-structured interview with the researcher. The interviews were audio-recorded and transcribed. Data was analysed based on Kövecses's (2000) cognitive linguistic account of the language of emotions. The data revealed *"pain is a force"* as the Vietnamese metaphor of pain, which parallels with Kövecses's (2000) findings: *Emotions are forces.*

The data obtained from this study has shed light on the conceptualisation of the pain experience in the Vietnamese communication about pain and made a significant contribution to this new domain of Vietnamese applied linguistics. There will be potential applications to professional practice in medical and therapy disciplines.

Keywords: Metaphor, Pain, Cause of Pain, Force, Response to Pain, Vietnamese

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Room: WG802

Abstract #955

Are –ING Psych Adjectives More Difficult to Acquire than –ED Psych Adjectives? Evidence from L1 Thai Learners of L2 English

Namtapi, Itsara; *Valaya Alongkorn Rajabhat University under the Royal Patronage*

This study investigated the acquisition of English psych(ological) adjectives by Thai learners. Previous research has examined the problems of object experiencer (OE) psych verbs, which are more difficult to acquire than subject experiencer (SE) counterparts. Participle adjectives with the *-ed* and *-ing* morphemes, which are derived from OE psych verbs, have been treated similarly to SE and OE psych verbs, respectively. (Roberts 1989; Nakajima 1993). As there has been little research done in this area with only Japanese learners (Sato, 2008; Suzuki et al., 2011; Hirakawa and Suzuki, 2014), this study aimed to fill in the gap by exploring whether *-ing* psych adjectives would pose more problems to Thai learners than *-ed* psych adjectives. Fifty six Thai students at a public university were recruited and divided into three levels of English proficiency before they participated in Picture Description Task (PDT) and Acceptability Judgment Task (AJT). Both tasks were in a forced-choice format and included ten psych adjectives derived from OE psych verbs; PDT tested the predicative use of the adjectives, while AJT tested both the predicative and attributive use of the adjectives. Paired-samples t-tests were performed to determine whether each group of the participants had more difficulty identifying *-ing* psych adjectives than *-ed* counterparts. The results suggested that all groups of the participants performed significantly better on *-ed* psych adjectives in PDT. The elementary and lower-intermediate groups also performed significantly better on *-ed* psych adjectives both in predicative and in attributive use in AJT. It is assumed that the learners had difficulty mapping THEME onto subjects, thus performing worse on *-ing* psych adjectives. Put differently, they observed the Thematic Hierarchy interpreting EXPERIENCER as subjects. It can be argued that the Thai learners were guided by universal principles as more marked structure, *-ing* psych adjectives, was more problematic to them.

Keywords: Second Language Acquisition, Psych Adjectives, L1 Thai Learners, L2 English

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Room: WG803

Abstract #684

Innovations in Pronunciation Teacher Education: Investigating Blended On-Campus and Online Deliveries

Baker, Amanda; *University of Wollongong*
Burri, Michael; *University of Wollongong*

Teacher education in the field of second language (L2) pronunciation pedagogy is an under-researched but highly important area (Burri, 2015). One of the most critical issues is the reluctance of teachers to teach pronunciation (MacDonald, 2002), especially due to lack of training in phonology and/or pronunciation pedagogy (Couper, 2016). The goal of the current study was to not only address these concerns by providing students with training in phonology and pronunciation pedagogy, but to specifically examine to what extent the development of a Moodle platform supported the preparation of student teachers enrolled in online and on-campus cohorts to effectively teach L2 pronunciation.

This Moodle platform comprised a series of "learning books" which integrated both text-based and audio/video material along with analyses of learner speech as well as online discussions of lesson content. The on-campus cohort also attended face-to-face (f2f) lectures. The participants in this research included eight students from the on-campus program and five students from the distance program. Both cohorts used the same Moodle platform and had the opportunity to dialogue with one another in an online forum.

To determine the effectiveness of this course in preparing teachers (both pre-service and in-service teachers), narrative frames (Barkhuizen, 2014) were completed by the 13 participants. These frames were designed with the aim of eliciting students' personal experiences in learning the course content. Analyses of these frames revealed insights into the content they found most challenging and most valuable for their current or future classrooms. Cross-examinations of the teachers' accounts in light of their level of teaching experience, target classroom context (e.g., primary school in Australia; private language school in Japan) and delivery mode (blended f2f + Moodle or Moodle work only) revealed further insights relevant to programs with diverse student teacher populations. Implications for L2 teacher education programs are discussed.

Keywords: Teacher Cognition, Teacher Education, Pronunciation

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Room: WG808

Abstract #940

Developing a learner's guide in search of an auxiliary remedy for language revitalization: A case study of a highly endangered Austronesian Taiwan

Yeh, Li-Chen; *Australian National University*

Austronesian languages in Taiwan are highly endangered, and the local community shows interest in revitalizing and maintaining their language and culture. However, there is relatively little accessible pedagogical material on these languages for adult learners, although there has been an increase in the number of reference grammars of these languages. Over the last three decades language revitalization in Taiwan has moved from individual-sponsored programs to government-sponsored programs, while language education programs are often children-centered, not adult-centered. Consequently, there is an urgent need for adult learning material. This paper provides a case study of a highly endangered Taiwanese language, Hla'alua. The complexity of ethnicity and language background within the Hla'alua community, together with the lack of fluent Hla'alua speakers, constitute major barriers for transmitting language knowledge to younger generations.

The question "what is missing for promoting adults' learning of their highly endangered heritage language?" is addressed by examining aspects of: (1) social and economic background of the Hla'alua community, (2) Taiwan's language ecology in general, (3) Taiwan's language education programs, (4) contemporary aboriginal language learning material and (5) contemporary grammar types. Based on the review and the Communicative Language Teaching theory mentioned by Larsen-Freeman and Anderson (2013), a preliminary structure for a self-paced Hla'alua learner's guide has been developed (shown in Fig. 1). Learning contents are illustrated in real-life conversational settings, which carefully specify the contexts of language uses, e.g. greetings on the phone, while in-depth explanations on grammars are given as add-on notes, catering to learners' self-paced learning needs. Task-based activities are designed for learners to apply what they learn to real uses, such as messaging friends or editing introductory sentences on their facebook profile. This paper presents the rationale for the book structure, highlighting its pedagogical nature and differentiating its contribution to revitalization from that of existing reference grammars.

Keywords: Endangered Language Learning, Austronesian Languages, Learning Material, Communicative Language Teaching, Language Revitalization

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Room: WG809

Abstract #899

Exploring teacher and peer mediation in elementary EFL classroom interactions

Gabillon, Zehra; *University of French Polynesia*

This research work utilised corpora collected from six elementary school teachers' English as a Foreign Language (EFL) lessons and examined the episodes of teacher and peer mediation during the classroom activities. This work is based on sociocultural and interactionist perspectives on foreign language learning. These standpoints provided the study with a conceptual framework and guided the choice of research design and analysis methods. The study was conducted in a French Polynesian context, and aimed to explore: a) the conditions and instances in which mediation occurred, b) the forms of mediational means the teachers and peers employed, and c) the reactions of the learners to the mediational support provided to them. The data for this research work were gathered via

videotaped lessons and the corpus obtained was transcribed and analysed by using a computer-assisted qualitative data analysis software (CAQDAS), ATLAS.ti. The data were explored and segmented by studying the transcripts in association with the videotaped material, and the analysis included verbal, non-verbal, contextual and cultural elements. The analysed data were presented using both a selection of excerpts to explain individual instances and histograms to display some descriptive data (e.g. code frequencies).

Keywords: Interaction Analysis, Mediation, Scaffolding, Other-Regulation, Zone of Proximal Development, Comprehensible Input, Noticing

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Room: WG901-2

Abstract #658

Sustaining language, culture and identity in a rural location: Case studies of Aboriginal adolescent boys

Oliver, Rhonda; *Curtin University*
Exell, Michael; *Clontarf Foundation Academy*

This research explores the interconnectedness of identity, the linguistic backgrounds and cultural participation of five adolescent boys (aged 15-19 years) who live for most part of the time in a large rural centre in Western Australia. The town is approximately 600kms east of the state's capital city, and surrounded by smaller towns – albeit that they are located hundreds of kilometres away. Despite considerable travel times, a number of families from remote communities are also regular visitors to this location. Of the five boys, two self-identify as being from such communities. Another grew up in the target town and has extended family residing there, whilst the two remaining boys originally came from other towns, one located 15 hours and the other six hours away, but they now live in town with their immediate family and carers. Together these boys speak a range of aboriginal languages and dialects, namely Standard Australian English, Aboriginal English, and traditional languages. During their communication they will slide between their various codes depending on audience and familiarity. The data were collected over an 18 month period using observation, formal and informal interviews (i.e., yarning) and this was done from an 'inside' perspective as one of the researchers had a long term mentoring relationship with all the participants. This information was then used to formulate in-depth, ethnographic and longitudinal case studies. There were interrogated and the findings show that communication (both verbal and non-verbal) continue to be strong markers of Aboriginality, that 'family' has a key role to play in the maintenance of both language and culture and that, although not living in remote communities, their location in the rural area serves to support and sustain their language, culture and Aboriginal identities.

Keywords: Aboriginal, Identity, Language, Cultural, Rural, Case Study

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27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

Room: WG903

Abstract #801

The implications of a pre-entry requirement and a post-entry language assessment programme for students beginning university

Dias Botelho de Magalhaes, Morena; *The University of Auckland*
Rummel, Stephanie; *The University of Auckland*

The University of Auckland (UoA) assesses incoming students' language ability though the Diagnostic English Language Needs Assessment (DELNA), which is required of all first-year undergraduate students and doctoral candidates, regardless of their language background. Furthermore, in 2016, the pre-entry Academic English Language Requirement (AELR) was introduced to students admitted to bachelor's degree programmes, complementing DELNA and seeking to address the academic literacy needs of students matriculating from New Zealand secondary schools. AELR is achieved with acceptable literacy credits (e.g. NCEA, CIE or IB results) or by passing an approved academic English language course in the first university year.

Data collected in recent years by the DELNA office indicate that about a third of the first-year students should have their academic English skills more finely assessed in order to determine if extra language support is necessary. Recommendations for independent language study follow, including the uptake of an academic writing course if appropriate. With AELR, a number of students are able to take such a course as a General Education paper; however, others who would also benefit from formal instruction targeting their language weaknesses cannot do so due to constraints within their degree programmes, which we see as detrimental to their studies.

Our research investigates students' understanding of the DELNA and AELR processes, and their roles in ensuring access to appropriate English language enrichment options. This presentation discusses students' responses to an anonymous evaluation completed at the end of the first AELR year. We also draw on data collected during follow up interviews with students who provided their contact details and agreed to elaborate on their answers. We consider the implications of the findings for the DELNA and AELR processes and how these requirements impact students' experiences of beginning university.

Keywords: Post-Entry Assessment, Pre-Entry Requirements, Diagnostic Assessment, Literacy Needs

Room: WG907

Abstract #590

The Social Presence of EFL Students in Student-Student and Instructor-Student Online Interactions

Alamir, Ali; *King Khalid University*

Research which looks at how EFL students display their social presence in the online environment is scarce. This paper is extracted from a mixed-methods PhD study which I finished in 2014 at Monash University. It looks at how well EFL students project their social presence in student-student and instructor-student online interactions. 49 EFL Saudi students discussed some argumentative topics and exchanged online posts with their EFL peers and instructors. The study applied a content analysis method by using the model of social presence in the framework of a community of inquiry (Garrison, Anderson, & Archer, 2000, 2001). The study's data included participants' online transcripts, questionnaires, and interviews. Quantitative and qualitative analysis methods were employed. The present findings show that Saudi EFL students statistically projected higher degrees of social presence in student-student than in instructor-student online exchanges. The higher degrees of their social presence were significantly reflected in the behaviours of expressing emotions, using humour, giving compliments, and engaging in salutations. The presence and absence of the instructor appeared to influence the degree and quality of Saudi students' social presence and the cultural differences between Arabic and English might have hindered the use of students' social presence activities in the online environment.

Keywords: Social Presence, Online, Interaction, Student-Student, Teacher-Student, Saudi EFL Students

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Room: WG908-9

Abstract #647

Narratives of mobility and language learning in Australia and New Zealand

Benson, Phil; *Macquarie University*
Barkhuizen, Gary; *University of Auckland*
Chik, Alice; *Macquarie University*
Dofs, Kerstin; *ARA Institute of Canterbury*
Yates, Lynda; *Macquarie University*

As distinctions between short-term travel, international education and migration are increasingly blurred, experiences of additional language learning are increasingly tied up with narratives of mobility. This is especially so for language learners in Australia and New Zealand, where individual learners may be tourists, international students, and migrants consecutively, or even simultaneously. Issues of identity, time and place, agency and autonomy, and the use of environmental resources come to the fore and the fine line between language learning and becoming multilingual is problematized. In this colloquium, we will present five studies from an informal research network based in Sydney, Auckland and Christchurch, in which we explore the use of narrative, qualitative and

visual research methodologies to explore issues of mobility and language learning in Australian and New Zealand contexts.

Gary Barkhuizen reports on a study of Identity change as a potential outcome of the mediation of study abroad experiences by a second language through a Hong Kong student's story told five years after completing his degree in New Zealand. Based on a larger study of international students' adjustment to using a second language to study at a New Zealand university, Kerstin Dofs discusses teachers' narratives of the adjustment process. Phil Benson examines references to time and place in narrative interviews with international students in Sydney and discusses what they tell us about environmental influences on learning. Drawing on accounts from a five-year longitudinal study on settlement and language learning, Lynda Yates examines the roles of agency, autonomy and affordances in migrants' success (or otherwise) in learning English and the kinds of assistance might best support this process. Alice Chik focuses on the use of drawings to frame the larger narratives of life long language learning and use in narratives of becoming and being multilingual in English-dominant Australia.

Keywords: Narrative Inquiry, International Students, Migration, Mobility, Language Learning

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Tuesday 28 November 2017 1115 - 1145

Room: WG801

Abstract #718

Exploring Japanese university students' fear of english loanword use in the Japanese media

Mielick, Martin; *Kanda University of International Studies*

This paper explores second-year international studies university students' fear of English loanword use in the Japanese media. It further explains how this raises awareness of students' national and global self-identities in a dynamic and digital age. The researcher provides background of his teaching of Media English in which social issues are discussed and analysed. In one such case, the news story used was based on an article written about an older Japanese man who had complained to the Japanese national broadcaster (NHK) about their 'overuse' of English loanwords. Using the article as a basis for both oral and written discussion, 75 Media English students were asked to write opinion responses to two questions about the influence of English loanwords, also known as wasei eigo, and the influence of the article. The data responses were analysed by employing elements of a Critical Discourse Analysis (CDA) framework influenced by Wodak and Reisigl's (2009) "Discourse-Historical Approach" which feature a discussion of the students' references to specific themes or topoi, agency, fallacies and stereotypical falsities, 'factual' or statistical data use and metaphor.

Three main conclusions were drawn from the analysis. Firstly, many respondents found wasei eigo to be very damaging to the Japanese language, labelling it as a destructive entity in which it threatens to

dominate Japanese to the possible point of extinction. Secondly, many respondents also suggested that Japanese speakers had an obligation to use Japanese forms first and foremost, especially when communicating with older generations. Lastly, some respondents feared that language change and language loss would result in a negative effect on their identity and Japanese society as a whole.

Keywords: English as a global language; Language change; Identity; Culture; Globalisation, Japan; Language policies

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Room: WG802

Abstract #582

Idiom interpretation strategies of second language learners

Vasiljevic, Zorana; *Bunkyo University*

The present study used error analysis to examine the strategies that foreign language learners with dissimilar L1 use to interpret unfamiliar L2 idioms presented without contextual support. A group of 23 low-intermediate Japanese university students were asked to guess the meaning of 30 English idioms. Twenty-seven of the phrases had semantically equivalent but lexically different idiomatic counterparts in Japanese, and three phrases had multiple idiomatic equivalents in Japanese, some of which were also compositionally identical to the target English expressions. The results showed that learners use of a variety of interpreting strategies, including compositional analysis of the phrases, cross-linguistic transfer, as well as the activation of conceptual and cultural knowledge. Over-focus on one compositional element of the phrase was identified as the main source of error in L2 idiom comprehension. Cross-linguistic influence was observed, but the transfer was not automatic, even when L1 and L2 pairs shared semantic and lexical properties.

Keywords: L2 Figurative Language, Idiom Comprehension, Learners' Strategies, Language Transfer

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Room: WG803

Abstract #665

Teachers' beliefs and practices regarding correction of pronunciation errors

Couper, Graeme; *Auckland University of Technology*

Over the last decade a surge of research into pronunciation teaching has led to advances in the field. However, to inform current and future research agendas and to give the best possible advice to teachers we need to know more about teachers' cognition of pronunciation teaching, that is, their knowledge, attitudes, beliefs and practices. To help address this need a study was undertaken in New Zealand, involving questionnaires (N=82), semi-structured interviews (N=19) and classroom observations (N=6). These instruments gathered data on a whole variety of issues and concerns faced

by teachers but the focus of this presentation is limited to correction of pronunciation errors. The questionnaire was carried out using Survey Monkey. The questions on error correction focused on when, how often, and how errors were corrected. The participants said error correction was important and referred to the full range of techniques already found in the literature but also highlighted peer and self-correction and the need to provide additional practice. The 19 interviews were staged as conversations about pronunciation teaching that allowed themes to emerge, with error correction receiving considerable attention. Indeed for seven of the participants it seemed that the only pronunciation teaching they did was in response to learners' errors. Six of the 19 interviewees agreed to be observed in the classroom. They were each observed on two separate occasions with follow-up interviews to discuss what took place in the classroom. The error correction events observed and the teachers' interpretations of them will be discussed in relation to the beliefs and attitudes expressed during the interviews and more widely in relation to the responses from the other participants in interviews and questionnaires. The implications of these findings for teachers, teacher educators, syllabus designers and researchers will be explored.

Keywords: Pronunciation Teaching, Teacher Cognition, Error Correction

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Room: WG808

Abstract #841

Developing Heritage Language Literacy: Japanese–English Biliterate Young Adults in New Zealand

Oriyama, Kaya; *Swinburne University of Technology*

Unlike popular perceptions, developing higher levels of Japanese literacy is difficult for many heritage language learners. Heritage language learners of Japanese are defined as those who have developed different levels of linguistic and socio-cultural competence in Japanese while growing up outside Japan, mainly through active or passive communication with Japanese family members. The characteristics in adult heritage language learners' Japanese literacy development, and the socio-cultural factors that might influence its development are still underexplored, especially in the New Zealand context. This semi-longitudinal study which is based on the linguistic analyses of written Japanese data such as compositions, and the analyses of socio-cultural factors through questionnaires and semi-structured individual interviews with Japanese–English biliterate young adults in New Zealand, contributes to the existing literature. The paper discusses its findings on the development and maintenance of heritage Japanese literacy among young adult heritage Japanese learners of various backgrounds in New Zealand. The study has important implications for heritage language education; the findings may help find more effective ways of developing advanced levels of Japanese literacy among heritage language learners, and provide valuable insights into the experiences of developing and maintaining Japanese as a heritage language.

Keywords: Heritage Language Literacy, Language Maintenance and Development, Japanese–English Biliteracy, Heritage Language Education, Japanese as a Heritage Language, Young Adults, New Zealand

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Room: WG809

Abstract #903

The little things that matter: discourse markers in teacher talk in Indonesian EFL classroom

Karlina, Yeni; *Monash University*

The aim of this presentation is to discuss one specific aspect of classroom language and interaction namely the use of discourse markers (DMs) by two senior high school English teachers in Surakarta Indonesia. For the purpose of analysing the occurrence and textual functions of DMs used by the teachers, the classroom interaction of the teachers and students of six EFL classrooms were audio-recorded and then transcribed. The data analysis reveals that there are 19 types of DMs, either in English, Indonesian, or Javanese language, used by both teachers in their classroom talk. The use of DMs was found to contribute greatly to mark the transition of classroom talk and classroom procedures in order to aid the coherent and smooth flow of classroom discourse. The fact that DMs are valuable resources to facilitate the structuring of classroom discourse suggests that there should be an increasing awareness of English teachers about the use of DMs in teacher talk. Implications for English teacher training education to accommodate effective use of DMs in teachers classroom talk in their syllabus are also proposed.

Keywords: Discourse Markers, Teacher Talk, Classroom Interaction

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Room: WG901-2

Abstract #824

Revitalizing language assessment: Sustainable change through international benchmarking and knowledge transfer

Iwashita, Noriko; *The University of Auckland*

The University of Queensland (UQ) offers eight foreign languages with 2000 enrolments each year. Despite comparable linguistic goals across language programs and courses, assessment practices vary significantly, creating potential grounds for i) *inequality and confusion* among student cohorts*;* ii) grade distribution *discrepancies* among different languages*;* iii) *differences* in staff's professional experience as teacher-assessors; and iv) *misalignment* with well-established international benchmarking frameworks used to describe achievement of language skill abilities (e.g., CEFR), essential for students' exchange programs. In order to enhance 'culture of assessment' which is understood as shared attitudes, approaches, and understandings that support the evaluation of student learning outcomes, and to ensure fairness and consistency in standardisation of student learning outcome, reconceptualisation and systematic overhaul of current practices was launched in a large-scale project are crucial.

There has been a long tradition of standard setting and benchmarking practice of foreign language achievement in the US (e.g., Magnan et al., 2012), and some Australian tertiary language programs have made some attempt referring to CEFR standards, but their use remains largely descriptive and their potential is unrealised among language educators (Normand-Marconnet & Lo Bianco, 2015).

In order to fill the gap, a large-scale project has been taken through two complementary processes: 1) examination of key assessment components, feedback practices and related learning outcomes and academic achievement standards currently in use in order to revise and align assessment internally, across language programs, and externally, with an international benchmarking framework (the CEFR); and 2) creation of an enhanced 'culture of assessment' among all staff. The paper will present preliminary findings of the first stage of the project including the benchmarking of the first-year language courses, focus-group interviews of students and instructors, and provide further insights into the current assessment practice of the first-year language courses across the language programs.

Keywords: Benchmarking; CEFR; Standardization; Foreign Language Program at Tertiary Level

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Room: WG903

Abstract #805

Assessing the English speaking skills of classroom teachers: Perspectives of test takers and teacher educators on the relevance of a domain-specific variant of a general proficiency test

O'Hagan, Sally; *The University of Melbourne*
Frost, Kellie; *Language Testing Research Centre*

Strong English speaking skills are considered central to effective teaching in Australian classrooms. Oral communication is emphasised in professional standards and in English language criteria for professional registration and practice, which include a minimum speaking score of IELTS 8 for teachers from non-English speaking backgrounds. However, the appropriateness of general proficiency tests, such as IELTS, for these contexts has been questioned (e.g. Hall, 2010; Farnsworth, 2013) and there is compelling evidence suggesting that classroom communication requirements extend well beyond general or academic language proficiency (Elder & Kim, 2013). Nonetheless, it is questionable that the diverse and contingent oral communication demands of different classroom contexts can be adequately captured in a standardized test, specific purpose or not.

The current paper addresses this conundrum by using a verbal reporting method with trainee-teacher test takers to explore the construct underlying the speaking tasks of Aptis for Teachers, a domain-specific variant of Aptis, a general proficiency English language test developed by the British Council (www.britishcouncil.org/aptis). Aptis for Teachers is designed for use in education sectors around the world, with test content that relates to the themes and scenarios routinely faced by teachers but not specific to any local education context. Verbal report findings were compared with test taker and teacher educator perceptions of the oral communication demands faced by teachers in different classroom settings to investigate if the content relevant tasks of Aptis for Teachers offer a sufficiently

expanded construct to enable a more appropriate measure of teachers' speaking ability than a general proficiency test in the Australian context.

Keywords: Classroom Communication, Language Proficiency, LSP Testing, Speaking Assessment

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Room: WG907

Abstract #965

Technology-mediated second language vocabulary development: A research synthesis

Elgort, Irina; *Victoria University of Wellington*

A growing number of studies published in peer-reviewed applied linguistics journals investigate how computer and mobile technologies, software and digital tools affect the teaching and learning of vocabulary in a second or foreign language. A number of recent research syntheses in the field technology-mediate language learning have taken a meta-analysis approach, using effects sizes across quantitative experimental studies to represent the effect of technology-mediate learning and instruction on L2 learning outcomes (Abraham, 2008; Boulton & Cobb, 2017; Lin, 2015; Montero Perez, Van Den Noortgate, & Desmet, 2013, Yun, 2011). Nevertheless, experimental designs alone may not be sufficient to evaluate novel technological and instructional methods in applied linguistic research. The present article broadens the scope of the investigation beyond quantitative experimental and quasi-experimental research. This systematic review creates a synthesis of methodological approaches currently used to study technology-mediated vocabulary development (TMVD), in an attempt to evaluate whether recent research in this domain is aligned with research in second language vocabulary acquisition, teaching and learning, more broadly. Specifically, the goal of this research was to establish what learning and instructional approaches are investigated in TMVD studies, what aspects of L2 vocabulary knowledge development are addressed, and what measures are used to evaluate this development. The review identified 90 articles that fit the selection criteria and coded them for features of three categories: (1) *aspect of word knowledge investigated;* (2) *measures used to evaluate vocabulary development;* and (3) *learning and instructional approaches*. General methodological features of the selected articles were also summarized to create a more comprehensive picture of research in the selected domain. This conference presentation will share the finding of this review synthesis, highlighting the key patterns and strengths, and identifying areas for future improvement in the TMVD domain.

Keywords: Research Synthesis, Vocabulary Development, Technology-Mediated Learning

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Room: WG801

Abstract #729

Identity negotiation and intercultural learning of Chinese STEM sojourners in study abroad

Sun, Tongle; *The Chinese University of Hong Kong*

Recent study abroad research underscores the diverse internal and external factors that appear to influence the identity negotiation and intercultural engagement of student sojourners (Jackson, 2015; Kinginger, 2013). It calls for more investigations on the intercultural learning experiences of Chinese sojourners in second language contexts (Jackson, 2016). This presentation reports on the first phase of a mixed-method, longitudinal study with case studies design that is investigating the language identities and intercultural learning of Mainland Chinese STEM (science, technology, engineering, and mathematics) students from a Hong Kong university who are joining a semester-long international exchange program in an English-speaking country.

Drawing on the post-structuralist notions of identity (Block, 2007), language socialization construct (Duff, 2007) and second language identity development model (Benson et al., 2013), the study tracks the participants' developmental trajectories in second language identities and socialization over one year and two months. Research instruments include questionnaire surveys, semi-structured interview protocols, monthly email prompts, sojourn diaries, multimodal entries (e.g., photographs), etc. An Nvivo 11 database is set up to organize and analyze data collected from pre-sojourn, sojourn, immediate post-sojourn, and six-month post-sojourn phases. Data of multiple sources are coded and triangulated to gain an in-depth understanding of the participants' language and intercultural learning experiences at home and abroad.

This presentation focuses on the findings from the pre-sojourn phase, highlighting the multiple individual factors (e.g., sociopragmatic awareness, self-efficacy) as well as environmental factors (e.g., host receptivity, power relations) that appear to influence sojourn learning and the degree of academic and social (non)integration. The findings have implications for the sojourn preparation and meaningful intercultural engagement of Chinese STEM sojourners as well as other student population from this region and beyond.

Keywords: Language and Identity, Study Abroad, Intercultural Learning, Chinese STEM Students

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Room: WG802

Abstract #588

The Relationship between Complexity, Accuracy and Fluency in Oral English Development

Li, Cha; *Northeast Normal University*

This longitudinal study examined the relationship between oral complexity, accuracy and fluency (CAF) in oral English development. This research was conducted under the framework of complexity theory, using 16 multidimensional measures. Fifteen narration tasks were designed to observe six Chinese college students' oral English performance over a year-long period. Results from 102 oral data show that when multifaceted measures are involved, CAF relations are much more complicated than most previous studies concluded. The competition or connection between complexity, accuracy and fluency might exist, but this relationship does not apply to all aspects of complexity, accuracy or fluency. There is also important evidence that CAF relations are various from person to person and dynamic from time to time. Despite of the complexity of CAF relations, they develop in several identifiable dynamic patterns. This longitudinal study examined the relationship between oral complexity, accuracy and fluency (CAF) in oral English development. This research was conducted under the framework of complexity theory, using 16 multidimensional measures. Fifteen narration tasks were designed to observe six Chinese college students' oral English performance over a year-long period. Results from 102 oral data show that when multifaceted measures are involved, CAF relations are much more complicated than most previous studies concluded. The competition or connection between complexity, accuracy and fluency might exist, but this relationship does not apply to all aspects of complexity, accuracy or fluency. There is also important evidence that CAF relations are various from person to person and dynamic from time to time. Despite of the complexity of CAF relations, they develop in several identifiable dynamic patterns.

Keywords: Oral English Development, Complexity, Fluency, Accuracy

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Room: WG803

Abstract #691

Teacher Cognition of English Intonation through the Lens of Terminology

McGregor, Alison; *University of Texas at Austin*
Reed, Marnie; *Boston University*
Liu, Di; *Boston University*
Meyers, Colleen; *University of Minnesota*
Zielinski, Beth; *Macquarie University*

Teacher cognition - knowledge, beliefs and thinking – is described as constructs, judgments and decisions impacting instructional practices in teaching (Borg, 2015). As Baker (2013) asserts, it is "an often tacit, personally-held practical system of mental constructs held by teachers which are dynamic – i.e. defined and refined on the basis of educational and professional experiences throughout teachers' lives" (p. 35). There is a growing but still limited number of studies on teacher cognition of pronunciation and even fewer on intonation. In addition, it has been found that teachers are not theoretically or practically well-equipped to teach intonation (Paunovic and Savic, 2008), the critical component that encodes meaning in English.

To address this gap, this presentation reports the results of a 2-part study investigating the influence of terminology on teacher cognition of English intonation. First, terminology of intonation was analyzed in primary theoretical works from two traditions, three teacher-training textbooks and three popular student textbooks. Second, six experienced ESL teachers were interviewed and completed three tasks: 1) a 15-minute teaching demonstration on intonation, 2) a pronunciation needs assessment, and 3) an intonation terminology familiarity task using terms selected from part 1 of the study. Case study analysis based on grounded theory qualitative methodology was used to explore common themes across the participants regarding their teacher cognition of intonation terms. Finally, a theory to practice review was conducted to identify the common intonation-related-terms used in textbooks and compare them to the interviewed teachers' cognitions.

Findings on terms will be presented in charts identifying intonation phenomena with teacher quotes and audio clips as illustrations of their cognition influencing practice. Teacher challenges, focused on the nexus of terms, phenomena, and teaching will be highlighted with implications for improving teacher training of intonation.

Baker, A. (2013). Exploring Teachers' Knowledge of Second Language Pronunciation Techniques: Teacher Cognitions, Observed Classroom Practices, and Student Perceptions. *TESOL Quarterly, 48*(1).

Borg, S. (2015). Teacher cognition and language education: Research and practice. Bloomsbury Academic. New York.

Paunovic, T., & Savic, M. (2008). Discourse intonation - Making it work. *English Language Overseas Perspectives and Enquiries, 5*(1-2), 57-75.

Keywords: Teacher Cognition, Intonation, Terminology, Teacher Training, Pronunciation Textbooks

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Room: WG808

Abstract #639

The socioeconomic characteristics of multilingualism in New Zealand

Buckingham, Louisa; *The University of Auckland*

Geopolitical changes over the last two decades have led to greater numbers of people migrating or living transnationally, and a greater diversity in immigrants' countries of origin. For New Zealand (NZ), one impact of this increasingly diverse human flow has been significant change in the linguistic composition of large urban centres, evidencing both a diversification of languages spoken and an increase in the number of speakers of non-official languages. Evidence of this is available in the Statistics NZ longitudinal database. Employing data extracted from four censuses between 1996 and 2013, the proposed study will explore what census data can reveal about the socio-economic characteristics of groups of speakers of the 17 most commonly reported (non-official) foreign languages in NZ. Specifically, it will seek to determine which socioeconomic variables tend to

characterise these foreign language speaker groups over this period and whether, on the basis of these variables, changes may be identified in their socioeconomic profiles.

Despite growth in research focusing on specific ethnic groups or speakers of particular languages, no 'big picture' longitudinal studies with a quantitative focus have been conducted on the changing linguistic profile of NZ. As multilingualism is a little recognised and inadequately understood characteristic of NZ society, the results from this study will shed light on NZ's evolving linguistic profile and contribute to our appreciation of this increasingly important demographic characteristic.

Keywords: Census Data, Societal Multilingualism, Sociolinguistics, Non-Official Languages

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Room: WG809

Abstract #958

The discoursal features of interactional rapport-building through active listening in crisis negotiations and other investigative contexts

Royce, Terry; *University of Technology Sydney*

Professional development courses organised for police crisis negotiators typically stress interactional rapport-building skills in order to peacefully resolve a crisis, skills employed in an often highly charged legal, communicational context. These skills, which centre around "active listening", derive from the foundational principles underlying approaches developed to explain how a crisis (often referred to as hostage/non-hostage) negotiation may unfold: the bargaining, expressive, and interactional (communicational) crisis negotiation models, and the FBI's The Behavioural Change Stairway Model (BCSM), amongst others. This paper focusses on the interactional (communicational) approach in order to build rapport with a person of interest (POI), and by drawing on a case study exemplar examines the main communicational, discoursal features of active listening for police crisis negotiations. These important rapport-building principles are then related to other legal contexts where their use and efficacy is recognised: investigative interviewing (The Accusatory Model; P.E.A.C.E), and suspect interrogation (The Informed Interrogation Approach).

Keywords: Interaction, Active Listening, Crisis Negotiation, Forensic Discourse Analysis

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Room: WG901-2

Abstract #659

Assessing Aboriginal children's language development from a translanguaging perspective

Oliver, Rhonda; *Curtin University*
Knoch, Ute; *University of Melbourne*

Indigenous children growing up in remote communities in Australia's remote north often do not speak English as a first language, but learn either traditional Indigenous languages, or an English-lexified creole as their first language (L1). Often, their first encounter with Standard Australian English is when they enter the English only school system. Thus the children only encounter English in the classroom from teachers, while the speaking in their L1 to each other in both classroom and playground, as well as more widely in the community. English is thus restricted to the specific domain of education.

Assessment regimes within the school system currently pay no heed to the children's first language, or its development, and thus do not take account of, or build on, the children's already considerable linguistic knowledge.

Classroom and playground data were collected from years one, three and five at a school which caters exclusively for Indigenous children, and analysed in detail. A translanguaging perspective (Garcia & Li Wei 2014) was adopted to explore ways in which the children's multilingual competence in L1 and English could be incorporated into a developmental framework which was more construct-relevant than current English-only models.

Keywords: Aboriginal, Translanguaging, Assessment, Standard Australian English

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Room: WG903

Abstract #817

The Quest for the Best Non-linguistic Predictor of Academic Reading Performance: Strategic Competence versus Academic Reading Self-concepts

Phakiti, Aek; *The University of Sydney*

This quantitative, longitudinal-like project aims to gather cognitive validity evidence of English as a second language (ESL) reading test tasks by investigating test takers' strategic competence (e.g., trait and state strategy use, appraisal confidence and calibration), academic reading self-concepts (e.g., self-efficacy, motivation, anxiety and effort) and their relationships to the reading test performance across three occasions (with 4-week intervals). To date, no one empirical study has examined these constructs over time. Strategic competence refers to the higher-order cognitive trait that controls, monitors and evaluates test takers' thoughts and language use in a given test situation. Strategic competence can be inferred through observation of trait (i.e., situation-free) and state (i.e., situation-specific) strategy use, as well as appraisal confidence (knowing the extent to which one is doing well or not). Appraisal calibration denotes a strong relationship between appraisal confidence and actual test performance. Academic reading self-concepts refer to individuals' self-perceptions, competencies and experiences in regard to academic reading. These constructs are investigated simultaneously in order to understand the relative influences of non-linguistic factors on ESL reading performance. Eighty five ESL international test takers in Australia participated in this project. In each phase, participants were asked to (1) answer an academic reading self-concept and perceived strategy use questionnaire, (2) complete an ESL reading test and rate their appraisal confidence levels in their

answer correctness, and (3) report on their strategy use via a posttest questionnaire. The data collection in each phrase was approximately 1.5 hours. Rasch Item Response Theory (IRT), multiple regression analysis, path analysis, and other measures of appraisal calibration were employed. It was found that appraisal confidence was strongly and consistently predictive of reading test performance. The current study provides empirical evidence in the relative roles of strategic and psychological processes that affect ESL reading test performance over time.

Keywords: Strategic Competence, Appraisal Confidence, Appraisal Calibration, ESL Reading Tests, Academic Reading Self-Concepts

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Room: WG907

Abstract #933

Analysing intersubjective orientations in persuasive writing by primary and secondary school students

Chen, Honglin; *University of Wollongong*

The writer's capacity to orient, engage and persuade the reader is considered as one of the hallmarks of writing competence. Previous research has focused on the writer's sense of audience, examining how expert writers establish and maintain purposeful awareness of others to develop a convincing argument (e.g. Hood, 2012; Hyland, 2005a, 2005b). In contrast, this paper bases its analysis on the notion of intersubjectivity that is constructed *jointly* – through both the writer's and reader's 'reciprocal awareness' of the other's subjectivity (Gomes, 1993, p. 245). Specifically, it analyses school children's intersubjective orientations in persuasive writing drawing on the Appraisal system for analysing interpersonal meanings (Martin & White, 2005).

The data include a total of 8 high scoring NAPLAN (National Assessment Program Literacy and Numeracy) persuasive texts written by Years 3, 5, 7, 9 students and corresponding marking annotations (ACARA, 2015). The findings suggest that texts written by Years 3 and 5 demonstrate a more self-oriented subjectivity by seeking to persuade through rhetorical devices as recommended by commercial NAPLAN preparation materials. Advanced texts written by Years 7 and 9, however, demonstrate a more sophisticated control in the deployment of a wider range of intersubjective strategies to negotiate and advance the writer's evaluative stances through imagining shared social values, and anticipating and accommodating alternative positions. Close analysis of intersubjective orientations manifested across different years of schooling seems to suggest that negotiation of intersubjectivity is dependent upon the writer's increasing ability to discern the epistemology of argumentation in terms of what counts as valid knowledge claims, appropriate forms of evidence, and reasoning for legitimating the use of evidence. The paper makes suggestions on how we may expand the current model of explicit teaching about language of argumentation to include strategies for supporting students in making a shift to stronger intersubjective orientations.

Keywords: Persuasive Writing, Intersubjectivity, Audience Awareness, Writing Development

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Tuesday 28 November 2017 1215 - 1245

Room: WG801

Abstract #636

The textual colligation of stance phraseology in cross-disciplinary academic discourses: the timing of authors' self-projection

Dong, Jihua; *The University of Auckland*
Buckingham, Louisa; *The University of Auckland*

Lexical items, according to Hoey (2005, p.13) "are primed to occur in or avoid, certain positions within the discourse". An analysis of textual colligation, the term Hoey (2005) uses to denote such priming, explores the textual position of linguistic markers in relation to textual structures. Textual colligation explores the textual position of linguistic markers in relation to textual structures and the interaction between the textual position and discourse functions (Hoey, 2005). Previous studies (e.g., Hoey & O'Donnell, 2008; Mahlberg, 2009; O'Donnell et al., 2012) have enriched our understanding of textual colligation of particular linguistic features such as keywords or key phrases in a text. This study investigates the textual colligation of a type linguistic markers typical for one particular semantic group, stance.

This quantitative study investigates the textual colligation of the stance phrases in academic discourse in the disciplines of agriculture and economics. The study employs a purpose-build corpus of 655 published research articles totalling around 3 million tokens. We use Wordskew software (Barlow, 2016) to investigate the position (or colligation) of stance phrases at the level of sentence, paragraph and text, and examine the existence of disciplinary variation with respect to the textual colligation of these phrases.

Significant differences were found in the distribution of stance phrases in different textual positions (sentence, paragraph and text) in the two disciplines. Nevertheless, the proportion of stance phrases in each of the three textual positions is notably. It may be inferred that the textual position of particular stance phrases may be a result of the type of routinized discourse or communicative function these serve (Hoey, 2005). In addition, the study revealed that the phrases of a particular function display positional similarities with regard to their distribution at the level of the sentence, paragraph and the whole text.

Keywords: Textual Colligation; Stance Phrases; Academic Disciplinary Variation; Academic Writing

Room: WG802

Abstract #620

Grammatical knowledge and production accuracy of Japanese EFL learners

Tokunaga, Miki; *Fukuoka University*

This project aimed to investigate differences between Japanese EFL students' knowledge and production of basic English grammar structures using a grammar rule test, a grammaticality judgment test (GJT) with L1 translation, written and spoken sentence translations, and written and spoken picture descriptions. After several pilot tests, 16 grammar structures to be measured were selected. Test sentences were then designed to cover those structures while trying to avoid complex sentences which could prevent participants from forming any sentences at all. To minimize the effect of participants' vocabulary knowledge, Japanese translation accompanied each GJT sentence and some necessary words were given for production tasks. This study's objective was to find out which basic grammar structures require more instruction and practice in Japanese university English classes to best facilitate language acquisition.

While over 300 first and second year Japanese university students participated in the written parts of this project, this presentation focuses on 45 students who also participated in spoken parts of the tests. Results of the written tests did not show statistically significant differences between the whole group and the 45 target students. The results of the grammar rule test and the GJT showed expected results where relative clauses, embedded questions, plural 's', and articles were among the most difficult. In written and spoken production tests, however, progressive sentences turned out to be the most difficult. Also, inappropriate uses of perfect tenses were prominent in picture description tasks. The results suggest that some grammar structures whose forms seem to be understood by the participants can present difficulties in production.

Comparisons of participants' knowledge and production, and their written and spoken productions will be discussed in the presentation.

Keywords: Knowledge and Production, Japanese Students, EFL, Written and Spoken Productions, Accuracy, GJT, Rasch Analysis

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Room: WG803

Abstract #858

Pronounciation in the Vietnamese Tertiary EFL Classroom: Teaching Practices and Teacher Cognition

Nguyen, Loc
Newton, Jonathan

Recent studies have sought to describe and understand the reality of pronunciation teaching practice in intact classes. The study reported in this paper seeks to extend this research by investigating the

teaching of English pronunciation in a context where it has not hitherto been researched, namely tertiary EFL in Vietnam. The research investigated the pronunciation teaching practices of six EFL teachers at a Vietnamese university and the rationales they gave for their practice. Data included non-participant observations and recordings of six ninety-minutes EFL classes taught by these teachers. Classroom observations were followed by individual interviews comprising a stimulated recall session followed by questions that sought to elicit each teacher's beliefs and perspectives concerning pronunciation teaching. All the interviews were transcribed and translated into English for analysis using a theme-based approach. This paper will report findings from the study, including the teachers' reluctance to teach pronunciation explicitly, and their preference for correcting student errors through listen-and-repeat activities or through raising learner awareness of their errors. The findings also revealed the main factors which influenced pronunciation teaching practices in this context. These include the nature of the curriculum and course books, time constraints, and student factors such as attitudes and proficiency level.

Keywords: Pronunciation, Teacher Beliefs, Vietnamese EFL, Teaching Practices, Rationales

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Room: WG808

Abstract #836

'New speakers' of translingual repertoires

Walker, Ute; *Massey University*

As a relatively recent construct, 'new speaker' relates to bi/multilingual individuals who have acquired a language other than their first or native language, labels which have become increasingly contested. In a global and increasingly interconnected world learners are engaging in new digitally facilitated spaces and through creative practices. How might the 'new speaker' label help capture hybrid language practices such as translanguaging whereby bi/multilinguals draw on multiple linguistic resources for the purposes of making meaning? This paper illustrates transnational learners as new speakers of international languages whose practices may conflict with privileged academic discourses which are underpinned by monolingual norms, raising questions of authenticity and legitimacy. Data from an international telecollaborative learning partnership will demonstrate learners' translingual practices in the co-construction of meaning making and identity positioning as active social agents.

Keywords: New Speaker, Translanguaging, Identity Positioning

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27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

Room: WG809

Abstract #697

Language investment and transnational sojourners: a multi case study of partners of international students

Gilanyi, Lisa; *University of NSW*

In an increasingly globalised world characterised by mobility and transience, the conditions under which people acquire English as a second language are changing. Although numerous studies examine migrants' English learning, they often assume a traditional view of migration as one-way and permanent. Few consider language learning in transnational contexts. This study examines the language learning of transnational sojourners – migrants who relocate for fixed, generally short-term periods (Ward, Bochner & Furnham, 2001; Glick-Schiller & Fouron, 1990). It uses Darvin and Norton's 2015 Model of Investment (Darvin and Norton, 2015) as a theoretical lens for investigating the factors that impact on their investment in learning English.

Drawing on a post-structural understanding of identity and Bordieusian notions of capital, Darvin and Norton argue investment occurs at the intersection of ideology, identity and capital (Darvin and Norton, 2015). This study considers the impact of these constructs but also seeks to identify other factors that may affect participants' investment in learning English.

Using a qualitative, longitudinal approach, the study examines the language learning of partners of international students, a group of transnational sojourners who remain under-represented in academic research. Seven participants' narratives, collected through semi-structured interviews, have been thematically analysed. Preliminary findings will be presented which provide a contingent, situated understanding of the factors that impact transnational sojourners' investment in English language learning.

Darvin, R., & Norton, B. (2015). Identity and a Model of Investment in Applied Linguistics. *Annual Review of Applied Linguistics, 35*, 36-56.

Glick Schiller, N., & Fouron, G. (1990). "Everywhere we go, We are in danger": Ti Manno and the emergence of a Haitian transnational identity. *American Ethnologist*, 17, 329-347.

Ward, C., Bochner, S., & Furnham, A. (2001). *The psychology of culture shock.* Hove, East Sussex: Routledge.

Keywords: Globalisation, Transnationalism, Transmigration, Investment, Second Language Acquisition, Identity, Capital, Ideology

Room: WG901-2

Abstract #769

Emotion and agency in teacher narrative accounts of conflict in an English language class for immigrants and refugees

White, Cynthia; *Massey University*

In the midst of everyday activities and interactions emotion makes its presence felt, in classroom interactions and in the ways teachers about their lives, their actions and the actions of others, for example. Emotion has emerged as a key avenue of enquiry in applied linguistics, and key topics such as motivation and identity are being reworked through an affective lens. Yet in this turn to emotion the predominant focus has been on psychological and social approaches with less attention given to more language-oriented approaches such as stancetaking or dialogical perspectives. One feature of more language-oriented approaches is the focus on how emotions emerge and are used as resources in interactions (Du Bois and Karkkainen 2012, Imai 2010, Prior 2015). Drawing on stance as an analytical tool, this paper analyses relationships between emotion and agency from a dialogical perspective in teacher narratives relating to incidents of sudden, intense conflict that occurred in a social English class for refugees and migrants in New Zealand. Narrative accounts were gathered initially through a written narrative, then as revisited in an individual interview and finally as part of an informal group discussion with other teachers. The paper aims to examine how agency and emotion are interrelated from a dialogical perspective and to show the import of emotion and agency in teacher narrative accounts. More specifically the analysis focuses on interrelationships between affective stance attribution and agency, agency as control over projected affective stance, and emotion and constrained agency as intersubjective stance. To conclude the paper addresses wider questions concerning how and why emotions get talked about in teachers lives, in how they author themselves, and in how they assign meaning as crucial dimensions of their agency.

Keywords: Emotion; Agency; Narrative Accounts

Room: WG903

Abstract #821

Testing collocational knowledge: More than verb-noun collocations

Chen, Ivy; *University of Melbourne*

As collocations are essential and ubiquitous in all genres of English, learners (and even native speakers) find these often seemingly arbitrary word combinations especially difficult. When used incorrectly, collocations not only negatively affect fluency but also mark speakers otherwise highly proficient in English as non-native. Unfortunately, no validated test of collocations exists in L2 testing (Webb and Sasao, 2013).

The current study is part of a larger project to create a corpus-driven receptive test of collocational knowledge in English. Specifically, this study targets a common drawback of the tests found in the literature: the inclusion of only one collocation type, which is usually verb-noun. This is related to the fact that some researchers believe verb-noun collocations to be the most problematic for learners and English language textbooks have focused on verb-noun and adjective-noun collocations (Molavi, Koosha, & Hosseini, 2014).

62 undergraduates from an Australian University participated, with the majority from a Mandarin-speaking background. Students were given a test of collocational knowledge, such that any given test contained items covering verb-noun collocations and two of the following four collocation types: adjective-noun, phrasal verb, noun-preposition, and other phrases (including directional, temporal, exceptional, and expansive). The data suggest that when controlling for other variables (e.g. frequency, semantic transparency), verb-noun collocations are not necessarily the most difficult collocation type. Rather, it is the 'other phrases' category that seems to be the most problematic. Thus, I argue that testing a range of collocation types strengthens the validity argument (e.g. Kane, 2006) for a test of collocations. An alternate explanation regarding verb-noun collocations is that verb-noun collocational errors may simply be more salient because they are highly frequent in English (e.g. Jaén, 2007).

Keywords: Collocations, Corpus-Based, Argument-Based Approach, Validation

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Room: WG907

Abstract #783

Workplace English for Nepali cleaners: Maximizing relevancy, efficiency and humanity

Denekamp, Carmen; *Qatar University*
Dolma, Karma; *Qatar University*
Hane Lo, Anta; *Qatar University*

Nepali cleaners working in the Arabian Gulf countries are part of the invisible global migrant workforce. Under-researched second-class-migrant manual laborers with no voice (Fernandes, 2014), their second language preparation can be poor to non-existence.

This research development project sought to embrace this research gap with respect of the multiple threads involved. These include formal education level (Neilson, 2013; Ting, 2011), significant input (Gass, 2003), opportunity to interact with fluent users (Long, 2012), substantial feedback plus practice (Dekeyser, 2007, 2009) and relevant workplace situation resources. Taking heed to the sociopolitical side of the equation, a minimum of worktime was sought to be used for the project. Mobile assisted language learning (MALL) was implemented as a big part of the overall solution, but of greatest importance was the bottom-up pre- and ongoing dynamic development input from the learners and the holistic response/adaptions to the pathways of learning by the instructors.

Participants were 25 Nepali cleaner volunteers at a university in Qatar. Five English instructors from the university twice weekly interacted face-to-face regarding new English cleaner words and phrases. The face-to-face also occurred as a learner passing on the lesson to another learner. Reinforcement occurred in learners' free time via collaboration and through the use of supportive programs on their mobiles.

This research study was a mixed methods action research study which was exploratory in nature allowing for within the cycle pragmatic changes. Data drew from a pre-test and post-test of learners' oral proficiency, instructors' field notes, and changes, my formative feedback to students online, summaries of learners' use of other MALL components and an evaluation of the program by learners and focus groups for instructors and learners.

Results shared will verify the relevancy and efficiency of the programme while emphasizing the all-important humanity side, by sharing selected instructor-learner interactions and reflections.

Keywords: Nepali, Workplace Language Learning Efficiency, MALL, Humanity Relevance

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Tuesday 28 November 2017 1345 - 1415

Room: WG801

Abstract #807

Global identities and global English: a multiple case study exploring self-perceptions among Korean English language learners.

Ruane, Colum; *Macquarie University*

The continued proliferation of English worldwide has seen it permeate many aspects of local media and pop culture, resulting in a vibrant global community constructed through multiple local voices. However, this new modernity of intensified global relations is a mutual endeavor experienced by both native and non-native speakers of English. Contemporary learners, therefore, should no longer be perceived in terms of peripheral communities but in terms of highly integrated empowered global citizens; an identity freely accepted or rejected through unique self-aspirations and local/global experiences. This new cosmopolitan era of hyper-connectivity, increased virtual encounters, and growth in a transnational global order has weakened notions of the traditional centre and enabled learners to appropriate English and use it as an expression of themselves. This multiple case study brings into focus modern learners as active individuals with highly adaptive transformative identities and more empowered global dispositions. Through successive developmental semi-structured interviews over a period of ten months, eight Korean university students were questioned on such concepts as world English(es), native/non-native accents, global/local identities, globalization trends, language appropriation/empowerment, and self-motivations. These issues were investigated from a learner-centred perspective thus creating an individual narrative for each participant in regards to the

topics discussed. This research is in response to current globalisation trends where individual identities, values, and knowledge should be appreciated more by the general global audience and also continuously supported in contemporary language classrooms. Teachers need to be more in tune with these dynamic cosmopolitan learners and should actively engage them at this level.

Keywords: Globalisation, Cosmopolitanism, Identity, Global English, Global Englishes, Learner Self-Perceptions

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Room: WG802

Abstract #705

A Non-Recursive Structural Equation Model towards Self-Regulated Learning, Learning Strategies and foreign language Listening Proficiency

Zhang, Xian; *University of North Texas*
Li, Yang; *Guangdong University of Foreign Studies*

The current study uses non-recursive structural equation modeling technique to investigate the relationship between self-regulated learning (SRL), foreign language learning strategies (FLLS) and foreign language performance (listening) among university bilinguals who speak English as a foreign language. Three hundred university bilinguals in China took part in the study. They filled out surveys that measure self-regulated foreign language listening capacity and foreign language listening strategies, after which an IELTS listening test was administered. Six months later, these participants filled out the same surveys and took another IELTS listening test. Results were submitted to a non-recursive structural equation model for causality analysis. Findings suggest that both SRL and FLLS were dynamic factors that changed over time. However, compared to FLLS that fluctuated dramatically over time, SRL was a relatively stable construct. Although we found that SRL and FLLS were two different individual differences factors, they had mutual influences on each other. We also discovered that a subcomponent of FLLS had a significant predictive power over foreign language listening proficiency, while SRL had an indirect impact on foreign language listening proficiency.

Keywords: Structural Equation Model, Individual Differences, Second Language Learning, Self-Regulated Learning, Learning Strategies

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Room: WG803

Abstract #733

Speaking pedagogy: Insights from Vietnamese EFL teachers' reported cognitions and practice

Nguyen, Quan; *University of Wollongong*

Speaking competence, though acknowledged as a professed goal for language learners in the globalised world (Goh, 2014), remains an underexplored research area (Chen & Goh, 2011). This lack of research is particularly noticeable in the field of teacher cognition in teaching speaking (Borg, 2006). As a multifaceted skill (Goh & Burns, 2012), speaking poses considerable challenges for effective teaching; thus developing an understanding of expertise in speaking instruction based on teachers' existing knowledge and practice has become long overdue.

This paper reports on findings from a qualitative study investigating six Vietnamese EFL teachers' cognition about speaking pedagogy. Underpinned by Shulman's (1986, 1987) knowledge base model as an overarching framework, the study examined organisation of the teacher's cognition with regard to teaching speaking. Bernstein's (1973, 2000) pedagogic code theory was drawn on to explore principles in their selection of instructional techniques and sequencing of speaking lessons. Through interviews and classroom observations, the study illuminates the teachers' multifaceted knowledge and its intricate interrelationship with classroom implementation. Findings revealed that these teachers conceptualised communicative competence as mainly encompassing linguistic and topical knowledge. Discourse, socio-cultural knowledge and communicative strategies were, therefore, largely absent in both teachers' perceived knowledge and classroom practice. Analysis of the teachers' selection of speaking tasks, however, highlighted teachers' strong support for CLT in order to facilitate learners' speaking development. Yet, the teachers' lack of understanding of task features was found to significantly impact on the implementation of those tasks, which often resulted in loss of the communicative orientation of the tasks. These teachers' practice, therefore, seemed to be unsuccessful in working toward a student-centre pedagogy with a strong focus on meaningful communication. The paper makes suggestions for addressing the gaps in teachers' knowledge base and improving speaking teaching practice in the Vietnamese university context.

Keywords: Classroom Assessment, Young EFL Learners, Teachers' Concpetions, Teachers' Practices

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Room: WG808

Abstract #894

Korean immigrant mothers' beliefs and family literacy practices (FLP) regarding their children's bilingualism living in Australia

Park, Eun Kyong; *The University of New South Wales (UNSW)*

Parents are identified as key providers of family literacy practices (FLP) for their children at home to enhance children's knowledge and skills, and to increase and refine their abilities of bilingualism. Although the importance of the connection between bilingualism and FLP has well established across the American or Canadian context, there are few studies regarding bilingual experiences and FLP of Korean immigrant mothers and children living in Australia. This presentation will report on a scoping study involving six Korean immigrant mothers attending community language programs run by a church in Sydney, Australia. The study aims to understand their beliefs about bilingualism and develop a clearer picture of FLP they provide for their children. The focus on mothers is purposeful, as within

Korean families they are the primary influence and decision makers regarding their children's bilingual development. Data for this presentation comes from the daily FLP records that the participants maintained over a two month period, coupled with a focus group interview at the culmination of this activity. The FLP records, or 'logs', were designed to provide a snapshot of what the families actively/purposefully do at home in support of their children's bilingual development. The interviews will help provide a deeper understanding of the reasoning behind their decision-making. It is anticipated that the data will show the certain types of language and literacy-related activities on the log that families provide for their children to achieve bilingualism. Their rich and diverse, familial language and literacy opportunities and environmental interactions may reflect their experiences and needs of success in achieving bilingualism of their children. It is also expected to evaluate the usefulness of a FLP log template as a research tool and to consider its feasibility and possibility of getting these groups of people to record and document their own practices at home.

Keywords: Bilingualism, Family Literacy Practices (FLP), Korean Immigrant Families, The Community Korean Language Program Run By a Church, a Qualitative Approach

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Room: WG809

Abstract #963

What motivates learners in content-integrated courses? Measuring the psychology of CLIL and EMI

Oga-Baldwin, Quint; *Waseda University*
Nishida, Rieko; *Osaka University*

Content and language integrated learning (CLIL) and English as a Medium Instruction (EMI), like many immersion-style methodologies, offers broad benefits for student language development. Given the differences to other forms of instruction, how learners develop and change psychologically remains an important question for teachers and researchers. In this validation study, we sought to create a research instrument to measure relevant factors for students learning in CLIL and EMI settings. To appropriately measure these theoretically relevant motivational elements, we created surveys based on well-researched constructs, validated through a two-step process. In the first study, item wordings were tested among representative focus groups using a card-sorting and rewriting method. Students were given cards with the item wordings written on them, and asked to sort them into the relevant categories, and rewrite any that lacked theoretical clarity. To test the internal validity of the items created in this process, a second study was designed. We surveyed a sample of 617 students from four Japanese universities studying in English-medium CLIL and EMI classes. Students completed surveys measuring a variety of psychological constructs, including motivation, engagement, and self-assessed ability (Can-Do), as well as learning environment factors, including group dynamics and teacher support. Survey results were then analyzed with a series of exploratory and confirmatory factor analyses, indicating the best fitting items to represent the constructs. Results showed that students recognized each of the hypothesized constructs as validly unique. These instruments are now primed for use in CLIL and EMI classes in the Japanese context, and may be used to create a model for how motivation develops longitudinally during an immersion-methodology course.

Keywords: CLIL, EMI, Motivation, Learner Psychology, Classroom Environment, Instrument Validation

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Room: WG901-2

Abstract #960

Learner engagement in collaborative writing task

Iwashita, Noriko; *The University of Queensland*
Stell, Annita; *The University of Queensland*

Drawing on sociocultural theory, an increasing number of studies have investigated various aspects of collaborative writing and reported some benefits for L2 development. Among the aspects of collaborative writing activities studied is learner engagement which refers learners' involvement in task activity (e.g., Chapez, 2007). Recently learner engagement and its potential link with L2 development has gained much attention in interaction driven research. The concept of learner engagement has been elaborated as a multi-dimensional construct involving cognitive, social, behavioural and emotional factors (Philp & Ducheine, 2016). In the context of collaborative writing, Storch (2008) investigated how the level of engagement is related to subsequent language development and found that learners who discussed language at more elaborate levels were involved in more instances of learning/consolidation than those taking part in LREs with limited levels of engagement. Although these findings show how the level of engagement may impact on learning, considering the multi-dimentsional construct, further investigation is called for.

Building upon Storch (2008), this study aims to investigate how learner engagement in a collaborative writing activity contribute to the quality of the collaboratively produced texts. 32 Taiwanese EFL students participated in a collaborative writing activity. Learner engagement was examined by analysing audio-recorded, transcribed pairtalk in terms of patterns of dyadic interaction, the incidence of Language Related Episodes (LREs), the number of words and turns, along with a qualitative analysis of their orientation to the collaborative writing activity. A writing rubrics was also used to measure text quality. Through triangulating the data, findings showed that pairs, who worked in a collaborative nature used various strategies to maintain their level of engagement and produce a better written text. This study provides further understanding of learners' peer interactions during a collaborative writing task, along with it can effect their language learning opportunities.

Keywords: Collaborative Writing, EFL Classroom Learning, Pairtalk, Language-Related Episodes (LRE), L2 Writing, Task Engagement

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Room: WG903

Abstract #825

A comparison of language learning progressions and their use in assessment of young ESL learners

Edwards, Sue; *Waikato Institute of Technology*

The last decade has seen the appearance in English-speaking countries of frameworks which purport to describe the stages of English language learning for young English language learners. These have been variously called 'language standards, 'language learning progressions' 'language proficiency frameworks' and 'language proficiency scales', although distinctions can be made between these terms. These frameworks generally consist of hierarchies of descriptors relating to the four language skills, and they can have both pedagogic and administrative purposes. Pedagogic purposes include their use for informing teacher's understanding of stages of English language learning, as well as pointing to next steps in teaching and learning for ELLs. Progressions have also increasingly functioned as assessment tools, for screening, diagnostic, formative, and summative assessment purposes. Although now in widespread use, language progressions which have been adopted by different countries differ in some respects. This paper surveys language learning progressions used in Australia, New Zealand, the U.K, Canada and the U.S.A, and finds that these differences encompass the inclusion or non-inclusion of: descriptors of social and academic language; alignment or cross-referencing to mainstream curriculum areas; specialist linguistic terminology; specific language behaviours or performance observable by mainstream teachers; assessment measures aligned to descriptors; suggested teaching and learning steps for each step or stage of the progression; and guidance for teachers in using the progressions to assess learners' language proficiency. Suggestions are proposed for the possible review of the New Zealand English Language Learning Progressions (Ministry of Education, 2008), which has been used in recent years as an assessment framework in New Zealand schools.

Keywords: Young English Language Learners: Language Learning Progressions; Assessment Of Young Ells

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Room: WG907

Abstract #730

Learning verb-noun collocations using gap-fill and textual enhancement reading-aloud exercises

Yamagata, Satoshi; *Kansai University Dai-Ichi Senior High School/Dai-Ichi Junior High School*

Few will take issue with the importance of learning multi-word units, because they account for a large proportion of both spoken and written discourse, primarily consisting of verb-noun collocations (VNCs). Unfortunately, however, such VNCs are also known to be a major source of confusion for L2 learners. This presentation, therefore, reveals how VNCs could be efficiently learned in an EFL (English as a Foreign Language) senior high school classroom.

In this study, two types of reading-aloud exercises were compared: a gap-fill exercise and a visually enhanced exercise. The material in the gap-fill exercise was designed to help participants pay closer attention when retrieving the individual words for target VNCs. On the other hand, the material in the visually enhanced exercise just highlighted target VNCs. Target VNCs were embedded in the material as short dialogues and participants were encouraged to take up a role in each conversation. Ninety Japanese EFL senior high-school students (11th graders) participated in this research. Each exercise was administered over six classes and examined through two post-tests to confirm short-term and long-term retention. Participants also completed a short questionnaire at the end of the research term.

A Mann-Whitney *U* test was employed for the data analysis. Results showed that the gap-fill exercise led to greater gains in the target VNCs than the visually enhanced exercise. The questionnaire analyses indicated that there was a discrepancy between the preferences for the two exercise types. Interestingly, some participants misjudged that the more helpful way of learning was less effective. Analysis results and participant reports revealed that 1) VNCs are taught more efficiently when L2 learners are encouraged to retrieve constituent VNC parts and 2) metacognitive awareness for subsequent learning should be raised at an outset for VNC learning.

Keywords: Verb-Noun Collocations, Gap-Fill, Visual Enhancement, Reading-Aloud Exercise, Metacomprehension

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Room: WG908-9

Abstract #815

ALTAANZ Workshop: Language Assessment Literacy for Teachers

Phakiti, Aek; *The University of Sydney*
Scarino, Angela; *The University of South Australia*

Assessment literacy can be described as the knowledge and understanding needed for designing, developing, using and communicating language assessment outcomes. Language teachers should have the capability to interrogate language assessment purposes, the suitability of assessment approaches and methods and consequences of assessment results. This workshop aims to explore and extend language/s teachers (school, college, university) language assessment literacy and promote good practices in language assessment as part of their professional work. The themes that will be explored include:

Session 1 (60 mins): Some basics in language assessment

- Examining diverse purposes of language/s assessment
- Orientation to assessment
- Interconnectedness among tests, assessment, measurement, and evaluation
- Sources of test scores and other data
- Formative versus summative assessment

- Assessment for/as learning, learning-oriented assessment and authentic assessment
- Washback and impact of language assessment
- Questions and Reflection

Session 2 (60 mins): Principles and Situated Practice of language assessment

- Real-life issues in language/s assessment (e.g., tensions related to public examination systems, alignment of assessment systems with external frameworks (e.g., Common European Framework of Reference), socio-economic focus (e.g., migration and employment)
- Common techniques for assessing different dimensions of language learning and use
- Introduction to key principles in language assessment (e.g., validity, reliability, authenticity, practicality, fairness, and ethics)
- Statistical literacy in assessment data
- Reflections and a way forward

The processes of this workshop include a combination of lectures, self-assessment, assessment practice scenarios, discussions, and reflection. Individual, pair and group discussion and reflection will be promoted. The value of this workshop resides in eliciting an understanding of participants' knowledge of and practice in language/s assessment, considering their contexts of teaching. To do this, the facilitators will ask participants to complete a short survey on their language assessment practice at the beginning and throughout the workshop, to encourage their critical reflections about their own and others' assessment practices.

Keywords: Language Assessment Literacy, Assessment For Learning, Language Tests, Language Assessment, Teachers

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Tuesday 28 November 2017 1415 - 1445

Room: WG801

Abstract #901

Influencing Education Policy in New Zealand through Business Think Tank Advocacy: Creating Discourses of Deficit

Bruce, Ian; *University of Waikato*

Think tanks funded by business organizations are a type of advocacy group that aim to influence the public policy, laws and institutions of a society, usually by promoting an ideological viewpoint through various types of media communication. Charged with the advancement of neoliberal ideology, they carry out 'research', publish reports, promote public debates and arrange conferences. This paper reports a critical discourse analysis of public communications of *The New Zealand Initiative* (NZI), a business-funded think tank, whose declared aims are to influence public policy and the national election. Specifically the study examines six NZI publications that report 'research' and advocate

change to education, one of six policy areas addressed by this organization. The purpose of the study was twofold: to identify the textual and discursive means used to undertake this advocacy; and to identify the types of ideologically-driven change being promoted.

Employing a critical discourse approach, this study undertook a genre analysis of six published reports of the NZI advocating change to the New Zealand education system. Drawing upon Bhatia's (2017) theory of *interdiscursivity* and framed by *social genre/cognitive genre* model of Bruce (2008), the study involved a manual analysis of the six reports. The genre analysis found case-building through ostensibly reporting 'research' via a hybrid genre that displayed elements of academic research reports, business cases and opinion journalism, and included extensive use of lower-level features characteristic of argumentation, such as certain types of coherence relation and metadiscourse device. The thematic findings of the study relating to neoliberal change advocacy argue for education as: a service linked to national economic productivity; organised around managerialism; requiring hierarchical layers of management; employing a teacher knowledge base centred on technique (for the delivery of commodified instruction) and based on marketization – consumer choice-driven provision.

Keywords: Critical Discourse Analysis, Neoliberalism, Think Tanks, Interdiscursivity, Genre Analysis

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Room: WG802

Abstract #712

Generalized Learning of Morphological Patterns: Input and Learner Variables

Hu, Chieh-Fang; *University of Taipei*

First language studies have shown that abstraction of a morph-syntactic rule is facilitated by skewed input, where the rule is exemplified by recurring lexical items. It is not clear whether we can harness the advantage of skewed input to promote foreign language learning. This study investigated the role of skewed input and learner variables in generalized learning of morphological patterns by mandarin-speaking learners of english as a foreign language. Fourth-grade children (n = 121) in taiwan participated in an english morphological learning task, in which they were exposed to pseudo-verbs instantiating novel morphological patterns associated with english verbs, for example, "this action is pug. I like her pug*ment*. She is a good pugg*ist*. She is pugg*ing*." In the skewed input condition, the morphological patterns were instantiated by five pseudo-verbs, with some pseudo-verbs recurring more frequently than the others. In the balanced frequency condition, the patterns were instantiated by the same five pseudo-verbs, but each with equal token frequency. Children's ability to construct the morphological patterns from the input was measured by an elicited production task, with both trained and untrained items to assess generalization. Contrary to the findings on l1 children, the participants did not perform better in the skewed condition than in the balanced condition, though they showed generalized learning beyond trained items. Children's performance in the english morphological learning task was correlated their metalinguistic awareness of english as well as mandarin chinese in the areas of phonology, morphology and syntax. Phonological memory was also

a correlate, but to a lesser degree. These results indicate that foreign-language learners are capable of generalized learning of morphological patterns but this learning is more readily affected by learner variables than by the distribution of the input data.

Keywords: Morphological Learning, Metalinguistic Awareness, Input Factor, Learner Variables, Phonological Awareness, Skewed Input, Input Frequency, Foreign Language

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Room: WG803

Abstract #689

Pronunciation of plosives and fricatives by Chinese learners of Portuguese: data and didactic implications

Castelo, Adelina; *Macao Polytechnic Institute, Centre of Linguistics of Lisbon University*

The immense increase on the number of Chinese learners of Portuguese since 2005 is associated with several problems, namely the lack of: (i) research on the profile and needs of this audience, (ii) didactic materials adjusted to it and (iii) experienced teachers to meet the demands. Defining the phonetic profile of these learners is one of the important research tasks that has to be developed. In fact, teaching pronunciation and creating didactic materials for this purpose should take into account the learners' specific problems in pronunciation among several other principles, as it is proposed in the literature on teaching pronunciation. Although different parts of this task have already been addressed, a study based on the production data of plosives and fricatives is still necessary.

The aim of the present study is twofold: (i) to identify the problems faced by the Chinese learners of Portuguese in the pronunciation of plosives and fricatives; (ii) to draw the didactic implications for the teaching of pronunciation to these learners.

Eight native speakers of Mandarin Chinese were asked to name pictured objects. The words included in the corpus were controlled for some linguistic variables (e.g. stress position) and presented one of the twelve obstruent consonants in Portuguese. The oral productions were recorded and phonetically transcribed.

The results have been analysed in terms of (i) the impact of linguistic variables on the success rate and (ii) the reconstruction strategies for non-target productions. A finding, with important didactic implications, was the existence of significantly more difficulties with voiced plosives only, and not with voiced fricatives, although Chinese is often considered to have no voiced obstruents. Finally, the contributions to the definition of the phonetic profile of Chinese learners of Portuguese and to these consonants' pronunciation teaching have been systematized.

Keywords: Pronunciation Teaching, Learners' Phonetic Profile, Portuguese As Foreign Language, Chinese Learners, Linguistic Variables, Production Data, Plosives, Fricatives

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Room: WG808

Abstract #854

Learning To Become A Tesol Teacher In Australia: A Study Of Pre-Service Teachers' Relational Identity Development

Yang, Hongzhi; *Sydney School of Education and Social Work*
Nguyen, Hoa Thi Mai; *The University of New South Wales*

While, in the field of second language (L2) teacher education, there is an emerging need to explore novice L2 teachers' identity development as beginning to teach is well recognised as a critical stage of teacher learning in teachers' career. Clearly, pre-service teachers must undergo a change in identity as they change from students to the role as teachers in today's challenging school contexts. This study, therefore, aims to examine how pre-service TESOL teachers learn to teach in Australia context during their practicum and how this learning to teach experience constructs their identities as teachers. A case study research design was employed to explore the experiences of two TESOL pre-service teachers during their four week practicum in a context in Australia. Data were drawn from interviews with pre-service teachers, interviews with their supervising teachers, interviews with their university mentors, pre-service teachers' lesson plans, reflective journals, and supervising teacher's feedback conversations. Data were analysed by NVivo by using a blend of activity theory and the ZPD. Data were firstly coded according to the elements in the activity theoretical framework to analyse the contradictions existing in each teacher's activity system and how teacher identity is constructed through discourse. The second step of data analysis was to analyse teacher identity formation in the ZPD.

Room: WG809

Abstract #618

Self-Regulated Strategic Learning for Writing Academic Assignments during Primary-Secondary Transition in an English-Medium-Instruction Context

Hu, Jingjing; *The University of Hong Kong*
Gao, Xuesong; *The University of Hong Kong*

Transition to academic studies in secondary schools presents new challenges for English language learners in contexts, where they used to learn subjects in mother tongues in primary schools but have to learn them in English. Concerted research is needed to understand how these learners use self-regulated strategies to overcome these new learning challenges with regard to writing during the primary-secondary transition. This study explored the processes of internalization in Secondary 1 students' self-regulated strategic learning for writing in an English as Medium of Instruction context in Hong Kong. Drawing on multiple data of six secondary students collected through lesson observation, stimulated recall and semi-structured interviews, the study examined the dynamic nature of these students' self-regulated writing with focus on how they internalized resources

strategically to overcome challenges in academic writing. In the analysis, we compared internalization processes of high achievers and underachievers. Differences were found in terms of extent and the ways how internalization unfolded in the learners' self-regulated writing activities. Seven internalization processes, selecting, reorganizing, evaluating understanding, reviewing and memorizing, imitating, as well as adapting, were found in high achievers' self-regulated learning for writing, while only imitating and reorganizing were identified in underachievers. Differences were also found in terms of why and how high achievers and underachievers imitated and reorganized resources. The study suggests that underachievers should be encouraged to reflect on their self-regulated writing processes and deploy strategies in ways high achievers used them.

Keywords: Self-Regulation, Learning Strategy, Academic Writing, English-Medium Instruction, Sociocultgural Theory, Internalization

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Room: WG903

Abstract #829

Testing the test: moving from receptive to productive

Kunschak, Claudia; *Ritumeikan University*
Igarashi, Yuko; *Ritsumeikan University*

With the increasing need for english language proficiency in today's globalized world, both in higher education and in the business sector, english language teaching and testing providers have been diversifying their offer. On the testing side, computerized testing, including online test administration and automated scoring, have reshaped content, task and feedback mechanisms. While these developments are promising and increasingly adopted in some contexts, they need to be slowly phased in and adapted to the respective environment. A case in point is japan, where the ministry of education is aiming for the introduction of four-skills university entrance exams by 2020, due to replace the currently prevailing focus on receptive skills (mainichi, 2016). This change is meant to increase japanese learners' communicative ability, not least by its washback effect on curriculum and teaching, but needs to be phased in gradually (green, 2016). The presentation will report on a pilot study conducted at a college of international relations at a japanese top global university (mext, 2014) offering both english medium instruction and traditional japanese medium instruction (with an emphasis on english) in their undergraduate degree programs. Whereas the traditional testing practice used for placement and progress assessment consists of an international standardized test of reading, listening and grammar/written structure, the selected expansion consists of a different international standardized test including a lexico-grammatical core, a writing component and a speaking component. The presentation will include considerations when choosing a new test, issues in piloting the test, initial results from a comparison between the traditional and the newly incorporated sections of the test, as well as students' feedback on the testing experience. Particular emphasis will be placed on the results by skill, the difference between english-medium and japanese-medium of instruction as well as learners' proficiency level and language learning history.

Keywords: Progress Testing, English-Medium Instruction, Japan, Learner Perspective, Online Testing, Four-Skills, Communicative Competence, Placement Testing

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Room: WG907

Abstract #740

Teacher as student/researcher as subject: flipping roles in online chinese tutorials

Skyrme, Gillian; *Massey University*

In collaboration with beijing language and culture university, massey university recently established the mu-blcu joint research center in applied linguistics with a particular focus on distance teaching of chinese. My initial role was as a researcher, both carrying out my own research and participating in a team providing teacher education and setting up a research project based on one-to-one online tutorials between trainee native-speaker chinese tutors and new zealand-based beginner learners. As a beginner learner of chinese myself, when numbers did not quite match i volunteered to pair with one of the tutors to make sure that she didn't miss out on an opportunity. This was the beginning of an illuminating experience of negotiating flipped identities, balancing the role of the student at the centre of student-centred teaching with that of the teacher accustomed to monitoring interactions. As the tutorials were part of a research project, participants were also asked to reflect on each session on completion, which placed me in the role of subject rather than researcher. Part of this process was a stimulated recall interview based on recordings of the tutorials, but as the main researcher was not a speaker of chinese, once again there was a very interesting unpacking process very dependent on my insights as participant to identify the points of interest and negotiated agency, the focus of the project, to initiate our research discussion. This again involved an overlapping of roles, as i balanced being a knower about theories of language learning and a researcher in my own right and being the self-revealing interview participant, leading to further reflections on both language learning and research processes. This presentation will discuss some of these reflections, and will, i hope, validate the tradition of recommending language learning experiences to teachers of second languages.

Keywords: Second Language Learning; Chinese Language; Computer-Mediated Language Learning

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Tuesday 28 November 2017 1445 - 1515

Room: WG801

Abstract #915

The role heritage language maintenance and identity development plays in empowering second generation koreans in new zealand

Kim, Jean(Jin); *University of Canterbury*
Cunningham, Una; *University of Canterbury*

King, Jeanette; *University of Canterbury*

This study explores the role of heritage language maintenance in developing self-identity among second generation Korean migrants in Christchurch. A recent study in the United States revealed that heritage language loss among Asian-American immigrants takes place within two generations in an attempt to negate their ethnic differences (Cho, 2015). In contrast to Cho's study, 85% of New Zealand-born Korean teenagers, the majority of whom are second generation Korean migrants, reported an ability to speak both Korean and English (King & Cunningham, 2016). The present study aims to investigate the relationship between heritage language maintenance and identity development and how a strong self-identity supports a feeling of belonging to a wider society and the power it may give at an internal level to function successfully within that society.

Interviews were carried out with 11 Korean mothers who were born in Korea and immigrated to New Zealand as adults and their New Zealand-born children aged from 16 to early 20s. The findings suggest that both Korean parents and children believe that language is strongly related to culture and identity. An ability to speak the Korean language is seen as being crucial for children to develop their Korean identity when living in New Zealand. This study shows that maintaining heritage language has a positive effect on identity development as Korean-Kiwis for second generation Korean migrants. This dual identity facilitates social acceptance within both a minority and a majority society and acceptance leads to the power that comes from belonging.

Cho, G. (2015). Perspectives vs. reality of heritage language development: Voices from second-generation Korean-American high school students. *Multicultural Education, 22*(2), 30-38.
King, J., & Cunningham, U. (2016). Intergenerational transmission of minority languages in New Zealand: Methodological issues. In S. Grucza, M. Olpińska-Szkielko & P. Romanowski (Eds.), *Advances in understanding multilingualism: A global perspective* (pp. 61-77). Frankfurt, Germany: Peter Lang Verlag.

Keywords: Heritage Language Maintenance, Korean Migrants, Identity Development, Dual Identity, Social Acceptance And Belonging

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Room: WG802

Abstract #738

Priming Effect of Contextual Diversity on Chinese EFL Learners' English Word Associations

Ping, Zhang; *South China Normal University*

Studies of second language learners' word associations have been quite in agreement with the finding that L2 learners' syntagmatic (collocational) association are much weaker than their paradigmatic association. One of the possible reasons might due to the nature of the WA task, i.e., context-free of word presentation. What if different contexts are presented before stimulus words? This study examined the priming effect of contexts (sentence, chunk, and collocation) on Chinese EFL learners'

WA responses. Research questions are: Are there any context-priming effect on Chinese L2 learners' word association responses? Which context has better priming effect on semantic and collocational responses?

Fifteen high frequency concrete verbs, their verb-noun collocates and corresponding contexts were chosen from the first 1,500-word list of both BNC and COCA. Verbs for 10 practice collocate pairs and 60-filler pairs were also chosen with the same criterion. Participants were 125 freshmen of same English proficiency in a university of southern China.

Context-free WA task was completed online via E-Primed procedure. The other context-priming WA tasks applied Forster et al. (2009)'s Maze Task to present each word with * before the stimulus appeared on the screen.

Analysis of word association responses clearly revealed a significant context-priming effect both between and within different context-primed word association tasks: FS=13.765, p=0.000; FCh=12.883, p=0.000; FCo=16.973, p=0.000; FChvs.Co=11.848, p=0.000; FChvs.S=14.620, p=0.000; FSvs.Co=16.489, p=0.000. Significant context priming effect was also found on collocational responses: FS=41.624, p=0.000; FCh=56.127, p=0.000; FCo=19.893, p=0.000; FChvs.Co=37.067, p=0.000; FChvs.S=15.332, p=0.000; FS vs.Co=21.908, p=0.000. Chunk-context was found to better prime both semantic and collocational responses than sentence-and-collocate-context, showing a chunk > sentence > collocate priming effect pattern.

Keywords: Priming Effect, Contextual Diversity (Sentence Context, Chunk Context, Collocation Context), Word Associations, Semantic Responses (Paradigmatic And Syntagmatic Responses), Collocational Production

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Room: WG808

Abstract #916

Multilingualism and Language support in Japan and New Zealand

Takagaki, Toshiyuki; *Onomichi City University*
Ishii, David; *Massey University*

This paper explores how city governments in Japan and New Zealand, both of which are traditionally considered as "monolingual" countries, can prepare for multilingualism and what linguistic support should be provided for foreign residents, to help them lead less stressful lives without being subject to linguistic and social exclusion.

With an increasing number of non-Japanese residents in Japan over the last few decades, the concept of Japan as a homogeneous country has become out-dated. The country is rapidly becoming a multilingual society where dozens of minority languages are spoken, and thus local governments have

begun attempts to enhance linguistic services for foreign residents. Ethnic diversity has also increased in New Zealand particularly in superdiverse Auckland city.

This study compares and contrasts the current multilingual situations and language services for foreign residents in the public domains between Fukuyama City in Japan and Auckland. To investigate language support to foreign residents, consulting service and city information offered in foreign languages were surveyed.

Our findings suggest that both Fukuyama and Auckland require further intiatives to improve their language support services to accommodate their evolving multilingual environs. The city governments should identify and implement effective ways to continue to improve the advertisement, awareness, and access to multi-language support services. One approach, "Easy English", that aims to assist individuals with lower language proficiency gain access to important information and services in the public domain, will be discussed in our presentation.

Keywords: Multilingualism, Immigration, Foreign Residents

Room: WG809

Abstract #652

A study on Chinese EFL learners' self-regulated learning and their academic achievement

Wang, Xiao; *The University of Auckland*

This study investigated Chinese junior secondary school EFL learners' self-regulated learning (SRL) and their English reading achievement over a 16-week teacher directed SRL intervention programme. A case study method was conducted with 8 students that were selected according to their English reading performance, teachers' recommendation and their own willingness.

The SRL intervention programme included two 15-mintue workshops on self-regulated learning every week which introduced and explained what was self-regulated learning, how did it work, and how could students apply them to their own learning. During the intervention, all participants were required to complete a semi-structure diary every week which questioned about their SRL in terms of goal-setting, strategic planning, time management, self-evaluation and other SRL factors.

Qualitative analysis method was performed to analyze learners' diary. Deductive coding approach of thematic analysis was employed to analyze learners' answers to open-ended questions. Their answers were coded on the basis of the Zimmerman's self-regulated learning model. Content analysis was used to analyze the frequency of learners' goal setting and strategy employment.

The results showed that SRL intervention helped to improve learners' self-regulated learning especially in their goal setting and strategic planning. Moreover, the result indicated an improvement

in learner' English reading academic achievement. The study enriches SRL studies in English as a foreign/second language learning discipline, and in the context of Mainland China.

Keywords: Self-Regulated Learning, Case Study, Intervention, Goal-Setting, Strategic Planning

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Room: WG901-2

Abstract #743

From theory to practice: Applying the Natural Semantic Metalanguage to ESL pedagogy

Sadow, Lauren; *Australian National Unversity*

Through my research towards developing the linguistic theory of the Natural Semantic Metalanguage (NSM) (e.g. Wierzbicka, 2006) as a pedagogical tool for teaching language and culture, I identified a need to focus on practitioners in order to ensure that the resulting tool was functional. The larger project of applying NSM to English as a Second Language (ESL) teaching aims to create a cultural dictionary and teaching resource of Australian English. Feedback from my pilot study (Sadow, 2015) showed that while NSM can be an effective method for teaching culture, its usability could be improved by strengthening the connection between the academic theory and practice. In order to apply this linguistic theory to pedagogy it would be necessary to ensure that it met the needs of ESL teachers. To achieve this, I have conducted focus groups with ESL teachers across Australia, using their experience and expertise to inform the larger project. These focus groups have been in urban and rural areas, across institutions within the adult learning sector, each having between three and fourteen participants. The present presentation will examine the concerns these participants have raised in applying NSM to the field of language teaching, describe a needs analysis of both the teachers and their students, and demonstrate how addressing these concerns has moulded the developing dictionary and resource. It will also illustrate how this feedback has been applied to the individual cultural scripts, the content, and the overall format of the dictionary and teaching resource. In summary, this presentation demonstrates how user needs analyses can inform the adaptation of NSM to create an effective resource for ESL teachers.

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Keywords: ESL Pedagogy, Natural Semantic Metalanguage, Teaching Resources, Culture, Minimal English

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Room: WG903

Abstract #862

'It's 50% about English and 50% about IELTS': A survey of test-takers' attitudes towards a high-stakes test

Yucel, Megan; *The University of Queensland*

A source of debate in the area of the validation of high-stakes English language tests relates to how much credence should be given to test-takers' perceptions of the tests that they take. The IELTS test is one such large-scale test, with 2.9 million tests taken globally in 2016 (IELTS, 2017). The test is high stakes in that it is largely taken by candidates for the purposes of academic entry into tertiary institutions and immigration, and the decisions that are made based on IELTS test scores can have far-reaching and life-changing consequences. This study contributes further evidence to this debate by examining test-takers' views on the IELTS test and investigating the relationship between the views of these candidates and their performance on the test. The main source of data for this study was a survey responded to by 103 participants sourced from an IELTS test centre on a university campus in Brisbane, Australia. The presentation will focus on several aspects which can affect test-taker performance: test-wiseness, test anxiety and attitudes towards tests in general. Candidates' views on IELTS and on testing more generally are presented and discussed in the context of the research questions and the literature. The presentation reports on the study's findings, which provide valuable evidence of test validity and use from the perspective of the test-taker, and which have implications for the development, administration, and continuing evaluation of large-scale English language proficiency tests.

Keywords: Test Validation, High-Stakes Language Tests, Large-Scale Language Tests, IELTS

Room: 907

Abstract #752

L2 Teachers' Written Feedback: Activity Theory framework

Zubaidi, Nanang; *University of Melbourne*

This presentation aims to explore the nature of Indonesian EFL teachers' feedback practice using Activity Theory framework. While second language (L2) teachers' feedback practice (e.g. Evans et al., 2010; Ferris, 2006) and beliefs about written feedback (e.g. Guenette & Lyster, 2013) have received much attention, little attention has been given to teachers' feedback as a social activity. AT views teachers' feedback provision as a social activity which takes place in the social and cultural contexts. The activity is mediated by various tools/instruments (mediating artifacts), including teacher feedback (direct-indirect feedback, comprehensive-selective feedback), multiple drafting, student-teacher oral conference, and revision. These artifacts mediate the relationship between the subject (EFL teachers) and the object of the activity (students) to transform the object to the outcome, which is to develop students' L2 writing skills. These mediating artifacts are also influenced by teachers' mental representations (e.g. beliefs, expectation, knowledge), rules (e.g. school policy, time limitation),

community (e.g. stakeholder's expectation), and division of labor (e.g. power relationship in school). The EFL teachers are selected as the point of view in the analysis.

Six Indonesian university EFL teachers participated in the case study. Various methods including think-aloud protocols (TAP), teacher-student oral conferences, interviews with the teachers, classroom observations, and relevant artifacts were used to explore teachers' feedback practice (focus and strategy of feedback), decision-making while providing feedback, and contexts in which feedback activity takes place. Besides, possible problems, contradictions, and innovations in the activity system will be discussed.

Keywords: Written Feedback, Second Language Writing, Feedback Activity, Indonesian EFL Teachers' Feedback, Activity Theory, Case Study

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Tuesday 28 November 2017 1515 - 1545

Room: WG801

Abstract #934

Gender and the superiority, practicality and intrinsicality of a language in a bilingual society - Hong Kong

Luk, Ngan Yuk Gladys; *The Open University of Hong Kong*
Li, Eden Sum-hung; *The Open University of Hong Kong*

While differences in language use between female and male is a popular topic in Sociolinguistics, differences in language attitude among the two genders have also been observed. Female, in comparison with male, is found to be more favourable to the prestigious variety of language in the society, more willing to follow norms, and are more motivated to learn foreign languages. Hong Kong has always been a community where the majority of the population is native Cantonese speakers. After the change of sovereignty in 1997, Hong Kong has become a Special Administrative Region of the People's Republic of China. Hence, Putonghua – the official and national language – has been becoming more and more important in the economic and political domains. At the same time, to keep Hong Kong as an international city, English remains to be one of the official languages and enjoys a particular status. The present paper aims to investigate the role of gender in language attitudes, in terms of the superiority, practicality and intrinsicality, in this linguistic complexity of Cantonese, Putonghua and English in Hong Kong. This study is a quantitative investigation of more than 500 adults in Hong Kong and the data come from a survey in which the questionnaire is a modified version previously employed in the study of Hong Kong Chinese secondary students by Pierson, Fu and Lee (1980), and later by Pennington and Yue (1994), and Axler, Yang and Stevens (1998). The present paper intends to answer the following three questions:

1. Does one's gender play a role to one's attitude towards the superiority of his/her mother tongue in comparison with a second language?
2. Does one's gender affect one's attitudes toward the practicality of a foreign language?
3. Does one's gender associate with one's attitudes toward the intrinsicality of a foreign language?

Keywords: Gender, Superiority, Practicality, Intrinsicality, Bilingual Society

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WG802

Abstract #585

Exploring Textual and Literary Features of Haiku Poetry Produced by Second Language Writers

Iida, Atsushi; *Gunma University*

Poetry writing is an uncommon task for second language (L2) writers (Chamcharatsri, 2013). Previous studies discussed both theoretical frameworks and practical implications for the teaching of writing haiku-a Japanese poem that contains 17 syllables in a three-line 5-7-5 syllable structure-in the L2 classroom, but there is scant reporting on the characteristics of the poetic texts written by L2 learners. The current study aims to investigate L2 writers' poetic texts empirically and provide a global description of the features of L2 haiku writing.

This study was designed to answer the following research question: what are the textual and literary features of English haiku written by L2 writers? A total of 6,300 haiku poems focusing on their significant life experiences were collected in the first-year college English courses over six years in Japan. Employing Hanauer's (2010) quantitative methodological guidelines for poetry writing, data analysis consisted of computational analyses of the corpus of L2 haiku writing including the investigation of text size features, linguistic category and expressed emotions (Pennebaker, et al., 2007), Lexical Frequency Profile (Laufer & Nation, 1995) and lexical content.

The results of this study showed that L2 haiku consisted of a short text using simple and high-frequency words of English language. It also presented a specific style of English haiku: the frequent use of first person pronouns and sensory and emotional words in the corpus indicated that haiku was based on L2 writers' emotional responses to their real-life experiences. These findings provide empirical evidence for previous studies of Kim (2004) and Hanauer (2012) that using literature allows L2 learners to express themselves meaningfully in the target language. More broadly, this study exemplies the ability of L2 writers to express their personal life events through poetry writing and demonstrates how meaningful literacy practice (Hanauer, 2012) can transform the L2 classroom.

Keywords: Poetry Writing, Second Language Writing, Haiku

Room: WG803

Abstract #551

Teacher Cognition and Practice in Classroom Listening Instruction: Case Studies of Five English-as-a-Foreign-Language (EFL) Teachers in a Chinese University

Gao, Lori; *The University of Auckland*

English-as-a-foreign-language (EFL) listening has been a stark challenge and weakness of Chinese university students for a long time. Both teachers and students have concerns, doubts and complaints about the EFL listening classroom teaching practice. Facing the tension, this research intends to address the problem arising from EFL listening instruction. It will investigate five EFL listening teachers' knowledge about listening instruction and explore their instructional practices in teaching EFL listening in a Chinese university. It will also examine the relationship between the five EFL listening teachers' cognition and instructional practices. Two major ideas from the Vygotskian approach about human learning and development (also Social Constructivism) – mediation and Zone of Proximal Development (ZPD) – constitute the theoretical framework of this research.

This research has a qualitative research design and will involve study of five cases. Data collection involves three procedures: 1) The pre-observation interview will be held only once with each participant and will happen in the first week of the semester; 2) The classroom observations will be carried out in the 2nd – 16th week of the semester; and 3) The post-observation interviews will take place after each classroom observation.

The research intends to take a holistic view of teachers' cognition about EFL listening and its relationship with their instructional practice in that university. The findings are expected to have implications for the EFL listening teachers in at least four ways: 1) Deepening their understanding of the relationships between research recommendations and actual pedagogical practice, 2) helping them approach their instructional practices from a new perspective, 3) developing the habit of reflective teaching for bringing innovation into the language classroom, and 4) rethinking pre-service and in-service teacher training programmes. The research will also be expected to make a theoretical contribution to understanding EFL listening teachers and their cognition.

Keywords: Teacher Cognition, EFL Listening, Instructional Practice

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Room: WG808

Abstract #886

Understanding Language Teachers' Motivations Towards Research Engagement: A Qualitative Case Study of Vietnamese Tertiary English Teachers

Truong, My; *Macquarie University*

Among the professional development (PD) options available for English as a second language (ESL) teachers, especially those at the tertiary level, research engagement has been recently recommended as an innovative model with a transformative force for both individual teachers' PD and wider school improvement. The extent to which ESL teachers are engaged in research, however, depends largely on their research motivation, which is postulated in the literature to not only decide their choice of the activity at the outset but also affect the degree and duration of effort they are willing to invest in pursuing it. To understand language teachers' research practices, and to inform educational authorities about ways to promote research culture among their ESL teaching staff, it is therefore vital to investigate teachers' research motivation.

Theoretically guided by the process model of motivation and adopting a qualitative case-study approach, this study aims to explore three Vietnamese university ESL teachers' initial motivations for starting their own research, and the factors that sustained or degraded their motivation thereafter. By analyzing six semi-structured interview transcripts and 15 written guided diary entries, the study confirmed the significance of motivation in driving teachers to initiate and maintain their participation in research; and also challenged some common assumptions and findings in teacher motivation literature.

The study is believed to not only contribute to the existing limited knowledge of ESL teachers' research motivation but also generated useful implications on how to help teachers sustain their motivation while conducting their own research so that the benefits of this "transformative" PD model could be maximized. For ESL instructors themselves, the study is expected to raise their awareness of how motivation can both fuel and retard their engagement in research.

Keywords: Teacher Motivation, Teacher Research Engagement, Teacher Professional Development, ESL

Room: WG809

Abstract #713

Learner beliefs about teacher/learner responsibilities and autonomous learning behaviour in the Vietnamese EFL university context

Nguyen, Vinh; *University of Canberra*
Stracke, Elke; *University of Canberra*

This study was conducted in the context of a large-scale reform in language teaching and learning in Vietnam. Since the launch of its National Foreign Languages Project 2020, Vietnam has placed high priority on blended language learning with a vision that this approach can enhance students' opportunities for independent learning. Using a mixed methods explanatory sequential design, the research investigated Vietnamese tertiary EFL students' beliefs of various aspects of learner autonomy and explored how students practise their autonomy. In this paper we focus, firstly, on students' beliefs

about teacher and student responsibilities in their English learning and, in a second step, their autonomous behaviour (or lack thereof) in their English learning practice.

In phase one, quantitative data (N=1,258) were collected via a nationwide questionnaire survey. Results showed students' desire to take more responsibility for most stages in their learning process. However, they expressed a preference for their teacher to choose learning resources and to select assessment options. The Internet and CALL were perceived as crucial components in the blended environment that helped develop autonomous learning behaviours.

The case study in phase two with four students explored how these learners took responsibility for their English learning when in a technology-enhanced learning environment. Qualitative data were collected through a series of student learning journals, classroom observations and semi-structured interviews. These students were not inclined to challenge the teacher's authority inside the classroom. They reacted slowly and cautiously to their teacher's encouragement to be more autonomous. Yet, these students tended to be more autonomous and active in informal learning outside the classroom. They actively created an environment and opportunities to learn English outside the classroom through part-time jobs, social activities, and hobbies.

The findings provide learners, teachers and policy-makers with new insights into the beliefs and practice of Vietnamese EFL students.

Keywords: Learner Autonomy, Blended Language Learning, EFL, Responsibility, Tertiary Level, Vietnam

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Room: 901-2

Abstract #890

Translanguaging in task-based language learning

Newton, Jonathan; *Victoria University of Wellington*
Seals, Corinne; *Victoria University of Wellington*
Ash, Madeline; *Victoria University of Wellington*

What roles, if any, might learners' first languages (L1s) play in oral task performance? This is a key question when using interactive classroom tasks, especially in EFL contexts in which learners often share a common L1 (Storch & Wigglesworth, 2003; Storch & Aldosari, 2011). Teachers report that the experience of learners resorting to L1 is one reason they are reluctant to adopt a task-based approach (Adams & Newton, 2009; Carless, 2004). In this paper we take a fresh look at this issue by viewing it through a translanguaging lens. To date, little research has explored the intersection between task-based learning teaching (TBLT) and translanguaging perspectives on languages education. We argue that there is much to be gained from doing so.

Translanguaging has been defined as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system"

(Canagarajah 2011:401). For practical pedagogic purposes, translanguaging addresses the question of how to develop in classrooms "the intuitive communicative strategies multilinguals display in everyday life?" (ibid: 401). Adopting this orientation, our paper shows how translanguaging can challenge and extend the ways TBLT is implemented and researched. We illustrate our theoretical discussion with data taken two sets of transcribed recordings of Vietnamese learners of English participating in various interactive tasks. The first set is from 18 lessons taught by seven different teachers at various Vietnamese primary schools, and the second set from 48 recordings of pairs and groups of Vietnamese high school EFL learners performing classroom speaking tasks. We also draw on data from interviews with the teachers.

The paper concludes with a discussion of how translanguaging can extend the contribution of TBLT in bilingual, heritage and minority languages education contexts.

Keywords: Translanguaging, Task-based Language Teaching, TBLT

Room: WG903

Abstract #952

The language awareness and self-efficacy of Victorian primary EAL teacher-assessors

Stanyer, Susanne; *University of New South Wales*

The aim of this presentation is to provide an overview of findings regarding Victorian primary EAL teachers' levels of language awareness, and their levels of self-efficacy for assessing written work. These findings were derived from analyses of data collected during the first phase of a larger study into the relationship between EAL teachers' levels of language awareness, their levels of self-efficacy for assessing writing, and their assessment decision-making processes. In this phase of the study, 34 participants completed an online survey containing self-efficacy scales. They also completed a related online language awareness test, which incorporated skills that are required of teachers when assessing students' writing: identifying and explaining errors, and understanding and producing metalanguage. Four of the teachers also participated in Phase Two of the study. This involved talking aloud whilst assessing samples of children's writing using the Tools to Enhance Assessment Literacy (TEAL) Common Writing Assessment Tool, and participating in semi-structured interviews.

A quantitative approach was used to analyse data from the first phase. Overall, participants' levels of self-efficacy for assessing writing were high. Their levels of language awareness varied across the skill areas, with scores for identifying errors and understanding metalanguage being higher than those for explaining errors and producing metalanguage. It is hoped that these findings, in conjunction with those gleaned from Phase Two of the study, will provide new insights into EAL teacher-assessors' decision-making processes.

Keywords: Self-Efficacy, Language Awareness, English as an Additional Language, Assessment Literacy

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Room: WG907

Abstract #794

The Role of Bilingual Dictionaries in Second Language Learning: A Case Study of Saudi Students in Australia

Almoayidi, Khedir; *Macquarie University*

Using a bilingual dictionary is believed to be an essential element for language learning. Many studies have been conducted that point out the importance of bilingual dictionaries in learning. Among Saudi learners, studies of bilingual dictionary use have all been conducted in Saudi Arabia, and have focused mainly on the purposes for which dictionaries are used and the skills needed by learners. The present research examines Saudi learners studying in an English-speaking environment to explore their perceptions of the role of bilingual dictionary use in their learning and patterns of dictionary use. For this study, ten Saudi students studying in Australia completed a series of comprehension and production tasks based on a short reading passage. Participants were permitted to use electronic or paper bilingual and monolingual dictionaries while completing the tasks. An individual semi-structured interview was then conducted with each participant. Data analysis revealed that bilingual dictionaries, particularly electronic ones, were seen by participants as beneficial in enabling them to find meanings quickly and with minimal effort, as well as allowing them to hear the words pronounced. While participants believed that bilingual dictionaries were suitable for beginners, there was a general view that such dictionaries do not facilitate learning and retention of new vocabulary, and are often misleading as they tend not to provide full contextual meanings. Performance data from the comprehension and production tasks offered some support for these views. Participants regarded monolingual dictionaries as superior in terms of improving learning, promoting word retention, and 'thinking in English', but highlighted the need for explicit training in the use of these dictionaries. These findings have implications for both pedagogy and future research.

Keywords: Bilingual Dictionaries, , Monolingual Dictionaries, Second Language Learning

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Wednesday 29 November 2017 0830 - 0900

Room: WG801

Abstract #949

Exploring identity negotiation and literacy development from a translingual perspective: Japanese university students during and after study abroad

Nemoto, Hriyuki; *Ritsumeikan University*

Due to the sociocultural approaches to SLA, study abroad research has recently paid closer attention to the positive impacts of L2 learners' participation in study abroad contexts on their negotiation of

identities and development of literacy rather than merely regarding them as linguistically deficient members in overseas communities of practice. Integrating the L2 motivational self system (Dörnyei, 2009) and post-structuralist approaches to identity (Norton, 2010) into the theory of language socialization (Duff, 2010), this study adopts a translingual perspective to explore the processes in which Japanese university students negotiate selves and literacy during and after study abroad. Focusing on three different stages of language socialization, including the stages of their participating in an intensive study abroad program, undertaking a subsequent one-academic-year overseas study, and readjusting to their home universities back in Japan, an in-depth investigation is made about how the students negotiated ideal and ought-to L2 selves across time and space in the processes of the L2 literacy socialization and how such negotiation contributes to their translingual development of identities and literacy.

In this study, a mixed methods approach was employed by collecting the qualitative data through a case study of eight Japanese students as well as the quantitative data through a questionnaire survey of 57 students in the intensive study abroad program. The further qualitative data was collected from three of the participants who subsequently completed a one-academic-year study at an Australian university as exchange students. The findings suggest that a translingual perspective contributes to elucidating the intricate nature of identity negotiation and literacy development in study abroad and post-study abroad contexts. This study also indicates that students' evaluation of various linguistic and cultural contact phenomena in the processes of their L2 socialization allows them to re-position themselves in communities of practice and manage translingual identities and literacy.

Keywords: Translingual Identity, Translingual Literacy, Language Socialization, Study Abroad

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Room: WG802

Abstract #736

The Control Potential of Verbs and Verb Complement Types: An Empirical Study

Lin, Wei; *City University of Hong Kong*
Fang, Alex Chengyu; *City University of Hong Kong*

Comprehending sentences with verb complements very often involves interpretation of an 'understood subject', or actualizer of the denoted event. Interpretations of this kind are frequently found obligatorily-restricted in basic infinitive constructions *(NP + MATRIX V + infinitive)*, while sometimes less explicit for basic gerundive constructions *(NP + MATRIX V + gerund).* This problem, known as 'control', is intensively studied by means of syntactic configurations and the thematic roles designated by the matrix predicate. However, less attention has been paid to lexical and usage-based dimensions— distribution of matrix verbs and respective readings invoked by the same lexical items, which are of importance for learner-friendly purposes: when acquiring new verbs, one would naturally expect to find out not only facts about grammatical combinations, but also desirable constructions for carrying out their intended meanings.

This study, therefore, integrates the traditional stance of binding theory with an empirical approach to verbs and the control phenomenon, using examples extracted from the *International Corpus of English – the British Component.* In addition to the above-mentioned basic constructions, many verbs are found compatible with other complement types, where the understood subject of the second event is overt (e.g. *NP + MATRIX V + NP + infinitive, NP + V + 'that' clause).* Through contrasting these distributions, we have discovered that when a verb is valid exclusively in the two basic types of constructions, the actualizer of the subordinate predicate verb generally cannot be external, i.e. other than the matrix subject itself. Preliminary results have also shown that among all the matrix verbs observed in the basic gerundive construction, above 60% are able to introduce an additional event with an external actualizer in other constructions, while this proportion is only around 40% for those verbs in the basic infinitive construction.

Keywords: Event, Actualizer, Control, Verb Complement, Gerund, Infinitive

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Room: WG803

Abstract #728

The effects of lipreading ability and working memory on L2 speech perception

Inceoglu, Solene; *The Australian National University*

Speech communication is a multimodal experience (Rosenblum, 2005) involving both auditory and visual information. Findings from audio-visual (AV) speech perception studies point to the beneficial effect of visual information (e.g., lip movements) on speech comprehension and learning, even for non-native speakers (e.g., Hazan, Sennema, Iba, & Faulkner, 2005). Research in L1 speech perception also report strong evidence of individual variability in terms of lip-reading skills (Demorest, Bernstein, & DeHaven, 1996) and ability to integrate auditory and visual information (Grant & Seitz, 1998). Similarly, research suggest that there is large individual variability in lip-reading ability that can, partly, be explained by individual differences in working memory and information processing speed (Feld & Sommers, 2009). To date, however, second language (L2) studies on AV speech perception have not controlled for these individual differences, and the effects of working memory and L1 lipreading ability on L2 AV speech perception remain unexplored.

The current study aimed to investigate the effects of working memory on the identification of French vowels by Australian English learners of French in AV, audio-only (A), and visual-only (V) modalities of presentation, and how L1 lipreading ability influenced the perception of L2 French vowels. Participants were asked to identify 120 monosyllabic words containing one of the three Parisian French nasal vowels in three modalities of presentation. They then completed two lipreading tasks in English (word and phoneme recognition) and a series of working memory tasks.

Findings will shed light on the link between lipreading ability in the L1 and the L2 and the influence of working memory on L2 speech perception. These results be discussed in relation to existing audiovisual L2 speech perception studies and L2 speech processing models.

Keywords: L2 Speech Perception, Working Memory, Lipreading Ability, Multimodal Speech Perception

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Room: WG808

Abstract #692

Creative Oral Language Use by Primary Years' Foreign Language Students

Macfarlane, Kathryn; *Monash University*

Despite mandatory study and policy recommendations for quality language programs at primary level in Victoria for over a decade, there is ongoing dissatisfaction with mainstream programs' perceived failure to develop students' ability to 'speak' the language. Today, the policy implementation gap remains unaddressed and classroom observations confirm that although students are performing various rehearsed oral language activities, they have not developed the ability to interact in the target language in the classroom.

A professional development intervention has been designed for Catholic Education Melbourne which aims to address some of the factors which contribute to low levels of oral language development for classroom interactions. This presentation will discuss the intervention, its implementation and early results of an impact evaluation in a diverse range of school contexts. The intervention approach is based on principles of Organisational Change Management (Kotter, 2005) as well as various theories of instructed foreign language acquisition, language program structure and effective professional development:

- A focus on repetitive use and teaching of high-frequency, functional language to provide comprehensible input and enable long-term retention (Horst, 2010)
- Using gesture to support acquisition, comprehension and retention (Cook, Yip, & Goldin-Meadow, 2010)
- Developing task designs which elicit the target vocabulary and language structures, providing opportunities for interaction (Ellis, 2003; Long, 1990, 1996)
- Promotion of student autonomy through clearly-articulated expected learning outcomes, opportunities for self-assessment, personal goal-setting and input to reporting (Little, 2009)
- Securing whole-school support for extending contact time and communicating value (Lo Bianco, 2009)
- Ongoing coaching support for teachers over an eighteen-month period (Knight, 2009)

The results have the potential to make a significant contribution towards addressing some of the key challenges facing primary years' foreign language programs facing similar constraints.

Keywords: Teacher Professional Development, Oral language, Active vocabulary, Early Instructed Foreign Language Acquisition, Student autonomy, Gesture, Interaction Theory, Time allocation, Change Management

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Room: WG809

Abstract #716

Towards a More Inclusive View of Translanguaging

Altuwaijri, Nora; *La Trobe University*

The concept of translanguaging has been approached from two main perspectives, a bounded and an unbounded one. The bounded perspective (Williams, 1994) relates to two separate languages. Williams' (1994) bounded perspective of translanguaging employed translanguaging as a technique to enable learners to use two languages i.e. Welsh and English in a single lesson (Williams, 2002; Baker, 2011; Lewis, Jones & Baker, 2012). The unbounded perspective assumes no division between languages (Garcia & Leiva, 2014). The division between the two perspectives is a problem because the bounded perspective prevents learners from integrating all their linguistic resources while an unbounded perspective does not make explicit how a learner can operate in a quasi-monolingual mode if required to. The bounded/unbounded perspectives have also been applied to social systems. Makoni & Pennycook (2007) studied translanguaging from a socially bounded perspective, where the languages are separately employed in day-to-day experiences and home environments. In contrast, Garcia & Leiva (2014) explored translanguaging from an unbounded social system perspective in educational environments in which meaning was constructed and knowledge acquired using the same sets of resources as might be available in the home. My concern is to overcome the binary aspects of such dichotomous perspectives so that learners can be taught to gain control over different ways of exploiting their communicative repertoires. I propose a continuum perspective on translanguaging. From this continuum perspective, I will present an argument in which both bounded and unbounded perspectives on both language and social systems can find their place in educational planning and practice. I will outline ways of incorporating movement between the bounded and unbounded views of translanguaging in both language and social system contexts.

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Keywords: Translanguaging, Bounded, Unbounded, Dichotomous, Continuum, Social Systems, Division

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Room: WG901-2

Abstract #870

L1 in the IRF Cycle: A Case Study of Chinese EFL/ESL Classrooms

Li, Jingya; *University of New South Wales*

The Initiation-Response-Feedback (IRF) cycle (teachers' initiation, students' response and teachers' feedback) has been a key focus in studies of second language classroom interaction and participation. This paper aims to examine the influence of the first language (L1) in the Initiation-Response-Feedback (IRF) cycle commonly appearing in teacher-fronted classroom interaction. Previous studies have come to different conclusions about the role and value of L1 in the IRF cycle. The use of L1 is not discussed in language pedagogy in the last decade or two (Stern, 1992), while in Scrivenor's (1994) study, the occurrence of the L1 is considered a problem. On the other hand, Cook (2001) advocates that the first language is used as a mediating language to create effective learning context for second language acquisition. However, their arguments are discussed as a theoretical position and have not drawn on empirical study of classroom interactions.

This paper addresses the effect of using L1 in EFL classroom through an examination of the IRF cycle in an EFL classroom context in China. The data was collected through video recordings in a senior high school in China and analysed through conversation analysis. The analysis suggests that L1 used in the IRF cycle can function as a key to open up dialogue and bring more target language into the conversation. I argue that L1 in the IRF cycle can scaffold in students' Zone of Proximal Development and promote acquisition of the target language. This study will provide new insights into the role of L1 in teaching and learning interactions.

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Keywords: The IRF Cycle, ESL Classrooms, The First Language (L1)

Room: WG903

Abstract #592

Designing a teacher assessment for learning (AfL) literacy programme using a design-based research approach

Zin Oo, Cherry; *University of New South Wales (UNSW)*

Views about the different assessment systems used throughout the world are diverse and continually evolving. They are shaped by shifts in forms of the assessment and the way teachers are prepared in terms of assessment literacy. In Myanmar, the government has made educational reforms in assessment a priority (Myanmar Ministry of Education, 2012), however, there is still a mismatch between the objectives of the assessment reform and current assessment practices, and current support for teachers is inadequate for their development of assessment for learning (AfL) strategies which have been shown to be so effective for improving student learning (Hardman, Stoff, Aung, & Elliott, 2016; JICA, 2013; UNICEF, 2013). This study investigates the ways in which teacher training institutes in Myanmar can help pre-service teachers develop their AfL literacy knowledge and skills, and explores to what extent and how pre-service teachers can then use AfL literacy in their practice teaching. Using a design-based research (DBR) approach (Reeves, 2000), a tailor-made workshop intervention for an AfL literacy programme was developed through the analysis of a pre-survey, and sharing and reflection part used at the beginning of each workshop. This programme including AfL strategies was delivered to pre-service teachers in Myanmar for two months. Analyses of the pre- and post-surveys of pre-service teacher AfL literacy showed the impact of the programme on student teacher (ST) AfL literacy. Further analyses from the classroom observations and semi-structured interviews are being carried out to find out which assessment strategies STs were used for their practice teaching and how their classroom practices related to these assessment strategies. The paper will conclude with recommendations an effective AfL literacy program for pre-service teachers in Myanmar and elsewhere.

Keywords: Assessment for Learning (AFL) Literacy, Teacher Training, Pre-Service Teacher, Professional Development

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Room: WG907

Abstract #800

A case study of student interaction in the online and face-to-face peer feedback modes

Pham, Ha; *Victoria University of Wellington*

Despite the fact that research in peer feedback, both in L1 and L2, has remained tumultuous (Ferris and Hedgcock, 1998), one cannot deny its role in the teaching and learning of writing. Due to the rapid development of the Internet-connected computer and it Web-based applications, peer feedback has been made more accessible than ever before. This hence makes researchers interested in investigating

the effect and affect of feedback from different modes, online synchronous/asynchronous and traditional spoken/written feedback in the past three decades. Though findings are inconclusive with each mode having its own advantages and disadvantages, generally, researchers suggested that online or computer-mediated feedback be coupled with traditional feedback for the best outcomes, and when that is the case, electronic feedback should come ahead of the traditional feedback (Guardado & Shi, 2007; Liu & Sadler, 2003; Tuzi, 2004). This study aims to test out the claim by looking at the interaction performed in two opposite sequences, online peer feedback followed by face-to-face feedback (sequence 1) and face-to-face peer feedback followed by online feedback (sequence 2). Findings show that the number of responses, the mean of turns per speaker per session, and the mean length of turns outnumbered in the sequence 1. However, the face-to-face interaction had more impact to the revision in the sequence 2. This study suggests that the face-to-face interaction which comes before online feedback may better facilitate student revision because the writer-reviewer exchange happening prior to the commenting activity helps the writer better understand their writing and hence take their reviewer's feedback more seriously.

Keywords: Face-To-Face Interaction, Online Peer Feedback, Google Docs, Feedback Sequences

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Room: WG908-9

Abstract #796

Developing authorial voice in PhD international student writing: The reader's perspective

Storch, Neomy; *The University of Melbourne*
Morton, Jane

Voice is a relatively recent area of research in second language (L2) writing. Extant investigations of academic voice have tended to take a quantitative approach, involving counting specific voice features in a range of academic corpora (e.g. Hyland, 2008). Our approach builds on the work of Matsuda (2001) who views voice as 'the amalgamative effect of the use of discursive and non-discursive features that language users choose, deliberately or otherwise, from socially available, yet ever changing repertoires' (p. 40). Of central importance to this approach is the cumulative effect on the reader. To date, only a small number of studies have explored voice from this perspective. We were also interested in investigating whether students' authorial voice changes during their PhD studies.

Our study was conducted in the field of Applied Linguistics. We used two sets of comparable texts written by three international students relatively early (confirmation reports) and at the end of their PhD process (final draft of the thesis). Five lecturers in this field, with experience in supervising and examining PhDs, were interviewed about their perceptions of authorial voice in the students' texts. A thematic analysis of the transcribed interviews revealed what constituted evidence of authorial voice for the five expert readers. There was consensus that authorial voice is crucial in the writing of PhD students. However, what constituted authorial voice and whether this developed over time in the students' texts varied substantially between the five readers. We discuss the implications of these

findings for L2 writing instruction, and the need to move away from a formulaic approach that seems to be promoted in many PhD writing guides and short courses.

Keywords: Authorial Identity, EAP, Doctoral Writing, International Students

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Wednesday 29 November 2017 0900 - 0930

Room: WG801

Abstract #954

The Spectacle of the Self: New migrant and international students' linguistic capital and scholarly identity in senior secondary school

Davy, Brian; *The University of Auckland*

This research explores how new migrant and international students' who have English as an additional language (EAL) negotiate social identities (Jenkins 2008) within a new, English medium, schooling environment. Social identity in social spaces becomes linked to 'imagined communities' (Anderson, 1991), in which participants within the social space negotiate diverse understandings of how that space should be constructed. The ways in which students' linguistic, social and cultural capital (Bourdieu, 1984) are used in school and these students sense of scholarly investment (Norton-Peirce, 1995) in a year of high stakes, English orientated assessment was the focus of the research.

Participants were involved in semi-structured individual interviews around the ways they have constructed identities in relation to English and first language (L1) use in school. Classroom observations of participants' interactions also helped gain an understanding of the relationship between classroom norms and identity which manifests in participants learning experiences. Journaling was also conducted allowing participants' opportunities to develop a reflexive awareness (Adams, 2006) of their conception of their scholarly identity.

Findings suggest that new migrant and international students are faced with conflicting choices. While these students hold a strong desire to retain their L1, they are immersed in a scholarly environment that places a high value on English language use. This factor coupled with the relatively low use of L1 in academic settings created a discourse of a linguistic hierarchy (May, 2007) in which English came to be a valued form of linguistic capital while L1 was not regarded as useful in a English medium school setting. This served to construct an English language focused scholarly identity amongst participants.

The construction of an English language focused scholarly identity became subject to questioning upon the emergence of participants own reflexive awareness. Establish norms around appropriate language use came to be questioned in favour of a position that sought to make use of L1 in an academic setting. Participants sought to lighten the burden of academic demands by using their L1 funds of knowledge (Moll & Gonzalez, 1997). This reflexive awareness and use of existing funds of

knowledge allowed participants to expand cognitive academic language proficiencies (CALP) (Cummins, 1984) in both English and their L1.

Keywords: Language, Identity, Discourse, Senior Secondary School

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Room: WG802

Abstract #791

The inter-relationship between linguistic choices, rhetorical functions and disciplinary communities: A data-driven analysis

Le, Thi Ngoc Phuong; *The University of Auckland*

Guidelines related to academic writing conventions are often very general. However, numerous studies have shown that these conventions vary according to rhetorical structures and disciplinary communities, suggesting that advice on academic writing should be specific for rhetorical functions and disciplines. The present study presents a situated use of grammatical-rhetorical features by drawing on a corpus of 40 research articles in applied linguistics and mechanical engineering. The data-driven method (Rayson, 2008) was used to explore linguistic mechanism of the "move" and the "step" (Swales, 1990) that research article authors take to convey their communicative purpose(s). Findings from the present study showed salient linguistic features characteristic of each move and step. An overall picture emerging from these individual linguistic profiles is the systematic use of tenses (including modals) in different sections of research articles in the two disciplines. This picture reveals that the linguistic choice is conditioned not only by communicative functions realised by moves/steps but also by disciplinary communities. Furthermore, the co-selection of linguistic features realising a particular move/step points to how authorial stance is constructed in the research articles in different fields. The findings of the current research potentially inform material design and development in writing courses, and have several implications for instruction of academic writing.

Keywords: Academic Discourse, Academic Writing, Research Articles, Corpus Analysis, Data-Driven Method, Rhetorical Structures, Moves, Linguistic Features, Disciplinary Communities

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Room: WG803

Abstract #599

Investigating factors influencing teachers' listening classroom practices and their cognitions behind them

Bagheri, Morteza; *The University of Auckland*

Studying teacher cognition has raised interest among researchers over the last four decades. Studies have mostly investigated teacher cognition with regard to grammar and literacy; however, teacher

cognition concerning teaching listening has not been addressed significantly. Studies also indicate that teacher cognition can be influences by a range of factors including contextual factors (time, teaching materials, etc.), teachers' experience as a learner and instructor, teacher training courses, and learners. However, the extent to which these factors can exert an influence on teacher cognition and classroom practices has not been investigated considerably. This scarcity is more prominent in the area of listening pedagogy. Drawing upon questionnaires, observations, stimulated-recall interviews, and curriculum documents, this study explored how and to what extent various factors influence teacher customary classroom practices and their cognitions behind them with regard to the skill of listening.

Keywords: Listening, Teacher Cognition, Influential Factors

Room: WG808

Abstract #677

Language choices of siblings in Italian/English families

Panico, Daniela; *The University of Sydney*

This paper will present some early findings from a research project that investigates bilingualism in families residing in Sydney, where one partner is a speaker of Italian, the other a speaker of English. And each speaks their respective L1 to their children. The focus of the study is on the language choices of siblings, in order to explore how they contribute to shaping the language practices and the broader language environment in bilingual homes. By combining the case study methodology and ethnography, the language choices of two Italian/English families are closely observed as displayed in naturally occurring parents-children and child-to-child interactions during every day routines (i.e., family mealtimes and sibling playtime) within the home environment. The main source of data are video recordings which are complemented by semi-structured interviews and observations. In light of language socialization research and child agency theories, this qualitative study bridges family bilingualism with the emergent research area of Family Language Policy. More specifically, it considers language choice as a local interactional achievement in which children, and not only adults, act as socializing agents. The preliminary analyses of some of the data collected is performed according to a conversational analytical approach in order to identify language choice patterns through which bilingual siblings negotiate their language preferences and socialize one other and their parents into a monolingual or bilingual context. The findings will provide new insights into the role played by siblings in minority language maintenance and shift processes within the family domain, a rather unexplored issue concerning minority language transmission and bilingual upbringing of children in todays' globalized societies.

Keywords: Bilingual Siblings, Family Bilingualism, Family Language Policy, Minority Language Maintenance

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Room: WG809

Abstract #746

Assessing Students' Use of Strategies for English Speaking Tests

Yang, Nae-Dong; *National Taiwan University*

Studies in second language acquisition have supported the positive connection between second language learners' strategy use and their language performance. Strategic competence--speakers' ability to use communication strategies--has also been viewed as a component of communicative competence. In the English speaking testing context, how did students use strategies to help them express themselves? How could language teachers assist their students in using these speaking strategies not only to perform better in the test-taking context but also to communicate better in real communication context? This paper reports a study which intended to explore students' use of speaking strategies in the English oral proficiency test. Altogether 67 college students taking the Freshmen English course participated in the study. Students took the speaking test of the General English Proficiency Test (GEPT, high-intermediate level) in the beginning (pre-test) and the end (post-test) of a semester, followed by a questionnaire each designed to examine students' use of strategies in the speaking test. The study found the most often-used speaking strategies by the students in the pre-test were cognitive strategies, metacognitive strategies, and compensation strategies. In the post-test, these students used strategies not only more frequently than those in the pre-test, but they also employed more frequently some specific strategies targeting to the three speaking tasks, i.e., answering questions, picture description, and discussion. There were, however, two strategies that were used across three speaking tasks. This paper finally provides suggestions for designing instruction that helps to guide students in using strategies to improve their ability for English oral communication.

Keywords: Strategic Competence, Speaking Strategies, Speaking Test, Strategy Use, English as a Second or Foreign Language

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Room: WG901-2

Abstract #883

Using communicative teaching materials in a traditional educational environment: a case study of two EFL classes in Hungary

McPherson, Judit Tunde; *The University of Auckland*

Communicative Language Teaching (CLT) places importance on authentic-like communicative tasks and discovery learning in the development of communicative competence. This approach to classroom language teaching is often perceived as unsuitable for traditional educational contexts that primarily focus on syntax and lexis in both teaching and assessment. An example of this is the foreign language curriculum in Hungary. The official curriculum prioritizes grammar and vocabulary and prepares students for the compulsory state foreign language exam, which is held in the final year of

high school. This approach to language acquisition commonly results in explicit knowledge of syntax and lexis, often to a high intermediate or advanced proficiency level; communicative competence, however, typically remains underdeveloped. Consequently, many students feel that the state school curriculum does not prepare them for study and work opportunities in Europe.

This study examines the integration of communicative tasks into traditional teaching contexts. The project developed a series of communicative lessons, which were trialled in two Hungarian high school EFL classes. Materials were designed in collaboration with the classroom teachers. A retrospective macro-evaluation system was designed to record feedback from the students and their teachers. Both classroom teachers rated the level of usefulness of the materials as very high. However, both teachers commented on the need to include additional scaffolding for creative and inductive tasks. I conclude that the rote-learning based education system might inhibit creativity and discovery learning skills in traditional education contexts and that there may be other context-related challenges in implementing communicative methodologies. However, a well-designed, context-specific communicative lesson can not only facilitate the acquisition of communicative competence but can also contribute to preparing learners for form-focused assessments.

Keywords: CLT, Educational Context, Language Teaching Approaches, Second Language Acquisition, Materials Development And Evaluation

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Room: WG903

Abstract #731

Classroom Assessment of Young EFL Learners Within the Chinese Testing Culture Context: Teachers' Conceptions and Practices

Yan, Qiaozhen; *The University of Auckland*
Zhang, Lawrence Jun, *The University of Auckland*
Dixon, Helen Ramsey

It has been argued that the primary purpose of classroom assessment should be the improvement of student learning (Crooks, 1988; Black & Wiliam, 1998). Since the landmark review by Black and Wiliam (1998), researchers have sought to identify the characteristics and address the complexity of formative classroom assessment (e.g., Brookhart & Durkin, 2003; McMillan, 2007; McMillan, Saefurrohman & Balinas, 2016). Nonetheless, within the context of second and foreign language (L2) learning, comprehensive studies focused on the characteristics of classroom assessment and on the alignment of teachers' conceptions of classroom assessment and their practices seem incomplete. A review of the literature showed that most studies have been concerned with students in secondary schools and tertiary institutions. Classroom assessment undertaken with young EFL learners as a special learner group has received little attention. Given the increasing number of young EFL learners worldwide and the promotion of classroom assessment, an understanding of how young EFL learners are assessed in the classroom is essential. This study intends to fill this research gap by exploring

teachers' conceptions and practices in classroom assessment of young EFL learners within the Chinese testing culture context.

Specifically, this study aims to look into how EFL teachers conceptualize classroom assessment and implement assessment practices for young EFL learners. It also aims to examine how teachers' conceptions play out and align with their assessment practices by adopting a mixed methods research design, incorporating two phases. This presentation reports on the first phase of the research where quantitative data were collected through a survey study with 700 primary school teachers in two major provinces in China. The preliminary findings will be discussed and implications for teaching, learning, and assessment for young EFL learners in the Chinese context and beyond will be considered.

Keywords: Classroom Assessment, Young EFL Learners, Teachers' Concpetions, Teachers' Practices

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Room: WG907

Abstract #828

Examining the role of mediation plays in collaborative L2 writing through GoogleDocs

Stell, Annita; *The University of Queensland*

Recently, there has been a growing interest in online collaborative writing in second language (L2) classrooms, as it can encourage learners to fine-tune, scaffold and resolve issues through peer interaction. The impact these co-constructed texts have on learners' writing processes and performances in different classroom contexts however, is still unknown. Very few studies examine the effects meditational tools (i.e., peer interaction and computers) have towards learners' writing processes, especially in an Activity Theory approach. In order to gain a better understanding of collaborative writing, this study aims to explore the relationship meditation has with writing processes to determine the effects online collaborative writing have towards L2 writing performance.

Through using a mixed-method approach, thirty-two volunteered, Taiwanese undergraduate students, who were studying English at a local Taiwanese University, completed two writing tasks in pairs on GoogleDocs, which recorded and analysed students' processes through an additional Chrome extension called Draftback. Additionally, recorded pair talk, questionnaires and retrospective interviews were also collected to gain a better insight to students' perceptions and L2 writing performances. The pairtalk and revision processes were triangulated to gain a holistic idea of how collaborative writing effects learners' writing performances. Findings revealed that students used different strategies based on their personal goals and attitudes towards collaborative writing to complete the online written tasks. The addition of L1 and online resources also allowed learners to engage in the task further.

Keywords: Activity Theory, Collaborative Writing, Mediation, eLearning, Writing processes

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Room: WG908-9

Abstract #569

Teaching beginner learners of French through input-based tasks: An approximate replication study

Ellis, Rod; *Curtin University*
Erlam, Rosemary; *The University of Auckland*

Authors (2017) published a study in *Canadian Modern Language Review* reporting an experimental study that investigated the effect of input-based tasks on the acquisition of vocabulary and markers of plurality by adolescent near-beginner learners of L2 French. The present paper reports an approximate replication of the original study with the aim of confirming or disconfirming the results of the first study. The research questions of both studies addressed the receptive acquisition of new vocabulary and the receptive and productive acquisition of markers of plurality resulting from instruction using input-based tasks. Both studies investigated year 9 near-beginner learners of French. The teacher, the students' usual classroom teacher, was the same in both studies. In the replication study, a new larger group of year 9 students were investigated, the length of the instruction was also increased, involving the development of additional input-based tasks, and productive as well as the receptive knowledge of the vocabulary items was assessed. The results of the two studies were compared. In both studies the learners manifested receptive gains in vocabulary and the target structure. They failed to demonstrate statistically significant gains in production of the target structures although the effect of the instruction was sizable. In the replication study the learners also manifested productive knowledge of the target vocabulary. The results of the replication study confirm and extend those of the original study. The teachers' views about the role of input-based tasks with near-beginner learners remained constant in the two studies. The paper concludes with a discussion of the contribution that approximate replications can make to instructed second language acquisition research.

Keywords: Task-Based Language Teaching, Replication Study, Input-Based Tasks, L2 French, Adolescent Learners

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Wednesday 29 November 2017 1100 - 1130

Room: WG801

Abstract #957

Developing translingual and transcultural competence in an internationalized educational setting

Kunschak, Claudia; *Ritsumeikan University*

Globalization has led to internationalization efforts at tertiary level both as a way to improve a country's academic workforce and as an avenue to increase revenue for universities in times when

public funding is dwindling. While established players such as the US and Europe have a long history of student exchange and international degree seeking students, the Asian Pacific sphere is catching up. Besides obvious candidates such as Australia and New Zealand, non-anglophone nations are increasingly participating thanks to the establishment of English-medium instruction programs and generous government funding. However, while funding is necessary to attract international students and scholars and provide opportunities for domestic students and scholars to spend time at an institution abroad, it does not magically prepare the grounds for successful participation in a "foreign" institution and society or a smooth integration of international students and scholars into the host environment. It is up to the individual departments as well as campus wide language centers and international offices to create opportunities for developing translingual and transcultural competence, the ability to both critically reflect on one's native language and cultural frame of reference and successfully engage in the host culture, both academically and socially. In order to illustrate this process, the present study will compare students from the English-medium program of a College of International Relations with their cohort from the Japanese-medium program with a strong emphasis on English. Data include student surveys, interviews and a focus group with student club members. The presentation will focus on the affordances provided by the program, student-led initiatives, and student perceptions of agency, (changing) identities, and the role of language and culture in creating community. It will be argued that additional support may be needed to ensure that all students can benefit equally and fully from the opportunities afforded by internationalization.

Keywords: Translingual, Transcultural, Internationalization, English-Medium Instruction, Agency, Identity

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Room: WG802

Abstract #822

The most common 2,000 collocations in English: Type, frequency, mutual information, and more

Chen, Ivy; *The University of Melbourne*

Collocations are essential, ubiquitous and naturally-occurring in both written and spoken English (e.g. Erman & Warren, 2000; Sinclair, 1991). Thus, when used incorrectly, collocations negatively affect fluency and mark even high-proficiency learners as non-native speakers, even if they produce grammatically correct utterances (e.g. Shin & Nation, 2008). Despite the relatively recent surge of interest in collocational knowledge in the field of SLA, currently no validated test exists (Webb and Sasao, 2013), partially because little is known about how the different properties of collocations (e.g. frequency, semantic transparency) affect item difficulty.

Before a validated test can be developed, it is essential for researchers to have a good understanding of what English collocations are like (e.g. the knowledge of the Target Domain in Kane's [2006] argument-based approach to validity). The current study reports the preliminary stages of a larger project to create a corpus-driven receptive test of collocational knowledge in English. Thus, this current study describes how two large corpora (COCA & BNC) were used to produce a list of the most frequent 2,000 collocations in English. For the most common collocation types (i.e. various lexical and

grammatical collocations) the relationship between the four following properties of collocations were also explored: (a) phonology (e.g. length in number of syllables; alliteration), (b) frequency (mediated by genre), (c) degree of coherence, and (d) semantic transparency. It is important to keep these properties of collocations in mind in the development of any validated test of collocations, as including a range of different collocations strengthens the validity argument (e.g. Kane, 2006).

Keywords: Collocations, Corpus-Based, Frequency, Semantic Transparency, Mutual Information

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Room: WG803

Abstract #759

Relevance Theory and the prosody-pragmatics interaction: a cognitive-pragmatic approach to L2 listening instruction

Madella, Pauline; *University of Brighton*

There is more to linguistic communication than language, and non-verbal behaviours (i.e. prosody and gesture) are also used to focus the listener's attention to the world. My research investigates how introducing English prosody, and in particular prosodic pointing, in the context of testing pragmatic abilities in L2 listeners, can (i) help to raise their awareness of the pragmatic functions of prosodic pointing and (ii) help them develop pragmatic competence as L2 listeners.

Ostensive pointing behaviours - conveyed through prosody and gesture - engage speakers in shared attention, which enables them to share their focus and recognise another speaker's focus of attention as meaningful. Our predisposition to search for relevance (Sperber and Wilson 1986/1995, Foster-Cohen 2000) and to retrieve other speakers' intentions is not language specific. Therefore, my work explores how relevance mechanisms can be applied to second language acquisition and L2 instruction research. For instance, stressing 'was' in 'he WAS there' combined with a nod and raising eyebrows draws attention both to the word 'was' and to the intention to draw attention to 'was'. Attention will pick out the 'pointing' as most relevant stimulus creating expectations that 'was' is relevant enough to be worth processing, and pointing the hearer towards the conclusion that the speaker disagrees.

My work aims to exploit the point of contact between Relevance Theory and Schmidt's hypothesis – that noticing is a prerequisite to learning - by putting prosodic pointing to the test. In the summer 2017, task-based input sessions and follow-up recall interviews will be conducted to test the assumption that both prosodic and gestural pointing will facilitate the noticing of the prosodic form and the retrieval of its pragmatic function(s). By September 2017, the data will have been collected and an initial discussion of the results and implications for future research will be available.

Keywords: Pragmatic Competence - Prosodic Pointing - L2 Listening Instruction

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Room: WG808

Abstract #830

The Impact of Sociocultural Factors on Novice EFL Teachers' Cognitions and Practices in Vietnam

Nguyen, Ngo; *The University of Wollongong*

The low proficiency of EFL learners in Vietnam has been explained by inadequate curriculum design (Nunan, 2003) and transition of learning from teacher education programs to classroom practice (Hoang, 2009). However, teachers' cognitions can be an equally influential factor as cognitions guide teachers' selection of teaching approaches and classroom activities (Helen, 2003). Despite efforts of teacher education programs to shape teachers' cognitions, research suggests what teachers do in the classroom is not always consistent with what they learnt at university (Gan, 2013). Their beliefs and knowledge are informed by multiple factors. Additionally, scarce attention has been given to research on language teachers' cognitions in EFL contexts.

This study fills these gaps by investigating the relationship between the cognitions and practices of five novice EFL high school teachers (recent university graduates) and the factors underpinning their cognitions and practices. Data collection involved classroom observations as well as semi-structured and stimulated recall interviews with the participating teachers.

Guided by Borg's (2006) language teacher cognition model, this study illuminates how teachers' prior schooling experiences, professional coursework and contextual factors shaped their current cognitions and practices. These insights were gained through the construction of biographies based on in-depth interviews with the participants. Findings revealed that the teachers' cognitions were significantly influenced by contextual factors relating to the learners' low motivation and language proficiency. Their practices, however, were primarily driven more from their prior learning experiences than their professional coursework, thus reflecting more congruence with traditional language teaching despite their reported preference in using communicative language teaching. In addition to these findings, this study serves to expand Borg's model by outlining a more comprehensive inclusion of sociocultural conditions impacting what teachers do in the classroom.

This paper concludes with implications for pre-service teacher education and curriculum design in Vietnam and similar Asian contexts.

Keywords: Novice, High School, EFL, CLT, Teachers' Cognitions And Practices, Contextual Factors, Vietnamese

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Room: WG809

Abstract #741

Development of ESL learners interactional competence: the case of requests

Roever, Carsten; *The University of Melbourne*

Al-Gahtani, Saad; *King Saud University, Riyadh, Saudi Arabia*

Second language learners' development of interactional competence has recently become a topic of increasing interest in L2 learning research. Studies have investigated developmental features across interactional targets, such as topic management (Galaczi, 2014), disagreement (Pekarek-Doehler & Pochon-Berger, 2011), and request (Al-Gahtani & Roever, 2012, 2014). Most studies have used a qualitative-descriptive approach to outline developmental paths rather than quantify the occurrence of target features, making it difficult to identify points of rapid or slower development. In this study, we propose a mixed-methods approach, combining Conversation Analysis and quantitative analysis to trace learners' development in marking dispreference of requests as instantiated through pre-expansions, such as explanations, accounts, and background information. Our corpus consists of two separate datasets with 78 and 60 role plays with learners of English at three proficiency levels (low, intermediate, advanced). In the larger corpus, learners interacted with a trained interlocutor, whereas in the smaller corpus they interacted with another learner of similar proficiency. We identified the occurrence of pre-expansions before the request and classified the pre-expansions as absent, minimal (one move before the request), or extended (multiple moves). We tallied pre-expansion types for each category, and compared category counts across proficiency levels in each corpus by means of a two-dimensional chi square. The analysis indicated a significant association between learner level and type of pre-expansion ($p < .001$) with Cramer's V effect size measures almost identical at .57 and .56 respectively. Higher-proficiency learners showed a strong tendency towards extended pre-expansions, indicating a more active role in the interaction and the deployment of a wider range of interactional tools. We discuss the methodological and pedagogical implications of these findings.

Keywords: Second Language, Conversation Analysis, Interaction, Preference Organization, Interactional Competence

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Room: WG901-2

Abstract #701

Language policies in public space: the role of English in the Hanoi Old Quarter

Starks, Donna; *La Trobe University*
Phan, Nhan; *La Trobe University*

The domain of linguistic landscapes (henceforth LL) is initially understood as language on signs in public space (Landry & Bourhis, 1997). Shohamy (2006, 2015) argues for the need to explore the importance of language in public space as a mechanism towards a greater understanding of de facto language policy (LP). In this paper, we explore the contribution of public signage towards a deeper insight into divergent language policies and show how they interact. We take as our research site the Hanoi Old Quarter. This site is of particular importance because although Vietnamese is the official language of the Socialist Republic, English is regarded as the most important foreign language, a status that is increasing in importance due to ongoing efforts from the Ministry of Education and Training for the country's internationalization. It is also one of the business tourist centres in Vietnam. To consider

this LL, the researchers walked around the Old Quarter taking selected photos of government buildings, schools and buildings of religious significance as well as language use in commercial establishments, based on Spolsky (2003)'s classification of the common public domains affected by LP: local government, workplaces (including businesses), educational centres, religious organizations, as well as the global brand products. In addition to these, we added public parks and streetscapes where informal language use such as graffiti may be present. The findings show a multifaceted mosaic of English language use in the Old Quarter, point to the multiple purposes and functions of English and show how signage represents and interacts with multiple and often conflicting LPs. They also point to the evolving and fluid position of both top-down and bottom-up LPs.

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Keywords: Linguistic Landscape, Language Policy, Top-Down Language Policy, Bottom-up Language Policy

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Room: WG903

Abstract #889

Controversial topics and answerability

Brookie, Hanna; *Massey University*

This paper employs the Bakhtinian dialogic concept of answerability to explore teachers' planned and contingent approaches to addressing controversial topics in the immigrant second language classroom. Based on a narrative study involving teachers of *Swedish for Immigrants* in Sweden, the paper explores a complex context where values-based education is mandatory but is often considered controversial by immigrant students. In addition, in a cohort primarily consisting of refugees, difficult topics involving intercultural tensions and recent trauma often arise during classroom discussions and interactions, and need to be addressed contingently by the language teacher. The language classroom is also situated within a broader socio-political context where immigration is hotly debated and *integration* – often interpreted as assimilation – is receiving significant attention as the antidote to an increasingly segregated society. The study employed narrative frames, picture prompts and interviews to explore teachers' dialogic interaction with the concept of *integration*, and how this translated into values-based and critical approaches in the classroom.

A variety of theoretical approaches have been used to explore cultural and ideological tensions in the classroom, including intercultural communicative approaches, critical language teaching, and studies around controversial topics and emotion. Increasingly, critical approaches, where conflicting narratives and discourses are explored, are encouraged while prescriptive culture teaching is considered a hegemonic practice to be avoided. Rather than viewing values teaching and critical teaching as dichotomous, this paper argues that the promotion of local values in the language classroom is not simply done in compliance with institutional mandates, but is motivated by the teacher's sense of answerability to the student group and to society. Similarly, decisions regarding the avoidance or critical exploration of controversial topics – planned or contingent – are also based on dialogic answerability, and include considerations such as immediate physical safety as well as long-term resolution and integration.

Keywords: Intercultural Teaching, Dialogism, Controversial Topics, Refugees, Values Teaching

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Room: WG907

Abstract #714

Learner using the grammatical concept of aspect to mediate his choice of past tense: The case of a French intermediate student

Rolin-Ianziti, Jeanne; *The University of Queensland*
Ord, Carl; *The University of Queensland*

The objective of working with tasks in the classroom is to encourage students not simply to learn about a second language (L2) but to develop the ability to use their L2 knowledge to express meanings (Bygate 2015). The paper starts from the premise that some types of L2 knowledge better enable learners to complete meaningful tasks than others. Inspired by Vygotskian pedagogy and research in concept-based instruction (Lantolf and Poehner 2008), the paper investigates the usefulness of teaching concepts as 'tools for meaning making' (Negueruela 2008: 211). Specifically it reports the findings of a longitudinal case study that examines how an intermediate student of French uses the concept of aspect as a means for deciding which past tense to select (*imparfait or passé composé*) in order to convey his communicative intentions when completing narrative tasks. The audio-recorded data considered comprise discussions between the student and the researcher. The discussions concern the outcomes of written pre-specified content tasks (Ellis and Barkhuizen 2005), which the student performed before, immediately after, and four weeks after the teaching of the concept of aspect. Results of the data analysis indicate that the student changes the way he chooses past tenses over the course of the study. Before the teaching of aspect, he mainly relies on unsystematic 'rules of thumb' (Negueruela 2008: 206) to explain his choice of verb form. Immediately after the teaching intervention, he frequently employs conceptual terminology to explain his interpretation of events. Finally, after the performance of the third task, he justifies his selection of past tense by focussing primarily on the meaning he wishes to communicate. In its conclusion, the paper stresses the value of

teaching concept to develop in students the ability to reason in order to choose the past tense which best communicates their intended meaning.

Keywords: Task-Based Language Teaching, Concept-Based Instruction, The Grammatical Concept Of Aspect, Vygotskyian Pedagogy, Mediation, Case Study

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Room: WG908-9

Abstract #657

Challenges and Opportunities: Learners' and Instructors' Voices on English-medium Disciplinary Textbooks

Cheng, Yuh-show; *National Taiwan Normal University*
Yeh, Hsi-nan; *National Taiwan Normal University*
Chern, Chiou-lan; *National Taiwan Normal University*

English has become the academic lingua franca in many disciplines all over the world. Many university instructors in EFL contexts adopt English-medium textbooks in their discipline-specific introductory courses, whether the courses are taught in English or in the local language. In this colloquium, three language education researchers will report their findings of a joint research project that investigated how EFL students and content course instructors from different disciplines perceived and dealt with the texts in English-medium textbooks. The data were collected through interviews with students and teachers from the introductory courses of six disciplines across universities in Taiwan. The six disciplines, covering both sciences and humanities, included biology, chemistry, computer science, economics, management, and psychology. The interviewees were first presented two texts with different readability levels retrieved from discipline-specific introductory textbooks. After reading the texts, their perceptions and views were explored. The first presenter will focus on the broader issues of students' and teachers' perceived disciplinary differences in textual features and their attitudes towards English as the prevalent medium for disseminating disciplinary knowledge. The second and third presenters will address the micro-level issues of immediate concerns to students and teachers. Specifically, the second presenter will present students' perceptions of the two discipline-specific texts, the difficulties they experienced in reading the two texts, and the coping strategies they used in comprehending the texts. Against the second presenter's findings, the third presenter will report on teachers' perceptions of the linguistic features of the two texts, their views towards students' possible difficulties in comprehending the texts, and the instructional strategies they would adopt to facilitate students' learning. This colloquium may help language educators and college content course instructors to reflect on the practice of adopting English-medium textbooks at university level in EFL contexts from multiple perspectives.

Keywords: English-Medium Textbook, EFL Context, Learning Of Disciplinary Knowledge, Domain-Specific Texts

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27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

Wednesday 29 November 2017 1130 - 1200

Room: WG801

Abstract #556

Genre, Pedagogy, and PowerPoint Design: A Multimodal Analysis of the PowerPoints of the General Linguistics Course in China

Feng, William; *The Hong Kong Polytechnic University*

This study analyzes the PowerPoints of the general linguistics course in China. The data comprises of 23 sets of PowerPoints (591 slides in total) from 14 awardees of *The First National Multimedia PowerPoint Contest for University Linguistics Teachers*. Drawing upon genre analysis from the approaches of ESP and multimodality, this study investigates the generic structure of the PowerPoints and its multimodal realization. In terms of generic structure, the moves of [title]^[outline]^(example)^[concept]^[definition]^[explanation]^(exemplification)^ (exercise)^(answer)^(homework) are identified. Analysis of the structure indicates that most of the lessons are preoccupied with the teacher-centered transmission of knowledge. The learning objective is understanding and memorizing the linguistic concepts, rather than training students' analytical skills (i.e. using the knowledge to analyze real-life English language use for specific or academic purposes). In terms of the realization of each move, it is found that language is the primary resource and visual images mainly serve illustrative purposes (e.g. photos of linguists and cartoon figures to illustrate interlocutors). There are very few authentic images from real life communication and the images are seldom used for expounding abstract concepts.

This study problematizes the alleged "best practices" as they are preoccupied with teacher-centered transmission of knowledge. We argue that multimedia PowerPoint should not become a fancy tool for an old pedagogy (i.e. teacher-centered transmission of content knowledge). Instead, PowerPoints should be designed in a way to construct linguistic knowledge more effectively in authentic contexts on the one hand, and to enable students to apply the knowledge in new professional/academic contexts with essential analytical and writing skills on the other. Against the backdrop of the ongoing reform of college English curriculum in China, the study has far-reaching implication for transforming the linguistics subject from the mere transmission of content knowledge to integrating content and language for specific/academic purposes.

Keywords: PowerPoint design, pedagogy, multimodal genre, linguistics course, EAP, visual literacy, China

Room: WG802

Abstract #872

Judging a book by its cover: An analysis of self-improvement book titles

Koay, Jeremy; *EduMaxi*

Self-improvement books are a popular non-fiction genre, which offers readers advice to help them improve their lives. This paper explores worldviews that self-improvement books promote by examining the lexicogrammatical characteristics of the book titles and comparing them to those of historical biographies.

The text analysis is based on a dataset of 110 self-improvement book titles and a comparative dataset of 110 historical biography titles. The book titles were collected from amazon.com, an online bookstore. Drawing on Halliday's idea of field, that is, as Eggins (2004) explains, "the topic and focus" of a particular text; I investigated the field of the titles by paying attention to word frequency. Antconc was used to generate the word frequency list. Following Mautner (2009), I use high frequency lexical words as an indicator to what should be given attention in terms of the field.

The most frequent lexical word in the self-improvement book title dataset is the pronoun 'your', followed by 'life'. A closer examination shows that 'your' collocates most frequently with 'life'. My analysis also shows that 'change' is the most common verb that governs 'your + life'. Other verbs include 'take control of' and 'transform'. When comparing the grammatical structure of the two datasets, imperative clause is common in self-improvement book titles but this structure is not found in the historical biography titles.

Drawing on interview data as well as the literature, my findings show that self-improvement books promote the idea that individuals are capable of and are responsible for improving their lives.

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Keywords: Self-Improvement Books, Grammatical Analysis, Book Titles, Systemic Functional Linguistics, Field

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Room: WG803

Abstract #885

Phonological Impediments to English Acquisition in Asian Contexts

Graham-Marr, Alastair; *Tokyo University of Science*

In recent years, across Asia, the number of programs at the tertiary level that have introduced content into their English curriculum has been increasing, with many schools instituting EMI (English as Medium of Instruction) courses rather than CLIL or ESP/EAP. However, in many Asian contexts, there are often natural impediments that make integrating content and language difficult. Many Asian languages, such as Korean or Japanese, are syllable timed, or mora-timed, and consequently, the sound systems of such languages vary substantially from English. Learners coming from syllable-timed or mora-timed languages often lack a natural understanding of suprasegmental phonology, impeding comprehension. As such, such learners have undeveloped listening skills and have difficulty understanding naturally enunciated English. Asian learners often struggle to comprehend extended streams of connected speech that they would otherwise understand were it written down on paper. And yet, many of these content approaches do not adequately address these issues. Many policy makers have adopted EMI, without identifying the possible problems that might occur. Different learners bring different sets of linguistic difficulties to each teaching context, and the problems associated with phonological interference need to be addressed if content is going to be successfully integrated into Asian English classes. Given that many European languages are stressed timed and generally match the phonological rhythms of English, to date, the issue of phonological interference has not garnered much attention. This paper presents a preliminary study that was undertaken with first and second year university students at a Japanese science university where sheltered content was taught. The paper will outline the difficulties that students encountered and suggest that while EMI classes might be suitable for higher-level learners, lower-level learners need more linguistic support. That is, a CLIL approach or an ESP/EAP approach might be better suited to the needs of many Asian learners.

Keywords: EAP, ESP, Listening, SLA, Suprasegmental, Obstacles

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Room: WG808

Abstract #766

A cyclical model of peer coaching and teacher efficacy for EFL teachers' professional development in Indonesia

Sumartini, Pande Made; *La Trobe University*

The widespread cascading approach, to English Foreign Language (EFL) teacher professional development (PD) in Indonesia is insufficient for promoting improvements in either practice or praxis in classrooms (Chang, Shaeffer, & Al-Samarrai, 2014; Evans, Tate, Navarro, & Nicolls, 2009; Zein, 2015, 2016). In the cascading approach, master teachers are trained at national level workshops/seminar and then conduct the same workshops/seminar at provincial and district levels. This approach has problems, not only at the bureaucratic level, but also at the activity level, where it is seen to be detached from the dynamic and on-going issues of classrooms. So, what alternative kind of PD could increase teacher efficacy, or teachers' capabilities to achieve desired teaching praxis (Bandura, 1977; Tschannen-Moran & Hoy, 2001)?

Based on a review of relevant literature, this presentation proposes a cyclical model of peer coaching that includes the aim of increasing efficacy among EFL teachers. It integrates a re-purposing of the cascading approach to elaborate strategies that could complement and enhance peer coaching, such as: strengthening teachers' collaborative learning and relationships and shaping critical questioning of praxis. Building on these strategies, the proposed peer coaching model elaborates three strengths. First, by involving on-site negotiation and development, it gives teachers an immediate context for identification and discussion of proposal of solutions for actual classroom problems. Second, this cyclical form of peer coaching enables teachers to continuously re-visit their reflections and proposed solutions for EFL classrooms' dynamic problems. Third, engaging teacher peers in mutual collaboration promotes exchange of ideas and advice about practice and enhances teachers' evolving consciousness of their praxis. Evolving consciousness is important in enhancing teacher efficacy, i.e., the combination of teaching capabilities and judgement about those capabilities.

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Keywords: Cyclical Peer Coaching, Teacher Efficacy, Praxis

Room: WG809

Abstract #898

Profiling Perceptual Learning Styles of Chinese as a Second Language Learners in University Settings

Sun, Peijian; *Sun Yat-sen University*

This study revisited Reid's (1987) perceptual learning style preference questionnaire (PLSPQ) in an attempt to answer whether the PLSPQ fits in the Chinese-as-a-second-language (CSL) context. If not, what are CSL learners' learning styles drawing on the PLSPQ? The PLSPQ was first re-examined through reliability analysis and confirmatory factor analysis (CFA) with 224 CSL learners. The results showed that Reid's six-factor PLSPQ could not satisfactorily explain the CSL learners' learning styles. Exploratory factor analyses were, therefore, performed to explore the dimensionality of the PLSPQ in the CSL context. A four-factor PLSPQ was successfully constructed including *auditory/visual, kinaesthetic/tactile, group,* and *individual styles.* Such a measurement model was cross-validated through CFAs with 118 CSL learners. The study not only lends evidence to the literature that Reid's PLSPQ lacks construct validity, but also provides CSL teachers and learners with insightful and practical guidance concerning learning styles. Implications and limitations of the present study are discussed.

Keywords: PLSPQ, Learning Style, CSL, Exploratory Factor Analysis, Confirmatory Factor Analysis

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Room: WG903

Abstract #679

Translanguaging as a pedagogical tool: Leveraging students' out-of-classroom linguistic repertoires for pedagogical innovation in the English-as-an-additional-language (EAL) classroom

Slaughter, Yvette; *The University of Melbourne*
Cross, Russell; *The University of Melbourne*

Conventional views of teaching English as an Additional Language (EAL) often frame languages as discrete systems that speakers switch between. However, current theories of translanguaging and bilingualism challenge this assumption, arguing that the language practices of bilinguals are drawn from a single linguistic repertoire, and that enabling access to the full breadth of students' language practices can be a vital resource for further language development. This challenges practices within EAL education, where curriculum, pedagogy, and assessment are predicated on monolingual (English-only) structures, neglecting the diverse language and literacy resources that EAL students bring to learning. As a result of these practices, students' linguistic repertoires diminish as they move through school.

This paper reports on research into the use of ethnolinguistic mapping as a pedagogic device to assist EAL teachers in designing units of work which leverage students' out-of-classroom linguistic repertoires. Using multiphase ethnography to inform curriculum development in intensive English language schools for newly arrived migrants and refugees, this project seeks to collaboratively build

capacity to attend to the needs of students, enhance professional development of teaching staff and develop a framework for managing language acquisition in complex learning environments. Two major features of the project will be presented. First, we will discuss the use of ethnolinguistic mapping as a research tool for children, along with samples of the student maps. Second will be a preliminary discussion of the curriculum development process and the effectiveness of linguistic mapping in assisting EAL teachers in understanding the resources marginalised student groups bring into a learning environment and how teachers can leverage this understanding in complex educational environments.

Keywords: Pedagogy, Linguistic Mapping, Second Language Curriculum, Translanguaging, Research Methodology

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Room: WG907

Abstract #922

Mobile Learning of German as a Foreign Language in Secondary Schools

Feick, Diana; *The University of Auckland*

To date, there has been no research on Mobile Assisted Language Learning (MALL) of German as a Foreign Language (GFL) which displays a clear contrast to the every day use of mobile devices by young learners. Theories of MALL emphasize the connection between media use habits in every day life and their potentials in institutional language learning settings, particularly when it comes to informal and incidental language learning.In this talk I will present the first results of an explorative investigation into Mobile Learning of German as a Foreign Language in Secondary Schools outside German speaking countries. The study focuses on data of an online survey with 108 teachers of GFL concerning the implementation of mobile devices in their classrooms, especially the different forms of MALL and the frequency of the MALL-based teaching episodes. Furthermore, the findings reveal the attitudes of teachers about Mobile Language Learning in their personal sociocultural context. Conclusions from these results will be discussed.

Keywords: German of a Foreign Language, Mobile Assisted Language Learning, Mobile Learning, Secondary Schools, Teacher Perspectives, Teacher Attitudes, Survey

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Wednesday 29 November 2017 1200 - 1230

Room: WG801

Abstract #634

Linguistic Human Rights in national policy, institutional practices and local attitudes: The case of the Roma living in Romania

Tarau, Maria; *The University of Auckland*

Europe, approximately 800 years ago. On European shores, from France to Romania, a strange new people, **the *Roma***, are disembarking, bringing with them a different set of values, a different language, a different way of life. Who are they? Where did they come from, and why? The mystery surrounding them survives throughout time, giving birth to a painful and tormented history.

Europe, 2017. The status of the Roma is little changed. Hounded from the West towards Central and Eastern Europe, lacking territorial reference, linguistic homogeneity, and cultural unity, the Roma continue to struggle for survival (Agarin, 2014; McGarry, 2013; Pogany, 2006; Rorke, 2013). Eastern European countries are home to large numbers of European Roma; one of them is Romania, a member state of the European Union since 2007. As these countries struggle with political and social challenges resulting from their own troubled history, what are they doing for the Roma today? This question is particularly relevant now, as over the past few decades many governments around the world have come to acknowledge the importance of preserving cultures and languages, thus empowering numerous indigenous and minority groups around the world, from Wales and the Basque Country to New Zealand. A main tool in achieving this has been utilising the concept of *linguistic human rights* (access to both mother tongue and an official language) to create legislation that would benefit minority groups (Grin, 2005; Kontra, Phillipson & Skutnabb-Kangas, 1999). This paper uses these successful initiatives as models and aims to investigate the extent to which the Romanian government is acknowledging the role that ***Romani***¸ the language of the Roma, plays in strengthening their Romanian community. To explore this matter, the paper examines European and national legislation, institutional practices, and local attitudes towards this minority group.

Keywords: The Roma of Romania, Linguistic Human Rights, Minority Group Identity in The European Union

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Room: WG802

Abstract #921

'Oh my God, we are so rich': European and Asian English speakers talking about personal finances

Walkinshaw, Ian; *Griffith University*
Qi, Grace Yue; *Griffith University*

Interactants in a Europe-focused corpus of spoken English as a lingua franca (ELF) rarely talked about their personal finances unless situational exigencies (such as their work environment) compelled them to. Their salaries, bank accounts, mortgages, debts, the price of their assets and so on were largely off the table as topics of discussion. By contrast, Asian speakers of English in a similar corpus discussed personal finances much more openly and frequently. This is the fascinating phenomenon which our presentation explores: How Asian speakers of English talk about, and respond to talk about, their own personal finances, those of their interlocutors and those of non-present third parties, both as a serious topic and as a source of jocularity.

The presentation draws on analysis of two highly comparable region-specific spoken-language ELF corpora: the Europe-focused Vienna-Oxford International Corpus of English (VOICE), and the Asia-focused Asian Corpus of English (ACE). These corpora are alike in overall size, type and number of interactional contexts, number of interactants, hours of recorded data, data-collection protocols and transcription conventions. Our analysis examines informal leisure contexts, which are not task-focused and which therefore dispose interactants to self-select topics and topic-shifts.

Our focus in the presentation is initially quantitative: We present the outcomes of a frequency profiling analysis of the two data sets, comparing the frequency of certain lexical items relating to personal finances. We then shift to a qualitative assessment, presenting examples of personal finance talk by Asian speakers of English in a variety of interactional scenarios, and contrasting these with the much sparser discourse in the VOICE corpus. Finally we speculate tentatively about why the two data sets treat this topic so differently.

Keywords: Asian Corpus Of English, Corpus Linguistics, English as a Lingua Franca, Frequency Profiling, Personal Finances, Speaking, Vienna-Oxford International Corpus Of English

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Room: WG803

Abstract #887

Framing interaction, performance and development in an oral presentation course

Moore, Paul; *University of Queensland*

Recent classroom research has investigated how learners frame task-based interaction, including the cognitive focus of their talk and each other's involvement in the ongoing activity, and the influence of this interaction on task performance. This paper reports on four case studies from an investigation into peer-interaction leading up to two oral presentation tasks, performed seven months apart, in a Japanese university EFL classroom. The study investigated how learners in dyads negotiated the procedural, content-related, performance-related and off-task foci of their talk, and how they negotiated intersubjectivity, task control and pedagogic roles. Four case studies, involving two focal participants and their partners preparing for and performing two oral presentation tasks, are presented to demonstrate the dynamic relationship found between dialogic activity-framing and task performance, over time and across interlocutors. Implications for task-based language teaching and research are discussed, including the finding that individual performance was not always representative of individual competencies. In order to successfully perform such tasks, learners may require an explicit focus on the development of task-based procedural and interpersonal skills.

Keywords: Sociocultural Theory, Oral Tasks, English as a Foreign Language, Japan

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Room: WG808

Abstract #863

How prepared are the non-native pre-service ESL teachers?Insight from supervisor feedback for improvement in the practicum experience

Gan, Zhengdong; *University of Macau*

There is a general consensus that field practice of pre-service student teachers complements the university-based coursework, allowing prospective teachers to face the challenges of the real classroom environment and gain experience of the practicalities of teaching in schools. It is thus widely believed that field-based practicum experience can help student teachers to build a bridge between their theoretical knowledge base and their practical school experience, enabling pre-service teachers to develop a personal-practical knowledge under the guidance of teacher educators and other significant members in their school communities. While such claims have been generally embraced in the general education field, there has been a lack of empirical description of what practical knowledge pre-service ESL student teachers need to develop to teach effectively in the classroom, and the manner in which such practical knowledge develops. This paper reports on the experience of non-native pre-service ESL student teachers in Hong Kong during the practicum from the perspective of university supervising teacher feedback. The results of this study contribute to the current debate on how second language teacher education programs can best equip trainee teachers with the knowledge and skills that will best enable them to participate in the actual experience of teaching.

Keywords: Second Language Teaching, Second Language Teacher Education, ESL Student Teacher, Practicum

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Room: WG809

Abstract #753

Guiding L2 students from plagiarism: The role of ESOL teachers

Kakh, Samira; *EDENZ Colleges*

This study was interested to understand how ESOL teachers interact with their students' writing in English as they develop identities as L2 users. Relying on in-depth interviews with students and ESOL teachers, this qualitative study initially tried to understand how source use and the issues surrounding language appropriation were communicated to a group of L2 students, who were planning to pursue a diploma certificate at an educational institution in New Zealand. The instructional advice and task requirements were then considered to analyze some sample texts that were composed by the student participants of the study as part of the requirements of their General English course. The findings of the second phase of the study were compared to the literature on non-deceptive plagiarism to understand the gap between ESOL students' source-use abilities and the academic writing expectations of tertiary educational contexts. Findings suggest that L2 students' source use skills are not equal to the requirements of academic writing in general. The discussion of the findings centered

on the features of social discourses and the necessity of addressing L2 tertiary students' academic writing needs prior to entering tertiary programs. This article also argues that by considering the Pareto principle, policy makers of educational institutions can reduce the amount of textual plagiarism. In a nutshell, this argument criticizes the idea of rejecting applications in the admission process, and argues that the gap between tertiary students' academic writing abilities and expectations should be bridged through intensive but explicit instruction by ESOL teachers.

Keywords: Plagiarism, ESOL Teachers, L2 Students, Tertiary Education, Pareto Principle

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Room: WG803

Abstract #827

Struggling to speak up: Teaching of Communication Strategies to undergraduates in Vietnam

Nguyen, Thi Thu; *Macquarie University*
Yates, Lynda; *Macquarie University*

Vietnamese graduates who are not English majors struggle to use English communicatively (Nguyen & Nguyen, 2016) and yet the ability to do so is crucial in today's global economy and has been identified as a priority by the government (Phan, 2015). The ability to deploy appropriate communication strategies (CSs) is an important part of speaking competence and one which has yet received little attention in the Vietnamese context (Bui, 2012). This paper reports on a mixed-method investigation into the teaching of CSs to non-English major students in Vietnam, with focus on teachers' perspectives, and university curricula and teaching materials at tertiary level in order to address this. A survey was used to collect data from teachers of English to non-major students on their awareness of the nature of CSs and their views on teaching CSs to their students. These data were further illuminated by an analysis of the curricula of the universities participating in the study and of the English textbooks used by the university that provided the greatest number of respondents.

The findings show that, although the vast majority of teachers supported the integration of CSs into the teaching of spoken English to their non-major students, their understanding varied widely and few had been trained in how to teach them. Crucially, the teaching curricula of the universities surveyed did not include any reference to the teaching of CSs. In addition, it became clear that many teachers were not fully aware of exactly how CSs were treated in the texts they used, and thus did not fully exploit the potential of these texts in their teaching. On the basis of these analyses, specific recommendations for the development of appropriate CS practice materials and activities to improve the teaching of spoken English to Vietnamese non-majors of English are proposed.

Keywords: Communication Strategies, Vietnam, Non-Majors Of English, Teachers, Curricula, Teaching Materials

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27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

Room: WG903

Abstract #617

The literal underpinning of figurative idioms: What do learners make of it?

Wang, Xinqing; *Victoria University of Wellington*
Boers, Frank; *Victoria University of Wellington*

Recent instructional approaches to L2 idioms have included steps to inform learners about the literal underpinning of the idiomatic, figurative meaning of such expressions. This is intended to reassure learners that many idioms are 'motivated' rather than arbitrary and to make these expressions memorable by virtue of the imagery that comes with a literal reading. To date, however, little attention has been given to individual learners' appreciation of this kind of information. And yet, it seems plausible that the benefits of presenting learners with the literal underpinning of an idiom will be mediated by their perception of the usefulness of such information. This chapter reports a study where 25 Chinese EFL learners were presented in an interview with figurative idioms whose meaning they were asked to guess, first without and then with the aid of information about their (likely) literal underpinning. After the correct figurative meaning of the idioms was established, the participants were asked to evaluate the connection between the proposed literal underpinning and the figurative meaning of the expressions. One week later, the learners were presented in a follow-up interview with the same idioms and asked to recollect their meaning. The data are analysed with a view to gauging (a) the extent to which these learners' interpretation of idioms benefits from knowledge of their literal underpinnings and (b) the extent to which these learners' appreciation of the connection between the literal underpinning and the figurative meaning of idioms matters for establishing accurate memories of idiomatic meaning.

Keywords: Second Language Idiom Learning, Applied Cognitive Linguistics, Figurative Idioms, Etymological Elaboration

Room: WG907

Abstract #646

How Japanese high school students' English writing ability changed through extensive reading in the EFL classroom

Watanabe, Masatoshi; *Hyogo University of Teacher Education*
Ohba, Hiromasa; *Joetsu University of Education*

This study is to investigate how Japanese high school students' English ability changed through extensive reading in the EFL classroom. Fifty-minute extensive-reading classes were conducted for 12th graders once a week over a period of four months in a public secondary school in Japan. The participants read graded readers under the condition of Sustained Silent Reading (SSR). They were divided into two groups: 30 participants in Group 1 (extensive reading only) and 40 in Group 2 (extensive reading plus 5-minute essay writing on the books they read). For pre- and post-tests, they took reading comprehension tests, which consisted of CEFR A1-B2 level questions, and written essay tests in English. The writing tests were evaluated on the basis of Simplified EFL Composition Profile (Ohba, 2013): content, organization, vocabulary, language use, and mechanics. A three-way analysis of variance (ANOVA) was conducted with the factorial measures of treatments, writing levels and tests. As a result, significant improvement between the pre-test and post-test was recognized in the students of lower levels of both groups in the sections of content, organization, vocabulary, and language use. On the other hand, little progress was found in the students of higher levels. Multiple regression analysis was also carried out to examine the relationship among the scores of reading tests, the total number of words participants read, and 5 subcomponents of the writing tests. The result was that the score of the writing tests seemd to be more influenced by the results of the reading tests than the total number of words they read. The result will be discussed in terms of the mechanisms of reading and writing.

Keywords: Extensive Reading, Writing Ability, Reading Ability, Multiple Regression Analysis

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Wednesday 29 November 2017 1230 - 1300

Room: WG801

Abstract #619

Multilingual Visualization as a Method of Vocabulary Acquisition in the Foreign Language Classroom

Price, Robert; *Wenzhou Kean University*
Scalia, Jeremiah Cassar; *Wenzhou Kean University*

Multilingual language learners readily use the languages they have prior knowledge of to construct meaning in a target language. Current trends in foreign language immersion teaching however, emphasize the use of the target language in the classroom as the sole medium of instruction. It is

therefore limiting to the language learner for an instructor to completely restrict the use of these valuable resources in favor of target-language only classroom environments. Furthermore, these multilingual lexical inventories allow students to combine multiple languages (e.g. - Mandarin Chinese and English) to create strong, mental associations via visualization for effective vocabulary acquisition. This study explores the use of multiple previously learned languages with visualization as a mnemonic device to support SLA.

Participants in this study consist of multilingual Chinese university students, who use knowledge of multiple previously acquired languages, primarily English, Mandarin and other Chinese dialects to construct images based on mental associations for a list of six lexical items in a previously unstudied target language, Indonesian. The selection of Indonesian as the target language for this group of participants serves to emphasize that multilingual visualization is beneficial even in vocabulary sets which are unrelated to previously acquired language.

Preliminary analysis of the results of this study suggests that supporting multilingual learners' abilities to combine languages to create visually-represented associations is an effective method in SLA, and a theory of multilingual visualization as a method of vocabulary acquisition in the classroom is developed.

Keywords: Applied Linguistics, Multilingual Visualization, Bilingual Education, Second Language Acquisition, Vocabulary Acquisition, Interference Theory, Cross Language Transfer, Mnemonic Devices, Bi & Multilingualism

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Room: WG802

Abstract #797

The use of humour in multicultural classrooms: A case study of teachers' and students' perceptions and practices from a university ELICOS Centre

Tran, Mai; *Macquarie University*

This thesis reports on an investigation into the employment of humour in multicultural classrooms, with special attention to teachers' and students' perceptions and practices. A mixed method approach was used. Participants included 7 teachers (1 male and 6 females) and 104 students (44 males and 60 females) from a university ELICOS centre in an Australian city. Data were collected through class observations, teacher interviews and student questionnaires. First, teachers' practices of using humour, including the frequency of humour attempts and choices of different humour types, were obtained through class observations in which the researcher played the role of a non-participant observer. These teachers' perceptions of the role of humour in teaching and their preferences for certain humour forms were investigated through the subsequent interviews. The questionnaires for students aimed to investigate the students' perceptions of the humour-learning relationship as well as responses to their teachers' humour usage in class, and to look for patterns in demographic data: gender and nationality.

The findings show that the incorporation of humour in EFL teaching and learning was viewed positively by the teachers and students in this study. A new classification of humour types including 4 main categories (related, unrelated, self-directed and other-directed humour) and 25 subcategories was inductively developed using the content analysis of the humour attempts by the teacher participants. Student gender and nationality were found to correlate with some aspects of their perceptions of humour as well as responses to their teachers' humour usage: on average, females expressed more positive attitudes toward humour than males did, and non-Chinese students showed stronger agreement with the positive effects of humour on learning as well as preferring more frequent use of humour in teaching.

Keywords: Humour, Multicultural Classrooms, Perceptions, Practices

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Room: WG803

Abstract #742

The contribution of self-regulation and emotional engagement in learning activities to improve speaking skills in English over a year

Okamura, Akiko; *Takasaki City University of Economics*

To find successful models of learning, the framework of self-regulation originating from educational psychology has been applied to the studies in second language acquisition. However, relatively little attention been paid to the relationship between self-regulation and the enjoyment of learning to the pathways of the acquisition of the second language、 although learning involves both cognitive and emotional endeavors.

Therefore, this study investigates how the self-regulation and the learners' enjoyment of the learning task contribute to the improvement of English speaking skills over the course of a year. Two studies were carried out to combine the data of the questionnaires and that of the computerized speaking test, Versant performed before and after the course. Both studies used the same textbook, which encourages collaborative work in class. One study analyzed characteristics of classes with increased mean scores on the speaking tests and those with decreased scores in the twenty four classes taught by eight teachers at a Japanese university. The other study focused on individuals in three classes with one teacher in the following year.

The results of the first study showed that the classes increased mean scores when learners exercised more self-regulation such as collaborative work outside of class hours, than other classes did, even if the learners did not enjoy the collaborative work. In contrast, the second study which analyzed the individual improvement, showed a slightly different picture. When learners improved the speaking test scores, it was not only to do with self-regulation but also to do with the enjoyment of collaborative work and that of listening to English outside of class hours. Thus, while in the aggregate enjoyment

has little to do with improvement in English speaking skills, at the individual level it seems to require both self-regulation and enjoyment.

Keywords: Self-Regulation, Enjoyment of Activities, Speaking Skills, Collaborative Work, Longitudinal Study

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Room: WG808

Abstract #876

Context, conflict, and community

Macalister, John; *Victoria University of Wellington*

Mobility programmes allow students to travel to another country for all or part of their education. Such trans-national educational programmes have a range of claimed benefits – personal, professional, inter-cultural – and are often strongly supported; through its Erasmus+ programme, for example, the EU plans to have supported 4 million people for such educational experiences by 2020.

This paper reports on the experiences of Malaysian English language teachers who studied for two years in New Zealand as part of their teacher education. It draws on data generated through observation of and interviews with four novice teachers, and seeks to understand the ways in which they sought to make sense of their professional learning in the classroom. This data forms part of a longitudinal project that investigates the evolving nature of their language teacher cognition, and in particular the contribution of the trans-national educational experience on their cognition and practice.

The results confirm the overpowering influence of context, identify some points of conflict, and show the emergence of a small virtual community to support innovation and change.

Keywords: Language Teacher Cognition, Teacher Education, Study Abroad, Mobility, Trans-national Education, Novice Teachers, Malaysia, New Zealand

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Room: WG809

Abstract #656

Critical Ethnography and Autoethnography: Dilemmas and possibilities of defining and choosing methodologies in Applied Linguistics research

Velasquez, Jessica; *La Trobe University*
Duong, Thuy; *La Trobe University*

This paper is being delivered by two first year PhD students who have been exploring the use of different types of ethnographical research for different purposes. One of us is contemplating using autoethnography (Anderson, 2006; Chang, 2008; Ellis, 2004) for the study of academic writing, the other is considering critical ethnography (Carspecken, 1996; Madison, 2012) for her research on language learner and teacher identity. Despite the fact that we both consider ourselves as insiders into our topics of research, we have contrasting views about the extent that we would like to reflect on our own experiences in our own research. In exploring how to deal with this dilemma, we examine how various researchers have defined and applied the above methodologies (e.g., see Canagarajah, 2012 for examples of autoethnography in academic writing and Norton, 2000; Stanley, 2013 for examples of critical ethnography in language learner and teacher identity). In engaging with the various methodologies of ethnography, we document the conflicting interpretations, and overlapping, confusing and often contradictory claims in the research literature. By explaining our interest in the mentioned methodologies and outlining our understandings of the varied ways in which these methodologies have been used, we hope to help other researchers position their work in these two complementary methodologies and add to the existing body of research on reflexivity in applied linguistics research (Paltridge, 2014; Starfield, 2013). We believe that this discussion would be of interest to both novice researchers searching for deeper insights into these two current methodologies in applied linguistics research and to experienced researchers who wish to justify, clarify and contest their own understandings.

Keywords: Critical Ethnography, Autoethnography, Academic Writing, Language Learner Identity, Language Teacher Identity

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Room: WG903

Abstract #676

The Effects of Enhancing EFL Students' Knowledge about the Elements in Argumentation on the Argument Structure

Zhang, Tingting; *The University of Melbourne*
Zhang, Lawrence Jun, *The University of Auckland*

Argumentative writing is important for English-as-a-foreign-language (EFL) learners to develop their academic writing ability and improve their language proficiency. However, the findings in many studies have reached similar outcomes about the deficiencies in students' argumentative techniques (Nussbaum & Kardash, 2005; Sadler, 2004; Wolfe, 2012). Since most approaches to teaching argumentative writing present it with writing templates instead of systemic activities (Bacha, 2010; Nussbaum, 2007, 2008), it may be more effective if students' knowledge about various aspects of argumentative writing is enhanced with genre-based instruction (Paltridge & Starfield, 2011; Tardy, 2009). Our presentation investigates EFL learners' development in argumentative writing. We examine their knowledge about the elements in argumentation (formal knowledge, process knowledge, rhetorical knowledge and subject-matter knowledge), and the surface structure of arguments through a pre- and post-test design using genre-based instruction. The data were collected

from 134 EFL student-writers through tests and an open-ended questionnaire with two purposes in mind: 1) investigating students' knowledge about argumentation genre, and its structure before intervention; and 2) tracking their development in understanding the elements of the argumentation genre and its structure after the intervention. Our presentation addresses the following research questions:

1. Do Chinese EFL writers at two different proficiency levels differ in their genre knowledge about the elements in argumentation (formal knowledge, process knowledge, rhetorical knowledge and subject-matter knowledge) ?

2. Does genre-based instruction improve EFL writers' knowledge about the elements, and writing structure in their written production? If yes, how does the structure change over time?

While data analysis, our preliminary findings suggest that EFL proficiency appears to be a key factor and the effects of genre-based instruction is of help to students who are keen to learn how to write argumentative texts well. Implications of study for pedagogy will also be discussed.

Keywords: Argumentative Writing, Argument structure, Genre knowledge, Genre-based instruction

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Room: WG907

Abstract #943

An enquiry into the time taken for L2 literacy learning development with two groups of adult language learners

Field, Jenny; *Waikato Institute of Technology*

As Tarone (2009) states, worldwide some 774 million adults lack literacy skills, two-thirds of whom are women, yet there is a paucity of literature about the process of second language acquisition for this group. The little research that does exist indicates that second language learning involves markedly different learning processes (Tarone, Bigelow & Hansen, 2009), but the implications of such findings appear not to have been followed through in local policy documents and funding decisions.

In New Zealand, an opportunity exists to contribute to the existing body of research as targeted government programmes are in place for these learners, and their progress is tracked over time through an on-line assessment tool. A two-year project has therefore been recently been initiated, with the aim of enquiring into the time taken by limited literacy learners to make progress. A group of forty llearners with 0-2 years of prior education is being compared with a group of forty learners with 8-10 years of prior education, with their rates of progress in literacy gains compared. This involves a mixed methods approach exploring participants' educational and social backgrounds through interviews, administering of digital assessments over two years, and collecting portfolios of naturally occurring written work.

The focus of this presentation is to discuss the rationale and methodology of the project and to report the early findings derived from the initial interviews and early rounds of digital assessments.

Keywords: L2 Literacy, Second Language Acquisition, Limited Literacy Learners, Pace

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Room: WG908-9

Abstract #871

Encouraging adolescent learners' active interaction in the foreign language classroom

Philip, Jenefer; *Lancaster University*

'Foreign' language (FL) learning in high schools is vital yet under-researched, particularly where opportunities for use, access to input, and contact hours are limited. This study explores classroom interaction and the ways in which two teachers support and/or inhibit target language use among adolescent learners. Based on research on instructed language learning, Features of classroom interaction have been empirically demonstrated to support learning, including: (1) the quantity and quality of teacher input (Nassaji & Wells, 2000); (2) opportunities and support for student output (Ohta, 2001); (3) provision and use of corrective feedback (Lyster & Saito 2010); and (4) controlled meaning-based practice (DeKeyser, 2007). Yet few studies have investigated the extent to which these four features are characteristic of oral interaction in high school FL classrooms. This research reports on the incidence and quality of these features in four EFL classes in two regional high schools in Croatia over two weeks.

Data comprised classroom observation, focus group student interviews (3 groups, n=12), individual teacher interviews after each class, teacher (n=2) and student (n=75) questionnaires. The results highlight the importance of teacher-student relations and the everyday challenges and successes of encouraging adolescent learners to participate in the target language. I conclude with reflection on best practice among teachers in their use of oral interaction to support language learning among high school students.

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Lyster, R., & Saito, 2010. Oral feedback in classroom SLA: A meta-analysis. *Studies in Second Language Acquisition,* 32, 265-302.

Nassaji, H., & Wells, G. (2000). What's the use of triadic dialogue?: An investigation of teacher-student interaction. *Applied Linguistics 21*, 3, 376-406.

Ohta, A. (2001). *Second language acquisition processes in the classroom*. Nahwah, NJ: Lawrence Erlbaum.

Keywords: Instructed Language Learning Interaction, Foreign Language Learning, EFL, Teacher Talk, Adolescent Learners

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Wednesday 29 November 2017 1400 - 1430

Room: WG801

Abstract #553

The Textbooks as Socializing Agents: A Critical Discourse Analysis of English Language Textbooks in Pakistan

Pathan, Habibullah; *Mehran University of Engineering and Technology*
Ali Shah, Syed Waqar; *Mehran University of Engineering and Technology*

Textbooks are considered the basic instructional resource in schools and colleges. They provide learners and teachers the guidelines to follow a particular direction to accomplish their set objectives. The teachers and learners view these textbooks as value-free assemblage of different lessons on past, present and future events. Apple (1993, 2001) challenges this view and considers curriculum as ideologically-driven document that socializes learners with a particular worldview. This worldview is decided by the political power which is dominant social group of the country. This dominant group determines the nature of knowledge to be disseminated to the learners. This study is qualitative in nature. It uses Fairclough's (2003) modal of Critical Discourse Analysis to investigate the underlying ideologies in English language textbooks published by Sindh Textbook Board (STB) Jamshoro. Fairclough's (2003) thinks that language internalizes the dominant values of any social group. The schools transmit the dominant ideologies through textbooks which have socializing effects on learners. The study finds that English Language Textbooks in Sindh Pakistan promote Islamic and Pakistani National identity more dominantly. The minority groups in Pakistan are marginalized through very little representation in language textbooks.

Keywords: Textbooks, Socialization, Language, Ideology, Power

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Room: WG802

Abstract #931

Evidentiality in MA Theses by Chinese Learners and British Natives

Kang, Junying; *Shanxi Normal University*

Evidentiality has long been a controversial topic concerning the semantic scope of evidentiality. Some argue that evidentiality is part of the epistemic modal system (Chafe, 1986), and different ways of acquiring information correspond to different degrees of commitment to the truth of the proposition (Frajayngier, 1985, 1987; Palmer, 1987). Others counterclaim that evidentiality is the coding of

information source, seldom explicitly mentioned in theoretical treatment of modality (Willet, 1988), and the extension of evidentiality to express epistemic attitude is a misconception (Aikhenvald, 2003, 2004).

Comparative studies of evidentials in oral and academic English, in abstracts across disciplines, in academic writings across learners of different levels, in English and Chinese news discourses have been made (e.g.Chafe, 1986; Yang &Tian, 2015; Xv & Gong, 2014). However, a comparative perspective on Chinese English learners (CELs) and British natives (BNs) seems to be an underresearched area. Based on a self-devised model, this research focuses on reporting and inferring evidentials in two corpora, consisting of 20 MA theses in linguistics by CELs and BNs respectively. It takes evidentials as lexicogrammatical devices that indicate information source and the writer's stance toward the proposition. Antconc 3.2.1 is used to identify frequencies and concordance patterns, and Chi-square tests are used to make statistic analyses.

Preliminary findings indicate that the overall frequency of inferring evidentials is higher than that of reporting ones in both corpora, and CELs use, comparatively, more reporting evidentials while BNs inferring ones. Second, the frequencies of top reporting verbs, particularly suggest, argue, show, differ significantly ($P < 0.001$). Self-reporting evidentials are preferred; collocates indicating non-human sources occur more frequently in self-reporting, while collocates with other-reporting evidentials have more focus on specific human sources. Third, modal verbs are most favoured lexicalized inferring evidentials; however, differences in low-and-median value modal verbs are significant ($P < 0.001$).

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Palmer, F. 1986. *Mood and Modality*. Cambridge: Cambridge University Press.

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Willett, T. 1988. A crosslinguistic survey of the grammaticization of evidentiality. *Studies in Language*. 12: 51-97.

Xv, F. & Gong, J. 2014. An Empirical Study on the Use of Evidentials in Academic Writings in Second Language. *Journal of PLA University of Foreign Languages*. 4:12-21.

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Keywords: Evidentiality; Inferring And Reporting Evidentials; Modal Verbs; Collocations

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Room: WG808

Abstract #793

Teacher Cognition of Language Learning Environments: understanding students' language learning environments beyond the classroom

Kashiwa, Mayumi; *Macquarie University*

This research explores language teachers' holistic views of international students' language learning environments beyond the classroom from ecological perspectives. Teachers' beliefs about a good language learning environment in study abroad context, especially the relationship between in-class and out-of-class language learning is the focus of the research. Teacher learning is also investigated from active engagement in a research project as part of their ongoing professional development. Teachers drew mind maps of a good language learning environment before and after getting students' information and analysing them. Such visual tools were employed as a way of stimulating their reflective thoughts as well as alternative to express their beliefs and thoughts.

Volunteer class students also participated in mind maps drawing and questionnaire so that teacher participants could gain more information about their students with a collaboration with the researcher. Students drew a mind map of their language learning environment in Australia as a part of class work. A questionnaire was designed by the researcher to explore frequency and usefulness of activities the students do outside of the classroom, challenges they face both in-class and outside of the classroom, things they wish they could do, etc.

Participants were 10 English language teachers from 2 different institutions, who teach international students, in Australia. Their class students during the project period were also involved. The development of teacher cognition is examined through narrative inquiry using both visual data and semi-structured face-to-face interviews.

Keywords: Language Learning Environments, Teacher Cognition, Multimodal Method

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Room: WG809

Abstract #799

Multimedia, polymedia and digital actors in communication

Nicholas, Howard; *La Trobe University*

The increasing interest in multimodality as an aspect of applied linguistics raises interesting issues about how to conceptualise relationships between media and the role of digital technologies in communication. Two issues will be considered in this paper: 1) the different potential of the terms multimodality/multimedia (Kress & van Leeuwen, 2001; Kress, 2010; Reder, Harris & Setzler, 2003) and polymedia (Miller & Madianou, 2012) for understanding both diverse communication technologies and the relationships between them; 2) the circumstances in which digital technologies are themselves to be understood as 'actors' in communication or as mediators of human communication. The implications of the proposed resolution will be outlined in relation to an example from multimodal recordings of interaction in a Vietnamese family in Australia using the Multiplicity framework of the communicative repertoire (Nicholas & Starks, 2014).

Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. New York: Routledge

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Miller, D. & Madianou, M. (2012). *Migration and new media: Transnational families and polymedia*. London: Routledge

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Keywords: Multimodality, Digital, Polymedia, Communicative Repertoire

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Room: WG901-2

Abstract #667

Pedagogy in the multi-level language classroom

Ashton, Karen; *Massey University*

Multi-level foreign language classes, where learners at different curriculum and year levels are combined into a single class due to declining learner numbers, are becoming increasingly common in New Zealand secondary schools. Aside from brief acknowledgement in the literature that this is an

increasing trend and concern for secondary school teachers, and a single teacher-led classroom case study, this remains an under-researched area. A qualitative survey (n = 63) found that almost 85 percent of responding teachers had not received any professional development for the teaching of multi-level classes although they feel that they are hard work, increase their workload, and negatively impact on their wellbeing, student learning and assessment grades. Findings from the survey and further teacher interviews (n = 11) reveal that through trial and error, teachers have found approaches to teach multi-level classes that they feel work best for them. Three different approaches could be seen in the data: 1) teachers split the class into the separate year and curriculum levels and teach them completely separately with different topics and materials, 2) teachers keep the cohorts together as much as possible and use differentiated materials on the same topic, and 3) use of technology for managing tasks, resources and learning, allowing students to work relatively independently and to choose the order of tasks that they completed. These three approaches will be discussed and compared in relation to teacher viewpoints and the literature on differentiation, learner-centred approaches and communicative language learning pedagogy.

Keywords: Multi-Level, Language Teaching, Pedagogy, Professional Development, Teachers, Differentiation, Learner-Centred

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Room: WG903

Abstract #720

Critical Academic Literate Development in the EAP Writing Course

Yang, Miao; *Shantou University*

A Case Study in China

Traditional EAP courses treat academic information as detached knowledge to be accessed and retrieved. Based on the framework of critical pedagogy and information literacy, EAP courses can transform learners' consciousness of disciplinary discourse and develop their critical academic literacy (CAL), which is defined as a trilogy of critical thinking skills, academic language skills and information literacy that students need to accomplish academic tasks.

The case study was conducted among 9 medical postgraduates in China to investigate the effectiveness of teaching CAL. The writing course lasted for 8 weeks and covered themes such as critical thinking in language learning, critical information literacy, meta-literacy, and academic reading/writing skills. The students were required to write synthesis on research topics they were interested in before and at the end of the course. They also wrote research logs to record the process of literature search. A rubric based on the CAL framework (Conbrach's alpha = .829, 1-6 scale, 10 dimensions concerning the students' performance in disciplinary content, language, and thinking skills) was used to grade the pre- and post-course synthesis writing. The two sets of scores were compared to identify possible progress. Textual analysis using the same CAL framework was conducted to further investigate the display of writing skills, information management and critical

thinking skills. Semi-structured interviews were conducted soon after the course ended. The interview data, together with the research logs, were analyzed to investigate the students' processes of literature search, reading and reviewing .

It was found that the students had obtained knowledge about the grades of literature evidence and the credibility of information sources before the course began. However, their skills in judging the credibility of others' claims, interpreting the existing literature, and synthesizing ideas from different sources to present a theoretical rational were relatively poor. But these skills were greatly improved after the course. The students have also developed critical self-reflective skills and metacognition of their own literacy level and learning process.

The study proves the effectiveness of teaching CAL to students. It indicates that critical consciousness of learners as both information consumers and creators, and of academic information as a disciplined and structured system will greatly promote the students' intellectual understanding. The EAP teachers should reconceptualize academic reading/writing as a negotiated journey of CAL development.

Keywords: Information Literacy, Academic Skills, Critical Thinking, Critical Academic Literacy

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Room WG907

Abstract #694

A blended collaborative approach to academic writing

Pu, Anita; *University of Waikato*

This presentation reports on findings of a two-cycle action research study that investigates English language learners' perceptions and practices of a blended collaborative approach to academic writing integrating both face-to-face classroom activities and computer-mediated activities using Google Docs – a collaborative tool that allows both asynchronous and synchronous editing from multiple users.

Collaborative writing has been investigated extensively in both first language education and second language learning and teaching. Research findings have shown that learning writing collaboratively can bring about numerous benefits to second language learners including improving awareness and understanding of audience expectations as well as better use of target language and increased learning motivation. The two main settings for collaborative writing research are a classroom-based face-to-face setting and a computer-mediated setting, in which each has its pros and cons.

Despite a considerable amount of collaborative writing literature, face-to-face and computer-mediated settings have almost always been examined as separate collaborative writing strategies or when the two were included in a research study, they were merely used for comparison. None has yet come to my knowledge that integrates the two into one single strategy for teaching academic writing. Therefore, one of the aims of the present study is to incorporate the two settings to explore the effects this blended approach has on English language learners' perceptions of learning academic English

writing. The present study is an interpretative, case study, action research study that uses narrative frames and focus groups as its primary data collection methods to gather learners' perceptions; other sources such as audio recordings and students' written texts collected during the process are also used in the study. The findings of the study will be presented and the implications discussed with the conference attendees.

Room: WG908-9

Getting your First (or Next) Academic Book Published - Some tips to help you succeed
Peace, Katie; *Routledge*

Considering publishing your first monograph book? Or not sure how to get your next book published with a top publisher? This talk will guide you through everything you need to know to get your first (or next) academic book published. Offering top tips to help you succeed, as well as pitfalls to avoid and additional resources to guide you whilst writing. Topics covered include:

- Some background to academic publishing
- What commissioning editors are looking for
- Preparing a book proposal
- Identifying a suitable publisher and book series
- Some hints and tips about writing
- The publishing process
- Q&A and book proposal discussion

Wednesday 29 November 2017 1430 - 1500

Room: WG801

Abstract #875
The policy and practice of learner autonomy and teacher agency in tertiary English language education in Vietnam
Phan, T.T. Huyen; *The University of Queensland*

There has recently been an increasing interest among policymakers, practitioners and researchers in learner autonomy (LA) in language education and the role of teachers in fostering LA as a goal of education policies. While teachers can be seen as agents of change in the classroom, they are also constrained by policy dictates and contextual factors. This paper explores teachers' tensions and contradictions in enacting LA-related policies in the relatively under-researched context of English as a foreign language (EFL) teaching in Vietnamese higher education. Drawing on the theoretical framework of third generation Activity Theory and sociocultural understanding of human agency, this presentation will investigate language teachers' internal tensions and divisions as well as contradictions with other policy actors and constituents in specific contexts within which their agency is exercised and mediated. Data were collected from teacher interviews and classroom observations with two EFL teachers over a six-month period in a Vietnamese university. The findings reveal the inner tensions and external contradictions reflected in teachers' conflicting views of complying with and resisting the policy, dissonant pedagogies among teachers, and limited resources for policy enactment. While these divisions and incongruities can be seen as consequences of the "dumping" of the macro-level policy into the micro context, they also provide motivations for the language teachers to reinterpret, construct and enact flexible pedagogical practices in support of English language

learners' autonomy and target language use. The pedagogical initiatives, created by the tensions and contradictions, therefore can be considered hybridised practices in which the local policy actors' agency was exercised and mediated.

Keyword: Teacher Agency, EFL, Language In Education Policy, Learner Autonomy, Higher Education, Vietnam

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Room: WG802

Abstract #694622

An Investigation into the Differential Effects of Subtitles (First Language, Second Language, and Bilingual) on Second Language Vocabulary Acquisition

Li, Mingyue; *Southwest University of Finance and Economics*

Video recordings can be subtitled in three ways: with first language (L1) subtitles, with second language (L2) subtitles, or with first language plus second language (bilingual or L1+L2) subtitles. The first two types of subtitles are widely discussed in previous research with regard to how they affect language learning. However, the effects of bilingual subtitles have not been widely studied. This study aims to examine the pedagogical effects of bilingual subtitles on vocabulary acquisition in the L2 classroom. A seven-week quasi-experimental study was conducted with four English-major classes in year-3 in a Chinese university: three experimental groups and one control group. Students in the three experimental classes were exposed to three documentary films on very similar topics with the three different types of subtitles in turn. They then took a vocabulary test relating to the lexical items encountered in the films. At the end of the experiment, they were given a questionnaire to explore their opinions towards differential subtitles in relation to their language learning. The results demonstrated a significant advantage of bilingual subtitling in videos for students' receptive vocabulary knowledge and recall at post-test and this advantage was maintained at delayed post-test. The bilingual subtitles probably are more effective than monolingual subtitles with regard to students' vocabulary acquisition in short-term and long-term. Also, bilingual subtitles were preferred by a majority of students in respect of video understanding and vocabulary learning. L2 subtitles were favoured by more students for improving their listening comprehension. Pedagogical implications for the use of differential subtitles in the L2 classroom are discussed.

Keywords: Subtitles; Second Language Vocabulary Acquisition; Bilingual Subtitles

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Room: WG803

Abstract #902

Oral corrective feedback in a blended learning environment: A case study of lecturers' cognition and their pedagogical practices in a Vietnamese university

Nguyen, Huong; *The University of Waikato*

Blended learning is becoming increasingly adopted in tertiary EFL environments, and this has been the case in one university in Vietnam, where students are expected to learn written skills online and practise and develop the oral skills in face-to-face classrooms. So far, no research has so far been carried out as to the effects it has on those lecturers required to implement it, particularly as regards the place of oral corrective feedback. The aim of the study reported in this presentation was to identify and analyse the beliefs and practices of a group of lecturers as regards (1) the lecturers' beliefs about the importance of grammatical accuracy, and the role of giving oral corrective feedback, (2) the operationalization of these beliefs into classroom practices; and (3) factors shaping their beliefs and practices. The interpretive study adopted a multi-method approach to collecting data including: interview, classroom observation, stimulated recall, and focus groups; the emerging data were subjected to a process of grounded analysis. The presentation will present preliminary findings in regard to the three points above, and suggest some implications for adopting this approach to blended learning in relatable contexts.

Keywords: Beliefs, Practices, Oral Corrective Feedback, Blended Learning, Lecturer

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Room: WG808

Abstract #654

The Revitalization of an Ancient Heritage Whistle Language in La Gomera--Canary Islands

Rubinstein-Avila, Eilane; *University of Arizona*

This presentation is to disseminate the findings of an ethnographic case study about the official dissemination of *el silbo gomero* an ancient, heritage, whistle language across public schools in La Gomera, Canary Islands (Spain). Although *el silbo* was prevalent on the island before the Spanish conquest of the Canary Island Archipelago by the Spaniards in the mid 1400s, it was recognized by UNESCO as an Endangered Ephemeral Patrimony of Humanity in 2009. This ancient communication system can be heard as far as 2.5 miles through the island's steep mountainous ravines. Although the teaching of *el silbo* throughout the islands' public school began 20 years ago, no published academic articles to date have focused on the pedagogical aspects of this unique language revitalization endeavor. Informed by multiple theoretical frameworks, such as heritage language learning, and Bonny Norton's (2015) model of investment in language learning, the study was conducted in 2016, and included field notes and video clips from classroom observations, interviews with teachers and program administrators, students, and conversations with parents. Although there are slightly more than a handful of active whistle "languages" around the world, el silbo is the only one being revitalized officially through the public school system. Findings show second language acquisition strategies such a TPR (Total Physical Response), deployed across the lower grades seemed to be the most effective and engaging among students. Other findings suggest that the language revitalization effort has in essence shifted the practice's original purpose as well as its context—from fields steeped in island's deep ravines to the confines of classrooms.

Room: WG809

Abstract #816

Towards an Interactive Context Model for foreign language learning through interaction

Xiao, Haozhang; *South China Agricultural University*

Both recent controversial findings on the role of context and influential learning theories and their contextual views in L2 studies appeal to rethinking about context and foreign language learning (FLL). This article explores, from the perspective of interaction, an interactive contextual model (ICM) by integrating intralinguistic context, extralinguistic context and cognitive context, and holds that the trinocular ICM interactive contexts; interactional processes; foreign language learning; explicitness and implicitnessis of great assistance to a full understanding of interactional learning processes in FL settings and thus to FLL. These learning processes involve learning FL phonically / implicitly, learning about FL graphically / explicitly, and learning 'role-based content' most implicitly through FL depending on interaction between sequentially stratified interactive contexts and explicit / implicit linguistic knowledge. It is a code-meaning mapping or learning-how-to-mean process by which collective multimodal and multilingual meaning potentials shape individuals' personalized multimodal and multilingual meaning potentials and over time individuals' personalized multimodal and multilingual meaning potentials shape collective multimodal and multilingual meaning potentials through contextualized interactions in FL learning settings. Pedagogical implications are also discussed in terms of prioritizing sounding-meaning mapping and role-based interaction analysis for FLL.

Keywords: Interactive Context Model; FLL; Explicitness and Implicitness

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Room: WG903

Abstract #835

Register features revealed by lexical and phrasal profiles in an English logistics corpus

Hu, Yuying; *Nottingham University of Ningbo China & Guandong University*

Despite a growing need for teaching discipline-specific vocabulary and phraseology in the field of English for specific purposes (ESP), particularly logistics English which is about the flow and storage of goods, customer services, and strategies of related business management, there is little previous research combining the studies of words and phraseology to reveal how lexico-phraseological profiles are associated with register features. Following co-selection principles (Sinclair 1991, 2004) and register analytical framework (Biber & Conrad 2009), this study aims at bridging the gap between corpus-based studies of lexico-phraseology profiles across English logistics written texts (i.e. journal articles, textbooks and news reporting), and register features revealed by salient linguistic characteristics in forms of words and phrases within communication contexts of the target text types.

Findings from the comparison between English logistics written data with the written section of British National Corpus (BNC) reveal that there are differences in terms of linguistic features and their pragmatic functions between specialized language use and general language use. Linguistic and pragmatic differences also exist across sub-corpus datasets of logistics data. These various characterized linguistic features and pragmatic functions are not only content-related, but also function-related within contexts.

Findings could be beneficial for teaching practice of ESP regarding vocabulary teaching, raising learners' awareness of register variation as well as optimizing syllabus designs. Findings could also be helpful data for dictionary compilation and writing instructions for logistics researchers and professionals. The comprehensive method of register study could be transferrable to similar specialized corpora studies in other disciplines such as law, science, engineering and agriculture.

Reference

Biber, D. & Conrad, S. 2009. *Register, genre and style*. Cambridge: Cambridge University Press.

Sinclair, J. 1991. *Corpus, Concordance, Collocation*. Oxford: Oxford University Press.

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Keywords: Lexico-phraseological Profiles, An English Logistics Corpus, Register Features

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Wednesday 29 November 2017 1500 - 1530

Room: WG801

Abstract #938

The teachers' social construction of multilingualism and plurilingual students: A Q-methodology investigation in Sweden and Switzerland

Lundberg, Adrian; *Malmö University*

The present study provides qualitative cross-country insights into two European nations' educational arenas by introducing the particularly powerful subjective Q-methodology to explore whether there are differences in the way primary school teachers in Sweden and Switzerland understand the concept of multilingualism and plurilingual students and how this interpretation is related to national language policies.

International migration very often has the consequence of living in new linguistic and cultural surroundings. In Sweden, almost 20% of the pupils have another mother tongue than Swedish (Skolverket, 2014). In Switzerland recent surveys show that almost 25% of all pupils in primary school

speak another language at home than the local school language (Giudici, 2014). The two countries were selected for this comparative study due to their similar societal context shown above and the common ground in European Union language policy but differences in terms of local political and linguistic conditions.

For the present study, Q-methodology was mainly used in a constructionist tradition in order to identify the currently predominant social viewpoints and knowledge structures relative to the chosen subject matter and explicate them in a systematic, holistic and qualitatively-rich fashion (Watts & Stenner, 2012). This mixed methods research approach (Creswell, 2014) has also been developed to fit a socio-cultural perspective.

Teachers from three Swiss (n= 45) and two Swedish schools (n= 40) participated in the rank-ordering process of 39 statements on the understanding of multilingualism and 32 statements on multilingual language policy. With the support of the dedicated computer package PQMethod (Schmolck, 2014), factors were extracted and qualitatively interpreted.

Preliminary results indicate that although there were differences between the schools in Sweden and Switzerland, there were also areas of agreement. Implications of the findings for a successful implementation of multilingual educational language policy are discussed.

Keywords: Q-methodology, Multilingualism, Plurilingualism, Sweden, Switzerland, Language Policy, Education, Social Constructionism, Comparative Research, Mixed Methods

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Room: WG802

Abstract #663

Effects of reformulation as written feedback on student writing

Mehrang, Faezeh; *Massey University*

Reformulation as written feedback has been found to have positive effects on task performance (Tocalli-Beller & Swian, 2005; Sachs & Polio, 2007). The present study investigates how reformulation affects written performance of 55 Iranian Intermediate-level English learners. Participants of the study were assigned into two groups – experimental, and control. Both groups were first pre-tested to ensure their homogeneity regarding English language proficiency. A week after the pre-test performance, both groups performed a written note-expansion task. After that, the experimental group texts were reformulated by a native-like English language teacher. That is, a native-like English teacher rewrote participants' texts correcting all grammatical, lexical, mechanical and cohesive errors while preserving the ideas. A week later, participants in the experimental group were given their original texts as well as the reformulated versions, and were asked to compare them trying to find the differences between the two. Both texts were then collected and the group was asked to re-perform the same task. In contrast, the participants in the control group only performed the same task for a second time without receiving any feedback. Note-expansion task performances of both groups were

then analysed in terms of accuracy, fluency, and complexity, and the gain scores from the first to the second performance were calculated and compared between the two groups. Results indicated that reformulation had no effect on the repeat performance of the same task regarding accuracy, but led to a less complex and less fluent performance. These unexpected results are explained by referring to the way texts were reformulated, the way reformulation was implemented in class, and the way students' second writing was analysed. These explanations have significant implications for classroom teaching.

Keywords: Reformulation, Written Feedback, Task, Complexity, Accuracy, Fluency

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Room: WG803

Abstract #724

Primary EFL teachers' oral corrective feedback in Vietnam: beliefs and practices

Ha, Xuan; *Macquarie University*
Murray, Jill; *Macquarie University*

This study explores the relationship between teachers' beliefs and practices about oral corrective feedback (OCF) in classrooms of English as a foreign language (EFL) in primary schools in Vietnam. It is an interesting context to explore teacher cognition and practice, because there are many teachers who were actually trained for secondary level but are currently teaching at primary schools. The study was conducted at 6 public primary schools in a small city in Vietnam. The data of the study consists of interviews with 6 teachers and 24 classroom observations. The interview data showed that Vietnamese primary teachers of English are aware that OCF provision is part of their teaching role, and most of the teachers consider that OCF benefits learners in the short term. The teachers believe that OCF is important and correction strategies can be obtained through teaching experience. However, the observation data showed that their beliefs about specific correction strategies do not well match with their actual practices. Most teachers stated that they preferred output-pushing OCF types but they tended to use more input-providing OCF types. Recast, for example, is an OCF strategy that is not highly appreciated but used frequently by these teachers. The study suggests that the provision strategies of OCF should be part of teacher education and training programmes in Vietnam. More urgently, OCF should be discussed in teacher professional workshops for teachers whose pre-service training was not targeted to their current teaching contexts.

Keywords: Oral Corrective Feedback, Beliefs, Practices

Room: WG808

Abstract #944

A view into the everyday lives of sojourning Saudi women

Yaghi, Esra; *University of Waikato*

New Zealand receives a large number of international students each year, with increasing numbers arriving from Saudi Arabia under the Saudi scholarship scheme. Sojourning students are encouraged to bring their spouses and children with them. This results in an influx of Saudis, not only in the tertiary sphere but also at day care centres, schools and other areas of society.

There has been some research conducted in the US, UK and Australia where the primary focus has been on the experiences of the student and not on their accompanying family. New Zealand-based research is scarce on Saudi students and their dependents.

The main objective of the present study was to gain a better understanding of the experiences of Saudi wives who have to navigate their way through a new society in a foreign language, with a particular focus on how these women parent and educate their children while trying to maintain their own cultural values.

The primary participants of this study were six Saudi mothers with children aged between one and ten years old, who have resided in NZ for approximately three years. Data were collected by three individual in-depth interviews over a year, several focus groups, and informal observations. Transcripts were then subjected to grounded analysis assisted by *NVivo11* software to identify patterns and themes. Three of the identified themes will be presented: roles and responsibilities, children and language, and parenting practices.

The findings indicate that they face considerable challenges due to the change in their roles and responsibilities, their children's language shift and the change in parenting practices. It is hoped that this study will contribute to a better understanding of Saudi mother's experiences, challenges and expectations so that local agencies can offer them the support they require to enable them to find their sojourn a rich and rewarding experience.

Room: WG809

Abstract #832

Leading the Way to Collaboration: University Leaders' Perspectives on Interdisciplinary Teacher Collaboration for ESP Curriculum Development

Tiongson, Marella; *Massey University*

Interdisciplinary collaboration between language specialists and content experts is a distinctive activity in English for Specific Purposes. Such collaborations are vital in describing the language and genres used in particular discourse communities, thus influencing discipline-specific ESP courses in academic contexts. However, collaborations are an under-researched area in Philippine tertiary education, where some ESP teachers experience difficulties in teaching ESP courses due to their lack of training in ESP methodology and understanding of technical content. Exploring collaboration is

crucial, especially as a result of ongoing curricular adjustments in Philippine universities due to the introduction of the K-12 program in basic education. For such collaborations to be effective, university leaders' perspectives on collaboration must be investigated, because administrative support is crucial to its success.

This exploratory qualitative study reports on the perspectives of six university leaders, who are involved in redesigning their ESP curricula, on teacher collaboration. Data were collected through semi-structured in-depth interviews, and the leaders' responses were thematically coded to reveal the following: how they understand teacher collaboration, how it is enacted in their departments, what its benefits and challenges are, and how collaboration can be effectively established and sustained between content experts and language specialists. Preliminary findings show that leaders have varying understandings on the concept of collaboration, highlight administrative concerns in its implementation, and emphasize the challenges involved in merging expertise when working with colleagues from different disciplines. Overall, this study has implications for understanding how interdisciplinary collaboration may work in the Philippine university context, and for outlining considerations for those who seek to establish collaboration in their own contexts.

Keywords: Interdisciplinary Collaboration, Cooperation Between Content And Language Specialists, ESP Curriculum Development, University Leaders, Philippine University Context

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Room: WG903

Abstract #861

Genre-based Instruction and the Academic Writing Development of Graduate Students in Iran

Baggali Basmenj, Hamideh; *The University of Auckland*

The importance of developing an ability to compose written texts in English for the success of university students is generally acknowledged. Although a number of studies have reported the effectiveness of genre-based instruction in assisting the students to develop relevant writing skills within different genres, the process of students' advancement in genre learning is an under-researched area. Moreover, the role of self-reflection on the development of genre learning has received little attention. This study, investigated how six Masters students in Applied Linguistics in an EFL context improved their ability to analyze and compose the introduction section of their graduate theses. Pre- and post-course tests and in-course assignments were used to explore students' genre learning with regard to the analysis and composition of the introduction sub-genre. Students' reflections on the effectiveness of this ten-hour course of instruction and of the teaching tasks and assignments was investigated through individual and group interviews. Qualitative analysis of the data has provided an in-depth understanding of the students' genre learning, and contributes to knowledge in the areas of academic writing instruction and materials development.

Keywords: Genre-Based Instruction, Process Of Genre Learning, Introduction Section, EFL Context

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