The Applied Linguistics Conference 2019

Applied Linguistics and Language Teaching: Making Connections

CONFERENCE HANDBOOK

25 – 27 November 2019
Curtin University, Perth, Western Australia

ALTAANZ
The Association for Language Testing and Assessment of Australia and New Zealand

ALAA
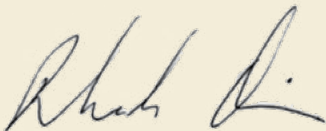APPLIED LINGUISTICS ASSOCIATION OF AUSTRALIA

alanz

Welcome to ALAA 2019

Kaya! Welcome to our combined ALAA, ALANZ and ALTANZ conference. It is very exciting to have so many visitors to Perth and to our School of Education here at Curtin University. People have travelled from around Australia, New Zealand, and many parts of Asia, America and Europe to attend this conference, which is being held on the traditional land of the Whadjuk, Noongar people. These first nation people have made and continue to make an important contribution to our society and, of particular relevance to this conference, to our linguistic environment. Therefore, I would like to begin by acknowledging them and their elders past, present, and emerging.

Like me, a number of people attending this conference began their careers as language teachers. Others may have come to the field of Applied Linguistics and Language Testing by other routes, but have provided input to language teachers or, at the very least, input about language to educators during their working lives. It is for this reason that the conference committee chose the theme Applied Linguistics and Language Teaching: Making Connections. We felt that although we may be interested in a range of research areas, it is this nexus between our field and teaching that was worthy of exploration. We hope you are all able to make these connections, too. We also hope you meet, interact, and make connections with many delegates during the conference.

For a number of you this might be your first visit to Perth, but even if you are returning for another visit, please take the opportunity to explore our beautiful city. Make time to visit our cultural precinct in the centre of the city and the restaurants in nearby Northbridge offering a diverse range of cuisine, do try and spend some time in Kings Park or on the banks of the Swan River and make your way to Fremantle. If time allows, also see if you can visit our famous white-sand beaches, the Swan Valley and further afield to the Margaret River wine region. I sincerely hope you enjoy your time both at the conference and in Perth.

Last but not least, we are very grateful to Curtin University for the tremendous support it has provided as host and to the Conference Sponsors, all student volunteers and the organizing committee (Sender Dovchin, Craig Lambert and Jingwen Wu), who together have done an excellent job at bringing what we hope is an engaging program together.

Rhonda Oliver
Conference convener
Professor and Head of School of Education
Curtin University

Conference Sercretariat

Promaco Conventions
U9, Bateman Commercial Centre
22 Parry Avenue, Bateman, Perth WA 6150
Tel: 08 9332 2900
Email: promaco@promaco.com.au

Thank you to our Conference Sponsors

Conference Partner
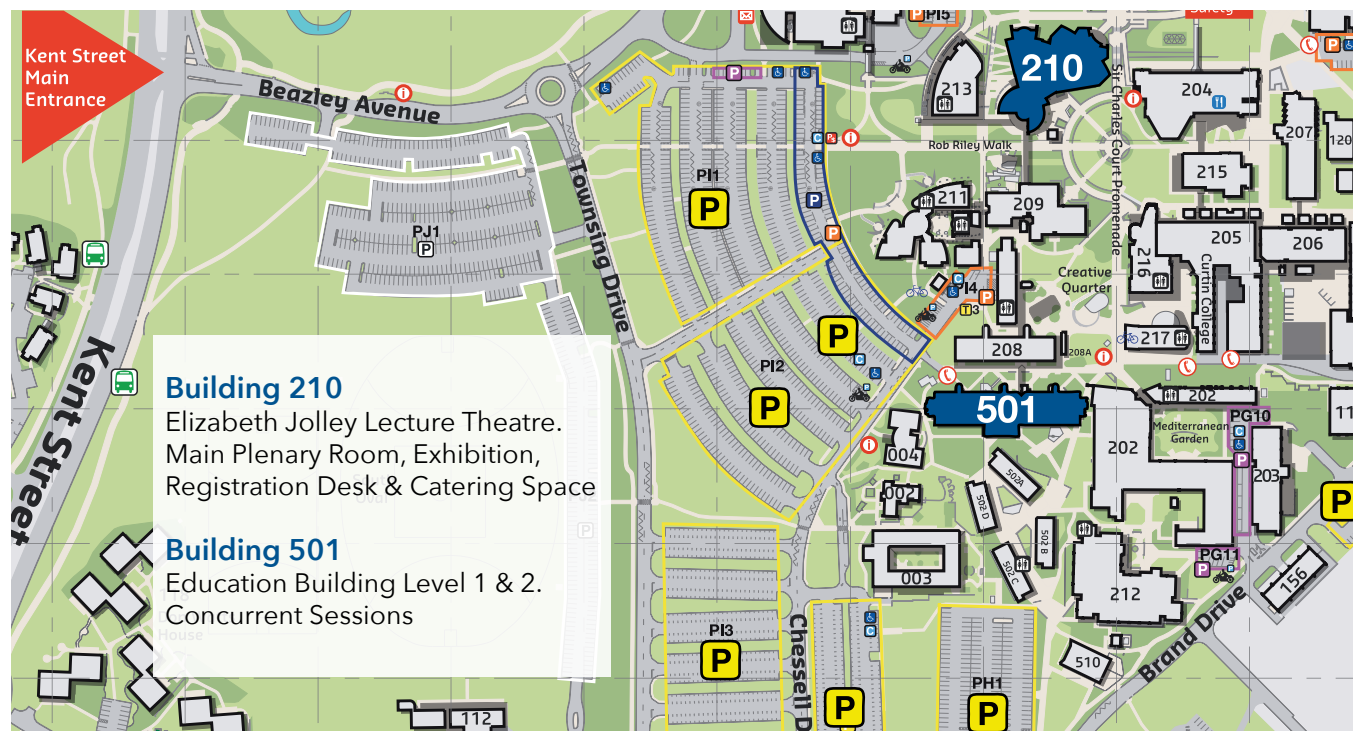
Gold Sponsor

Silver Sponsor

Conference Information

Conference Venue

Curtin University
Kent Street, Bentley
Perth, Western Australia

The Elizabeth Jolley lecture theatre will act as the main plenary room. Concurrent sessions will be held at the Education Building (Building 501).

Building 210
Elizabeth Jolley Lecture Theatre.
Main Plenary Room, Exhibition,
Registration Desk & Catering Space

Building 501
Education Building Level 1 & 2.
Concurrent Sessions

Parking Information

Parking bays at the Curtin Bentley Campus are zoned and colour coded. There are 4 different zones. Rates and access vary.

The recommended parking area for delegates will be the yellow zone via the Kent Street Entrance. This is the nearest entrance point to the Elizabeth Jolly Theatre where the conference will be held in.

Parking Zones and Rates for 2019

Zone Colour	Users	Description	Cost
Green	Staff, Students and Visitors	Low cost parking in more remote locations	$0.76 per hour ($4 max per transaction)
Yellow	Staff, Students and Visitors	General parking (recommended parking area for conference delegates)	$1.52 per hour ($6 max per transaction)
Blue	Staff, Students and Visitors	For anyone who requires short term parking close to buildings	$3.45 per hour

Parking at Curtin is done through an electronic pay-as-you-go parking system called CellOPark. Your details will be kept secure and you can even email your parking reports for your records. To use CelloPark, you will need to register. Once you've registered, you can start parking straight away. www.cellopark.com.au/Site/

You can also download the app on your smartphone: CellOPark app.

Registration Desk

The conference registration desk will be open every day from Monday 25th November until Wednesday 27th November.

Date	Time	Location
Monday 25th November	8.30am – 5pm	Elizabeth Jolley Theatre
Tuesday 26th November	8.30am – 5pm	Elizabeth Jolley Theatre
Wednesday 27th November	8.30am – 12.45pm	Elizabeth Jolley Theatre

Name Badges

Name badges and delegate bags will be provided at the Registration Desk. Admission to all sessions, morning and afternoon teas, lunches and welcome function is by name badge only. The Conference Dinner is a ticketed function.

WiFi Access

Connect to Curtin Guest
Username: al@curtin.edu.au
Password: CJjrZa

Mobile Phones

Delegates are advised that all phones must be switched off or on silent mode during sessions.

Public Transport

Delegates travelling from Perth CBD into Curtin University will have to take a train and bus to the venue.

Train: Please take the Mandurah Line and stop at Canning Bridge, then take Bus 100 directly to Curtin University.

Bus: Delegates can take Bus 960 from Wellington St Perth Station, stop at Hayman Rd, and connect to Bus 100 directly to Curtin University.

For further bus and timetable information please call 13 62 13 or visit www.transperth.wa.gov.au.

Conference Transportation

There will be a conference bus to and from the following hotels: Pagoda Resort & Spa, Metro Hotel, Pensione Hotel and Parmelia Hilton Perth Hotel. If you are not staying at these locations please feel free to make your own way to the conference or the hotels to be picked up.

Please be ready at the following times (the bus will wait for 5 minutes and will depart):

Monday – Wednesday Morning	Tuesday Conference Dinner
Pagoda Resort & Spa – 8am pick up	Metro Hotel – 6pm
Metro Hotel – 8.15am pick up	Pagoda Resort & Spa – 6.15pm
Pensione Hotel – 8am pick up	Bus will pick up delegates at the end of the night at 9.30pm to return delegates to the South Perth Hotels.
Parmelia Hilton – 8.15am pick up	
At the end of each day, the bus will pick up delegates and return them to these four hotels.	**There will be no bus pick up for city hotels to attend the dinner, as the Perth Jetty is in the CBD area.**

Social Activities

Welcome Reception

When: Monday 25th November

Time: 6.10pm – 8.00pm

Where: John Curtin Gallery, Curtin University

Please join us to share a relaxed drink and refreshments as we open the ALAA Conference in Perth, Western Australia. The welcome function provides a perfect opportunity to catch up with colleagues and discuss the exciting program ahead.

Conference Dinner

When: Tuesday 26th November

Time: 6.30pm – 10.00pm

Where: Crystal Swan Cruises, Jetty 5, Barrack Square, Perth WA 6000

Come and join this fantastic evening with great food, great wine, and great company with your industry peers. The dinner will allow delegates to also network during pre-dinner drinks, before taking their seats and enjoying the rest of the night with a three-course set menu and fine beverages. The dinner will be held at aboard Crystal Swan Cruises.

Bus pick up

Please be at the lobby on time. The bus will wait for 5 minutes before departing to the next location.

Metro Hotel – 6pm

Pagoda Resort & Spa – 6.15pm

Bus will pick up delegates at the end of the night at 9.30pm to return them to the South Perth Hotels.

There will be no bus pick up for city hotels to attend the dinner, as the Perth Jetty is in the CBD area.
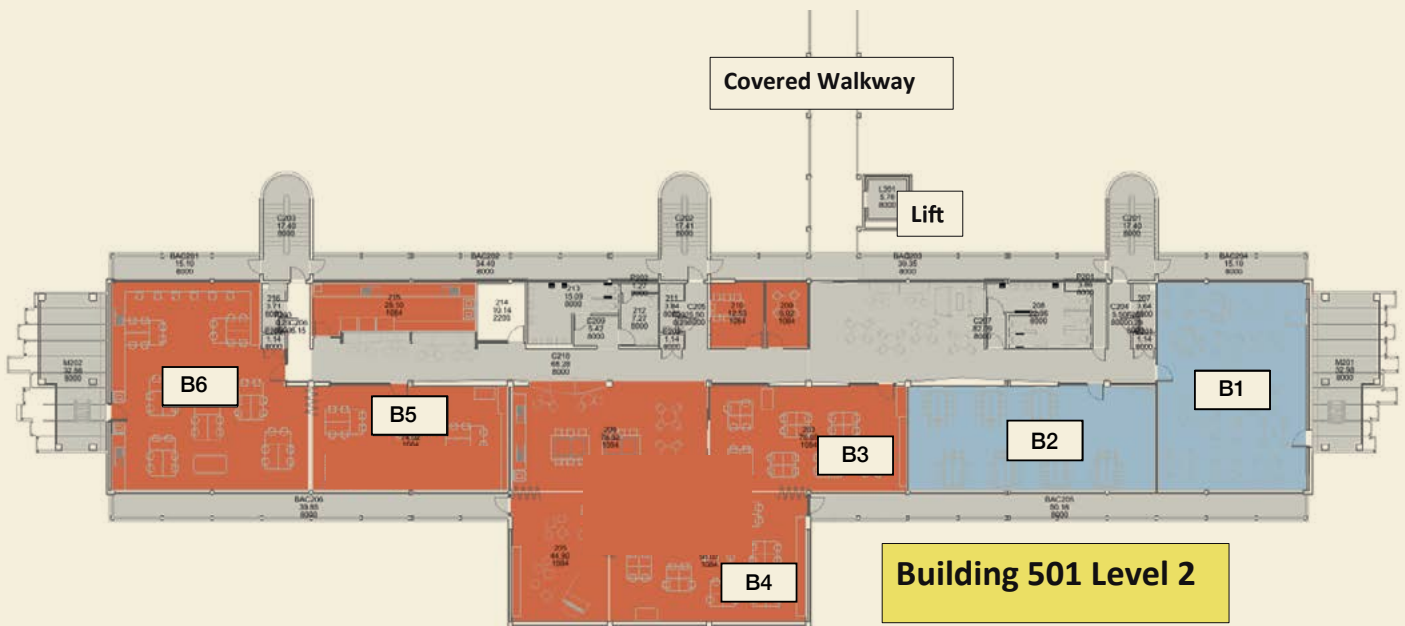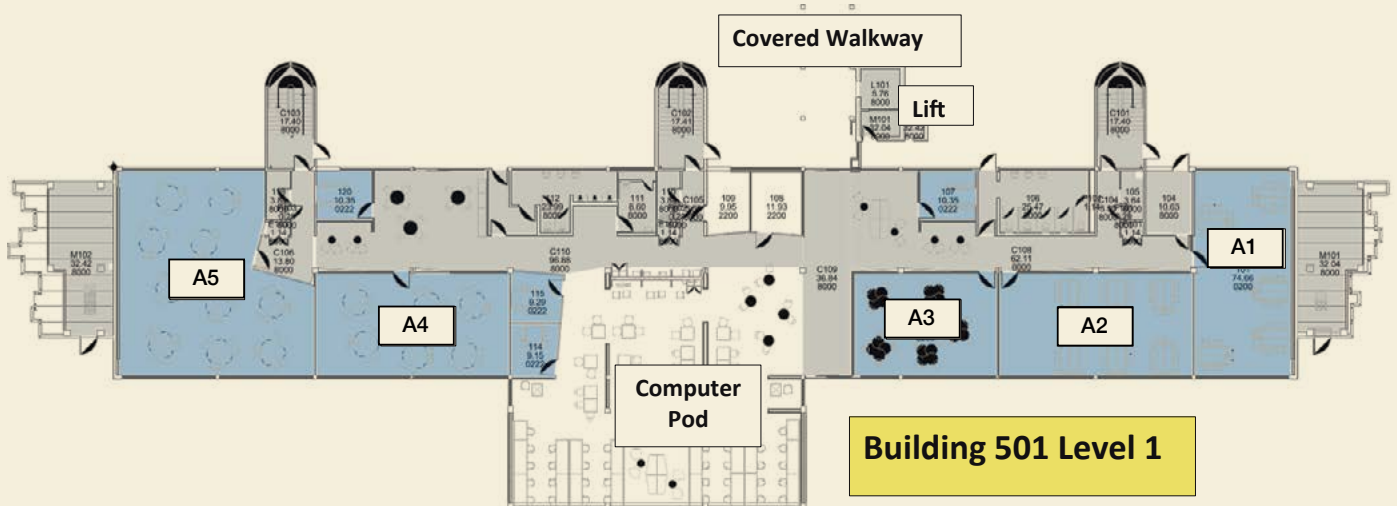
Curtin University Floor Plans

ALAA Rooms A1–5 are in Building 501, Level 1.

ALAA Rooms B1–6 are in Building 501, Level 2.

Morning Tea, Lunch & Afternoon Tea, poster display and exhibition display are in the Elizabeth Jolley Theatre.

Registrations & Keynote presentations are in the Elizabeth Jolley Lecture Theatre.

Building 501 Level 1

Building 501 Level 2

R.M.W. DIXON

# AUSTRALIA'S ORIGINAL LANGUAGES

AN INTRODUCTION

'Written in an accessible, easy to read style, Professor Dixon's new book is an informative and entertaining introduction to Australia's "original" languages.'
Dr Joe Blythe, Department of Linguistics, Macquarie University

When Captain Cook landed at Botany Bay, about 250 distinct languages were spoken across the continent. Yet Australian Indigenous languages actually share many common features.

Bob Dixon has been working with elders to research Australian languages for half a century, and he draws on this deep experience to outline the common features. He provides a straightforward introduction to the sounds, word building, and wide-ranging vocabulary of Indigenous languages, and highlights distinctive grammatical features. He explains how language is related to culture, including kinship relationships, gender systems, and naming conventions.

With examples from over 30 languages and anecdotes illustrating language use, *Australia's Original Languages* is the indispensable starting point for anyone interested in learning about Aboriginal and Torres Strait languages.
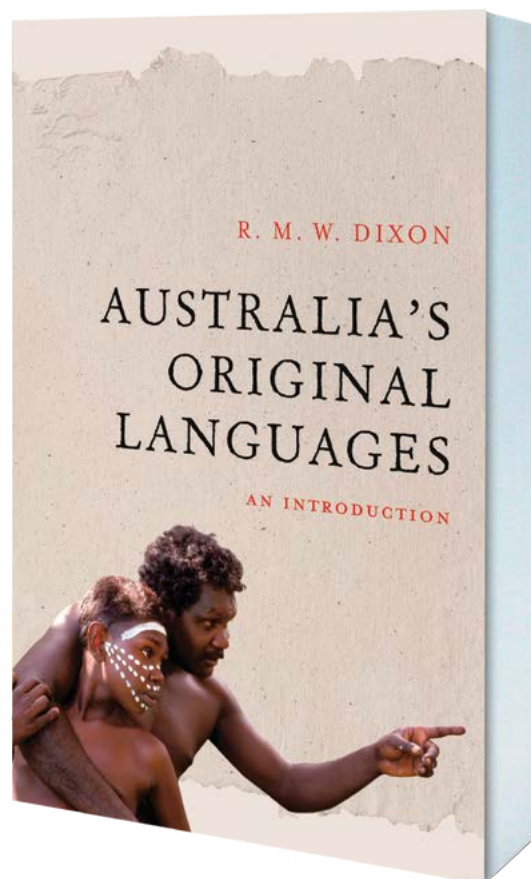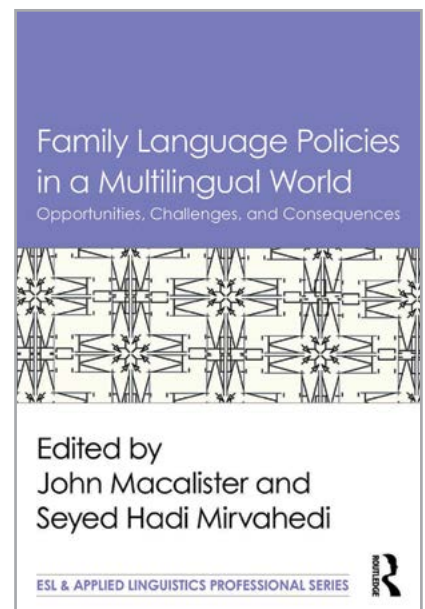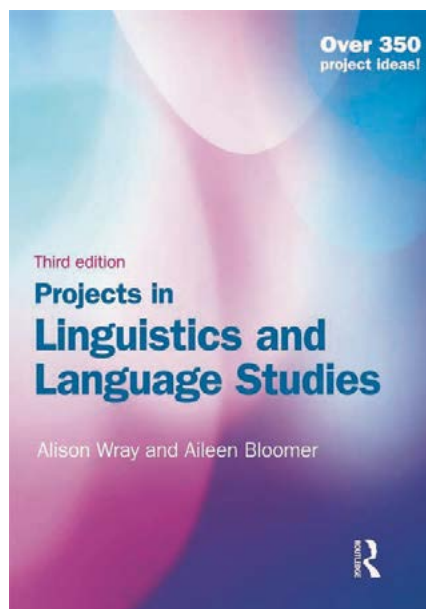
Now available where good books are sold

ALLEN&UNWIN
www.allenandunwin.com

ALAA/ALANZ 2019

Books by keynote speakers

At Routledge we provide researchers, professionals, lecturers and students with books, Journals, eProducts, Resources and Information in the subject of English Language & Linguistics.

www.routledge.com/linguistics
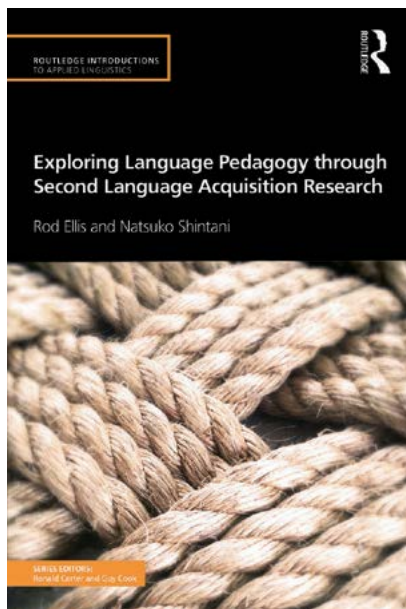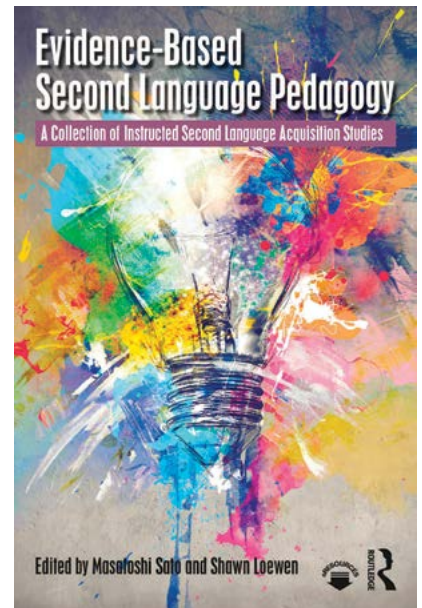
*Discount valid until 1 Jan 2020.

Sunday 24th November 2019

Pre-Conference Workshop with Rod Ellis & Shawn Loewen

1.00pm–4.00pm Building 501 Rm. 117 (A5)	**Rod Ellis & Shawn Loewen Workshop** Interaction, both inside and outside of the classroom, has been a topic of interest in multiple theoretical traditions within the field of applied linguistics and second language acquisition. The current workshop presents a cognitive interactionist approach to L2 interaction, and will examine key constructs, such as negotiation for meaning, negotiation of form, corrective feedback (including recasts and prompts), language-related episodes, and uptake. Definitions and operationalizations of these constructs will be discussed, along with examples from L2 classroom interaction. During the workshop, participants will have the opportunity to examine classroom discourse with the goal of considering how a cognitive interactionist approach would account for the interaction. Similarities and differences between the cognitive interactionist approach and other theoretical perspectives will also be discussed.

Day one – Monday 25th November 2019

8.30am	Registrations & Arrival Tea and Coffee *Elizabeth Jolley Theatre Foyer*
9.00	Welcome and Housekeeping *Elizabeth Jolley Theatre*
9.15	Welcome to Country by Simon Forest
9.30	Official Opening by Alan Dench
9.40	**Keynote speaker** **Rod Ellis, Curtin University** A short history of SLA: Where have we come from and where are we going?
10.30	Morning Tea *Elizabeth Jolley Theatre Foyer*

Rooms	A1	A2	A4	A5	B1	B2	B3	B4	B5	B6
Themes	Instruction & Learning	Motivation & Engagement	Language Testing	Colloquium	Multilingualism	Language & Culture	Literacy	Technology and Learning	Teacher Preparation	The Language Learner
Chairs for morning strands	Morena Botelho de Magalhaes	Got Soongpankhao	Thanh Do		Niru Perera	Toni Dobinson	Jingwen Wu	Diana Feick	Julian Chen	Qian Gong
11.00–11.25	**Ana Maria Ducasse, Kathryn Hill, Maya Fujioka, Jindan Ni, Jing Qi, Kerry Mullan, Maki Yoshida** Improving learning from feedback in university-level language programs	**Miyoung Song** How young learners' L2 motivation and working memory are related to their language learning through extensive reading	**Andrew Kelly, Tracy Ware** Toward an integrated model: Embedding a Post-Entry Language Assessment into the curriculum	**Michelle Kohler, Angela Scarino, Lindy Norris, Moya McLauclan, Ken Cruickshank, Elke Stracke, Meredith Box, Mandy Scott** The place and nature of community languages programs in the languages education landscape: Perspectives from three states and a territory.	**Parisa Ebtekar** Parental involvement in a multicultural setting: A comparative case study of Dari and Karen speaking parents	**Arwa miss AL Thobaiti** The Spread of English in Saudi Arabia: A study of Taif University students' attitudes and language use	**Liem Mr Dinh** Attitudes expressed in EFL Vietnamese university students' argumentative writing: Challenges and developments from an appraisal perspective	**Gillian Skyrme** Agency, environment and language in synchronous online language learning of Chinese.	**Robbie Lee Sabnani** A collective case study examining teacher expertise	**Tetsuya Fukuda, Keita Yagi, Kimberly Klassen** Analysis on successful and less successful learners at a Japanese university

	A1	A2	A4	A5	B1	B2	B3	B4	B5	B6
11.30-11.55	**Bo-Ram Suh** — Reactivity of think-alouds in written corrective feedback processing	**Giuseppe D'Orazzi** — Learning Spanish in Australia: Motivation and demotivation over one year at university	**Choo Siow Chin, Stefanie Pillai, Siti Zaidah Zainuddin** — Recasts, prompts and noticing: A comparative study		**Muhammad Ahkam Ariffin** — The effects of bilingualism on metalinguistic awareness, executive control, and cognitive reserve	**Cathy Bow** — Redeploying Indigenous language resources to serve Aboriginal pedagogical interests	**Achala K Dissanayake** — Sri Lankan academics' acceptance of Sri Lankan English (SLE) phrasal verbs in academic writing	**Hiromi Nishioka** — Do-it-yourself Korean learning with technologies	**Hoang Van Le** — Vietnamese EFL teachers' professional learning: Can social networking sites lend a hand?	**Eleni E Petraki** — An analysis of advice-giving strategies on Facebook: Implications for teaching second language pragmatics
12.00-12.25pm	**Naheen Madarbakus-Ring** — Teaching listening in the pre-sessional academic classroom in New Zealand	**Noriko Iwashita, Annita Stell, Boya Zhang** — Learner engagement during collaborative writing, and its contribution to the written output	**Mira Kim** — A diagnostic assessment for self-directed English learning of multilingual university students		**Marianne Turner** — Incorporating second-generation immigrant students' linguistic repertoires into teaching and learning in monolingual and bilingual primary school settings	**Jinyang Zhan** — Chinese international students' intercultural encounters in an English medium university	**Heather Glass** — Translator skilling: Art or trade? Born or made?	**Danny Leung** — A corpus-based, cognitive-linguistic study of the metaphoricity in English prepositions produced in L2 English academic writing	**Mark Wyatt** — A need to develop linguistic knowledge in science teachers using English as a medium of instruction	**Richard J Sampson** — Researching the psychological complexity of real people in the L2 classroom

12.30 — Lunch & AGM for ALTAANZ
AGM will be held in Building 501. Rm 205
Lunch at Elizabeth Jolley Theatre Foyer

Rooms	A1	A2	A4	A5	B1	B2	B3	B4	B5	B6
Themes	Instruction & Learning	Motivation & Engagement	General Interest	Colloquium	Multilingualism	Language & Culture	Literacy	Technology & Learning	Teacher Preparation	The Language Learner
Chairs for afternoon strands	Noriko Iwashita	Bill Wuller	Muntaha		Sender Dovchin	Toni Dobinson	Dony Marzuki	Muhlisin Rasuki	Paul Mercieca	Paul Leeming
1.30-1.55	**Rodrigo F Arellano** — A comparative study between the methodologies used in the teaching of Mapuzungun and English as a second/foreign language	**Bao K. Hoang** — Foreign language learner resilience: A snapshot from the perspective of complex dynamic systems theory	**Doug Marmion, Alexandra Andriolo, Amy Parncutt, Emma Murphy, Alice Gaby, Kylie Simpson** — Paper & Talk: the Australian Breath of Life pilot project	**Carsten Roever, Rod Ellis, David Wei Dai, Craig Lambert, Grace Zhang, Qian Gong, Sabine Tan** — ALTAANZ sponsored colloquium — Assessment of L2 pragmatics	**Eun K. Park** — Beliefs about bilingualism, family literacy practices and identity: Family language policies of Korean immigrant parents in Australia	**Joe Lo Bianco** — Linguistic rights as an instrument of conflict resolution: South and Southeast Asian perspectives in language rights and language planning	**Eiko Gyogi** — Translating Harry Potter for beginner-level students: Towards multiliteracies	**Thi Ha Do** — Flipping the classroom: Where are we on the iceberg?	**Amani Miss Al-Shomrani** — Do professional development programs construct teacher identity?	**Wenjin Vikki Bo, Wei Ying Rebekah Lim** — Relationship of English language proficiency to academic performance: Evidence from Singapore University

Room	A1	A2	A4	A5	B1	B2	B3	B4	B5	B6
Theme	Instruction & Learning	Motivation & Engagement	General Interest	Publisher Session	Multilingualism	Language & Culture	Literacy	Technology & Learning	Teacher Preparation	The Language Learner
2.00-2.25	**Annita Stell** — The relationship between talk and text in collaborative writing interactions	**Mitsuko Tanaka** — Gender differences in motivation to learn English	**Meredith Box, Elke Stracke** — Development of values in Community Language schools - Vegemite sandwiches at Saturday School		**Yoshiko Murahata, Goro Murahata** — Linguistic multi-competence in the community: With focus on the influence of English on a Japanese plural marker -tachi	**Athanassia Iosifidou** — Language to society: Making the transition through community engagement	**Margaret James** — Applying knowledge of languages to build print literacy through developing accessible early readers in English for EALD learners	**Anthea Fester, George Horvath** — WeChat and the facilitation of collaborative learning, teacher-support and student-reflection: the NZCEL EAP scenario	**Huong Linh Tran** — Vietnamese EFL teachers' perceptions of professional development activities: Benefits and barriers	**Leimin Shi** — Students' perceptions of changes to EFL teachers' pedagogical content knowledge
2.30-2.55	**John Rucynski, Peter Neff, Caleb Prichard** — Training English language learners to detect English satirical news	**Thinh Hoang, Bill Allen, Geoffrey Lowe** — Motivation, motivated behaviours, and second language (L2) achievement: A longitudinal, mixed methods study from an Expectancy-Value perspective	**Niru Perera** — Applying linguistics to help save lives: The St John Ambulance project		**Seongyong Lee, Arum Kim** — Attitudes and behaviours regarding the use of English as a Lingua Franca at an English-medium instruction university in China	**Carla Bento Guedes** — Exploring *Dadirri* in Australian Higher Education, as a "gift for two worlds" – A case study on the UNSW PELE course	**Celine Kearney** — Reflections on teaching limited literacy learners with migrant and refugee backgrounds in Aotearoa	**Hiroki H.I. Ishizuka, Ronald R.K. Kibler, A.O. Ohnishi** — Development of automatic language classroom analysis system assisted by AI	**Daryl Streat** — No more muddling through: Language Teacher Associations & their role in connecting research with practice- Experiences from New Zealand	**Jeremy White, Naoki Sugino, Simon Kop** — International students studying in Japan: A survey on mandatory English coursework satisfaction

3.00-3.30 Poster Session — *Elizabeth Jolley Theatre*

3.30 Afternoon Tea — *Elizabeth Jolley Theatre Foyer*

4.00-5.00 Keynote Speaker
Shawn Loewen, Michigan State University
Exploring the research-pedagogy link in second language learning and teaching

Rooms	A1	A2	A4	A5	B1	B2	B3	B4	B5	B6
Themes	Instruction & Learning	Motivation & Engagement	General Interest	Publisher Session	Multilingualism	Language & Culture	Literacy	Technology & Learning	Teacher Preparation	The Language Learner
Chairs for evening strands	Hoglin Chen	Craig Lambert	Jonathan Crichton		John Macalister	Sender Dovchin	Rhonda Oliver	Yutaka Yamauchi	Thanh Do	Tatiana Bogachenko
5.10-5.35	**Balázs Fajt** — Extramural English activities and foreign language learning: Mapping Hungarian secondary school students' extramural English interests	**Jenefer Philp** — The role of the classroom environment in engagement in the foreign language classroom	**Wipapan Ngampramuan** — Attitudes of tourists and locals towards a variety of English: A case study of Thai English signs in tourists attractions in Thailand	**Katie Peace (Routledge)** — How to publish a book	**Lindy Norris** — The concept of 'trans' and the criticality of context: Do we still need to consider 'when to use what language' in contemporary language learning environments?	**Cynthia White, Hanna Brookie** — Immigrant and refugee experiences of language, social inclusion and feeling at home in regional New Zealand	**Kimberly Klassen** — Second language readers' use of context to identify proper names	**Chujie Dai, Cynthia J White, Gillian R Skyrme, Grace Qi** — Teacher agency in synchronous online Chinese language teaching	**David Smid** — Pre-service EFL teacher motivation from a trilogy of mind perspective	**Rafi Abu Saleh Mohammad** — The disparity of English in language education policy: A case study of conflicting attitudes among three streams of students in Bangladesh

	Xuan Ha	Shaofeng Li	Faiz-ur-Rehman Assistant Professor Gill	Alexandra Ludewig	Chantal C Crozet, Adriana D Diaz	Scarlet Poon, Gary Harfitt	Talia Walker	Yang Gao	Diane de Saint Leger, Kerry Mullan
5.40-6.05	The effects of awareness-raising activities on teachers' beliefs about oral corrective feedback	The construct of task anxiety	A war of supremacy deciphering peace and security stratagems in Pakistani and Indian prime ministers' discourses: A critical analysis	Making connections despite multiple points of view: Australians learning German (and so much more) in Japan	The error of 'scholasticism' in Language & Culture Education	Scaffolding disciplinary literacy in L2 Science junior secondary classrooms	Performance and perception: An investigation of emailed apologies by Australian learners of Italian	How do transnational experiences and political, economic policies inform a language teacher's identities and mobility: An autoethnography	Linguistic and semiotic land-scaping as an opportunity for learning
6.10-8.00	Welcome Reception *John Curtin Gallery, Curtin University*								

Day two – Tuesday 26th November 2019

8.30am	Registrations & Arrival Tea and Coffee — *Elizabeth Jolley Lecture Theatre Foyer*
9.00	Welcome and Housekeeping
9.05	**Keynote speaker** — **Carmel O'Shannessy, Australian National University** — Children's multilingual competence is revealed in a language ecologies approach
10.00	Morning Tea — *Elizabeth Jolley Lecture Theatre Foyer*

"How to get published" Session — *Elizabeth Jolley Lecture Theatre*

Elizabeth Jolley Lecture Theatre Foyer

Rooms	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6
Themes	Instruction & Learning	Motivation & Engagement	General Interest	Language Testing	Colloquium	Multilingualism	Language & Culture	Literacy	Technology & Learning	Teacher Preparation	TBLT
Chairs for morning strands	Elke Stracke	Jenefer Philp	Michelle Kohler	Rosemary Erlam		Sender Dovchin	Paul Moore	Bahitiar	Julian Chen	Muhlisin Rasuki	Justin Harris
10.30-10.55	**Ha Tran, Noeline Wright, Chelsea Blickem, Chris Eames** — An Activity Theory analysis of factors affecting English learning activity in a blended environment	**Hangyan Lu** — Student perception of and (dis)engagement in their university writing in English	**Toni Dobinson, Paul Mercieca** — Managers' perspectives of the suitability of CELTA and other pre-service TESOL courses for a changing Australian TESOL context	**Csaba Z Szabo, Beatrice Fernandez-Gonzales** — Validating an unpublished version of the vocabulary size test	**Craig Lambert, Jonathan Newtwon, Grace Zhang, Sabine Tan, Qian Gong** — Using tasks with learners of Chinese as a foreign language: Engagement, memory and more	**Iryna Khodos** — The interplay between language use and non-verbal cognitive control in bilingual and monolingual speakers in the Australian context	**Sumayyah Alsulami** — The representation of cultures in images in New Headway Plus, Q: Skills for Success and English Unlimited in Saudi Context	**Baoqi Sun** — Metalinguistic contribution to reading comprehension: A comparison of Primary Three students from China and Singapore	**Antonie Alm** — Chatbots for informal language learning	**Robbie Lee Sabnani** — Teacher cognition in speaking instruction	**Natsuko Shintani** — Comparative studies of task-based language teaching and other approaches
11.00-11.25	**Anna Mikhaylova, Noriko Iwashita** — Insights from the composite linguistic profile of LOTE learners at the tertiary level	**Achala K Dissanayake** — Factors that motivate Sri Lankan seafarers towards learning Maritime English (ME) as English for Specific Purposes (ESP)	**Rita Elaine Silver** — The Devil's Triangle of open access for Applied Linguistics	**David Wei Dai** — "The way he talks is really obnoxious":. Hearing what listener judges cannot hear with Conversation Analysis and Membership Categorisation Analysis		**Geraldine Anne G. A. McCarthy** — An ecological perspective of multilingual ELL provision in New Zealand secondary schools	**Maki Hignett** — Second language identities in narratives of Japanese nuclear immigrants in New Zealand	**Helen Tan, Geok Imm Lee** — Reporting verbs used in the literature review of research papers by novice postgraduate writers	**Tara Shankar Sinha** — EFL learners' perception of and attitude to corpus-based vocabulary teaching	**Hien Tran** — Promoting adult refugee and migrant learners' interest in learning English as a second language: What do teachers think and do?	**Jingwen Wu** — The effect of pre-task planning on L2 argumentative writing

11.30-11.55

Presenter(s)	Title
Tram Ms Dang	Use English for instruction: A case study in primary schools in Vietnam
Jean Parkinson	Instruction and engagement in classroom discourse
Magdi Kandil	Two tales of one city: Doha in the Saudi Media before and after the blockade
Yasuhisa Watanabe	Implementing Elicited Imitation in beginner-level Japanese subjects
Pat Strauss, Emmanuel Manalo	The cost of not being a native speaker of English: Power imbalances in academic publishing
Neda Salahshour	A love-hate relationship: The case of immigrants in New Zealand
Louisa Willoughby, Steve Wright, Simon Musgrave, Tom Denison	Who's reading what? Superdiversity goes to the library
Abida Ayesha	Blended (language) learning and learner autonomy in EFL: A case study of Pakistan
Radhika De Silva	Assessment literacy of ESL teachers: Practices and washback
Pham Thi Vinh Hien	Implementing Task-Based Language Teaching in EFL speaking classrooms

12.00-12.25pm

Presenter(s)	Title
Mandana Hazrat	Vocabulary learning through productive memory retrieval and writing
SeungHee Cindy Ms Pak	Rethinking motivation/investment through habitus: A case study of two refugee background youth from Syria using photo-voice
Muhammad Ahkam Arifin, Suryani Jihad	The Indonesian concept of lie: A prototype semantic analysis
Yutaka Yamauchi	Which vocabulary size can reflect L2 overall proficiency more accurately, auditory or written? Perspectives from the Ambiguity Tolerance Theory
Long Li, Mira Kim — Chair: Muntaha	
Kaya Oriyama	Multiculturalism for all: Early Learning Languages Australia (ELLA)'s potential for empowerment and intercultural understanding
Paul Mercieca, Toni Dobinson	Linguistic visibility on an Australian campus: Struggling to be noticed
Sachiko Yasuda, Sachi Okamoto	Voice in science writing: Is "objectivity" an ideal for scientific argumentation?
Yelena Chsheglova	Borderless world: Using translanguage to teach English to Russian and Chinese speakers via WhatsApp and WeChat platforms in an online community setting
Amina Shahzadi	Language assessment literacy of English language teachers at the university level in Pakistan
Craig Lambert, Scott Aubrey, Paul Leeming	Pre-task preparation and second language speech processing

12.30

Lunch & AGM for ALAA and ALANZ
ALAA AGM will be held at Elizabeth Jolley
ALANZ AGM will be held at Building 501. Rm 205
Lunch at Elizabeth Jolley Theatre Foyer

1.55-2.55

Keynote Speaker
Alison Wray, Cardiff University
Second language speakers in the dementia care context: A double whammy for communication

Rooms	A1	A2	A3	A4	B1	B2	B3	B5	B6
Themes	Instruction & Learning	Motivation & Engagement	General Interest	Instruction & Learning	Multilingualism	Multilingualism	Literacy	Teacher Preparation	TBLT
Chairs for afternoon strands	Shaofeng Li	Bill Wullur	Tatiana Bogachenko	Natsuko Shintani	Joseph Lo Bianco	Louisa Willoughby	Rita Silver	Rhonda Oliver	Craig Lambert

3.00-3.25

Room	Presenter(s)	Title
A1	Kazuhito Yamato, Takamichi Isoda	Long-term effects of prosody instruction and learners' awareness in Japanese secondary school setting
A2	Peter Neff, John Rucynski	Humor in the language classroom: Insights from learners and educators
A3	Cat Kutay	Applied Linguistics and language teaching: Making connections
A4	Honglin Chen	I make it work: Access to language study in primary schools
B1	Rani Silvia	The status of English relative to other languages in Indonesia: policy, attitudes and usage
B2	Levi Durbidge	Multilingual identities and multimodal belonging in study abroad
B3	Alexandra L Uitdenbogerd	Capturing human perception of text readability in additional languages: Lessons learnt
B5	Yuan Gao, Shuhui Yin	EAP teachers' changes of identity and emotion in China's educational reform context
B6	Masaki Date	The effects of a first task performance in L1 during practice using task repetition for developing L2 speaking skill

	Solene Inceoglu, Wen-Hsin Chen, Hyojung Lim	Tim Greer	Ha Anh Nguyen	Muhammad Ahkam MAA Arifin	Alyssa-Maria Pearce	Claudia Kunschak	Hiroyuki Nemoto	Welmince Djulete, Mirella Wyra, Penny Van Deur, Anne Spencer	Mairin Hennebry-Leung
3.30-3.55	Exploring the effects of Automatic Speech Recognition training on the development of L2 English vowels	Sequentiality, contingency and responsiveness: A conversation analytic take on student engagement in EFL discussion test contexts	Informal English learning from an ecological perspective	Effects of different time conditions on students' academic writing performance	An investigation into current student language ideologies: A South Australian case study	Language and mobility: Multilingual identities and transcultural competence	Managing literacy and identities beyond study abroad: A translingual perspective of career development	The impact of Professional Learning Communities on rural Indonesian EFL teachers' professional learning experience and outcomes	Characterizing agentive and non-agentive L2 learning motivation orientations: The role of medium of instruction context

4.00	Bus pick up from Curtin and drop off to Pagoda Resort & Spa
6.00	Bus pick up from Pagoda Resort & Spa
6.30-10.00	Conference Dinner at Crystal Swan Cruises
	Bus pick up from Perth Jetty and drop off to Pagoda Resort & Spa and Metro Hotel

Day three – Wednesday 27ᵗʰ November 2019

8.30am	Arrival Tea and Coffee
9.00	Welcome and Housekeeping
9.05	**Keynote Speaker** — **John Macalister, Victoria University of Wellington** — Remembering & forgetting: Public memory and language teaching
10.00	Morning Tea — *Elizabeth Jolley Theatre Foyer*

Rooms	A1	A2	A4	A5	B1	B2	B3	B4	B5	B6
Themes	Instruction & Learning	Course Design	TBLT	Colloquium	Multilingualism	Multilingualism	Instruction & Learning	Technology & Learning	Teacher Preparation	Colloquium
Chairs for morning strands	Qian Gong	Tatiana Bogachenko	Craig Lambert		Jingwen Wu	Paul Mercieca	Dony Marzuki	Got Soongpankhao	Batithar	
10.30–10.55	**Naheen Madarbakus-Ring** — Listening strategically with TED Talks-based metacognitive lessons	**Nga Nguyen** — Is there anything missing? An investigation on one EAP program in Vietnam	**Paul Leeming, Justin Harris** — Self-Determination Theory: A motivational framework for analysis of TBLT	**Rosemary Erlam, Morena Botelho de Magalhaes, Sharyn Black, Kellie Johns, Cameron Lydster, John Read** — ALTAANZ sponsored colloquium — Connecting post-entry language assessment (PELA) and language support for university students	**Macarena M Ortiz-Jimenez** — Australian university language teachers' attitudes and knowledge about Spanish intra-linguistic diversity	**Sixuan Wang** — A sociolinguistic study of language maintenance and shift in the Blang speech community in multilingual China	**Hamideh Baggali Basmenj** — Development of genre knowledge: Postgraduate students in Applied Linguistics	**Diana Feick** — Mobile learning of German as situated practice	**Nami Sakamoto** — Autonomy of teacher learning among Assistant Language Teachers in Japanese language education in Australia	**Michael Harrington, Paul Moore, Rhonda Oliver, Jonathan Newton, Sender Dovchin** — Learning outcomes in the shared language classroom
11.00–11.25	**Clement Nanbu** — Innovating with teaching phonetic references and graphophonemic knowledge for adult beginner learners of French at DFSL (Defence Force School of Languages)	**Theodore Burkett** — Creating a flexible EAP/ESP vocabulary strand: Future-proofing vocabulary resources — This research has been sponsored by Khalifa University's Center for Teaching & Learning	**Thanh Do** — The effects of task-based instruction on Vietnamese EFL learners' speech processing		**Hilary A Smith** — A cultural framework for Gamilaraay language revival in New South Wales, Australia	**Birgitta E Waters** — Quadrilingual children express voluntary motions	**Bianca Mister Colmenares** — From potential words to actual words: Creating activation events for adult ESL learners to demonstrate their productive vocabulary knowledge	**Julian Chen** — Task engagement, learner motivation and avatar identity of struggling English language learners in the 3D virtual world	**Ann Robertson** — From professional language teacher to Communication academic: Constructing knowledgeability across a landscape of practice	

11.30-11.55	**Lee Yin Kwan** The acquisition of the English Present Perfect by the L1 Chinese and L1 Malay ESL learners	**Tanzil Huda** The effect of the use of English in math and sciences: CLIL in Indonesia	**Muhlisin Rasuki** Pre-modified input, interactional feedback and learners' production of specific task-relevant L2 morphosyntax	**Hanna Torsh** I've always felt in a way a responsibility: Challenges of linguistic difference in linguistic intermarriage	**Harsha Dulari Wijesekera** The paradox of the Sri Lankan public education system and language of instruction: From exclusivity to inclusivity through Bilingual Education	**Nancy Tarawhiti** Teacher guided metacognitive experiences that facilitate reflective revising of L2 writing	**Gusztav Demeter** Using corpus linguistics in teaching writing across the curriculum or in specific disciplines	**Shem Macdonald, Jacolyn Weller** Extended contact of novice TESOL teachers with EAL learners and how this shapes their cognition about the nature of language learning
12.00-12.25	**Heather Pate** Working with others: Effective interaction in authentic learning activities	**Samantha Disbray** Realising the Australian Curriculum Framework for Aboriginal Languages and Torres Strait Islander languages	**Irene Shidong An** Chair: Sender Dovchin Teacher-researcher perspectives on the holistic and dynamic process of operating mobile-assisted language tasks: The case of teaching Chinese as a FL with WeChat	**Marisa Cordella, Adriana Diaz, Fabiane Ramos** Untangling the complex web of connections that can support language studies in Queensland schools	**Mona H Almotheby** English language teaching and the presentation of culture in EFL textbooks	**Tracey Millin, Mark Millin** Scaffolding academic writing for equity amongst non-native speakers of English	**Shuhui Yin, Yuan Gao** Syntactic complexity of applied linguistics research articles in Chinese and international journals: A corpus-based analysis from diachronic perspective	**Fatiha Senom** Professional development through mentoring: Exploring the interplay between Malaysian novice ESL teachers' knowledge, practice, and identity	**Awatif Alshammri** Chair: Rhonda Oliver Identify Options in High school English Language textbooks in Saudi Arabia
12.30	Closing Session *Elizabeth Jolley Lecture Theatre*							

Poster Presentations

Poster Presentations will be held during every tea and lunch break. We advise that all poster presenters be available near their poster during these times.

#1 Comprehensibility and perceived friendliness of L2 accented speeches for Japanese learners of English. **Ken-ichi Hashimoto**

#2 Connecting applied linguistics and language teaching through producing relevant, community driven print resources in Mantjiltjarra language. **Margaret James**

#3 Connecting applied linguistics and language teaching through producing a relevant, community driven book with CD in Lockhart River Creole. **Margaret James**

#4 The effect of task modality on collaborative dialogue between EFL novice learners and their vocabulary learning. **Mutsumi Kawakami**

#5 Students of Chinese in Australian universities - who are they? **Janice Keynton**

#6 A correlation study of holistic assessments and Grammarly scores for EFL writing assignments. **Ronald Kibler**

#7 Co-adaptive emergence of L2 feelings through an online chat exchange. **Richard Sampson.**

#8 Restrictive English relative clauses in Chinese students' English essay writing: Query syntax in Learner Corpus, learner preferences and errors. **Fangzhou Zhu**

#9 Effectiveness of Data-Driven Learning in EFL Writing Error Correction in China. **Fangzhou Zh**

#10 Analysis of English textbooks for state primary school in Japan: Focusing on vocabulary. **Keiko Haruoka**

Keynote Speakers

Rod Ellis

Research Professor, School of Education, Curtin University

Rod Ellis is currently a Research Professor in the School of Education, Curtin University in Perth, Australia. He is also a visiting professor at Shanghai International Studies University as part of China's Chang Jiang Scholars Program and an Emeritus Professor of the University of Auckland. He has recently been elected as a fellow of the Royal Society of New Zealand. His published work includes articles and books on second language acquisition, language teaching and teacher education. His two latest books are *Becoming and Being an Applied Linguist* (John Benjamins) and *Reflections on Task-Based Language Teaching* (Multilingual Mastters). Other recent publications include *Language Teaching Research and Language Pedagogy* in 2012 (Wiley-Blackwell) *Exploring Language Pedagogy and Second Language Acquisition Research* in 2014 (Routledge), (with Natsuko Shintani) and *Understanding Second Language Acquisition,* 2nd Edition, in 2015 (Oxford University Press). He has also published several English language textbooks, including *Impact Grammar* (Pearson: Longman). He has held university positions in six different countries and has also conducted numerous consultancies and seminars throughout the world.

Shawn Loewen

Professor, Michigan State University

Shawn Loewen (PhD, University of Auckland) is a Professor at Michigan State University in the MATESOL and Second Language Studies programs. He also serves as director of the Second Language Studies program. His research interests include instructed second language acquisition, second language interaction and quantitative research methodology. In particular, his current interests include the link between SLA research and researchers, on the one hand, and second language teachers and pedagogy on the other. In addition to publishing in leading SLA journals, he has co-authored two books, *Key Concepts in Second Language Acquisition* (with Reinders, 2009), and *An A-Z of Applied Linguistics Research Methods* (with Plonsky, 2016). His sole authored book, *Introduction to Instructed Second Language Acquisition*, appeared in 2015, and the co-edited *The Routledge Handbook of Instructed Second Language Acquisition* (with Sato) was published in 2017.

John Macalister

Professor, Victoria University of Wellington, New Zealand

John Macalister is a Professor of Applied Linguistics and Associate Dean (International) at Victoria University of Wellington, New Zealand. His research and teaching interests in language teaching, language teacher education, and language curriculum design build on a career working in various parts of the world, and have extended to include language policy, linguistic landscapes, and NZ English. His publications include two books on curriculum design, both with Professor Paul Nation and published by Routledge. His most recent book was *Family Language Policies in a Multilingual World: Opportunities, Challenges,* and Consequences, co-edited with Seyed Hadi Mirvahedi.

Carmel O'Shannessy

Lecturer, Australian National University

Carmel O'Shannessy is a Lecturer in the School of Literature, Languages and Linguistics at the Australian National University, having moved there from the University of Michigan, where she had been since 2007. In the 1990s her background as an ESL teacher and Applied Linguist took her to work in remote Indigenous schools in Australia's Northern Territory, in the areas of Indigenous language maintenance and education. While working in the Warlpiri-English bilingual education program in the Warlpiri community of Lajamanu, she noticed what sounded like extensive code-switching by younger speakers, and with the community's approval was keen to investigate how young people were speaking. She subsequently completed her PhD in Linguistics at the University of Sydney (Australia) and the Max Planck Institute for Psycholinguistics (The Netherlands) in 2007, with documentation of the genesis and development of Light Warlpiri, a mixed language that had recently emerged in the community. Within the areas of language contact and change and language acquisition, her research continues to document children's bilingual acquisition and maintenance of Light Warlpiri and Warlpiri. She is especially interested in the roles of children and adults in contact-induced language change, and in variation in Australian Aboriginal and Torres Strait Islander languages, including new ways of speaking. Carmel has been involved with languages in remote Indigenous communities in Australia since 1996, in the areas of bilingual education and her current research.
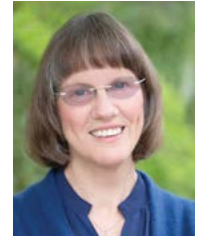
Alison Wray

Research Professor, Cardiff University

Alison Wray is a Research Professor in Language and Communication at Cardiff University, UK. Her research has ranged across the nature of words and phrases, the evolutionary origins of language, how foreign languages are learned, and the genetic component of linguistic ability. For the past decade she has been drawing on her expertise in language processing to explore the nature of communication by and with people with dementia. Her focus is the way that linguistic and interactional behaviour changes in the face of cognitive challenges affecting the production and comprehension of language. In particular, she has explored how people with dementia modify their language to accommodate and even anticipate problems with memory or word finding, and how others respond to this strategy. With a keen interest in how to support professional and family carers into providing the level of care that they aspire to, she has investigated how one's emotional response to stressful situations can undermine one's best intentions. In addition to several journal articles and book chapters exploring aspects of these topics, and a major book nearing completion, she has authored two animated films, with narration by actor Sir Tony Robinson. *Understanding the Challenges of Dementia Communication* https://www.youtube.com/watch?v=u6cchefGn2M has had very positive reviews and has been taken up by carer trainers worldwide. The just-published *Dementia: the 'Communication Disease*, https://www.youtube.com/watch?v=6uu63PqWGaU, looks set to gain an equally positive following.

Sponsorship Profiles

Conference Partner

Applied Linguistics, TESOL and Languages Research Group is a main research focus within Curtin University's School of Education. It is run by seven full-time academic staff members who deliver Curtin's postgraduate courses in applied linguistics, supervise higher degree by research (HDR) students and work on numerous national and international collaborative research projects.

The Applied Linguistics Research Group has research grants in the following areas:

• Meeting the needs of Aboriginal students for whom English is a second language or dialect

• Developing culturally inclusive language assessments for Aboriginal students.

• Measuring pragmatic competence in a second language.

• Helping culturally and linguistically diverse students transition into university study.

• Empowering culturally and linguistically different background (CALD) young people through language education

• Fostering the integration of recent migrants through language education

Much of the research also focuses on content and language-integrated learning and task-based language teaching, including corrective feedback, learner-generated task content, learners' personal investment in tasks, task-induced interaction and language acquisition, the role of planning in task performance, and the use of tasks in diverse cultural contexts.

Further research areas include digital technology in language teaching, second language literacies, academic writing, sociolinguistics and bi/multilingual education.

If you wish to develop your expertise in course design, language teaching, sociolinguistics and materials development for teaching English to speakers of other languages (TESOL), you may be interested in undertaking further study at Curtin.

The School currently offers the following study options:

Doctor of Philosophy

Master of Arts (Applied Linguistics)

Graduate Certificate in TESOL

- and in 2020 Curtin will be offering a new Master of TESOL course.

Please visit www.curtin.edu.au for further information about course options.

Gold Sponsor

IELTS™

The International English Language Testing System (IELTS) is delighted to be the Gold Sponsor of the Applied Linguistics Conference 2019.

IELTS is the world's trusted English language test. As a pioneer of four-skills English language testing 30 years ago, IELTS continues to set the global standard for English language testing today.

Test takers have the option of taking IELTS on computer or paper in over 50 countries around the world. IELTS believes that a face-to-face speaking assessment by language experts provides the best assessment of language proficiency in a real-life context.

IELTS is jointly owned by the British Council, IDP: IELTS Australia and Cambridge Assessment English. With world-leading research, language experts and security processes underpinning the test, an IELTS score is a globally trusted indicator of English ability.

Every year, the IELTS partners invite educational institutions and suitably qualified individuals to apply for funding to undertake applied research projects in relation to IELTS. Proposals are welcomed from researchers and institutions with expertise in language learning and assessment research. More information can be found at www. ielts.org.

Silver Sponsor

VISTA HIGHER LEARNING
20 YEARS

Where will world languages take you? Today's students are preparing for a world where inter-cultural communication is a necessary part of everyday life. At Vista Higher Learning, we develop innovative digital and print solutions to connect the world through language and culture.

Floorplan

Trade #1
Vista Higher Learning

Trade #2
IELTS

Trade #3
Curtin University
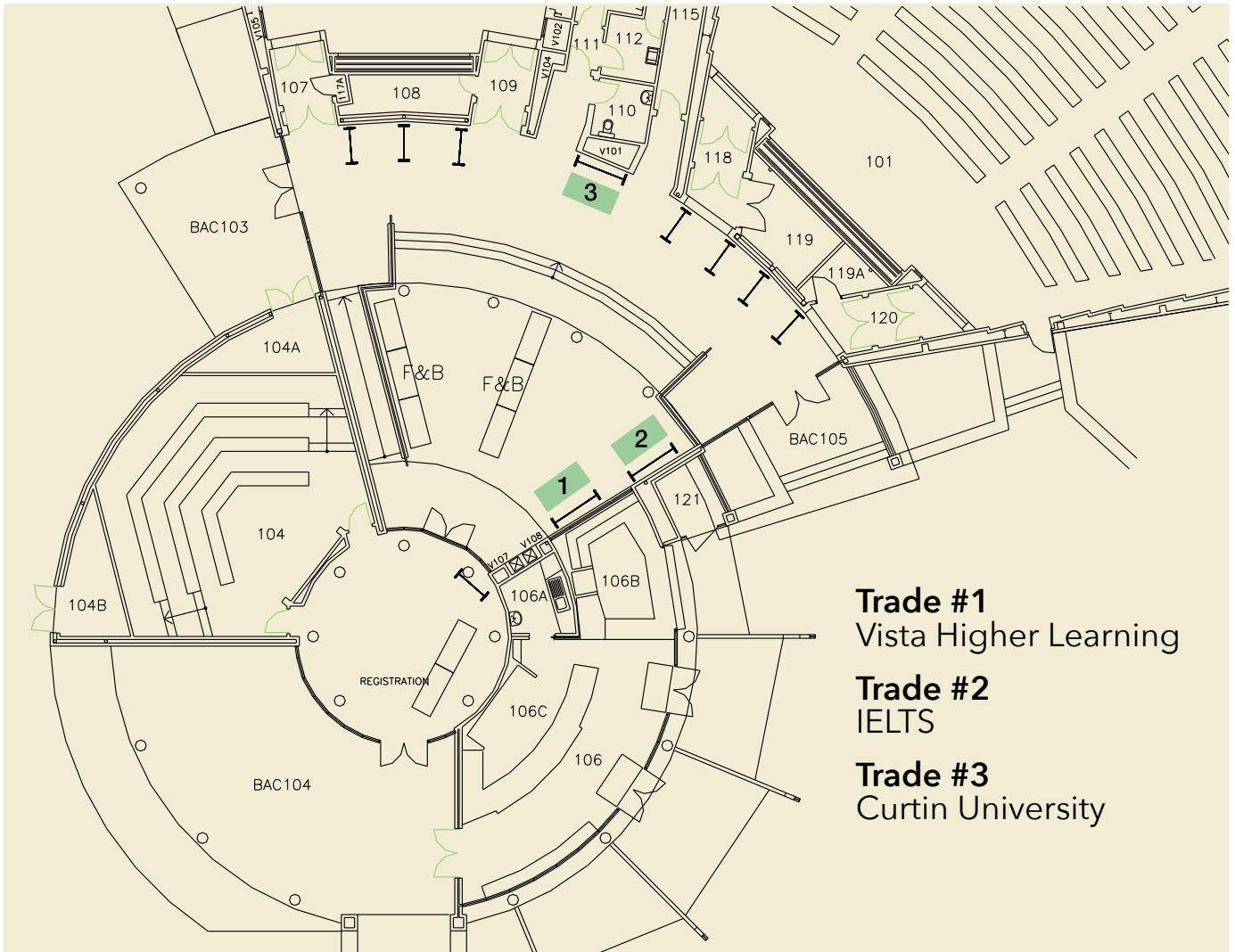
The Applied Linguistics Conference 2019

ABSTRACT BOOK

The spread of English in Saudi Arabia: A study of Taif University students' attitudes and language use

Arwa miss AL Thobaiti[1]

1.UNSW, Sydney, NSW, Australia

The impact of the spread of English remains a subject of debate among scholars in the field of applied linguistics. This research uses a mixed method design to investigate the participants' attitudes to and use of standard Arabic, colloquial Arabic and English in Saudi Arabia, and to gain better understanding of the factors shaping them. It will also focus on how the participants perceive the impact of the spread of English in Saudi and the future vitality of Arabic. The integrated design of the study involves a questionnaire to investigate participants' (n=300) attitudes and explore their language use in informal domains and twelve focus group discussions to deeply examine the factors behind these attitudes. The research participants are drawn based on a random cluster sample of Saudi male and female undergraduate students at Taif University. It is intended that the outcome of the study will provide insight of language attitudes and use from a sociolinguistic point of view against the prevalent pedagogical viewpoints in the research setting. This knowledge will inform language planning and policies towards equipping young Saudis to become multilingual. This way, both global linguistic competence and local language preservation will be ensured.

Do professional development programs construct teacher identity?

Amani Miss Al-Shomrani[1, 2, 3]

1. English Language Institute , King Abdul Aziz University, JEDDAH, MAKKAH AL MUKARRAMAH, Saudi Arabia

2. Faculty of Education, Monash University, Melbourne, Vic, Australia

3. Melbourne Graduate School of Education, University of Melbourne, Melbourne, vic, Australia

This study investigates the relationship between teacher identity construction and provided professional development opportunities in the English Language Institute (ELI). It questions whether the provided opportunities contribute to teacher's affiliation, attachment, and autonomy. The research is designed as a survey that draws quantitative data based on the publically available sources and is distributed among the ELI teachers. It performs a bivariate analysis of the data in order to establish the association between provided professional development activities and the three different aspects of teacher identity. The findings of the study suggest that the provided professional opportunities are strongly associated with the three identity aspects. Firstly, affiliation needs to be further enhanced by designing more engaging and more social activities that allow professional networking. Secondly, attachment is more enhanced by the professional development program; however, it needs to be more focused on curricular issues and cater for teachers' pressing needs. Although autonomy seems to be attained by a certain group of teachers, it still shows the need for careful design of professional programs that allow more independence and autonomy in decision making. The study is concluded with practical implications and future research suggestions.

Chatbots for informal language learning

Antonie Alm[1]

1. University of Otago, Dunedin, OTAGO, New Zealand

Chatbots have come a long way since ELIZA, the computer program that gave users the short-term illusion of conversing with a psychotherapist. Weizenbaum's (1966) aim was to study the "natural language communication between man and machine", yet it is the appealing idea of virtual personal assistants that prevailed and which has led to successful applications in business, personal development and education.

The benefits of text-based online communications for language learning are well established. Communicating through chat, as opposed to face-to-face, creates a safe space in which learners can take time to respond and react on their terms. Further, it can also reduce speaking anxiety, especially in early stages of language learning. The shift from desktop to mobile devices and from text-based to voice-operated systems further enhances the use of chatbots in informal learning situations. Yet, little is known about the self-initiated chatbot use by informal language learners.

In this presentation, I will discuss the experiences and expectations informal language learners share about chatbots in online learning communities. The findings gained from this analysis indicate that learners do not necessarily expect bots to mimic human communication but feel let down by technical failures, missing rationale, or lack of communication with developers.

Identity options in high school English language textbooks in Saudi Arabia

Awatif Alshammri[1]

1. *Macquarie University, Sydney, NSW, Australia*

In recent years, the Saudi Ministry of Education has enacted several reforms in English language teaching to increase knowledge of English and foreign cultures. One of these reforms was the introduction of new English textbooks for different educational stages. This paper examines how culture is taught along with English in these EFL textbooks and the language ideologies that are reproduced in these textbooks. Guided by Fairclough's (1995) Critical Discourse Analysis framework, the paper explores representations of cultural identities in written, spoken and visual texts in the EFL textbooks used for teaching students in the upper secondary stage (Grades 10-12). The analysis focusses on how imagined communities offered in the textbooks provide representations of a set of identity options including with regard to gender, occupational status, ethnicity, nationality and religious affiliation. These identities may be assigned to characters from either source culture (Saudi culture) or target cultures. Findings show that the imagined community of Saudi characters includes accurate and inclusive representations of diverse identities whereas oversimplification, gender bias and misrepresentations were common in representations of target cultural identities. Overall, the representations reveal a "Saudi-centric" language ideology, with English-speaking people's identities modified to align with rather than to challenge Saudi norms.

The representation of cultures in images in New Headway Plus, Q: Skills for Success and English Unlimited in Saudi context

Sumayyah Alsulami[1]

1. *RMIT, Footscray, VIC, Australia*

English as a foreign language (EFL) in Saudi Arabia is still new and evolving. Recently, many of the university language centres that provide intensive and mandatory English courses for the preparatory- year students have been working to develop English teaching. These centres emphasise teaching using "special editions" textbooks for Saudi Students. While the government has been working to provide social and economic policies that intend to open up and communicate widely with the world, there is a need to educate Saudi citizens to be aware and understand others in order to promote tolerance and accept others specially in a conservative culture like Saudi Arabia. In this study, the cultural content in *New Headway Plus, Q: Skills for Success* and *English Unlimited* "special edition" textbooks will be examined to investigate how can textbooks enhance both the national identity of the students and the intercultural awareness. This study explores the representation of culture with respect to the images in these three sets of special edition textbooks in Saudi Arabia.

Paper & Talk: the Australian Breath of Life pilot project

Doug Marmion[1], Alexandra Andriolo[1], Amy Parncutt[2], Emma Murphy[2], Alice Gaby[3], Kylie Simpson[1]

1. *AIATSIS, Acton, ACT, Australia*

2. *Resource Network for Linguistic Diversity, Carlton, Vic*

3. *Monash University, Melbourne, Vic*

The 2019 Paper & Talk project is run by AIATSIS and RNLD, based on the US Breath of Life Institute. This program aims to connect the custodians of Indigenous languages with materials held in national archives, providing training in linguistic analysis, archival and other skills needed to find, interpret, use and apply the materials they find.

This project brings together Indigenous Community Researchers from five language groups with few to no speakers, for a two-week workshop at AIATSIS, in September 2019. The Community Researchers will be paired with Linguistic Partners, suitably experienced linguists who will each support one group throughout their fortnight of learning and discovery.

Paper & Talk participants will learn practical skills in linguistics and exploring archives, so they can develop language resources to assist in strengthening or revitalising their languages. They will leave the workshop with new materials and information about their languages, new linguistic and research skills to share with their communities, a unique project they have created to assist with the revitalisation of their languages, and ideas for language projects.

This presentation will report on the first successful Paper & Talk workshop, with participants presenting the products they developed while at the workshop.

A comparative study between the methodologies used in the teaching of Mapudungun and English as a second/foreign language

Rodrigo F Arellano[1]

1. La Frontera University/The University of New South Wales, Sydney/Macquarie Park, NSW, Australia

This article presents the results of a research project based on the comparison of language teaching methodologies in a second language, Mapuzungun and English, in an intercultural school in the south of Chile, and whose objectives were to identify, characterize and compare the methodologies used to teach these two languages to young learners. The study was qualitative, descriptive and cross-sectional, in which strategies of discourse analysis were used through class observation in both languages and follow-up interviews with their respective teachers. The results indicate that the English teacher focuses on the understanding of the language system, but with incipient elements of communicative models. On the other hand, the Mapuzungun teacher emphasizes the orality of the language with an emphasis on the understanding of the Mapuche culture, demonstrating profound differences in the teaching of these two languages.

Effects of different time conditions on students` academic writing performance

Muhammad Ahkam MAA Arifin[2, 1]

1. Applied Linguistics, University of Melbourne, Melbourne, VIC, Australia

2. English Teaching, Institut Parahikma Indonesia, Makassar, South Sulawesi, Indonesia

Reasonably, one may argue that test takers could perform better in a longer time condition as opposed to a shorter time allowance. Because of practicality reasons, however, test providers need to set limited time for the test administration; this is particularly in terms of academic writing tasks. To ensure fairness among test takers, research is then needed to explore how different time allotments could affect students` writing proficiency. Surprisingly, to date research in this area has been scant. Therefore, the current study aimed to shed light on this issue by investigating the differences in students` writing performance between two different time conditions (30 versus 50 minutes). This study employed a range of measures to assess students` writing. Participants were also interviewed about their perceptions of the two time allotments. The study found that students` performance under the longer (30-min) time condition only increased with respect to fluency. Complexity was also shown to improve, yet it was very marginal, thus making it hard to draw a conclusion. Despite the overall insignificant differences of students` scores under the two time allowances, students were confident and believed that they generated a better essay under the longer time allocation.

The Indonesian concept of *lie*: A prototype semantic analysis

Muhammad Ahkam MAA Arifin[2, 1], Suryani SJ Jihad[2]

1. Applied Linguistics, University of Melbourne, Melbourne, VIC, Australia

2. English Teaching, Institut Parahikma Indonesia, Makassar, South Sulawesi, Indonesia

In their seminal paper of a prototype semantic analysis, Coleman and Kay (1981) claimed that the definition of *lie* contains three basic elements: falsity, intent to deceive and intent to speak falsely, with falsity of belief being the most important prototypical element of *lie*, immediately followed by intended deception. However, two studies by Eichelberger (2012) and Hardin (2010) were conducted in Spain and reported that intended deception may not be the second most important prototype to native Spanish speakers. Thus, different cultures may have quite different concepts of *lie*. To help shed light on this issue, the current study utilised the same questionnaire by applying it to Indonesians. It particularly aims to examine how Indonesian university students and staffs differ in their concept of *lie*. It then relates how these two groups may differ from those of the previous studies. Ultimately, it also seeks to see whether students learning Islamic studies could be different from those learning a more general subject such as English studies within the same university.

The effects of bilingualism on metalinguistic awareness, executive control, and cognitive reserve

Muhammad Ahkam MAA Arifin[1, 2]

1. English Teaching, Institut Parahikma Indonesia, Makassar, South Sulawesi, Indonesia

2. Applied Linguistics, University of Melbourne, Melbourne, VIC, Australia

The debate over bilingual advantages or disadvantages continues to date. On the one hand, some research has shown bilinguals could benefit from: (a) metalinguistic awareness that promotes language learning, (b) executive control that accounts for individuals` ability in inhibition, multitasking, and attention, and (c) cognitive reserve that could increase the capacity of the brain to deal with brain damage. On the other hand, other studies still show no bilingual advantages in any of these three domains.

With respect to the contradictory findings, researchers have speculated over potential confounding variables that could account for the results. These potential variables include, among others, participants` socio-economic status, number of languages spoken, immigration status, types of bilingualism, proficiency level, literacy instruction, and pattern use of language. Types of research instruments, or the validity and reliability of tasks that are employed, have also been considered to account for the different results.

To shed light upon this debate, the current paper reviews thirty empirical studies on the effect of bilingualism on the three domains: metalinguistic awareness, executive function, and cognitive reserve.

Blended (language) learning and learner autonomy in EFL: A case study of Pakistan

Abida Ayesha[1]

1. University of Glasgow, Glasgow, SCOTLAND, United Kingdom

While globalization and its technologies are providing new means of learning and accessing knowledge, formal language syllabi and pedagogies remain largely unchanged in developing countries. However, with the ever-increasing accessibility and affordability of digital technologies language learners are enabled to become autonomous learners who can exploit out-of-class resources. Building on the works of Dearden (1972), Holec (1981), Little (1991, 1999) and Benson (2001, 2013), my study focuses on the role of digital technology with regard to the development and exercise of learner autonomy at a Pakistani university. Following a mixed-method case study approach, the data were collected through 150 student questionnaires and 30 (21 students and 9 teachers) semi-structured interviews. The findings reveal how learners of a blended English language course are taking control of their learning by reflecting on their learning experiences, choosing their learning strategies and digital resources based on individual reasons and expressing a wish to be involved in course-related decisions without being aware of the learner autonomy theory. However, awareness of the potential of digital technologies for language learning, digital facilities at the university, (in)effective use of the VLE and teacher training in Blended Learning pedagogies may facilitate or hinder learner autonomy.

Development of genre knowledge: Postgraduate students in Applied Linguistics

Hamideh Baggali Basmenj[1]

1. The university of Auckland, Auckland, AUCKLAND, New Zealand

Today, the number of postgraduate researchers who need to write their thesis in English as a second or foreign language is exponentially increasing. In order for them to meet the requirements of academic writing in their disciplinary community, it is necessary to develop genre knowledge about the texts that are compulsory for them to produce. Although genre-based approaches to academic writing are offering insightful discussions, there is a need for further understanding of students genre-learning in practice. This paper presents the results of an action research that aimed to prepare postgraduate students in Applied Linguistics to write the Introduction chapter of their MA thesis. It presents students' development of genre knowledge through a four-component data set comprising pre-test, assignments, post-test and students' MA thesis. The results of this study illustrate how students developed genre knowledge in three areas of organizational, rhetorical and linguistic knowledge. This study will further present students enduring difficulties and propose potential solutions. The findings may present insights about academic writing for writing teachers, researchers, supervisors and postgraduate students.

Exploring *Dadirri* in Australian higher education, as a "gift for two worlds" – A case study on the UNSW PELE course

Carla Bento Guedes[1]

1. Faculty of Arts and Social Sciences, School of Humanities and Languages, UNSW, Sydney, NSW, Australia

This research aims to increase the knowledge of the Aboriginal concept of *Dadirri*, Deep Listening, (Atkinson, 2000; Burrows, 2004) and investigates the possibility of its inclusion in the UNSW PELE (Personalized English Language Enhancement) course. I intend to approach Aboriginal culture's "greatest gift for two worlds" (Ungunmerr 1990, p. 34) from a personal perspective as a non-Indigenous student and researcher. The UNSW PELE course is an English language course that guides students to identify their own needs and address them by developing and implementing their project (Kim, 2018). In this self-directed learning course, students are required to reflect deeply on themselves, which can be challenging to many of them. This paper aims to introduce the concept of *Dadirri* and explain why it could be a powerful pedagogical tool to nurture students (Indigenous and non-Indigenous) as independent, reflective learners in PELE. I am to be guided by the Australian Aboriginal Elders of the *Darug*, *Bedegal*, *Awabakal* and *Gadigal* peoples throughout my research journey; learning different perspectives of *Dadirri* and Aboriginal ways of knowing and being, to understand if this knowledge can be "remedial potential for all learners"(Biermann, 2008).

Relationship of English language proficiency to academic performance: Evidence from Singapore University

Wenjin Vikki Bo[1], Wei Ying Rebekah Lim [1]

1. Singapore University of Social Sciences, Singapore, SINGAPORE

It has been increasingly noted that the non-English-speaking background (NESB) students in the English-medium universities experience difficulty in academic studies, mainly because of the challenges in English language proficiency (ELP). However, the relationship between ELP and academic performance among English-speaking background (ESB) students remains unanswered, especially in the multi-lingual context, such as Singapore. This study examined the relationship between ESB students' scores on the ELP test and academic performance in higher education, indicated by cumulative grade point average (CGPA) in university. The academic records for 1647 undergraduates were collected from 4 different schools of a university in Singapore, including School of Arts & Social Science, Science & Technology, Human Development & Social Services and Business. The data consisted of students' current GPA, demographic information, academic backgrounds, and admission-related test scores such as university's ELP test score. Linear regression analysis was conducted to predict students' academic achievement in university indicated by GPA. Results showed that ESB undergraduate students with higher ELP score tended to demonstrate higher CGPA score in all the different disciplines. Therefore, it is suggested that even ESB students are likely to need continued language support to progress academically, especially those in the multi-lingual context such as Singapore.

Redeploying Indigenous language resources to serve Aboriginal pedagogical interests

Cathy Bow[1]

1. Charles Darwin University, Darwin, NORTHERN TERRITORY, Australia

The collection and curation of language materials from bilingual education programs in remote Northern Territory schools enables new affordances for Aboriginal pedagogies and applied linguistic practices. Resources developed for vernacular literacy teaching, in curricula which shifted over the years from a largely Anglo-Australian focus to content more reflective of local Indigenous interests, are being reimagined and redeployed for new pedagogical purposes.

This presentation focuses on a set of texts in Kunwinjku language of West Arnhem Land, originally produced in the 1970s to support the local bilingual education program. Digitised and made available alongside thousands of similar texts in dozens of Indigenous NT languages through the Living Archive of Aboriginal Languages, these texts are now being repurposed for new pedagogical contexts. The Kunwinjku texts are being mobilised in online pedagogical practices under Aboriginal authority, teaching the Kunwinjku language to adult non-native speakers. Such practices reveal a different Aboriginal practice of applied linguistics, of language pedagogy, and of the relation between them, opening up new opportunities for connection and collaboration.

Development of values in Community Language schools - *Vegemite sandwiches at Saturday School*

Meredith Box[1], Elke Stracke[1]

1. Faculty of Education, University of Canberra, Bruce, ACT, Australia

Community languages and cultures are a focus of the Australian government multicultural policy and promoted through state- and community-run community language (CL) schools. Values remain a central focus of government education policy, delivered through mandated programmes and the Australian Curriculum. This paper explores how the CL school, as one influential setting in the lives of young CL students, contributes to the development of their values. We explored CL students' experience and their development of values through ethnographic case studies in three contrasting CL schools (Japanese, Polish, and Sri Lankan Tamil) in the Australian Capital Territory. We used participant observation, focus groups and interviews with students, their parents, and their CL school teachers and organisers. We analysed the results individually and comparatively to identify a connection between broader educational and social values and those cultivated through the CL school experience. Our findings show that while students have internalised mainstream school values (such as *fair go* and *responsibility*), their adoption of CL values (such as *deference to social rank*) needs to be understood in the broader context of their families and peers who play a crucial role in the transmission of such values. Students' values are mediated by their intimate social relationships.

Creating a flexible EAP/ESP vocabulary strand: Future-proofing vocabulary resources

Theodore Burkett[1]

1. Khalifa University, Abu Dhabi, ABU DHABI, United Arab Emirates

The importance of explicit vocabulary instruction that focuses on high frequency vocabulary has certainly been recognized. However, there are numerous challenges in creating an explicit vocabulary strand that corresponds directly with teaching materials, especially in a rapidly changing context where coursebooks and materials may be subject to frequent changes.

This presentation focuses on ongoing efforts to establish a three-pronged set of vocabulary learning resources consisting of a vocabulary resource book, a set of sentence-based quizzes that focuses on developing students' ability to use synonyms for key lexis, and a second set of quizzes that develops students' ability to work with different word forms.

It highlights the rationale for utilizing these resources in a semi-specialized context where students have dramatic needs to substantially improve both academic and engineering-focused lexis, details the use of these resources across a semester-length EAP course, and explains the technology behind this flexible system. It also details how these resources have been adapted, evaluated and revised for three consecutive academic years – highlighting the challenges and successes in establishing such a system. Examples of resources will be shared and time will be allocated for questions.

"I make it work": Access to language study in primary schools

Honglin Chen[1]

1. University of Wollongong, Wollongong, NSW, Australia

The uptake of languages studies in Australia is in decline. Differences in access to languages play out the most in primary schools as studying a language in primary school is not mandated in most Australian states. In New South Wales, for example, only 18 per cent of primary school students study a language other than English, some programs thrive and many struggle to retain students.

This paper examines examples of primary languages programs in schools where language study was taken seriously. Data informing the paper include lesson observation field notes and interviews with principals and teachers collected from five primary schools as part of an ARC Linkage project. Our analysis demonstrates that access to languages programs is differently distributed within the same sector and across the same metropolitan area. For some this is about responding to local community needs; for others it is about their understanding of an educated child and global citizenship. Our examination of programs in practices further demonstrates that opportunities and choices provided for language learning are distinctly marked by the nature of schools, cultural heritage and socio-economic status of the parents. The findings point to the issues and challenges even the best school-based language programs face.

Task engagement, learner motivation and avatar identity of struggling English language learners in the 3D virtual world

Julian Chen[1]

1. Curtin University, Bentley, WA, Australia

This study investigated at-risk ESL learners' task performance and attitudes towards a 3D approach of improving their English spoken and written communication skills in Second Life (SL). It documented how these SL "newbies," who had not previously experienced 3D virtual learning, carried out SL-enabled, real-life oriented and interactive tasks. Qualitative data were triangulated from students' weekly blog entries, reflective essay writing and a focus group interview, followed by a thematic analysis approach. Despite the technical glitches impeding the flow of virtual class management and causing communication breakdown, students overall held positive perceptions of the task-based design implemented in SL. Unique SL affordances were found to maximise task execution and engagement, thus fostering more authentic and crosscultural communication, building confidence, boosting motivation, and empowering learners via avatar anonymity. The game factor also transformed a conventional English class into a fun virtual learning playground. Such findings not only highlight pedagogical suggestions for curriculum design and language program improvement, but also implicate both challenges and possibilities of conducting research and teaching at-risk language learners in a 3D sphere.

Recasts, prompts and noticing: A comparative study

Choo Chin[1]
1. University of Malaysia, Kuala Lumpur, Malaysia

Noticing has been regarded as an important theoretical construct in the mechanism of how corrective feedback (CF) facilitates SLA (Loewen, 2012). However, to date, few research studies have examined noticing triggered by different types of CF. The study set out to examine the relationships between type of CF and level of awareness. To that end, participants were asked to perform four communicative tasks during which recasts or prompts were provided contingent upon the encounter of past tense errors. In addition, using a triangulated method, awareness data were collected from a variety of sources including diary writing, stimulated recall and exit questionnaire. The results of the study revealed that both recasts and prompts were able to induce noticing the corrective intent, noticing the target of CF or form, noticing the gap and noticing the rule. However, recasts were able to promote higher levels of noticing across all noticing categories. Moreover, the greatest difference between recasts and prompts was found in the noticing the gap category. The study suggests that CF that provides exemplars of the target linguistic feature may promote higher levels of noticing the gap, which may in turn increase the effectiveness of CF in L2 acquisition.

Borderless world: Using translanguage to teach English to Russian and Chinese speakers via WhatsApp and WeChat platforms in an online community setting

Yelena Chsheglova[1]
1. Box Hill Institute, Melbourne, VIC, Australia

The studies in learning via translanguaging have traditionally been concerned with how bilingual and multilingual language learners can effectively apply their multilingual abilities to their learning of English language or any language for that matter. It remains unclear, however, what can be the educational implications for those wanting to learn English via translanguaging but are only speaking their mother tongue or speaking only few English language phrases. The aim of this paper to introduce a new methodology of learning English via online platforms WhatsApp and WeChat for Russian and Chinese language learners respectively, who have no or very basic knowledge of English. Possibilities and sprouting from them opportunities of applying *infused translanguaging* to the language learning are introduced in this proposal. All the data are proposed to be collected online via social networking platforms of WhatsApp and WeChat, and in some cases via emails. The proposed study is using layered approach, necessitated by the fact that this kind of study requires the qualitative as well as the quantitative analyses. The major implication of the study is emergence of a new learning practice assisting non-translinguals and translinguals alike to effectively learn any language (English in this case).

The error of 'scholasticism' in Language & Culture Education

Chantal C Crozet[1], Adriana D Diaz[2]

1. School of Global and Language Studies, RMIT University, Melbourne, Victoria, Australia

2. School of Languages and Cultures, University of Queensland, Brisbane, Queensland, Australia

Language Teachers (LTs), Language Teaching Theorists (LTTs) and University Language Teacher-Researchers (ULTRs) represent three distinct groups within the field of Language and Culture Education (LCE). In this paper, we argue that the relationship between these three groups is affected by particular power dynamics influenced, in turn, by perceived differences in status, professional discourses and avowed professional identity as well as the valuing of abstract knowledge over experiential/practical knowledge, what Bourdieu (2000) has referred to as the error of 'scholasticism'. We also posit that ULTRs, especially those who specialize in educational linguistics, hold a unique place to inform a much-needed LCE theory of practice as they are involved in both theory production and the practice of LCE. Drawing on data from a study on Australian ULTRs' professional memoirs spanning five languages (Chinese, Japanese, Indonesian, Spanish, French), we explore current tensions between theory and practice. Warning against the oralisation and deculturalisation of LCE, our findings affirm the value of teaching all language skills as well as culture-specific content for student empowerment, and in support of critical, active engagement with multilingualism and positive interculturality.

Bourdieu, P. (2000). *Pascalian meditations* [English translation by Richard Nice]. Cambridge: Polity Press.

Learning Spanish in Australia: Motivation and demotivation over one year at university

Giuseppe D'Orazzi[1]

1. The University of Melbourne, Parkville, VIC, Australia

The field of applied linguistics in Australia lacks longitudinal studies on motivation and demotivation in learning Spanish at tertiary level. Recent research on second language (L2) motivation in learning L2s like Spanish (Martín, Jansen and Beckmann 2016) suggest that students are highly motivated by a desire to communicate with L2 speakers.

The reasons why university students start to learn Spanish in the first place may change across two semesters. This study explores different factors which increase and/or decrease students' motivation in learning Spanish.

To do this, I look at questionnaire results for 54 students enrolled in beginner level Spanish courses at the Group of Eight Australian universities in 2018. These students completed two rounds of online questionnaires. Data from the questionnaires have been expanded by two rounds of individual interviews. Students' perceptions and experiences were afterwards interpreted in a focus group with 3 Spanish teachers.

Initial assessment of results indicate that Spanish is considered a useful language to learn in terms of better opportunities to find a job and to travel to Spanish-speaking countries. The beauty of the language itself and the variety of cultural aspects related to the language also motivate students to carry on learning Spanish.

Teacher agency in synchronous Chinese online language teaching

Chujie Dai[1], Cynthia J White[1], Gillian R Skyrme[1], Grace Qi[1]

1. Massey University, Palmerston North, MANAWATU, New Zealand

The development of technology has created new arenas for language teaching and learning. A joint research project, called Synchronous Chinese Online Language Teaching by Massey University and Beijing Language and Culture University, provides opportunities for teachers to work in online contexts. Teachers who are novices in such arenas have to confront complex challenges that come with the environment. Agency emerges as an important concept helping researchers to understand how these teachers act and overcome the challenges.

This presentation aims to share some parts of the research by focusing on how novice online teachers work in videoconferencing-based settings. Specifically, it addresses how these teachers exercise their agency to adjust themselves to and reconstruct the context, establish and maintain their roles and teacher-learner relationship, and realize the professional development.

Data gathered from observation, interviews, and feedback enable in-depth exploration of how online teaching

unfolds, and key moments that reveal the interplay between a teacher individual and the online teaching environment.

The findings will advance our understanding of opportunities and challenges for language practitioners in the digital era. Implications show how language practitioners and researchers can best work together to contribute knowledge and experience to the field of technology-mediated language learning.

Where non-native speakers outperformed native speakers: Interrogating the indigenous criteria for appropriate language use in a Chinese speaking test

David Wei Dai[1]

1. School of Languages and Linguistics , The University of Melbourne , Melbourne , VIC, Australia

A social turn in language testing is underway as researchers seek to incorporate a sociolinguistic-interactional perspective into the traditional psycholinguistic-individualist perspective (Roever & Kasper, 2018). However, few research studies have investigated what a sociolinguistic-interactional test construct entails from the viewpoint of domain experts (DEs). This study aims to fill this gap by eliciting DEs' indigenous criteria on a nine-item speaking test designed to measure L2 Chinese speakers' interactional competence. Three DEs first provided three-band intuitive holistic ratings (inappropriate-average-appropriate) on each of the nine item-level performances from 22 sample test-takers (11 NSs and 11 NNSs). Many-facet Rasch analysis on rating results showed that though NSs occupied the higher end of the logit scale, many NNSs appeared stronger than NSs in the hypothesised construct "appropriateness in interaction". The researcher then conducted interviews with 36 DEs where they listened to the recordings, took notes and discussed their opinions on test-taker performances. Interview recordings were transcribed and thematically analysed with written notes via NVivo. Results showed that DEs highly valued abilities such as social role enactment, (dis)affiliation management, indirectness and strategies. Findings from this study can contribute to the operationalisation of a sociolinguistic-interactional test construct and the accompanying rating scale.

"The way he talks is really obnoxious": Hearing what listener judges cannot hear with Conversation Analysis and Membership Categorisation Analysis

David Wei Dai[1]

1. School of Languages and Linguistics , The University of Melbourne, Melbourne , VIC, Australia

Sociological methodology, such as Conversation Analysis (CA) and Membership Categorisation Analysis (MCA), is known for its power in explicating speakers' endogenous reasoning. However, little research has incorporated such methods in the investigation of appropriate language use in Chinese contexts. This study aims to address this gap by combining both listener judges' etic assessment and CA analysts' emic examination. 198 episodes of role-play data from both L1 and L2 Chinese speakers were collected where speakers had to implement disaffiliative social actions. 36 L1-Chinese listener judges listened to speakers' performances and provided both written and oral feedback on appropriateness of language use. The interactional features noted by listener judges were further analysed by the researcher using CA and MCA. Results show that though listener judges could notice features contributing to their sense of Chinese politeness, their feedback lacked the precision and details afforded by sociological methodology. CA and MCA analyses helped to locate specific interactional methods and patterns that can make or break an interaction. Findings from this study can shed light on micro-level features in Chinese interaction that are subtle to notice or verbalise but nonetheless have important implications for understanding of Chinese politeness.

Use English for instruction: A case study in primary schools in Vietnam

Tram Dang[1]

1. Edith Cowan University, Noranda, WA, Australia

Despite numerous benefits of teachers' use of English as a medium of instruction (EMI) for language learners, research showed that English language teachers in the contexts where English is a foreign language (EFL) was resistant to EMI use due to their low language competence, or lack of confidence with their spoken English. A study

was conducted on EMI in primary schools in Vietnam based on an assumption that the EMI matter might be worse in this context, where teachers had been shown to be less competent in English compared to those working in higher educational levels. A multi-case study design was employed. Three schools located in three contexts (urban, semi-mountainous, and remote mountainous areas) were selected to be the cases. Five teachers and five students from each teacher's class were involved as participants. Data were collected through interviews, documentation and class observation. Interestingly, the study revealed that the participants applied EMI at a quite high frequency, though its quality was an issue of concern. Factors impacting the EMI practice included the teachers' perception of the EMI technique, understanding of young learners' ability to learn in English, and the ELT demand from the students and parents in their immediate teaching context.

The effects of a first task performance in L1 during practice using task repetition for developing L2 speaking skill

Masaki Date[1]

1. University of Fukui, Fukui City, FUKUI, Japan

Besides task repetition, another dimension of task readiness is topic familiarity (Bui, 2014). Assuming performance in L1 will enhance topic familiarity in L2 learners, this study examined if training sessions using task repetition and the first performance in L1 would be effective for promoting proceduralization.

Forty-five Japanese university students participated. Two experimental groups received sessions while a comparison group did not. In each session, whereas Group 1 performed the same narrative task using a six-strip cartoon twice, first in Japanese and then English, Group 2 performed the same task twice in English. The pretest and posttest used the same task. After the posttest, Group 1 performed the same task twice in English and answered a questionnaire about the sessions.

Results indicated that (1) only the experimental groups significantly developed fluency, with Group 1 performing as well as Group 2, and (2) although some participants in Group 1 then experienced difficulties formulating what they had said into English, most of them preferred the first performance in L1 to L2 from affective perspectives, e.g. more confidence in the ensuing performance in English. This implies that, if difficulties formulating are eased, L1 performance can be effective for enhancing conceptualization and promoting proceduralization.

Assessment literacy of ESL teachers: Practices and washback

Radhika De Silva[1]

1. The Open University of Sri Lanka, Nawala, NUGEGODA, SRI LANKA, Sri Lanka

Assessment literacy is considered to be an important component in any teacher's professional knowledge and teachers of English as a second language (ESL) also need to be equipped with the knowledge about assessment principles and the ability to design and score language tests (Coombe, Al-Hamly, & Troudi, 2009; Green, 2014). Hence, the present study attempted to identify the assessment literacy and assessment practices of a sample of secondary level teachers of ESL in Sri Lanka who are involved in ESL assessment. A mixed-method research design was adopted. The quantitative data were obtained through a scenario-based questionnaire administered to 100 teachers of secondary school teachers and qualitative data were obtained through in-depth interviews of a sub-sample of teachers. A content analysis of a sample of assessments was conducted to check weight allocation, types of activities, and allocation of marks and to investigate how far the test papers had met assessment principles. Almost all the teachers in the sample found that setting and scoring test papers to be challenging. The study revealed the assessment practices adopted by these teachers and the washback effect of those practices on the process of ESL teaching and learning in Sri Lanka.

Using corpus linguistics in teaching writing across the curriculum or in specific disciplines

Gusztav Demeter[1]

1. Case Western Reserve University, Cleveland, OH, United States

Corpus linguistics, which studies language as function in context by using real life samples (Biber, Conrad, & Reppen, 1998) can provide useful tools for teaching writing (Bennett, 2010; Timmis, 2015). Particularly, it allows teachers to provide students with language in context using real examples (Boers & Lindstromberg, 2006; Ellis, 2015). While there are a few discussions of the use of corpus linguistics in teaching different aspects of writing (Bardovi-Harlig,

Mossman, & Vellenga, 2015; Conrad, 2016), teachers need more guidance on how to use this effective tool to bring discipline-specific language and genre conventions into the writing classroom. The purpose of this presentation is to offer ideas on using corpus linguistics to teach writing across the curriculum or in specific disciplines.

The presentation will first introduce corpus linguistics, key concepts, types of corpora, and software that can be used. The presenter will then discuss different ways and benefits of incorporating corpora in teaching writing. Finally, the presentation will demonstrate a sample activity of how to use a corpus in the writing class to address discourse competence, with step-by-step instructions. Participants will leave with a better understanding of corpus linguistics and how to incorporate it in their teaching and materials development.

Untangling the complex web of connections that can support language studies in Queensland schools

Marisa Cordella[1], Adriana Diaz[1], Fabiane Ramos[1]

1. University of Queensland, St Lucia, QLD, Australia

This paper draws on analysis of 18 semi-structured interviews with School Principals and Head of Language departments in 10 metropolitan state high schools whose language programs may be considered counter-examples to the current state of play in the Australian languages education landscape. Participating Queensland schools were selected following pre-established criteria (history of the programs, number of enrolments and percentage of graduates with a language) which classified their languages programs as 'highly successful'. These interviews, which were fully transcribed and analysed following discourse analysis approaches (i.e., recurrent theme analysis and principles of interactional sociolinguistics), explored participants' views regarding the factors that contribute to enable the development and maintenance of language teaching in their schools as well as potential deterrents leading to discontinuation of programs in other school contexts. The data provides evidence that resistance to the 'monolingual mindset' in these specific contexts is achieved through the interaction of several elements within the ecology of the school community. A set of examples are presented and discussed to set up a *language educational framework* that articulates the networked interactions, which may be implemented in cognate contexts to support other (high) schools committed to strengthening languages education and ensuring their sustainability over time.

Attitudes expressed in EFL Vietnamese university students' argumentative writing: Challenges and developments from an appraisal perspective

Liem Dinh[1]

1. University of Wollongong, FAIRY MEADOW, NSW, Australia

This study examines the ways EFL university-level Vietnamese students convey their attitudes in the construction of evaluative meanings in argumentative writing. The study draws on aspects of the attitude framework of appraisal (Martin & White, 2005) developed within the theoretical foundation of Systemic Functional Linguistics (Halliday & Hasan, 1976). Despite numerous discourse research adopting appraisal, very little research compares attitudes expressed by the same cohort of students at different time intervals. Analyses of student argumentative texts reveal challenges in relation to the expression of attitudes encountered by the cohort at the pre-intervention stage and developments they made after completion of a semester-length intervention. While challenges can be viewed in terms of a great tendency to convey Attitude as Affect in the pre-test argumentative writings, developments are evident in preferences to encode Attitude as Appreciation in the post-test writings. The findings seem to display students' progression in terms of a shift from a more to less personalised expression of emotions, leaving more space for other institutionalised discoursal resources such as Appreciation to occur upon constructing post-intervention arguments. The findings have significant pedagogical implications for what and how EFL students might be apprenticed to manage the demand of argumentation for academic success.

Realising the Australian Curriculum Framework for Aboriginal languages and Torres Strait Islander languages

Samantha Disbray[1]

1. University of Queensland, Annerley, QUEENSLAND, Australia

Recognition and attention to the teaching and learning Traditional Australian Aboriginal and Torres Strait Islander languages has grown in the last three decades and the 2015 introduction of the Australian Curriculum Framework for Aboriginal Languages and Torres Strait Islander Languages (Australian Curriculum, n.d.) was an important element in a national approach to promote these languages. However, education delivery is overseen by states and territories and the picture for Aboriginal and Torres Strait Islander languages varies from state to state. This

paper provides a current snapshot of the adoption and realisation of the Framework in five jurisdictions. National policy and curriculum infrastructure for Aboriginal and Torres Strait Islander languages teaching and learning are 'affordances' (Aronin & Singleton, 2012; van Lier, 2004). Affordances are inherently coupled with constraints, which limit alternative outcomes. The paper identifies challenges in enacting the curriculum and in teaching and learning languages in schools in Australia.

ACARA. (undated). *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Aronin, L., & Singleton, D. (2012). Affordances theory in multilingualism studies. *Studies in Second Language Learning and Teaching, 2*(3), 311-331.

van Lier, L. (2004). The semiotics and ecology of language learning: Perception, voice, identity and democracy. *Utbildning & Demokrati, 13*(3), 79-103.

Sri Lankan academics' acceptance of Sri Lankan English (SLE) phrasal verbs in academic writing

Achala K Dissanayake[1]
1. CINEC Campus, Colombo

Phrasal verbs are a distinctive grammatical feature of Sri Lankan English (SLE). A study into their use and acceptance in academic writing is helpful in revealing the reception of SLE as a variety in its own right, at least within the academic discourse. An acceptability test in the form of a questionnaire was conducted with the aim of gauging the levels of acceptability displayed by academics towards SLE phrasal verbs. Semi-structured interviews with selected participants were conducted to identify reasons behind this acceptance/ rejection. The participants were 27 English medium lecturers employed at Sri Lankan state and non-state universities. The academics' level of acceptance of the phrasal verbs was higher than that of rejection. Acceptance of the phrasal verbs was a result of structural nativization and accommodation. Monolingual practices and pedagogies, and lack of awareness of the identity of SLE caused rejection of the phrasal verbs. These findings show that the pedagogy of SLE phrasal verbs in English for Academic Purposes (EAP) in Sri Lanka needs revision to include features of different World Englishes (WEs) as well as English as a Lingua Franca (ELF).

Factors that motivate Sri Lankan seafarers towards learning Maritime English (ME) as English for Specific Purposes (ESP)

Achala K Dissanayake[1]
1. CINEC Campus, Colombo

At maritime training colleges, seafarers follow courses in Maritime English (ME), which is a communication device used within the international shipping community to ensure navigational safety and the ease of maritime trade (Trenkner, 2000). ME has been taught as a branch of English for Specific Purposes (ESP) at maritime colleges since evidence showed that over 80% of all maritime accidents were the result of human error which includes the lack of competence in English, which is considered the lingua franca of the shipping industry (Yercan et al. 2010). Therefore, seafarers' proper knowledge of ME ensures safety at sea. One of the factors that motivates seafarers to learn ME is the sea experience itself, which makes seafarers aware of difficulties faced when communicating with multinational crew members, and the possibility that their future employment can be limited if their English proficiency is poor (European Commission, 1999, p. 26). This research attempts to investigate, with the participation of 64 questionnaire respondents (30 seafarers with sailing experience, 34 without) into whether the factors that de/ motivate seafarers to learn ME are integrative or instrumental in nature, and whether gaining seafaring experience affects these motivating reasons.

The impact of Professional Learning Communities on rural Indonesian EFL teachers' professional learning experience and outcomes

Welmince Djulete[1], Mirella Wyra[1], Penny Van Deur[1], Anne Spencer[1]
1. College of Education, Psychology and Social Work, Flinders University, Bedford Park, South Australia, Australia

One way to reduce the education quality gap is through professional learning for teachers. In Indonesia, there is a gap between teachers' knowledge and teaching quality which particularly evident in rural areas in Indonesia. Therefore, a professional learning community intervention was carried out in a study conducted for English as a Foreign Language (EFL) teachers in rural Indonesia. The study was conducted to find out whether and how

professional learning communities could help EFL teachers increase their teaching practice, and provide professional learning opportunities for teachers in rural areas in Indonesia. The Quality Teaching Framework has been adopted, adapted and adjusted to guide the professional learning community meetings. The current research employed an intervention study with five EFL teachers as participants (n=5) in two different schools, in a remote island in Eastern Indonesia. Data were collected through interviews and observations of the participants before the intervention and after (September 2017 - December 2017). The data then were compared and analysed using the NVivo program. The paper will present the model of the professional learning communities that was conducted to help teachers in their lesson planning, improving practice and their beliefs, and some recommendations for education policy in Indonesia.

Flipping the classroom: Where are we on the iceberg?

Thi Ha Do[1, 2]

1. University of Technology Sydney, Chester Hill, NEW SOUTH WALES, Australia

2. Ho Chi Minh City University of Technology and Education, Ho Chi Minh City, Vietnam

Since its first successful application in 2007, flipped instruction, as a reversal of traditional teaching, has proven to facilitate students' engagement and performance across varied disciplines. Thanks to recent development in educational technology, lectures have been digitalized for home study, which frees more class time for higher-order activities such as problem solving, discussions and projects, and enhances teacher-student interactions. Despite a majority of positive findings about this approach in other fields, there has been little in-depth discussion on how it can influence foreign language teaching and learning. This study aims to dive deep into the effects of flipped instruction on EFL academic writing and see below the surface the less visible aspects. 176 EFL students from six existing classes (English and non-English majors) in a Vietnamese university enrolled in a fifteen-week English writing course (three 50-minute periods per week). Flipped and conventional treatments were applied in different proportions in order to investigate any significant changes in teachers' and students' perceptions. Triangulation was employed with pre- and post-questionnaires, observation and interviews for students' attitudes throughout the process. The research results will inform language educators about affordances and framework for further practice and policy.

Managers' perspectives of the suitability of CELTA and other pre-service TESOL courses for a changing Australian TESOL context

Toni Dobinson[1]**, Paul Mercieca**[1]

1. Curtin University, Bentley, WA, Australia

The Cambridge ESOL Certificate in English Language Teaching to Adults (CELTA) is a widely accepted and respected pre-service TESOL teacher education qualification in Australia and around the world. The perspectives of managers on the suitability of CELTA graduates for the changing Australian context have been little researched, however. These perspectives are important if TESOL teacher education is to meet the needs of the Australian workplaces in which graduates find themselves. Funded by a Cambridge English Research Project grant (2017), the study described in this presentation investigated managers' perspectives of CELTA and other pre-service TESOL qualifications. Data were collected from 18 managers in private language centres, university English language centres and TAFEs in Perth, Sydney and Melbourne via a national online survey and in-depth interviews. Findings indicated that while TESOL courses on the whole were preparing English language teachers for their employment, there were some areas that may need to be reconsidered, particularly in the area of preparing teachers to teach English for Academic Purposes. The presenters invite discussion from the audience on the implications of these findings for pre-service TESOL courses and, in particular, CELTA courses if these courses are to "thrive in changing times".

Linguistic visibility on an Australian campus: Struggling to be noticed

Paul Mercieca[1], Toni Dobinson[1]

1. Curtin University, Bentley, WA, Australia

There is commitment by Australian universities to internationalization and the development of transcultural competence amongst academics, students and staff due to increasing numbers of international students on campus. University policies and practices have been developed to reflect the increasingly diverse cultural and linguistic backgrounds of the student and staff population. However, in reality, the campus is a mostly monolingual space. This paper describes a linguistic ethnographic study which investigated the extent to which linguistic diversity and identity is encouraged and celebrated on one Australian campus. Researchers examined the micro-ecology of language at the institution through interviews with university academics and students about their experiences with linguistic and cultural diversity on campus. The study drew on data collected from students from Arab backgrounds, university policy documents, staff development materials and student guides and the university's linguistic landscape was also considered. Findings indicated 'gaps' between student and staff expectations, university policies and practices and current academic debates about the importance of developing transcultural understandings and learning on university campuses and pointed to the one-way nature of internationalization on some Australian campuses despite the resource of many linguistically and culturally diverse students.

Improving learning from feedback in university-level language programs

Ana Maria Ducasse[1], Kathryn Hill[2], Maya Fujioka[1], JIndan Ni[1], Jing Qi[1], Kerry Mullan[1], Maki Yoshida[1]

1. RMIT University, Melbourne, VIC, Australia

2. La Trobe University, Melbourne, Victoria, Australia

While the importance of feedback for promoting learning is well-documented, it can only promote learning if learners actually act on it (Boud & Molloy, 2013). Building on previous studies (Ducasse & Hill, 2019; Hill & Ducasse, in press), this paper describes an intervention which used a 'reflective feedback loop' and an e-Portfolio to promote learner uptake of written feedback and improve self-regulation in four university language programs.

The study sought to explore the following questions:
Did the intervention result in increased learner engagement with feedback?
Did the intervention result in improved learning outcomes for participants?
Were there any differences in outcomes for the four languages?

Lecturers and learner participants volunteered from pre-intermediate: Chinese (n=28), Japanese (n=30) and Spanish (n=34) as well as upper-intermediate: Chinese (n=13), French (n=13) and Japanese (n=11).

Data included: online student questionnaires; student data (submitted work, self-evaluation, requesting and acting on feedback, interaction with an e-portfolio regarding feedback); teacher discussions and reflections. Questionnaire data were analysed using descriptive and inferential statistics. Recordings were analysed using thematic content analysis. Student drafts were analysed for evidence of learning from feedback.

Findings demonstrate the potential of this approach to challenge the role of the learner, reduce lecturer workload and improve student learning.

Multilingual identities and multimodal belonging in study abroad

Levi Durbidge[1]

1. Languages, Literatures, Cultures and Linguistics, Monash University, Clayton, VIC, Australia

Against the backdrop of globalisation, the contexts of study abroad have emerged as key in investigating the connections between language learning, mobility and identity. Increasingly recognized as a significant feature of study abroad, communication technology offers a range of affordances which support the development of sojourners' diverse linguistic competencies and social networks in the host community. Drawing on both quantitative

and qualitative data, including informants' Instagram accounts, this presentation will demonstrate how a group of Japanese adolescents grappled with the complexities of belonging in the multilingual settings they encountered, both off and online, during a year abroad.

Parental involvement in a multicultural setting: A comparative case study of Dari and Karen speaking parents

Parisa Ebtekar[1]

1. Department of education and training , Perth, WA, Australia

The involvement of Dari and Karen speaking parents in their children's education was examined in a qualitative comparative case study of a public primary school in Perth, Australia. This comparative case study examined parental involvement of 4 Karen and 4 Dari speaking parents in their children's primary school education. Data were collected through semi-structured in-depth interviews with parents and classroom teachers, class observations and observation of parental activities. Qualitative data was analysed using Miles and Huberman approach to data analysis and a poststructuralist framework facilitated an in-depth understanding of the participants' experiences.

Three prominent themes emerged. Both Karen and Dari speaking parents were highly motivated to support their children's education. The parents demonstrated varying views and practices towards education and discipline. Both groups considered limited literacy skills in their first language to be the main barrier in their involvement with their children's education.

A short history of SLA: Where have we come from and where are we going?

Rod Ellis[1]
1. Curtin University

The study of how people learn languages has a long history but it became an identifiable sub-area of applied linguistics in the 1960s driven by two seminal papers (Corder, 1967; Selinker, 1970), which motivated intensive empirical enquiry. Early research focused on investigating the order and sequence of L2 acquisition, leading into work on variability in learner language and rethinking the role of the L1. Subsequently, researchers turned to the role of input and interaction, implicit and explicit learning, and the importance of consciousness in language learning. At this stage, SLA was predominantly a cognitive-interactionist enterprise directed at explaining how learners acquire grammar. However, the 1990s saw a social turn in SLA. There was greater emphasis on the social context of learning, on learners' social identity, and on different aspects of language. Sociocultural SLA became a major influence at this time. More recently, the cognitive and social sides of SLA have come closer together through the investigation of learners' complex dynamic systems.

As SLA has evolved, we can see a change in the reasons for investigating L2 acquisition. In the early phases, SLA researchers were interested in improving language teaching. In the later phases, SLA has become less applied and more purely academic, directed at contributing to our understanding of language and the human mind. I will illustrate how this change has taken place through an analysis of the journals that publish SLA research and suggest that this is one reason why teachers have become increasingly sceptical of SLA as a useful source of information about pedagogy.

ALTAANZ sponsored colloquium: Connecting post-entry language assessment (PELA) and language support for University students

Rosemary Erlam[1], **Morena Dias Botelho de Magalhaes**[1]

1. University of Auckland, Auckland, NEW ZEALAND, New Zealand

The term PELA has come to be widely used for programmes which administer language assessment to students entering university, in order to identify those who have significant academic language needs and to guide them to appropriate support (Read, 2016). This colloquium will feature presentations highlighting the ways that four PELAs have been implemented in specific contexts, as well as initiatives that have been set up to meet students' academic language needs. Presentations will highlight both the issues involved in setting up a PELA along with targeted support, as well as report on the successes and challenges that are salient from the sustained use of such a programme. They will also document the use of PELA to diagnose and target the needs of students at different stages of their University experience, ranging from Foundation year to postgraduate level. A key theme running through these presentations is the challenge involved in encouraging students to engage with and take up the support that is offered to them. Evidence for the success of these kinds of initiatives, including the opportunity to hear from students, is also a focus.

Extramural English activities and foreign language learning: Mapping Hungarian secondary school students' extramural English interests

Balázs Fajt[1]

1. Department of Languages for Finance and Business, Budapest Business School: University of Applied Sciences, Budapest, Hungary

Foreign language learning is a process that takes place both within the walls of schools, usually with a language teacher and outside the walls of a classroom, without a teacher, too. Recently with globalization and the growing availability of Internet access, secondary school students consume more and more content in foreign languages, especially in the English language. All these out of school English activities are called extramural English activities. This qualitative study aims to collect data on Hungarian secondary school students' extramural English interests by conducting semi-structured interviews with Hungarian secondary school students from different high schools in Hungary. The findings of the present investigation provide an insight into secondary school students' extramural English interests and can also contribute to a better understanding of the types of materials foreign language teachers can use in their teaching to make their students more motivated.

Mobile learning of German as situated practice

Diana Feick[1]

1. University of Auckland, Auckland, AUCKLAND, New Zealand

This presentation reports on selected results of the study "Mobile Learning of German in Secondary Schools". Mobile devices are a promising resource for learning a language within that age group, but its potential for German as a foreign language so far lacks empirical support. The talk is based on a case study at a high school in New Zealand. As such, it required a multimethodological approach, which included video-based observations of classroom activities and the collection of learner self-report and teacher interview data to gain insights into the teaching and learning processes that are involved. The objective of the inquiry was to determine to what extent students are using their mobile devices in formal and informal learning of German, the teacher's role in these processes, and to explore how meaningful the devices are as a pedagogical tool. The talk presents an overview of the context-specific inventory of encountered practices and therefore describes forms of mobile media use as well as formal and informal mobile learning aspects. The findings of this study contribute to a theoretical foundation of mobile language learning, integrating it into the broader framework of the Socio-cultural ecology of mobile learning (Pachler, Bachmair, & Cook, 2010).

***WeChat* and the facilitation of collaborative learning, teacher-support and student-reflection: The NZCEL EAP scenario**

Anthea Fester[1]**, George Horvath**[1]

1. Wintec (Waikato Institute of Technology), Harrowfield, Hamilton, WAIKATO, New Zealand

In the last couple of decades, the use of smartphone apps to support students' learning has increased. Apart from apps specifically designed for educational purposes, there are also messaging apps that could be useful in supporting learners, including *WhatsApp* and *WeChat*. For the purposes of this project, *WeChat* was used as the messaging app.

There appears to be a paucity of research into the use of *WeChat* to support English Language learners, specifically in relation to establishing a supportive and collaborative environment.

This presentation reports on the initial findings of a pilot study that aimed to evaluate the use of *WeChat* as a tool to facilitate collaborative, supportive and reflective learning for students in a pre-sessional New Zealand Certificate in English Language (NZCEL), Level 4 Academic programme. The findings focus on the participants' views of the app as a tool for peer-support, teacher-support, students collaboration and reflection. Data was gathered through an online survey, semi-structured interviews and an analysis of the *WeChat* posts. This research, using a socio-cultural theoretical approach, offers new insights into the use of a smartphone messaging app as a supporting tool for language learning.

Analysis of successful and less successful learners at a Japanese university

Tetsuya Fukuda[1]**, Keita Yagi**[1]**, Kimberly Klassen**[1]

1. International Christian University, Mitaka, TOKYO, Japan

This research investigates how well Japanese students improve their academic English abilities during the first year at a bilingual university in Tokyo. The current research is exploratory in that it looks for factors that may be influencing how well students learn English, such as classes, classmates, textbooks, and psychological factors. Our previous descriptive and inferential analyses with conventional methods and structural equation modelling found that in general, students improve their English over the first year and that various factors, such as a number of classes and overseas study, may influence their improvement to varying degrees. Thus, this paper explores what other factors may influence students' progress by conducting interviews on selected participants. They were chosen from the pools of both successful students who improved their English by at least one CEFR level and less successful students who did not improve in terms of CEFR level. The data were analyzed employing open coding. The results show that the students studied English in multiple different ways and that various psychological factors and group dynamics are involved in the development of their English. This research is funded by Eiken Foundation in Japan.

How do transnational experiences and political, economic policies inform a language teacher's identities and mobility? An autoethnography

Yang Gao[1]

1. School of Foreign Languages, Dalian Maritime University, Dalian, China

Triggered by the trade war between the United States and China, this paper through an autoethnographic and sociocultural perspective describes how lived experiences and political economic factors have re/shaped a transnational language teacher's identities and mobility. The paper referred to Sue (2001) model of stages in identity development, but adapted the model by analytically aligning the transnational's life experience excerpts with the stages in the model. It was argued that saturation and sustainability of the stages depend on critical thinking and transnational identity capitals, which in a way is influenced by political and economic policies between receiving and sending countries for transnationals. It was also argued that as determinants of transnational intellectuals' re/location and mobility, political and economic factors affect transnational intellectual identities and in a way reshape their professional and cultural identities. From a democratic perspective, it was argued that human capitals accrued from transnational experiences should contribute to global academia as a whole.

EAP teachers' changes of identity and emotion in China's educational reform context

Yuan Gao[1]**, Shuhui Yin**[1]

1. University of Chinese Academy of Sciences, Shijingshan Strict, BEIJING, China

In the past decades, China has given high priority to its higher education construction, which was further highlighted in 2017 when the new education reform plan, known as the "Double-First Rate" initiative, was promoted. This large-scale educational change, with EAP education reform embedded in, may inevitably trigger noteworthy emotions changes especially for forefront EAP teachers. EAP teacher emotion deserves much attention to ensure a successful implementation of an EAP reform. This article aims to explore the relationship between identity change and emotion change in Chinese EAP teachers' professional development, using Bakhtin's dialogic theory. Through a series of longitudinal in-depth reviews, the development paths of four teachers were tracked during a two-year period of time in terms of their changes of identity and emotion. The study revealed that in EAP reforms, English language teachers will undergo changes of their identities and emotions; what is more, dialogues within the sociocultural contexts might reshape their identities so as to influence their change of emotions. This study may benefit teachers, teacher educators and reform implementers in EAP educational reforms.

A war of supremacy deciphering peace and security stratagems in Pakistani and Indian Prime Ministers' discourses: A critical analysis

Faiz-ur-Rehman Assistant Professor Gill[1]

1. I have been PHD Student at Leeds Met University UK. At Present I am working as Assistant Prof. at Govt. College Gujranwala, Pakistan, Gujranwala, PUNJAB, Pakistan

This rigorous research attempts comparative analysis of the South Asian leaders' discourses and intends to decipher covert power and ideological stratagems underlying the selected speeches of Pakistani and Indian Prime Ministers – Nawaz Sharif and Narindera Modi. This study examines holistically the relationship between 'text' and elements of power and ideology reflected in their political discourses referring to supremacy, peace and security in the region. Critical Discourse Analysis underpins this relation by identifying how is the text "positioned" or "positioning". Whose interests are served by this positioning? The Faircloughian notion is assessed that advocates "ideologies embed in texts" and "texts are open to diverse interpretations" (Fairclough, 1995). The researcher employs Fairclough's three dimensions model that divulges "discourses are ideologically shaped and help a good understanding of the existing reality" (Fairclough, 2015) and proceeds from endoxa to praxis to epitomize change in the existing reality. The study critiques power and ideology elements employed in discourses that give rise to supremacy, animosities in the awake of united regional responsibilities – maintenance of peace, prosperity and security – in the terrorism-shaken states, India and Pakistan. The linguistic analysis helps further in expounding expletive devices employed as "language provokes audience towards speakers' pre-planned motifs and meanings" (Woods, 2006).

Translator skilling: Art or trade? Born or made?

Heather Glass[1]

1. Japan Australia Word Services Pty Ltd, Bayswater, WA, Australia

National translator and interpreter qualifications endorsed in Australia in 2010 were an industry initiative that was widely informed by the real world work of practitioners. The qualifications captured the practitioner focus on translation as process. Qualification development was founded in a behaviourist approach to competency standards that describe what translators and interpreters do, with the goal of workforce skilling.

In 2011, Australia's National Accreditation Authority for Translators and Interpreters, Ltd (NAATI) embarked on a process of review of its credentialing system. The project was informed by academic literature and the work done by the American Translators Association. The architects of NAATI certification ultimately adopted the trappings of industry's work, but arrived there through a generic, or attributes approach to competency standards that describe what abilities translators and interpreters have, with the goal of certification testing.

A comparison of the standards separately arrived at by industry and NAATI provides fruitful ground for exploring the difference between translation as professional practice and process approaches to quality control, and academic approaches to translation quality assessment. Consideration of the differences invites exploration of the implications for training and education of translators working in any domain, but particularly those of community and commerce.

Sequentiality, contingency and responsiveness: A Conversation Analytic take on student engagement in EFL discussion test contexts

Tim Greer[1]

1. Kobe University, Kobe, HYOGO, Japan

EFL discussion tests are commonly graded according to some form of rubric, with broad descriptors that fit an idealised case. An alternative approach, however, uses an extensive written description of a video-recorded exemplary case at each performance level.

This presentation will document the development and implementation of one such rubric, particularly in relation to the notion of "engagement". The data consist of 68 video-recordings of paired discussion tests between Japanese students in a first-year university EFL program.

As an emically reconceptualised form of the notion of "willingness to communicate", evidence for a test-taker's engagement can be found in publicly available interactional practices like relevant post-expansions, stepwise

topic shift, collaborative repair, and third-turn uptake. This study highlights such specific interactional practices as "engagement" within the test setting, and demonstrates how conversation analysis rubrics can facilitate a more emically grounded assessment. By externalizing willingness to communicate in this way, participant orientations become accessible to test raters. The deeply descriptive CA-grounded rubric draws on segments of video-recordings to give a detailed account of how test-takers incorporate such resources into their talk. The presenter will also discuss how raters are able to use these exemplars to operationalize and assess the concept of engagement.

Translating Harry Potter for beginner-level students: Towards multiliteracies

Eiko Gyogi[1]

1. Akita International University, Akita-City, AKITA, Japan

An increased amount of research includes social dimensions to literacy, calling it 'literacies' in the plural form to highlight the multiple ways of using language within different types of social and cultural practices. A pedagogy of multiliteracies emphasises two 'multi' dimensions: the multilingual (i.e., a wide range of languages used in different contexts) and the multimodal (i.e., audio, visual, gestural, tactile, and spatial that contribute to the meanings). This study attempts to implement such a pedagogy of multiliteracies in an advanced-level Japanese language classroom. In the class, 14 advanced-level learners of Japanese translated an excerpt of Harry Potter, which is to be used as a graded reader for beginner-level students of Japanese. In class, students read the source text and the official Japanese translation and discussed what accommodation they should make so it is accessible to their target reader. The thematic analysis of the students' learning journals show students' efforts (1) adjusting their vocabulary and grammar and (2) designing layout, font size, and vocabulary list, etc. to make it more understandable to lower-level learners of Japanese, showing their awareness of both multilingual and multimodal dimensions of the language.

The effects of awareness-raising activities on teachers' beliefs about oral corrective feedback

Xuan Ha[1]

1. Macquarie University, Macquarie Park, NSW, Australia

This presentation reports on findings of an examination of the effects of a teacher professional development program on teachers' beliefs about oral corrective feedback. The participants were 12 high school EFL teachers in Vietnam. Data were collected from multiple sources, including interviews before the workshop, end-of-workshop evaluations, teachers' reflective journals, peer observation reports, reflections on self-recorded videos, and follow-up interviews. The study showed that awareness-raising activities had a significant impact on teachers' beliefs regarding CF types and CF timing, but little impact on beliefs about CF targets, sources and necessity. Before the workshop, the teachers claimed that they provided feedback unconsciously and naturally, but subsequently they became more strategic, taking into account a number of factors such as feedback types, error types, feedback events and individual students. The program encouraged the teachers to provide immediate feedback for both accuracy work and fluency work without being too concerned about its potential influence on learners' affective responses in contrast to their practices prior to undertaking the program. The study has important implications for L2 teacher development researchers, L2 teacher education course designers, L2 teacher trainers and L2 teachers.

Analysis of English textbooks for state primary schools in Japan: Focusing on vocabulary

Keiko Haruoka[1]

Kobe City University of Foreign Studies

The new Course of Study for primary schools was released in 2016 and will be fully implemented in 2020. One of the distinctive changes in this Course of Study is that English language became an official subject for primary fifth and sixth grade students for the first time. Along with that change, English textbooks, which used to be published by Ministry of Education (MEXT), are to be replaced by MEXT authorised textbooks. Seven English textbooks were approved in March 2018 and will be adopted by the local Board of Education for the use in the 2020 academic year. In the new Course of Study, it is clearly stated that students are expected to learn 600 to 700 words throughout the two years. Nevertheless, it does not specify the words and leaves the decision up to individual publishers. This paper will report the features of vocabulary that appear in the new English textbooks for primary schools in terms of different aspects such as usefulness and age appropriacy.

Comprehensibility and perceived friendliness of L2 accented speeches for Japanese learners of English

Ken-ichi Hashimoto[1], Kazuhito Yamato[2]

1. Osaka Kyoiku University, Kashiwara City, OSAKA, Japan

2. Kobe University, Kobe, Hyogo, Japan

Against the backdrop of a growing number of NNS-NNS interactions, examining social factors contributing to L2 speech comprehensibility/intelligibility from the L2 listeners' perspective has theoretical and practical importance. One such factor is perceived friendliness, which has been claimed to be related more to comprehensibility/intelligibility than foreign accentedness (Thorén, 2008).

The present study tested the potential relationship between comprehensibility and perceived friendliness for L2 listeners. Fifty-nine Japanese learners of English rated 24 spontaneous English speech samples, produced by Arabic, Indonesian, Japanese, Korean, Mandarin, and Vietnamese speakers (controlled for accentedness; Lander, 2007), for comprehensibility (ease of understanding) and perceived friendliness on a 9-point scale. They were also asked to provide reasons/comments for their judgment on perceived friendliness.

The comprehensibility results showed that the Japanese listeners comprehended Japanese and Korean accented speeches better than the other accented speeches (replicating our previous results; Hashimoto et al, 2014). The friendliness ratings largely correlated with the comprehensibility ratings. The listeners' comments revealed that the speeches receiving a lower friendliness rating have several characteristics in common; notably, prosodic features, especially intonation, could have an effect on their judgement. Practical implications are elicited based on the results, such as placing more attention on intonation in L2 pronunciation instruction.

Vocabulary learning through productive memory retrieval and writing

Mandana Hazrat[1]

1. The University of Auckland, Auckland, AUCKLAND, New Zealand

The Involvement Load Hypothesis (Laufer & Hulstijn, 2001) claims that need, search, and evaluation are effective factors in vocabulary-focused tasks. Building upon the hypothesis, this study compared the effectiveness of three exercises comprising sentence writing, composition writing, and productive memory retrieval for vocabulary learning. The task given to each of three groups of learners induced a specific combination of factors. Need was induced for all groups given that learning the target words were necessary for task completion. Search was zero for all groups because the words' meanings were given. Evaluation was induced by using subsequent tasks. Group 1 completed a gap-filling task that required retrieving the target words' forms and meanings from memory (productive memory retrieval). However, groups 2 and 3 were supposed to write separate sentences and a paragraph using all target words respectively. Finally, three vocabulary tests including active recall, passive recall, and passive recognition were administered and the groups were compared. The results partially supported the hypothesis showing that sentence writing and composition writing were similarly effective for vocabulary learning. However, compared with productive memory retrieval, sentence writing was more effective for passive recognition and composition writing for passive recall and recognition.

Second language identities in narratives of Japanese nuclear immigrants in New Zealand

Maki Hignett[1]

1. School of Cultures, Languages and Linguistics, Faculty of Arts, University of Auckland, Auckland, New Zealand

The study centres on Japanese adults who have immigrated to New Zealand in response to the events following the Fukushima nuclear accident in March 2011, to whom I refer as 'Japanese nuclear immigrants'. It examines their integration into New Zealand, particularly how their development of English as a second language (L2) interacts with their ongoing identity reconstruction. Narrative inquiry is employed to gain an in-depth and holistic understanding of the meaning-making of the participants' L2 experiences and perceptions. The data were collected via interviews, and narrative writing or 'writing as analysis' was used to analyse the data. Following Barkhuizen's (2016) analytical approach, details from a wider contextual perspective informed the interpretation of the narratives of each participant. This presentation focuses on the case studies of two participants with a particular emphasis on their

life trajectories, highlighting how their determination to negotiate membership into L2 communities affects their investment in English. The findings indicate that the consequences of their investment in New Zealand communities resulted in the decision to resist hegemonic practices of the communities and instead adhere to the value of pre-existing cultural capital, which creates a stronger attachment to their original socially and historically constructed identity.

Foreign language learner resilience: A snapshot from the perspective of Complex Dynamic Systems Theory

Bao K. Hoang[1]

1. University of Waikato, Hamilton East, HAMILTON, WAIKATO, New Zealand

For over four decades, psychologists have asserted the vital role of the construct of *resilience* in the development and achievement of individuals in the presence of adversity (cf. Luthar, Cicchetti, & Becker, 2000; Masten, 2006; Werner & Smith, 1992). Conceived of in this way, the construct has also featured in manifold fields including education where resilience is identified as one of the determinants enabling learners to withstand difficulties and succeed in learning. Despite its educational significance, limited literature on this concept can be found in foreign/second language acquisition studies. This presentation aims to contribute to much needed conceptual clarification of resilience in foreign language learning. Informed by complex dynamic systems theory (CDST) (De Bot, 2008; Larsen-Freeman, 1997), a working definition of *foreign language learner resilience* will be provided linking both contextual and psychological factors, which both play a role in language acquisition. In addition, the results from focus groups of Vietnamese tertiary English teachers exploring their views of what resilience looks like in learners in their context will be shared. Further research steps for the purpose of reflecting on the methods used to explore the concept of foreign language learner resilience from a CDST perspective will also be discussed.

Motivation, motivated behaviours, and second language (L2) achievement: A longitudinal, mixed methods study from an Expectancy-Value perspective

Thinh Hoang[1], **Bill Allen**[1], **Geoffrey Lowe**[1]

1. School of Education, Edith Cowan University, Perth, WA, Australia

Motivation is long recognised as a key factor influencing successes in L2 learning and teaching. Informed by Expectancy-Value theory (Eccles et al., 1983), this longitudinal, explanatory mixed methods study investigates variations among L2 students' motivation, motivated behaviours, and L2 achievement; and how these variables correlate over an academic year.

Quantitative data come from a survey completed three times by a cohort of first-year English-major students (N=150) at one Vietnamese university. For qualitative data, a sample of 14 students from the cohort, exhibiting a range of motivational profiles, participated in three rounds of individual interviews.

The findings from survey data revealed a general decline in motivation constructs among learners and the consistent influence of intrinsic value and expectancy constructs. Results from interviews showed the importance of the L2 learning environment, and changes in personal interests and professional intentions as motivation varied.

The study is innovative in exploring Expectancy-Value theory of motivation within an L2 setting using a longitudinal, mixed-methods design. It integrates L2 community into mainstream theoretical thinking while still maintaining unique aspects of L2 field. The presentation discusses practical implications for L2 policy makers and practitioners to promote language learner motivation, enhance motivated behaviours, and ultimately to facilitate L2 achievement.

The effect of the use of English in Math and Sciences: The Implementation of CLIL in Indonesia

Tanzil Huda[1]

1. Universitas Muhammadiyah Jember, Kab. Jember, JAWA TIMUR, Indonesia

National Education Policy of Indonesia allows education providers to run a school model that implements the use of English as a medium of instruction (EMI). Actually, EMI is a form of content language integrated learning (CLIL), which is frequently related to SLA theories. The present study investigated (1) the difference between the students' English achievement who were taught Math and Sciences in English and those who were taught in native language,

(2) the factor/s that potentially contributed to the students' English achievement. The study was quantitative in nature and employed mixed methods. Stratified cluster random sampling was applied in the study. The data were collected by using test, interview, and documentation. The quantitative data were analyzed by using t-test. Then the result of analysis was compared and contrasted to the qualitative data. The result indicated that the the English achievement of the students who were taught by using English was better than of those who were taught in native language (*bahasa Indonesia*). It also revealed that the medium of instruction, individual, social, and formal learning factors also contributed to the students' English achievement.

Exploring the effects of Automatic Speech Recognition training on the development of L2 English vowels

Solene Inceoglu[1], Wen-Hsin Chen[2], Hyojung Lim[3]

1. The Australian National University, Acton, ACT, Australia

2. National Taipei University Of Technology, Taipei, Taiwan

3. Kwangwoon University, Seoul, South Korea

A few recent studies have shown that Automatic Speech Recognition (ASR) practice can have positive effects on the development of second language pronunciation (Liakin, Cardoso, & Liakina, 2017; McCrocklin, 2016; Mroz, 2018). The goal of this study was to further explore the effects of ASR training on the pronunciation development of English-as-a-foreign-language learners.

Participants were Taiwanese university students enrolled in low-intermediate English (n = 92). The pre- and post-test consisted of several production tasks including 28 minimal pair sentences targeting /i/-/ɪ/ and /ɛ/-/æ/ (e.g., I said beat, I said bit). Participants also completed a questionnaire assessing their pronunciation attitude, motivation, and perception of ASR technology. The experimental group (n = 49) took part in six sessions of ASR practice where they recorded a short text, four sentences with minimal pairs, and four sets of /i/-/ɪ/ and /ɛ/-/æ/ minimal pairs. The ASR practice sessions were done outside of class and participants used a screencast app to video-record their practice.

F1 and F2 formant frequency values for each of the 28 minimal pair tokens were analyzed using Praat. Results will be presented along with reports from students' perceptions of ASR as a tool to practice pronunciation. Pedagogical implications will be discussed.

Language to society: Making the transition through community engagement

Athanassia Iosifidou[1]

1. Hawthorn-Melbourne, Melbourne, Victoria, Australia

In the current climate of globalisation, the ESL student represents the largest and fastest-growing segment of the adult education population ranking Australia as the third most popular destination. As the importance of community involvement throughout education becomes more evident, the engagement of ESL students within their new communities must be incorporated into the experiences provided by schools as it has been proven to be responsible for better health and wellbeing outcomes in students. As schools are a major point of contact for international students, they must ensure that they offer an engagement program which allows them to attend to their basic human need of belonging to a community. This presentation will draw on research on why student engagement is important, and on data collected in the form of surveys from ESL students at a Perth college, resulting in a convincing case for developing an engagement program in schools. Attendees will be able to replicate the surveys in their school which can then guide the development of their engagement program with social, sporting and community activities. The presentation will end with a sample engagement program for schools to implement and ways to evaluate it.

Development of automatic language classroom analysis system assisted by AI

Hiroki H.I. Ishizuka[1], Ronald R.K. Kibler[2], Akio A.O. Ohnishi[3]

1. Hokkaido University of Education, Asahikawa City, HOKKAIDO, Japan

2. Tomakomai Komazawa University, Tomakomai City, Hokkaido, Japan

3. Version 2, Inc., Sapporo, Hokkaido, Japan

The authors developed a system named Mobile COLT (ver. 1) for analyzing language classes based on the classroom observation scheme called COLT (Communicative Orientation of Language Teaching). This system is highly evaluated by classroom teachers and researchers for its power to display the coding results without delay although the use of this system requires complicated human coding work. It has already been utilized for English lesson studies involving different school levels and has been shown to be an effective tool for language teaching development. The authors, then, started to develop Mobile COLT (ver. 2) in 2018. With the support of AI, this system will observe and automatically analyze a language class, and provide teachers with digitalized output on the features of a class immediately after a lesson has been conducted. This new system uses speech and image recognition technology. The completion of this system will entail the drastic acceleration of language teaching development and improvement by automatizing the complicated human coding work. This presentation demonstrates the functions and the blueprint of Mobile COLT (ver. 2) as well as the effects of using Mobile COLT (ver.2) found in the previous research.

Learner engagement during collaborative writing, and its contribution to the written output

Noriko Iwashita[1], Annita Stell[1], Boya Zhang[1]

1. The University of Queensland, Brisbane, QUEENSLAND, Australia

An increasing number of studies on task-based interaction has explored various aspects of learner engagement and made an important contribution to conceptualizing learner engagement in L2 task-based interaction (e.g., Borat et al., 2016; Lambert, 2017). Although the studies have shown that various aspects of engagement are observed differently according to task types, proficiency, interaction modes etc., to date relatively little is known about the extent to which learners engage in the tasks and its relationship with subsequent learning (Philp & Duchesne, 2016).

The paper reports an exploratory study investigating how various aspects of engagement observed during collaborative writing activities have contributed to the written output. The data (collaborative dialogue and written output) were drawn from the two studies on collaborative writing in EFL and RFL (Russian as a foreign language) contexts. The audio-recorded transcribed collaborative dialogues of 10 pairs (from each study) were analysed according to the four dimensions of engagement (i.e., cognitive, social, social and behavioural) (Philp & Duchesne, 2016). Various aspects of learner engagements in the four dimensions were co-referenced with the written outputs that were assessed using a holistic writing scale. The paper presents preliminary findings and discuss in light of the previous frameworks of learner engagement.

Applying knowledge of languages to build print literacy through developing accessible early readers in English for EALD learners

Margaret James[1]

1. Author, Reading Tracks, Alice Springs, NT, Australia

The story of how a team of Elders, students, storytellers, community and author - through their knowledge of the language, culture and needs of the learners - developed a series of engaging early readers tailored to the needs of older EALD learners.

Connecting applied linguistics and language teaching through producing relevant, community driven print resources in Mantjiltjarra language

Margaret James[1], Adriano Truscott[2]

1. Director, Honey Ant Readers, Alice Springs, NT, Australia

2. past principal , Wiluna Remote Community School, Wiluna, WA, Australia

The inspiring story of publishing locally produced and illustrated books and posters in first language, Mantjiltjarra, and light AE. These were developed with Elders, the community, school and students to engage learners in literacy development and support two-way science in the Wiluna Remote Community School.

Connecting applied linguistics and language teaching through producing a relevant, community driven book with CD in Lockhart River Creole

Margaret K James[1], Timothy ET Butler[2]

1. Director, Honey Ant Readers, Alice Springs, NT, Australia

2. Production, Honey Ant Readers, Alice Springs, NT, Australia

The inspiring story of publishing a locally produced and illustrated book and audio CD in the first language, Lockhart River Creole. These were developed with Elders and the community to engage young learners and the community in oral language maintenance, print literacy development and cultural preservation.

Two tales of one city: Doha in the Saudi media before and after the blockade

Magdi Kandil[1]

1. Qatar University, Doha, QATAR, Qatar

On June 5, 2017, the Arab world woke up to unprecedented news that four Arab countries, namely Bahrain, Egypt, UAE, and Saudi Arabia, have severed diplomatic relations with Qatar, another Arab country. The four countries imposed air, sea, and land embargo on Qatar, and Saudi Arabic shut down the only land crossing to Qatar on the Saudi-Qatari borders. They accused Qatar of supporting terrorism, maintaining close relations with Iran, and meddling in the internal affairs of their countries. The purpose of this study is to investigate the role played by the media during this diplomatic crisis by comparing the representation of the state of Qatar before and after the blockade in a corpus of Saudi newspaper articles. The corpus has been compiled from the archives of Okaz, a widely circulated Saudi newspaper, and is analyzed using several corpus-based tools: keyword lists, collocation lists, and concordance lines. Findings show a great difference in the way Qatar is represented in the Saudi newspaper before and after the blockade, with coverage after the blockade focusing mainly on negative aspects in support of the political claims against Qatar. The findings of the corpus-based analysis are interpreted using van Dijk's (1998) ideological square framework.

The effect of task modality on collaborative dialogue between EFL novice learners and their vocabulary learning

Mutsumi Kawakami[1]

1. Tokyo Denki University, Hiki-gun, SAITAMA, Japan

Research over the past decades has demonstrated that collaborative learning during tasks can facilitate second language vocabulary acquisition, contingent upon focusing on words through learner interaction (e.g., Kim, 2008; Swain & Lapkin, 2001). However, it has been debated what types of tasks would enhance opportunities to focus on vocabulary during interaction. Furthermore, novice Japanese learners of English at university tend to use memorization strategies rather than learn and use words in context. This study aims at exploring the roles of two different output tasks (dictogloss and a fill-in-the-blank activity) in vocabulary learning. Twenty-two novice EFL learners at university performed either activity in pairs. Their collaborative dialogue was analyzed in terms of the occurrence and resolution of lexical and grammatical language-related episodes (LREs) and the patterns of negotiation with their interlocutors. The study revealed that (a) dictogloss provided the learners with more opportunities to repeat the target words and reflect on their language use and (b) a fill-in-the-blank activity more frequently led their attention to grammatical forms than dictogloss.

Reflections on teaching limited literacy learners with migrant and refugee backgrounds in Aotearoa

Celine Kearney[1]

1. Waikato Institute of Technology, Hamilton, WAIKATO, New Zealand

Aotearoa New Zealand will expand its refugee quota, effective in 2020. This will mean increased need for English language development opportunities. Programmes already running in community and institutional contexts have much to offer new language programmes in the new towns and cities that will receive individuals from the new intake.

This paper reviews some published research on language development needs for refugee learners in Aotearoa

New Zealand, as well as Darvin and Norton's exploration of identity and investment (2015) and The Douglas Fir Group's transdisciplinary framework for language acquisition in a multilingual world (2016).

Drawing on the experience of an established New Zealand government funded English Language programme, it focuses on experiences of adult learners with limited literacy in their mother tongue, reflecting on the insights drawn from case studies, developed from interviews, observations and portfolio writing tasks. It looks at influences of learners' personal investments on their language development, and highlight instances where individuals asserted their own senses of agency and the consequent impacts on their learning experiences.

Finally, it suggests implications for teaching limited literacy learners, and offers suggestions for teaching new English Language support programmes

Students of Chinese in Australian universities – who are they?

Janice Keynton[1]

1. School of Languages, Literatures, Cultures and Linguistics, Monash University, Clayton, Melbourne, VIC, Australia

The data in this presentation is part of a PhD research project – Students of Chinese in Australian universities. This nationwide survey investigates three main issues: profiles, motives and motivation. The research is conducted through an initial survey and follow-up surveys (twice a year) along with interviews to capture detail and nuance. Interim results from the first two surveys are available.

The research records the student profile, including students' linguistic backgrounds and experience, which is the focus of this presentation. It also looks at student motives – the reasons students give for initially enrolling, and for continuing or discontinuing Chinese studies at university. The project also investigates how student motivation changes over up to three years of university study.

This poster presentation gives the results of student profile information obtained in 2019. This includes details of students' demographic features (e.g. age, country of birth, arrival in Australia), university study (degree program, year of study of degree and of Mandarin), and their language backgrounds and pre-university language learning. These details will be represented graphically and the difficulty of categorising appropriate groups within a diverse student cohort discussed.

The interplay between language use and non-verbal cognitive control in bilingual and monolingual speakers in the Australian context

Iryna Khodos[1]

1. The University of Newcastle, Callaghan, NSW, Australia

The study examined the capacity of language variables (*language proficiency* and *language use*) to predict the performance of bilingual and monolingual adults on a non-verbal cognitive control task. Using *Language and Social Background Questionnaire* by Anderson, Mak, Chahi, and Bialystok (2017) and a Metalinguistic Awareness Test, demographic and language-related data were collected from 60 bilingual and 24 monolingual adults residing in Australia. The participants were then tested on a cued task-switching paradigm, with a special focus on their sustained, proactive (*mixing cost*) and transient, reactive (*switching cost*) control processes. The results revealed *language use* (i.e., the context and extent to which the language(s) are used by the speakers) to be a statistically significant predictor of the participants' performance on the non-verbal cognitive control task. In particular, reduced switching costs were linked to balanced bilingualism (i.e., the use of both languages in the same context but with different speakers); while lower mixing costs were related to both balanced bilingualism and monolingualism. These findings reinforce the key role of *language use* in shaping non-verbal cognitive control, with more balanced use of two languages being able to enhance transient, reactive control processes.

A correlation study of holistic assessments and Grammarly scores for EFL writing assignments

Ronald Kibler[1], Hiroki Ishizuka[2]

1. International Culture, Komazawa University, Tomakomai, Hokkaido, Japan

2. Hokkaido University of Education, Asahikawa, Hokkaido, Japan

Writing assessment plays an important role in both placement and grading. It has also been shown that assessment can influence student motivation and help diagnose areas of strength and weakness in student writing. Traditionally, writing assessment has taken a great deal of time and energy on the part of the teacher. Now digital assessment can easily be attained from computer programs, such as Grammarly. Digital assessment offers several obvious advantages such as saving time, allowing for more frequent and immediate assessment, and giving specific, detailed reports about errors found in a student's writing. The rise of digital assessment as an option to traditional, instructor based assessment calls for a more detailed comparison of these two different forms of writing assessment.

This study has a dual-purpose. First, it looks at comparisons of teacher assessment and computer generated assessment of Japanese college students' writing to see if a relationship exists and to document any patterns that may exist. However, for the comparison to be meaningful it is necessary to ensure a satisfactory level of interrater reliability. Therefore, this study also explores methods that can be used to help teachers achieve better interrater reliability when assessing writing assignment tasks.

A diagnostic assessment for self-directed English learning of multilingual university students

Mira Kim[1]

1. University of New South Wales, The University Of New South Wales Sydney, NEW SOUTH WALES, Australia

UNSW Sydney admits thousands of multilingual students for whom English is an additional language every year. Many of them face difficulties due to language barriers, cultural differences and homesickness. They can lose their confidence as a student and even as a person, which in many cases leads to disappointing academic results and corroding personal well-being. In response to this critical issue, I created an extracurricular program entitled Personalised English Language Enhancement (PELE), which was piloted at UNSW in 2016. The semester-long program draws on my Personalised Autonomous model (Kim, 2014; Kim & Jing, 2019) that guides students to identify their own linguistic needs, develop a personal project to address their needs, implement the project, and evaluate their own progress. It has proved to be highly effective in developing students' linguistic confidence, self-efficacy, emotional well-being and sense of belonging (Kim, 2018). This paper introduces a diagnostic assessment that is specifically designed to help PELE students identify their own needs at the very beginning of the learning cycle. It discusses its design and pedagogical efficacy based on data collected in the second term in 2019 and explains its unique features that are different from existing diagnostic tests and other types of assessment.

Second language readers' use of context to identify proper names

Kimberly Klassen[1]

1. International Christian University, Mitaka-shi, TOKYO, Japan

This study investigated the extent to which second language (L2) readers are able to use context to identify proper names. Using context to identify names may be especially important for L2 readers processing a different orthography from their first language. The study investigates the soundness of an assumption in L2 reading research that L2 readers are able to understand proper names from context. Intermediate Japanese L2 readers of English ($N = 61$) were given corpus-derived sentences presented in lower-case letters. Twenty target items had a proper name usage and a common word meaning (e.g., *Rose, rose*). Participants were asked to identify names by changing lower-case letters to upper case where necessary. Participants correctly identified target proper names in 28% of cases. The Wilcoxon Signed-Ranks Test showed that target non-names scores were statistically significantly higher than target name scores ($p < .001$) with a medium effect size ($r = 0.87$). A multiple-regression was run as posthoc analysis to determine what factors contributed to participants' correct identification of names. While none of the predictors were statistically significant, the findings indicate that L2 readers might not be very successful in using context to identify names. Implications for L2 research and pedagogy are discussed.

The place and nature of community languages programs in the languages education landscape: Perspectives from three states

Michelle Kohler¹, Angela Scarino¹, Lindy Norris², Moya McLauchlan², Ken Cruickshank³, Elke Stracke⁴, Meredith Box⁴, Mandy Scott⁵

1. University of South Australia, Magill, SA, Australia

2. Murdoch University, Perth, WA

3. University of Sydney, Sydney, NSW

4. University of Canberra, Canberra, ACT

5. Australian National University, Canberra, ACT

Community languages programs are gaining prominence as a form of languages education provision in Australia. This is occurring at a time where there have been marked changes in migration patterns that have brought a wider range of languages into the educational and societal landscape. This context invites a reconsideration of the policy settings for languages education and implications for curriculum, teacher education and the student experience. Initiatives are currently being undertaken in each state to support this form of provision. For example, in South Australia there has been a systematic review of the programs offered. The NSW government has provided $10.9 million to establish a research institute for community languages schools, two major research studies of schools and other initiatives. In Western Australia there has been considerable investment in the development of an accreditation framework, and in the provision of a tiered professional learning program. There has also been some organisational change and a range of community-based developments in the ACT.

In this colloquium, we critically discuss the state of play and emerging developments intended to bring about change in this area. Particular consideration is given to the distinctive nature of a) community language programs and their place in the ecology of languages education provision, b) the curriculum goals and programs, and c) teacher professional learning.

Language and mobility: Multilingual identities and transcultural competence

Claudia Kunschak¹

1. Ritsumeikan University, Kyoto, KYOTO, Japan

Globalization alone has not created multilingualism or the need for transcultural competence, but it has certainly contributed to bringing language and culture to the forefront of debates in education. At the same time, criticism of English as the most favored language to the detriment of other, often minority languages coupled with a resistance to American cultural hegemony have raised some concerns about the actual practice of, for example, English-medium instruction and the internationalization of education. This presentation aims to illustrate the tensions inherent in this particular approach to bilingual/multilingual education by comparing two university programs in China and in Japan. Based on survey, interview and focus group data collected among students, faculty and administrators at both institutions, the presentation will examine congruence and divergence between policy and practice, diverse viewpoints among faculty from different backgrounds, and experiences and expectations of students in and out of class. Comparing different stakeholders' beliefs and practices, the study aims to identify elements that support the development of multilingual identities and transcultural competence among students, policies that encourage a plurilingual pluricultural teaching approach among faculty, and institutional frameworks such as the curriculum and extra-curricular activities that provide the foundations for this educational model.

Applied Linguistics and language teaching: Making connections

Cat Kutay¹

1. University of Technology Sydney, Ultimo, NSW, Australia

For Aboriginal language teaching, connection is multi-faceted. We are connecting people back to their culture and land. We are connecting language to country. We are connecting the various resources that exist such as archival and modern recordings, text aligned transcriptions of tapes, blog posts and worksheets developed by teachers in a single web system. This includes an interactive dictionary with an Application Programming Interface (API) for other programs to call up translations, so the language can be utilised across different interfaces such as mobile apps

and games. For teachers we are providing lesson guides and support for preparing worksheets. Using features of the environment which have significance for the people, we create categories of words around, for example the eagle or a mountainous feature. The words required to talk about each topic (e.g., greetings, simple motion, birds, stars, sky, weather) are collected by experienced teachers and made available to create lessons. Thus, the eagle, often used to introduce game players to country, is also being used to introduce language students to the land. By connecting Aboriginal people to their own languages, we improve the health and wellbeing of communities, and providing a path for Aboriginal students in general linguistic learning.

The acquisition of the English Present Perfect by the L1 Chinese and L1 Malay ESL learners

Lee Yin Kwan, Erica[1]

1. School of Humanities and Social Science, Faculty of Education and Arts, University of Newcastle, Callaghan, NSW, Australia

This paper discusses the extent to which Malaysian Chinese and Malay ESL learners know the full range of functions of the English Present Perfect (PP) and can use them in English production. Both 60 L1 Chinese and Malay learners of two different proficiency groups (advanced and intermediate) participated in this study. Using elicitation procedures that probe into learners' knowledge of the four functions of the present perfect, the researcher offers some useful data that can provide new insights into effective teaching appropriate to learners encountering difficulty acquiring the present perfect. Percentages of errors made in the use of the four functions were analysed and explained by identifying the differences between the participants' mother tongue and the target language and considering the participants' tendency to use certain verb forms in various situations. The findings suggest that most errors can be attributed to both cross-linguistic differences and developmental influence. The persistent difficulty is the result of factors such as the influence of the L1, markedness, the complexity in meaning and the ambiguous nature of the English PP. Based on the findings, the researcher has come up with recommendations on how the learning of PP may be facilitated for effective teaching and learning.

Pre-task preparation and second language speech processing

Craig Lambert[1], Scott Aubrey[2], Paul Leeming[3]

1. Curtin University, Perth

2. Chinese University of Hong Kong, Hong Kong

3. Kindai University, Osaka, Japan

This talk will bring together findings from three studies on the impact of allowing learners to plan for a communicative task in their first language (L1) as opposed to their foreign language (L2). The relative benefits will be discussed in terms of fluency and idea units used in an oral problem-solving task. Seventy-two Japanese university EFL learners were randomly assigned to one of two planning conditions. Dyads in each group were given 10 minutes to plan the content of a problem-solving task in the respective languages before individually performing a timed 2.5-minute oral problem-solving task in English. Data took the form of transcribed planning discussions and transcribed task performances. Task performances were coded for fluency based on Levelt's (1989, 1999) model of speech processing, whereas all data were coded for idea units based on Hoey's (1983, 2001) problem-solution discourse structure (situation, problem, response, evaluation). As expected, L1 planners spoke less fluently than L2 planners, monitoring their language output more in terms of number of replacements and reformulations. Also as expected, L1 planners generated more ideas connected with all four dimensions of problem-solving discourse. Contrary to expectations, however, the advantages of L1 planning in terms of task content did not transfer to L2 use. L1 and L2 planners' were highly comparable in terms of ideas units used on the subsequent L2 task, and L2 planners were advantaged in some respects. Implications for future research and pedagogy aimed at facilitating transfer from L1 to L2 performance will be discussed.

Using tasks with learners of Chinese as a foreign language: Engagement, memory and more

Craig Lambert[1], Jonathan Newton[2], Grace Zhang[3], Sabine Tan[4], Qian Gong[5]

1. Curtin University, Perth

2. Victoria University, Wellington, New Zealand

3. Curtin University, Perth

4. Curtin University, Perth

5. Curtin University, Perth

Second language acquisition theories have converged on the position that tasks play an essential role in instructed second language acquisition. However, teachers often do not understand what tasks are, the purpose they serve, or how to design effective tasks. A typical assumption is that tasks require learners to interact in the target language in pairs and small groups. However, in Chinese as a Foreign Language instruction, teachers are often required to use teacher-fronted instruction with learners who may not have the language skills or motivation to complete pair work in Chinese. This colloquium will provide an understanding of communication tasks, address the issue of how to develop effective communication tasks, and review a range a positive effects that the use of tasks have been found to have on learning and motivation with learners of Chinese as a Foreign Language. An open discussion at the end will allow the audience raise concerns they have about using tasks and tailor the content covered in the talks to their own educational contexts.

Vietnamese EFL teachers' professional learning: Can social networking sites lend a hand?

Hoang Van Le[1]

1. Murdoch University, Perth , WA, Australia

Despite the increasing use of social networking sites (SNSs) for learning-related purposes, there are still doubts about the effectiveness of the learning generated within these virtual sites since SNSs are originally introduced as a tool for social life and, currently, increasingly used as part of academic life. Also, the majority of current studies on educational values of SNSs focus on student-student interactions or student-teacher interactions, rather than teacher-teacher interactions. Particularly, research on how EFL teachers use SNSs for professional learning is scarce. The current study investigated how EFL teachers use SNSs for professional learning in a Vietnamese context. Employing an exploratory sequential mixed method approach, this study analysed evidence from five focus group interviews with 19 teachers and an online survey with 522 teachers. The findings revealed a variety of activities teachers conducted on SNSs for their self-directed learning and the challenges they experienced. Additionally, the study pinpointed specific features of the virtual learning network developed by Vietnamese teachers, which reflects their teaching and cultural contexts. The findings are expected to add substantial values to the fields of teacher professional learning and technology use in teacher development, particularly for developing countries that may have limited resources for teacher learning.

Attitudes and behaviours regarding the use of English as a Lingua Franca at an English-medium instruction university in China

Seongyong Lee[1], Arum Kim[1]

1. BNU-HKBU United International College, Zhuhai, GUANGDONG, China

This study investigated university students' attitudes and behaviours regarding the use of English as a lingua franca (ELF) in an English-medium instruction university in China. Previous research on language attitudes has not identified how speakers' actual behaviours of using ELF are influenced by their beliefs and attitudes towards it. Therefore, the present study explored a sequential relationship among these three significant factors of Chinese university students' decision-making processes in using ELF for intercultural communication. A survey method was adopted based on Ajzen's Theory of Planned Behavior (TPB) as a theoretical framework and Structural Equation Modeling (SEM) as an analytic tool. A total of 358 survey questionnaires were collected from an offshore branch university of Hong Kong in Southern China. The results showed that the TPB model well explained significant factors of Chinese university students' behavioural intention to adopt ELF for cross-cultural communication. Specifically, the participants' behavioural attitudes and subjective norms had the most significant impact on their behaviours while their behavioural control did the least. This research contributes to developing research on language attitudes and behaviours in two aspects: (1) a methodological innovation in sociolinguistics; (2) a linguistic aspect of internationalisation of Chinese higher education.

Self-Determination Theory: A motivational framework for analysis of TBLT

Paul Leeming[1], Justin Harris[1]

1. Kindai University, Higashiosaka,, OSAKA, Japan

Task-based language teaching (TBLT) continues to gain popularity as an approach to teaching that prepares students for real-life communication. This paper introduces Self-Determination Theory (SDT) (Deci & Ryan, 2018) as a framework for examining the motivational impact of tasks. Focusing particularly on the basic human need for mastery, this paper reports on a study that examined the differential impact of TBLT and the more traditional teaching approach, Present Practice Produce (PPP) on students feelings of mastery with regards to oral English. Students from four classes in a compulsory oral English course in a university context in Japan were randomly assigned to the two teaching approaches, and data was gathered over one academic year. Results show that both approaches result in significant gains in feelings of mastery over the course of an academic year, and that although the final gains are the same, students in the different teaching conditions experienced very different patterns of growth. Feelings of mastery are compared with gains in proficiency over the same period, and the implications are discussed. SDT is also discussed regarding its potential to offer a framework for the systematic analysis of the impact of TBLT on the motivational behaviors of students.

A corpus-based, cognitive-linguistic study of the metaphoricity in English prepositions produced in L2 English academic writing

Danny Leung[1]

1. The Open University of Hong Kong, Hong Kong, CHINA

English prepositions have been a perennial problem for L2 learners because they are arbitrary in meaning and polysemous in nature. Cognitive linguistics research attempts to explain such arbitrary meanings and polysemous nature of prepositions by means of metaphor. It follows that semantics of prepositions can be motivated through links between their various abstract senses and their basic concrete meanings.

Theoretically based on the cognitive-linguistic view of prepositions, this study aims at investigating L2 learners' production of preposition in writing academic essays. More specifically, the accuracy of the production and the extent to which the accurately produced prepositions are metaphorical will be examined.

Drawing on the 1.5-million-word CELL (Chinese and English Learner Language) Corpus, this study will focus on the 10 most frequent English prepositions in L2 academic writing (i.e. of, in, for, to, with, on, about, by, from, at) and will specifically investigate: 1) for the accurate production, how many uses belong to the core sense and how many belong to the metaphorical sense; and 2) for the inaccurate production, are there any common misuses of prepositions, and if so, is L1 negative transfer a possible reason for the misuses. L2 pedagogical implications will also be discussed.

An innovative educational platform for self-directed English learning of multilingual university students

Long Li[1]

1. University of NSW, Sydney, NSW, Australia

In response to the challenge with English communication faced by an increasing number of sojourners at UNSW, an innovative course entitled Personalised English Language Enhancement (PELE) has been running since 2016, based on Kim's Personalised Autonomous (PA) model (Kim 2014; Kim & Jing 2019). The PELE course has proved highly effective in addressing the challenge through developing students' linguistic confidence and self-efficacy (Kim 2018). Now we are exploring ways of enhancing its impact to accommodate the personalised needs of even larger number of students from 100 to several hundreds or more. A key question is whether the pedagogical efficacy can be maintained or even further enhanced if PELE is to be offered in blended mode (F2F and online). However, traditional online platforms such as Moodle, arguably, offer limited potential in student engagement and community building. Therefore, it becomes necessary to explore alternative tools. This paper introduces an online learning platform which was designed using OpenLearning and used as an additional tool to the F2F teaching in Term 2, 2019. It discusses its design, distinctive features, and pedagogical efficacy based on data collected in the second term of 2019, including analytics, student surveys, and teachers' reflection.

The construct validity of task anxiety

Shaofeng Li[1]

1. Florida State University, Tallahassee, FL, United States

Anxiety is an important construct in task-based instruction. However, there has been no attempt to validate the construct of task anxiety. This study seeks to identify the nature of task anxiety by mapping its relationship with foreign language (FL) anxiety and trait anxiety and investigating its connections with task planning.

75 university ESL learners responded to the STAI and the FLCAS – measures of trait and FL anxiety, respectively. They were then divided into three groups and performed a narrative task under different conditions: pre-task planning, within-task planning, and no planning. After completing the task, the learners answered a questionnaire tapping various aspects of task anxiety. The questions concern overall perceptions of the task and the three components of speech production – conceptualization, formulation, and articulation.

The results showed that task anxiety was distinct from FL and trait anxiety. Further analysis revealed that (1) the non-planners experienced more conceptualization anxiety while the within-task planners showed more formulation anxiety, (2) the three groups showed similar levels of FL anxiety and trait anxiety, and (3) formulation anxiety, but not trait or FL anxiety, was significantly correlated with planning length in pre-task planning. These results provide empirical evidence for the construct validity of task anxiety.

Linguistic rights as an instrument of conflict resolution: South and Southeast Asian perspectives in language rights and language planning

Joe Lo Bianco[1]

1. University of Melbourne, Carlton, VIC, Australia

This talk interrogates the related concepts of language grievance as a component of the claim for language rights. The data are from an 8-year project in sub-national multi-ethnic conflict zones in Myanmar, Thailand and Malaysia on relations between social multilingualism, public policy, and conflict mitigation efforts. Included in the public policy focus are forms of legal protection for the distinctive languages and cultures of minority populations, both immigrant and indigenous. The instrument through which conflict mitigation efforts was pursued included 45 facilitated dialogues comprising participation from public officials, community and civil society representatives and expert researchers. In these dialogues claims to linguistic rights formed a substantial component of the grievances of minorities. In South and Southeast Asia some 26 violent and chronic sub-national conflicts have a language dimension which however is broadly misunderstood by national authorities and frequently misrepresented by academic scholars as a mere proxy for essentially ethnicity based cleavages.

Exploring the research-pedagogy link in second language learning and teaching

Shawn Loewen[1]

1. Michigan State University

The relationship between second language acquisition (SLA) research and second language (L2) pedagogy can be contentious. On the one hand, teachers may resent ivory tower researchers who do not address issues that teachers feel are relevant to real classroom instruction. On the other hand, researchers may feel frustrated that teachers do not pay attention to research findings that could facilitate L2 learning. However, rather than adopting adversarial positions, many researchers call for a good-faith dialogue between researchers and teachers in order to facilitate research that is relevant for teachers and that produces evidence-based implications for the classroom. This goal has been the focus of instructed SLA research over the past few decades.

To create and facilitate the dialogue, it is equally important that researchers and teachers together create a community where teachers evaluate evidence-based suggestions by researchers. With such a dialogue in place, we can ensure that both L2 research and instruction will be at its best. The current talk will focus on the findings of instructed SLA research and explore some of the evidence-based practices that research suggests may be beneficial for the classroom. In addition, this talk will consider teachers perspectives on these findings, as well as discuss some of the obstacles in the way of a productive conversation between researchers and teachers.

Student perception of and (dis)engagement in their university writing in English

Hangyan Lu[1]

1. Centennial College, Hong Kong, HONG KONG

This paper is based on a research project that explores how students in non-elite universities in Hong Kong experience English academic writing. In university studies, writing has always played a crucial role. Whether students can write to meet the requirements of academy to a large extent determines whether they can excel in the university. However, research in the realm of literacy has brought to light that when people read and write, they are more than mechanically employing a set of skills to meet certain requirements; simultaneously they are engaging in social practices in a society full of complexities and diversities. Therefore, unlike many previous studies on students' academic writing which focused on students' skill deficiencies, this research seeks to situate students' academic writing in contexts and asks less judgmental questions about what is going on when students engage in various academic literacies. The objective of this presentation, based on 6 case studies, is to describe and link students' perception of and their actual (dis)engagement in their university writing in English. Pedagogical implications of how to effectively motivate and scaffold students to make effort on improving their English academic writing will be discussed.

Making connections despite multiple points of view: Australians learning German (and so much more) in Japan

Alexandra Ludewig[1]

1. The University of Western Australia, Perth, WA, Australia

This study aims to investigate the short-term and long-term effects of a two-week study tour to Tokyo. Two groups of students from UWA (16 in 2018 and 12 in 2019) with a range of cultural and linguistic backgrounds participated in this NCP-funded academic/intellectual exchange program to Japan. For the students in both countries, German Studies formed part of their degree. With a view to deepening their intercultural competence and cultural intelligence, this unit was designed to encourage a multi-disciplinary approach to the concept of *Vergangenheitsbewältigung* (dealing with the past). With regard to the legacy of World War Two and military history, this concept is dealt with in seemingly diametrically opposite ways in Australia, Germany and Japan. For the comparative study of contemporary Japanese culture (in English and German), students were therefore encouraged to view their travel to Japan for two weeks as a form of intensive enquiry-based research. Using pre- and post-tests as well as focus-group interviews the following research questions will be answered: How (well) did the participants form long-term connections cross-country? What insights did they take away short-term/long-term? How do they reflect on their learning short-term/long-term? Where are barriers to learning and how can they be negotiated?

Remembering & forgetting: Public memory and language teaching

John Macalister[1]

1. Victoria University of Wellington

If you travel around New Zealand, you will find memories of past wars evoked in cities and towns, in rural areas, even in what appears to be the middle of nowhere. These 'memory places' are not, of course, unique to New Zealand. They are found throughout the world, and can take many forms, such as museums, monuments, and memorials. Nor are all memory places evoking past conflicts. They are all, however, places that shape public memory.

In the shaping of public memory, these memory places draw on different semiotic resources, including language. As a result they can be approached as linguistic landscapes, and in this talk three different linguistic landscapes/ memory places are explored with the following questions in mind: what is remembered? what is forgotten? The exploration draws on both linguistic and non-linguistic shapers of meaning. Two of these memory places are in Wellington, New Zealand, and memorialise the First World War. The other is a series of iron rod sculptures in Penang, Malaysia, and is not a war memorial. I recognise here that in these choices, and in my approach, I am privileging Western forms of memorialisation.

This exploration leads to some generalisations about the nature of memory places: for example, that they are deliberate constructions, that they are not immutable, and that their interpretation is personal. More than that, however, the identification of what is remembered, and what (appears to be) forgotten, raises questions about how we learn to read such memory places. The talk ends with reflections on the extent to which language teachers should prepare learners to be critical readers of the linguistic landscapes they encounter.

Extended contact of novice TESOL teachers with EAL learners and how this shapes their cognition about the nature of language learning

Shem Macdonald[1]**, Jacolyn Weller**[1]

1. La Trobe University, Bundoora, VIC, Australia

An extended practical placement for initial teacher education candidates working in the EAL/TESOL field provides an opportunity to explore the evolving cognition of these students as well as that of their supervising teachers. This paper reports on a work in progress undertaken as part of a partnership between an Australian secondary school and a university TESOL teacher education program. The study aims to better understand the development of novice TESOL teachers' cognition in relation to languages and how they can be taught and learned as they engage over the period of one or two school terms with EAL learners in mainstream classes. Initial observations suggest that the initiative has prompted positive responses from the school, supervising teachers and the teacher candidates themselves. Exploring this more closely, it is thought that this model is providing opportunities for these novice teachers to develop deeper understandings of the nature of language acquisition through prolonged contact with EAL learners over 10 or 20 weeks. Early data gathered via semi-structured interviews with the initial teacher education students and their supervising teachers that explore these issues will be discussed.

"Teaching" listening in the pre-sessional academic classroom in New Zealand

Naheen Madarbakus-Ring[1]

1. Victoria University of Wellington, Kelburn, WELLINGTON, New Zealand

Research investigating teachers' listening practices suggests L2 listening perceptions differ from how teachers teach listening. Previous studies (Graham, 2017; Siegel, 2015) suggest teachers use listening procedures as strategic instructional practices and need further training using process-based activities to attend to learners' real-time listening difficulties.

Building on prior research findings, this presentation outlines ten teachers' current teaching perceptions and practices in a pre-sessional EAP university course in New Zealand. Using surveys, teachers were asked about their perceptions of teaching L2 listening and to describe the pre-/while-/post-listening activities used in their listening classes.

Results show that listening is the most difficult skill to teach as teachers rely on product-based textbook-driven methods in lessons. Teachers also reported confidence in teaching pre-listening prediction and key word activities. However, teachers preferred not to intervene with the while-listening stage and used the post-listening stage to check comprehension. These results support previous findings suggesting teachers need more training in using process-based approaches in their L2 listening classrooms.

The presentation will also provide practical teaching suggestions for educators to use metacognitive process-oriented techniques in pre-/while-/post-listening stages in their own tertiary level listening classrooms.

Listening strategically with TED Talks-based metacognitive lessons

Naheen Madarbakus-Ring[1]

1. Victoria University of Wellington, Kelburn, WELLINGTON, New Zealand

TED Talks have become a primary listening resource to use in academic contexts (Wingrove, 2017). However, teaching strategies in L2 listening can prove difficult in facilitating effective skill development for learners.

This study builds on prior evidence suggesting process-based listening lessons provide learners' academic guidance to develop their strategic approaches (Vandergrift & Goh, 2018). TED Talks-based lessons developed using Goh's (2018) task-based metacognitive instruction for listening framework provided learners with combinative communicative and metacognitive listening tasks.

The study investigates changes in strategy awareness and strategy use in a pre-sessional academic course in New Zealand. Using five TED Talks-based lessons, metacognitive strategies were integrated into pre-/while-/post-listening tasks. A pre-course/post-course Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift, Goh, Mereshal, & Tafaghodatari, 2006) measured shifts in learners' strategic competence over the 14-week course.

This presentation outlines the preliminary results, showing implicit self-study instruction increased learners' strategy awareness in ten items whereas explicit teacher-led instruction increased learners' strategy use in seven items. These

results suggest that using implicit instruction raises learners' strategy awareness while explicit instruction heightens learners' strategy use. Using metacognitive frames in academic TED Talks-based listening lessons indicates how educators can provide pedagogic support for learners to develop their listening strategic competence.

An ecological perspective of multilingual ELL provision in New Zealand secondary schools

Geraldine Anne G. A. McCarthy[1]

1. Massey University, Palmerston North, New Zealand, Hokowhitu, Palmerston North, MANAWATU, New Zealand

Demand for ELL has intensified in New Zealand since the 1990s, alongside marked increases in multicultural migration, international student provision and expanded refugee migrant background (RMB) quotas. ELL in state secondary schools is centred around ESOL departments. At present, their success is compromised by 'Tomorrow's Schools' legislation which deregulates school management, plus the status of ESOL as a non-Key Learning subject. This study seeks to gain an understanding of the wider background context of ESOL provision by using an ecological perspective to investigate the dynamics in and between layers of influence surrounding its existence. Using a qualitative, case study approach and drawing on data from interviews, observations and documentation, the investigation examines ESOL department systems and practices in three state secondary schools of differing locations, deciles and roll sizes. The findings reveal the significant weight of wide-ranging regulatory and ideological interactions connected to ESOL practice. They also expose the variety of affordances and constraints provided for English language learners (ELLs) by staff responsible in the three schools. The study concludes with implications for staff responsible for ELL and their students. Results are intended to enhance ESOL provision and contribute nationally to increased social cohesion between people of diverse ethnicities.

Insights from the composite linguistic profile of LOTE learners at the tertiary level

Anna Mikhaylova[1], Noriko Iwashita[1]

1. The University of Queensland, St Lucia, QLD, Australia

Despite the considerable work done by Michael Clyne and others at secondary level, there is still a paucity of research and policy in Australia regarding maintenance and (re)learning of a heritage language (HL) at tertiary level as well as regarding rate and route of HL development. This study is a large-scale school-wide survey of students in Languages Other than English (LOTE) programs of a large urban university in Australia, where learners from HL and non-HL backgrounds are often placed in the same classes. In order to identify areas of differences and overlaps in the prior and current language practices as well as motivation, attitudes, and interaction with the community that are shared among learners across languages and those that are language specific, we conducted a conceptual replication of Carreira and Kagan's (2011) large-scale survey of tertiary heritage language learners in the US. However, our data also include profiles of monolingually raised learners of modern languages and of bi/multilingually raised learners studying languages to which they were not exposed in childhood. The paper will present preliminary findings of the nuanced composite linguistic profile of learners in the LOTE programs and discuss suggestions for further research and teaching practice.

Scaffolding academic writing for equity amongst non-native speakers of English

Tracey Millin[1], Mark Millin[2]

1. University of Canterbury, Christchurch, New Zealand

2. University of Otago, Dunedin, New Zealand

We provide empirical evidence and anecdotal experience that explored the efficacy of the 'Reading to Learn' (RtL) intervention at three separate schools – two in South Africa and one in New Zealand. RtL pedagogy draws on the theoretical assumptions of Vygotsky, Halliday and Bernstein. The aim of the research project was to advance learners' academic literacy (writing) skills. The primary focus in all samples of participants was nonnative speakers of English. To this end, learners' qualitative writing samples were collected and given numerical scores. We had two research questions in mind: firstly, does RtL effect an improvement in the measurable component of students' written skills, as proxied by their scores for various assessed pieces of writing; secondly, are our results/findings comparable to the application of RtL in other countries (e.g., Australia)? We found evidence in favour of using RtL in English-language classrooms comprising numerous non-native speakers of English.

From potential words to actual words: Creating activation events for adult ESL learners to demonstrate their productive vocabulary knowledge

Bianca Mister Colmenares[1]

1. University of Wollongong, Kambah, ACT, Australia

The brain has enormous space for storage, but the capacity to process this information in real time is relatively small (Schmitt, 2000). Lexical retrieval is a crucial sub-process of linguistic production and requires significant cognitive effort on the part of the speaker (Snellings et al., 2002). It is not only the verbal repetition of words that leads to enhanced recall, but also the opportunity to repeatedly retrieve information that strengthens the path linking form and meaning, making subsequent retrieval easier (Baddeley, 1999). Fitzpatrick and Clenton (2017) demonstrated how tasks providing learners with the opportunity to repeatedly retrieve and use words in speaking developed productive vocabulary knowledge. Using a Design Based Research approach (Reeves, 2006) this study tested a classroom workshop aimed at developing productive oral vocabulary of adult ESL learners. The workshop consisted of three stages of learning to develop meaning aspects of word knowledge, then learners were provided with multiple opportunities to use target words in communicative tasks. By analysing recordings of learner speech, improvements in lexical production over the course of the workshop were tracked. This talk will present findings demonstrating how activities designed to repeatedly elicit target vocabulary helped learners to enhance their productive oral vocabulary knowledge.

English language teaching and the presentation of culture in EFL textbooks

Mona H Almotheby[1]

1. MONASH UNI, CARLTON, VIC, Australia

The study will scrutinize the implication of culture in the English Language textbook used by The Technical and Vocational Training Corporation (TVTC) in Saudi Arabia. TVTC offers a three-level course in communicative business English using an international edition of an English textbook. This study will examine the presentation of the students' identity and intercultural understanding in the textbook as primary data. The secondary data will be gathered through interviews about the student's view of the textbook in relation to their expected work environment. Through analysis, this study will attempt to suggest the types of cultural representations that are effective in instilling intercultural competence in English as a Foreign Language (EFL) students in Saudi Arabia.

Linguistic multi-competence in the community: With focus on the influence of English on a Japanese plural marker -*tachi*

Yoshiko Murahata[1], Goro Murahata[2]

1. Faculty of Education, Miyazaki International College, Miyazaki-City, Miyazaki, Japan

2. Faculty of Education, University of Miyazaki, Miyazaki-City, Miyazaki, Japan

Recent second language (L2) researchers have investigated how languages interact in the mind of a single person and seen unique nature of the L2 user's language and mind from a linguistic multi-competence (LMC) perspective. This study explores further evidence of LMC at the community level. With special focus on one of the Japanese plural markers '-*tachi*' widely used in Japan, we ask: What evidence can we find to show the influence of English on Japanese?

Though the current Japanese retains its original plural system, it has acquired certain new features in the use of -*tachi*. We find a particularly interesting case, that is, its systematic use for an individuating function with the non-animate noun such as **hon-tachi* [books] and **tomato-tachi* [tomatoes], which is grammatically unacceptable in Japanese. This finding indicates that the learning and using of English has given a steady impetus for the inducement of the LMC of the community.

This linguistic process at the community level is well compatible with the current definition of LMC, the overall system of a mind or a community that uses more than one language and the concept of 'translanguaging' as the meaning-making process to make the most of multiple linguistic resources.

Innovating with teaching phonetic references and graphophonemic knowledge for adult beginner learners of French at DFSL (Defence Force School of Languages)

Clement Nanbu[1]

1. Defence Force School of Languages, Laverton, VIC, Australia

Second and additional language acquisition

Learning unknown distinctive phonemes of the target language is always very challenging for adult learners. Moreover, those phonemes cannot be linked to graphs at first sight. The use of symbols linked to text to speech and voice recognition software to implement this learning for beginners proved effective.

Visual input is the most reliable way for adult learners to memorise quickly large amounts of words. As French and English share the same alphabet, adult learners tend to rely on the graphophonemic knowledge of their first language for speaking and listening, although this can be misleading. The French Department at DFSL designed specific flashcards including graphophonemic features of French such as digraph, trigraph, mute letters, and liaison. The use of cognates to implement that learning is also very beneficial for learners.

The French department at DFSL presents its methodology and activities to enhance the learning of French language for beginners.

Humor in the language classroom: Insights from learners and educators

Peter Neff[1] , John Rucynski[2]

1. Doshisha University, Kamigyoku, KYOTO, Japan

2. Okayama University, Okayama, Japan

This presentation will report on the results of a survey designed to elicit EFL learners' and educators' perceptions of the role of humor in the English classroom. The participants included students taking required language courses at ten universities across Japan (n=956) as well as a selection of both Japanese and non-Japanese educators (n=45). Quantitative results of the study covered such variables as the role of humor in the classroom and how humor can both decrease L2 anxiety and deepen understanding of the target culture. Additionally, qualitative, open-ended survey items queried learners and instructors about the interrelation between humor, language proficiency, and cultural understanding and the potential negative effects of humor use in the language classroom.

Many of the respondents highlighted humor's value for improving classroom atmosphere while others focused on how they had benefited personally, such as through increased language-learning motivation or a greater degree of teaching satisfaction. Additionally, many cited concerns about how cultural dissimilarities in cultural values and comedic focus can lead to misunderstandings.

After reviewing the results, the presenters will share expanded insights from follow-up oral interviews with select participants. Finally, implications for language pedagogy and intercultural communicative competence will be considered.

Managing literacy and identities beyond study abroad: A translingual perspective of career development

Hiroyuki Nemoto[1]

1. Ritsumeikan University, Kyoto, Japan

The sociocultural theories in second language acquisition have enabled us to apply an analytical lens to the co-constructed nature of students' socialization into study abroad (SA) contexts so far. However, little research has analyzed the impacts of students' L2 literacy and identities that have been co-constructed in overseas contexts on their career development after SA. Drawing upon the concepts of investment (Norton, 2010) and translingual practice (Canagarajah, 2013), this study investigates the processes through which post-SA university students and graduates invest in their career design and development while negotiating translingual literacy and identities. In particular, a multilayered analysis is conducted to explore the ways they apply their previously-developed L2 literacy and identities to L1 literacy practices in job-hunting activities and at work. The qualitative data collection procedures were employed in this study on the basis of a case study of two different cohorts, including five university students who undertook job-hunting activities after one-academic-year SA and five university graduates who had experienced the equivalent length of SA during their undergraduate study. The findings demonstrate that participants' investments in discursive literacy practices enable them to adopt translingual approaches to developing situated literacy and identities at several different career development stages after SA.

Attitudes of tourists and locals towards a variety of English: A case study of Thai English signs in tourist attractions in Thailand

Wipapan Ngampramuan[1]

1. Mahidol University, Salaya, NAKON PATHOM, Thailand

English has been used for communication between Thai and non-Thai speakers around Thailand. As English is a foreign language, the use of English in Thai ways can regularly be found. The research focuses on the attitudes of tourists and local people toward Thai English on signs in 40 tourist attractions. The 1,828 Thai English signs were broadly categorized into 1) grammatical features and 2) lexico-semantic features, and into three levels, namely, Level 1 referring to signs with no error, Level 2 referring to signs with minor errors, and Level 3 referring to signs with major errors. The data were collected from 456 non-Thai and 810 Thai participants via an online questionnaire followed by 51 in-depth interviews. The research found that for non-Thai participants, Thai English signs with grammatical errors could be more easily understood and considered less serious than those with lexcio-semantic features. Native English speakers had more flexibility with erroneous messages, especially those with spelling mistakes, than non-native speakers. Thai participants appeared to be pedantic and inflexible about grammatical errors especially misspellings, but they considered items with lexico-semantic features not serious for the reason that English is not their mother tongue, and this revealed their identity when using English.

Informal English learning from an ecological perspective

Ha Anh Nguyen[1]

1. Educational studies, Macquarie University, Sydney, NSW, Australia

Recently, with the development of technology, media and the internet, learning ecology has expanded to out-of-class settings. People have acknowledged the limitations of classroom-based learning as there are restricted affordances and opportunities for learning practices (Richards, 2015). From this perspective, this mixed-method study empirically investigates how Vietnamese university students take advantages of affordances to learn English informally. In order to collect data, a learning technology questionnaire was distributed to 254 students and followed up by in-depth interviews and online journaling with a focus group. For data analysis, this study adopts both quantitative and qualitative methods using the SPSS and Nvivo software as analytical tools. It is concluded that the students employ technological affordances for educational, entertainment and communication purposes and consider them as learning affordances outside the class. Interestingly, the students are more fascinated to learn informally and they see both the connection and separation between in-class and out-of-class learning. It is suggested that several aspects of ecological perspectives should be considered to facilitate language learning in similar educational contexts.

Is there anything missing? An investigation on one EAP program in Vietnam

Nga Nguyen[1]

1. Edith Cowan University, Perth, WA, Australia

Globalisation and the spread of English as an international language have initiated the implementation of programs using English as the medium of instruction (EMI) in Vietnam. However, due to limited English proficiency and academic study skills; many Vietnamese high-school leavers are required to complete an English for academic purposes (EAP) program before enrolling in an EMI university course. Despite their importance, up to now, very little is known about those EAP programs in the country. This study sets out to investigate how well an EAP program in Vietnam supports their students' study in their EMI university courses. Qualitative data were collected from focus groups with fifteen EMI students and individual interviews with four EMI lecturers. The findings showed that the students, on transferring to their discipline courses, had to face a number of difficulties associated with their poor academic writing, listening and lack of specialised English. Those aspects, however, seemed not to receive sufficient attention in their EAP training. Insights from the study can inform policy makers, educational leaders and teachers in Vietnam and other non-English speaking contexts in their design and development of EAP programs that can support better the following EMI education.

Do-it-yourself Korean learning with technologies

Hiromi Nishioka[1]

1. Waseda University, Tokorozawashi, SAITAMA, Japan

Technological development has provided language learners with access to a multitude of online resources and interactions with native speakers. This emerging landscape encourages language learners not only to actively engage in out-of-class learning but also to take a do-it-yourself learning approach. Given this trend, it is imperative to investigate how self-taught language learners regulate their own language learning processes using digital and non-digital resources. Such inquiry may provide useful insights into developing pedagogical support to promote self-regulated language learning by classroom-based learners. Drawing on an eight-month case study of a self-taught learner of Korean, this study examined processes of her self-regulated Korean language learning. Interview data and learner diaries were analysed by applying concepts of 'a language learning career' (Benson, 2011) and 'self-regulated learning (Lai & Gu, 2011). This study found that she developed seven stages of a language learning career over eight months. Each career stage manifested different resource uses and self-regulated learning behaviors. The findings also highlighted conditions for effective self-regulated language learning; developing clear learning goals, being aware of one's own affective conditions and learning needs, and willingness to explore learning resources. This presentation concludes by providing pedagogical implications to enhance self-regulated language learning.

The concept of 'trans' and the criticality of context: Do we still need to consider 'when to use what language' in contemporary language learning environments?

Lindy Norris[1], Kate Reitzenstein[2]

1. Murdoch University, Murdoch, WA, Australia

2. Association of Independent Schools of Western Australia, Perth, WA

In the last decade applied linguistics has been saturated with research focused on multilingualism, the multilingual turn, and changed perspectives with respect to language learning and use. So called traditional perspectives – including those associated with bilingualism, code-switching, code-mixing - appear to be very much 'on the nose'. We are told they don't work in a global context. Instead, everything has to be about 'trans'. 'Trans' is critical. We are bombarded with terms such as 'translingualism' (Canagarajah, 2013), 'translanguaging' (Creese & Blackledge, 2010; García, 2009), 'transidioma' (Jacquemet, 2013), and 'transglossia' (Dovchin, Pennycook, & Sultana, 2017). We also have 'transcend', 'transformative' and 'transdisciplinary' (Li Wei, 2018). The promise of these 'trans' perspectives is the ability to move beyond named languages in order to "transgress existing relations of power, and to transcend inequity" (Dovchin & Lee, 2019, p.4).

But what of these emergent "trans-spacial utopias" (Kramsch, 2018), in the context of the spaces associated with learning in classrooms and schools? What does 'trans' mean?

This paper argues that the focus on the theoretical, and the global, as espoused by the 'trans illuminati', 'transcends' the concerns and constraints associated with the institutional and situational structures of school languages education.

Learning outcomes in the shared language classroom

Rhonda Oliver[1], Jonathan Newton[2], Sender Dovchin[1], Paul Moore[3], Michael Harrington[3]

1. Curtin University, Bentley, WA, Australia

2. School of Linguistics and Applied Language Studies, Wellington, New Zealand

3. School of Languages and Cultures, University of Queensland, St Lucia, QLD, Australia

This symposium focuses on the use of a shared language to facilitate the learning and teaching of a new language. The shared language can be the L1 of the teacher and students, or one shared in common but not the student's own L1. Recently there has been an upsurge of interest in the area, as reflected in work on translanguaging, multi-competence, code-switching, translation and other dual language approaches to L2 learning and teaching. The various cognitive and socio-affective functions of the shared language (explaining target forms, classroom management, feedback, etc.) have received significant attention, but relatively few studies directly examine how

these influence learning. As Ellis and Shintani (2013) note, that there is a "conspicuous" lack of research on the effect - facilitative or debilitative – that shared language use has on actual learning outcomes.

However, the term learning outcomes itself is problematic, as what are seen as desirable learning outcomes varies across different approaches, as does the granularity and observability of such effects. The factors responsible for learning success factors range from the neural to the ideological and establishing specific causal antecedents for identifiable learning outcomes is a perennial challenge.

The papers in the symposium address this challenge from different theoretical and methodological perspectives.

Multiculturalism for all: Early Learning Languages Australia (ELLA)'s potential for empowerment and intercultural understanding

Kaya Oriyama[1]

1. Swinburne University of Technology, Hawthorn, VIC, Australia

As a commitment of the Australian government to expand the teaching of languages other than English in Australia, the ELLA program was introduced to preschools in 2015. ELLA was first developed as a play-based language learning application (app) program for preschool children. Its main objective was to provide preschool children exposure to languages other than English via a cost- and barrier-free digital platform, which would lead to enhanced cognitive development, increased interest in, and understanding of, "other" languages and cultures (Australian Government Department of Education and Training, 2017). After the reported success of the ELLA in preschools across Australia, ELLA is now on trial in the early years of schooling (Foundation–Year 2). Although ELLA's effectiveness in promoting learning and appreciation of a target language and culture was largely substantiated, a critical analysis reveals pitfalls and unequal relations of power that undermine intended outcomes. At the same time, ELLA has unexplored potential to nurture multiculturalism in all children and empower linguistic minority children by creating collaborative relations of power.

Australian university language teachers' attitudes and knowledge about Spanish intra-linguistic diversity

Macarena M Ortiz -Jimenez[1]

1. THE UNIVERSITY OF SYDNEY, SYDNEY, NSW, Australia

In this globalised world, cultural and linguistic diversity in language teaching is acknowledged by policymakers and the whole educational community. However, for many Spanish teachers, it plays a minor role in their daily teaching practice, which is usually associated with teachers' limited linguistic and sociolinguistic knowledge. While this may be an important factor, there has been little research on teachers' attitudes towards Spanish intra-linguistic diversity. It is agreed that the successful implementation of a pluricentric approach in language education rests on providing teachers with more knowledge. However, I argue that language attitudes are a powerful influence on teaching practice as they are so unconscious that they can act unnoticed even in very well-trained teachers. The aim of this study is twofold. First, I analyse how 38 Spanish university foreign language teachers in Australia perceive the normative Spanish varieties in terms of status and solidarity. Secondly, I correlate these results with their subject-matter knowledge. To such end, data were collected using a verbal guise questionnaire and a Likert questionnaire. Results show that although teachers possess a solid linguistic and sociolinguistic knowledge, they categorise the normative Spanish varieties in a hierarchical way where status emerges as a salient factor for social categorisation.

Children's multilingual competence is revealed in a language ecologies approach

Carmel O'Shannessy[1]

1. Australian National University

Across Australian Aboriginal and Torres Strait Islander communities there are different types of language situations. Each can be thought of as a language ecology, a specific site that has a particular configuration, or ecology, of languages that are known and used. Two themes common to most language ecologies are multilingualism or being able to speak in different ways in different contexts, and change - that ways of speaking change over time. Young children bring considerable knowledge of the ways of speaking in their community with them to the school learning environment. These may involve traditional languages, newer languages and/or varieties of English. But often the dynamics of complex language ecologies are overlooked, and some of the children's competence may

be under-recognised in the school world. Details of the children's home ways of speaking might not be well known, and when they are it can be difficult to find space to acknowledge and utilise the children's speaking and listening abilities in their home languages, and perhaps even to recognise them as EALD learners with varying degrees of proficiency.

In this talk I will give some examples of children's multilingual competence in different language ecologies, in some where new ways of speaking have emerged, and show some of the knowledge the children draw on in different contexts. I will discuss two collaborative action research methodologies that aim to help teachers understand the competence they and the children have. In one, a school program built on Warlpiri language documentation research to create a process for teachers' increased understandings of children's developing oral language competence. In the other, a school and community research project tackled inaccurate views of children's and families' ways of speaking, creating an engaging process through which to build understandings.

When children's entire languages repertoire - home, heritage (if different) and English languages competence - is better understood, we are able to respond more effectively to the children's needs as languages learners, in informed ways.

Rethinking motivation/investment through habitus: A case study of two refugee background youth from Syria using photo-voice

SeungHee Cindy Ms Pak[1]

1. School of Cultures, Languages and Linguistics, University of Auckland, Auckland, New Zealand

This presentation reports on findings from an ethnographic study with two refugee background youth from Syria in their first year of resettling in New Zealand. In order to rethink existing motivation and investment theories, Bourdieu's (1991) theory of practice is adopted to examine what learners do in relation to language learning, and why they do it. Drawing on insights from participants' photo-voice, I argue that rationales for learning English and everyday language practices must be understood with reference to 1) the lack of 'choice' in the process of their move from Syria to New Zealand and acquiring a new language; 2) their lives in Syria prior to New Zealand and the process of migration, which involve disruption of imagined futures, loss of social, cultural, economic and symbolic capital and changes in social positions; and 3) the critical role of 'doxa', the unconscious level of embodied dispositions, which in turn reflects who they are and how they re-establish their immediate position in society. I conclude by arguing that the narratives and photo images from participants illustrate the complexity involved in language learning and signal the importance of participants' voices to understand language learning, particularly for learners who have constrained choices.

Beliefs about bilingualism, family literacy practices and identity: Family language policies of Korean immigrant parents in Australia

Eun K. Park[1]

1. SED, UNSW, Sydney, NSW, Australia

This study draws on family language policy (FLP) research highlighting the complexity of language and literacy practices in the family domain. It aims to explore the relationships between immigrant parents' beliefs about bilingualism, family literacy practices and their children's identity development in Sydney. It examines how parents' ideological beliefs, knowledge and experiences are related to their provision of family literacy practices and management of environment for their bilingual children. It adopts a qualitative approach to this project, exploring the beliefs and practices of twelve immigrant mothers and fathers living in a Korean-Australian community whose child attends one of the community Korean language programs. It includes auto-ethnographic data, by adapting introspective and self-evocative research method for my own reflexivity. It builds on the initial data collected from the first part of this study and adds a new data being collected over a three month period: 1) a focus group interview with mothers; 2) a brief self-report of fathers; 3) my researcher's reflective diary. This project makes an original contribution to FLP and a major methodological contribution by introducing auto-ethnographic input of this community's lived experiences and practices. It will enable educators to help create culturally appropriate partnership between home and school-community.

Instruction and engagement in classroom discourse

Jean Parkinson[1]

1. Victoria University of Wellington, Karori, WELLINGTON, New Zealand

This presentation considers classroom discourse in vocational classrooms. Talk in teacher-fronted vocational classrooms was audio-recorded and transcribed. It was coded giving attention to discourse features such as the Initiation-Response-Evaluation sequence (IRE) structure (Sinclair & Coulthard, 1975), speech acts such as directives, features such as tag questions and address terms, as well as episodes of humour. The IRE was found to be very common in the classroom discourse of our recordings. We found however that it was possible for students to deviate from the IRE to ask questions and even to challenge the content put forward by the tutors.

Both instructional and relational elements of classroom discourse were coded. Instructional episodes included explaining concepts and giving specific step by step advice about how to do a task and how to use equipment. Relational elements included aspects of the IRE, such as the questions in the initial Initiation move of the IRE, as well incidences of praise. Other relational elements included joking, and the creation of a 'blokey' atmosphere through use of certain address terms, casual swearing and gendered references.

Sinclair, J. M., & Coulthard, R. M. (1975). *Towards an analysis of discourse.* Oxford: Oxford University Press.

Working with others: Effective interaction in authentic learning activities

Heather Pate[1]

1. Edith Cowan University, JOONDALUP, WA, Australia

Both government and industry have stated that developing communication skills is crucial in preparing Australian university students for their future careers (Australian Association of Graduate Employers, 2019; Commonwealth of Australia, 2013; Prinsley & Baranyai, 2015). What constitutes communication skills, and how these skills can be developed, however, is somewhat less clear. Taking a genre-based course design approach can determine what text-types students can create, and how these language should be introduced to do this (Flowerdew, 2015; Wingate, 2012). However, while this provides opportunities for students to develop writing or speaking appropriate to the profession, it does not incorporate how individuals interact within their community of practice to get work done. Representing the first year of a longitudinal study covering the four years of an engineering degree, this presentation looks at how first year engineering students interact with each other, and the effect these techniques have on others. This research will be of interest to those looking for ways to support effective teamwork in authentic classroom environments.

An investigation into current student language ideologies: A South Australian case study

Alyssa-Maria Pearce[1]

1. University of South Australia, Magill, SA, Australia

Language/s education in schools is considered to be of national importance for Australia's position in ASEAN (DFAT, 2017), and its economic future (Australian Government, 2012, 2018; Lo Bianco, 1987; OECD, 2012). Steadily declining numbers of language/s students in recent decades have been noted with concern by Liddicoat et al. (2007) and Lo Bianco et al. (2009). However, very few studies have investigated ideologies held by school students towards language/s, and the extent to which these deter or support language/s learning.

Data have been collected from students in Years 8, 10, and 11 across two public secondary schools through classroom observations, questionnaires, and focus groups. The data are discussed using critical discourse analysis as a methodology, as it offers an approach to scrutinise multiple contextual layers of ideology and, while allowing for the power of hegemonies, it also recognises counter-discourses (van Djik, 1993; Johnson, 2008).

The theoretical lens that informs the analysis of ideologies draws from Foucault's (1969; 1977; 1980) notions of the nature of language and power, Gramsci's (1929-1935) notes on hegemony, and Bourdieu's (1977) work on habitus. Preliminary analysis of the data reveals hegemonic and ideological beliefs about language/s that hold repercussions for students' participation in language/s education.

Applying linguistics to help save lives: The St John Ambulance project

Niru Perera[1]

1. School of Nursing, Midwifery and Paramedicine, Curtin University, Perth, WA, Australia

The St John Ambulance project is an innovative research collaboration between St John Ambulance WA and the Prehospital, Resuscitation and Emergency Care Research Unit at Curtin University which aims to improve outcomes for prehospital resuscitation and emergency care patients. By including a linguist on the team, the project has been able to study '000' ambulance emergency call interactions to see what communication hurdles exist and to suggest how to increase interactional effectiveness in a time-critical context where every second counts towards saving lives.

Emergency call centres represent a high-stress institutional setting where heavy restrictions are placed on phone interactions (Drew & Heritage, 1992) by way of a script to determine the nature of the emergency and the priority it should be given by the ambulance service. Building on Phase 1 of the research (for example Riou et al., 2018, 2017), I will present the rationale for Phase 2 and discuss the considerations for linguistics applied in an emergency setting.

An analysis of advice giving strategies on Facebook: Implications for teaching second language pragmatics

Eleni E Petraki[1]

1. University of Canberra, BRUCE, ACT, Australia

The widespread use of social media, Social Networking Sites (SNS) and the increase in Computer Mediated Communication (CMC) have had a tremendous impact on sociolinguistic change globally. The growth of digital communication across a range of social media platforms has generated enormous research interest among linguistics contributing insights into novel and complex registers of what is often termed 'internet language', or 'netspeak' (Androutsopoulos, 2014). While there has been significant research on advice giving in every day and institutional communication (Decapua & Dunham, 2007; Slembrouck & Hall, 2019), this research extends this research field, by presenting findings from a research project which investigated advice giving/recommendation strategies in the context of Facebook. The data comprised 150 Facebook posts obtained from a public Facebook mothers' group. Using a microanalytic and conversation analytic lens, the study revealed use of a wide range of indirect and direct advice giving strategies demonstrating sequential complexity. The study first extends discourse analytic research on advice giving in the field of pragmatics and conversation analysis, by examining the context of Facebook and asynchronous CMC. Second, the study discusses the potential use of CMC research as sources of authentic material for improving language learners' pragmatic competence.

Implementing task-based language teaching in EFL speaking classrooms

Pham Thi Vinh Hien[1]

1. Hanoi University of Industry - Leipzig University, Leipzig, Germany

This paper is a study on Task-Based Language Teaching (TBLT) in Primary English Language Teaching (PELT). It adopts an Educational Design Research (EDR) framework to implement, document and revise speaking Tasks in authentic primary EFL classrooms in Germany in two cycles. The EDR models with analysis, design, evaluation of educational interventions and reflection. Firstly, the piloting of three Task-based lesson plans has taken place with fourth-graders aged ten to eleven. The lesson plans were designed according to the three principal stages recommended in the literature. Also, the Task types identified as suitable for young, beginning learners and employed in the study are Spot-the-Differences, Role-playing and Information Gap. In order to explore the classroom phenomena, teachers' perception and learner language use during Task implementation as the basis for the revision, the study uses qualitative and quantitative data collection instruments. The purpose of Pilot is to revise the pedagogical design, learning materials and criteria of data collection instruments for the next cycle I and Cycle II. The presentation points out the projected design of the study as well as initial findings on the processes, the benefits and challenges that have become visible for both teachers and learners during the Pilot phase.

The role of the classroom environment in engagement in the foreign language classroom

Jenefer Philp[1]

1. Lancaster University, Lancaster, United Kingdom

While classroom environment plays a key role in learning (Hattie, 2012), it is not commonly discussed in relation to engagement in foreign language classrooms (see Svalberg, 2009; Author 1 & 2 as exceptions). This paper investigates data from two language university classrooms in the UK, one elementary and one advanced, over the length of the academic year. Data comprised classroom observations and video-recording of four L2 lessons over two academic terms, and student interviews. We identified learning environment in terms of "environmental complexity" as operationalized by Shernoff, Ruzek and Sinha (2016) as comprised of environmental challenge and environmental support. The data suggests the importance of both environmental challenge and support to foster different dimensions of learner engagement. With regard to environmental challenge, tasks that were complex and matched abilities and proficiency levels were key. This is complemented by environmental support fostered through peer relations, teacher encouragement and models and feedback. We conclude with a discussion of implications for language teaching in undergraduate contexts.

Scaffolding disciplinary literacy in L2 Science junior secondary classrooms

Scarlet Poon[1], Gary Harfitt[1]

1. The University of Hong Kong, Hong Kong, NA

This paper examines the pedagogical strategies that Science teachers adopted when introducing scientific language in junior secondary classrooms in L2 contexts. In the case of Hong Kong where Science teachers do not generally have postgraduate language training, research on their disciplinary literacy to support learners (with Cantonese as L1) in the mastery of science knowledge in English (L2) merits a close examination. The capacity to identify and articulate the language demands of scientific concepts often reflects teachers' pedagogical content knowledge and language awareness.

Adopting a grounded theory approach, empirical data from an L2 Classroom Talk project is drawn to examine the teaching and learning of Science in seven junior secondary English-medium classrooms in Hong Kong. This paper extracts lesson data of a Year 7 Science teacher on the topic "Living Things", including transcribed recordings and interviews for triangulation. Instructional scaffolding is evident – we will showcase how the teacher clarified learners' common conceptual misunderstanding, where the strategy to reformulate learners' collocation attempts is most revealing. This study sheds light on the significantly intertwined but often undeveloped link between language awareness of subject teachers and their disciplinary knowledge. Implications on teaching and learning in L2 classrooms will be elaborated.

The disparity of English in language education policy: A case study of conflicting attitudes among three streams of students in Bangladesh

Rafi Abu Saleh Mohammad[1]

1. University of New England, Armidale, NEW SOUTH WALES, Australia

This research examines the implication of the asymmetrical distribution of English language in the current language education policy of Bangladesh, to observe whether this structured linguistic inequality in the education has resulted into conflicting attitudes among the three streams of students in Bangladesh. In this process, 117 students from Bengali medium, English medium, and Madrassa medium participated in the research. This research made the use of a questionnaire to observe students' attitudes towards their program in terms of providing biliteracy skills. Then, the students' attitudes towards their respective medium have been tested against the attitudes of other medium students from status and solidarity dimensions. The findings of this research indicate that none of the bilingual programs has enabled the students to be biliterate. The students have also shown a varied degree of conflicting attitudes towards one another in terms of status and solidarity. Based on the findings, it appears that the current Language in Education Policy (LEP) has created an inter-system conflict among the three streams of education in Bangladesh. This research concludes by suggesting possible measures to overcome the crisis.

Pre-modified input, interactional feedback and learners' production of specific task-relevant L2 morphosyntactic structures

Muhlisin Rasuki[1]

1. Curtin University, Bentley, WA, Australia

This study investigates the effects of pre-modified input and interactional feedback on learners' production of specific task-relevant L2 morphosyntactic structures (i.e., structures that commonly occurred on particular tasks as determined by native speaker baseline data). A sample of 51 adult learners of L2 English were randomly assigned into one of three conditions: input-based task instruction consisting of pre-modified input, output-based task instruction accompanied with interactional feedback in the form of 'recasts' and 'clarification requests', or control consisting of output-based task instruction with no provision of input/feedback. Improvements in learners' production of the structures were measured by comparing (1) the proportion of the structures that learners produced when completing given tasks orally in the pre-test, post-test and delayed post-test, along with (2) the proportion of error-free uses (3) the total number of syllables uttered per second, (4) the frequency of filled/unfilled pauses occurring within-/between-structural boundaries per second, (5) the frequency of within-structural repetitions per second, and (6) the frequency of within-structural reformulations per second. Results indicate that learners receiving pre-modified input and interactional feedback outperformed those in the control condition in terms of three dependent measures: (1), (2) and (3), and that no significant differences were found between the experimental groups.

From professional language teacher to Communication academic: Constructing knowledgeability across a landscape of practice

Ann Robertson[1]

1. University of the Sunshine Coast, Buddina, QLD, Australia

In this autoethnographic account, I track a twenty-year career at a regional Australian university moving from being a TESOL/EAP teacher and sessional tutor in Japanese and Applied Linguistics to a Lecturer in Communication teaching not only languages and linguistic courses but also co-designing and managing a whole-of-university first-year foundation course in communication. Using a 'landscape of practice' framework (Wenger-Trayner & Wenger-Trayner, 2015), I examine how my membership of various communities of practice has shifted over time, resulting in ongoing boundary encounters requiring negotiation across multiple modes of identification and disidentification to produce the multiplicity of practices across my landscape and a resultant 'knowledgeability'. Specifically, I consider how the 'regimes of competence' I encountered in changing my primary identity as a professional language teacher to that of a full-time academic have challenged and transformed my experience, identity and knowledgeability, as well as how my experiences have pulled and transformed the regimes of competence of the academic communities to which I belong. In so doing, I attempt to realise my knowledgeability more fully by being accountable and expressive in arguing for the value of theoretically-informed and experientially-based second/additional language teaching in an academy where this field is often marginalised and under-valued.

Assessment of L2 pragmatics

Carsten Roever[1]**, Rod Ellis**[2]

1. University of Melbourne, University of Melbourne, VIC, Australia

2. Curtin University, Perth, WA, Australia

This colloquium brings together a variety of perspectives on the assessment of L2 pragmatic and interactional abilities.

In his opening talk, Roever will outline the simultaneously complementary and competing research streams in L2 pragmatics assessment: a philosophical – anthropological view, and a sociological – conversation analytic view.

Ellis will describe a research project to develop a battery of tests that can assess implicit as well as explicit pragmatic knowledge. While explicit pragmatic knowledge is commonly tested in L2 pragmatics assessment, implicit knowledge is much less systematically assessed.

Dai will report on the design and validation of a speaking test to measure the interactional competence of learners

of L2 Mandarin Chinese. Test situations were systematically developed based on needs analysis, and ratings undertaken by domain experts on indigenous criteria.

Lambert, Zhang and Gong's study is also situated in the area of Mandarin as a second language. They identify pragmatic features in learners' task-based talk and describe differences between learners in terms of frequency, diversity, and quality in the use of pragmalinguistic features indexing pragmatic functions.

Roever will discuss the four talks and highlight how they each inform new ways forward in the assessment of second language pragmatics.

Training English language learners to detect English satirical news

John Rucynski[1], Peter Neff[2], Caleb Prichard[1]

1. Okayama University (JAPAN), Okayama, OKAYAMA PREFECTURE, Japan

2. Faculty of Global Communication, Doshisha University , Kyoto , Kyoto, Japan

The prevalence of biased, fake, or satirical online news makes the 21st century skills of information and media literacy increasingly important for English language learners when reading English news. Learners from cultures with a lack of satirical news can particularly struggle to detect such media, resulting in confusion or even embarrassment (Johnston, 2015; Prichard & Rucynski, 2018).

The presenters will report on the results of a humor competency training unit developed to help Japanese learners of English improve their ability to detect English satirical news. Participants ($N = 69$) from two university English reading courses with the same proficiency level were given a pre-test in which they were tasked with differentiating between an even mix of satirical news items and offbeat but real news items. The instrument required participants to rate 22 articles on a Likert scale, with 1 indicating satire and 6 indicating real. Next, only students from the experimental group ($N = 34$) received two hours of explicit instruction on strategies for detecting satirical news, such as recognizing incongruity (Burfoot & Baldwin, 2009) or writing style (Ermida, 2012). On a post-test with new items, experimental group participants significantly improved their ability to detect the satirical items.

A collective case study examining teacher expertise

Robbie Lee Sabnani[1]

1. Nanyang Technological University, Singapore, Singapore, SINGAPORE

This paper presents the research methodology for a collective case study (Stake, 1994), in which three experienced teachers were studied through data collected from multiple sources to examine expertise in teaching speaking. In this session, I first explain the selection of participants using Palmer et al.'s (2005) criteria. I then describe the elicitation of their beliefs, knowledge and practices from semi-structured interviews, classroom observations, post-lesson discussions, artefacts and researcher's notes gathered over a sustained period. I proceed to unpack the comprehensive study framework informed by theoretical underpinnings of teacher cognition and the development of oral competence. Next, I elaborate on the analytical procedures for identifying categories derived inductively from the data and informed by the literature. Finally, I discuss measures undertaken to ensure the trustworthiness of methods, including the quality criteria adopted, researcher's role and ethical issues. This sharing will be useful for researchers and students as it offers a systematic and holistic procedure for the conduct and evaluation of qualitative studies, with emphasis on the case study approach. It will also be beneficial to teachers and teacher educators as it illuminates possibilities for action research and professional learning to strengthen the link between theory and practice.

Teacher cognition in speaking instruction

Robbie Lee Sabnani[1]

1. Nanyang Technological University, Singapore, Singapore, SINGAPORE

Teachers' personal lives, professional histories and school experiences significantly shape their cognitions and pedagogical actions. However, our grasp of the content and nature of teachers' beliefs for developing speaking is possibly less firm, due to its under-explored position compared to the other language skills. In this session, I discuss the findings from a study of three expert teachers' processes in honing young ESL students' communicative strengths. Data triangulated from interviews and post-lesson discussions illuminate their contemplations about the teaching and learning of speaking, their students and themselves. The teachers viewed oral competence to be important for learners' holistic development and saw value in explicit instruction customized to address individual limitations. They raised students' metacognitive awareness to promote classroom talk and scaffolded their thoughtful participation in social and academic interactions. Finally, the teachers engaged in critical reflections to enhance their own pedagogical skills through cycles of improvement. I conclude with a discussion on the implications for teaching speaking in various language learning contexts. This sharing will be beneficial for researchers as it throws light on teachers' articulations anchored in their authentic practices. It can also serve as a resource for teachers and teacher educators and offer insights on oral instructional expertise.

Autonomy of teacher learning among Assistant Language Teachers in Japanese language education in Australia

Nami Sakamoto[1]

1. Okayama University of Science, Okayama, OKAYAMA, Japan

The purpose of this study is to explore the process of professional development among Assistant Language Teachers (ALT) working for an Australian public senior high school through narrative analysis of informal interviews. In order to examine how native Japanese teachers traced their professional teacher development as ALTs in Australia, their oral narratives were converted into text data and analyzed from a sociocultural viewpoint. First, qualitative analysis of the ALTs' narratives highlights factors that helped ALTs (re)construct their own teaching theories in their everyday language teaching. In particular, cognitive awareness in teaching enabled them to see themselves as working cooperatively toward shared goals in Japanese lessons. Second, the analysis clarified that, through experiencing cognitive and emotional awareness of their lessons, their autonomy of teacher learning gradually improved. It also uncovered one more distinct awareness, collegial awareness, which took on an important role for ALTs in establishing their standpoints within the landscape of an Australian school. It allowed them to reconceptualize their own understandings of their teaching theory. Each of the ALTs showed different aspects of teacher awareness with respect to their teacher learning, depending on where they were in the process of professional development when they had the interview.

A love-hate relationship: The case of immigrants in New Zealand

Neda Salahshour[1]

1. The Open Polytechnic of New Zealand, Lower Hutt, WELLINGTON, New Zealand

Media institutions hold power and therefore they play a pivotal role in creating or social harmony or social tension. Their role becomes extremely important in countries like New Zealand where there are "more ethnicities in New Zealand than there are countries in the world" (Statistics New Zealand, 2013). This study reports on the discursive construction of immigrants in newspaper articles published during 2007 and 2008 in the New Zealand Herald, a prominent newspaper printed in Auckland, New Zealand's most migrant populated city. The study adopts a corpus-assisted approach to the study of discourse (Baker, KhosraviNik, Krzyzanowski, McEnery, & Wodak, 2008; Hardt-Mautner, 1995; Partington, 2004) and is informed by the notion of collocation analysis. Through a series of concordance analysis and using the search terms migrant (s), immigrant (s), and Asians and a liquid metaphor were examined, the analysis shows that that liquid metaphors are used to construct mass immigration not only in negative ways as suggested in previous research, but that they can also be used to reflect the positive economic impact of mass immigration on New Zealand. The paper concludes by critically discussing the various factors influencing the representation of immigrants in the New Zealand context.

Researching the psychological complexity of real people in the L2 classroom

Richard J Sampson[1]

1. Gunma University, Maebashi, GUNMA, Japan

Complexity perspectives (Larsen-Freeman & Cameron, 2008) have great potential for exploring the interrelated, co-adapting, and emergent nature of social psychodynamics among the actors in learning. This presentation will therefore act as an interactive introduction to what a complexity approach can offer researchers and teachers in investigating the psychologies of second language learners. First, the presenter will review differences between simplicity (the dominant scientific tradition) and complexity. The presentation will encourage attendees to participate in a series of unique 'complexity thinking' tasks to understand phenomena as part of a fabric of relations (Morin, 2008). After this brief introduction to complexity understandings, the presenter will draw on his own research into the L2 psychologies of English as a foreign language learners at a university in Japan. Attendees will be prompted to discuss a selection of introspective student data to consider how complexity thinking can foster deeper exploration and revised representations of the feelings, identities and motivations of L2 learners. Rather than offering a particular set of empirical tools, the session will scaffold participants to think about the L2 learners in their classrooms and research contexts from new angles – as real people with real experiences.

Co-adaptive emergence of L2 Feelings through an online chat exchange

Richard J Sampson[1], Reiko Yoshida[2]

1. Gunma University, Maebashi, GUNMA, Japan

2. University of South Australia, Adelaide

In classroom second language (L2) learning research, particular emotions such as foreign language anxiety and study enjoyment have received much attention. However, considering the varied use of technology in everyday life, there remains a dearth of research into L2 learner psychology connected with using online communication tools (cf. Freiermuth & Huang, 2012). This poster presents research into the feelings experienced by students during an online L2 text chat exchange. Twenty-one undergraduates in an English as a Foreign Language course at a Japanese university, and 19 Japanese as a Foreign Language undergraduates from an Australian university participated in the exchange. In seven chat sessions, learners had thirty minutes interacting in their first language, and thirty minutes with their second language. Longitudinal data were collected through reflective session reports and transcripts of chat sessions. In adaptation of Benson's (2013) narrative writing as method, short narratives were composed for each participant to reveal the ways in which feelings fluctuated dynamically. The poster will utilize "multiple threading" (Davis & Sumara, 2006) to diagrammatize the dynamicity of participant feelings. It will also present a number of narratives of chat dyads, uncovering a nuanced picture of the co-adaptive nature of L2 feelings that emerged between learners.

Professional development through mentoring: Exploring the interplay between Malaysian novice ESL teachers' knowledge, practice, and identity

Fatiha Senom[1]

1. University of Malaya, Kuala Lumpur, KUALA LUMPUR, Malaysia

Mentoring offers a bridge between teacher preparation and the remainder of an educator's career and it assists novice teachers to adjust to the challenges of teaching and to develop into quality educators. There is plenty of research on the values of mentoring especially for the novice teachers. However, little attention is given on the close examination of novice teachers' learning experience that takes place during mentoring. Hence, this presentation aims to discuss the findings of a qualitative research on the impact of a mentoring programme on four Malaysian novice ESL teachers' professional development in their first year of teaching, particularly on their professional knowledge, practice, and identity. Drawing on a construct by Kiely and Askham (2012), *Furnished Imagination*, this multiple case study employed in-depth interview, observations, and document analysis as its data collection techniques. Miller (2009) argues that although teachers' thinking, knowing and doing, and identity formation are enacted in classroom contexts, there is scarce literature that connects all of these dimensions. Thus, through the findings of the present study, this presentation aims to uncover the interplay between novice ESL teachers' professional knowledge, practice, and identity, during their participation in a mentoring programme.

Language assessment literacy of English language teachers at the university level in Pakistan

Amina Shahzadi[2, 1]

1. English, University of Education Lahore, Pakistan, Lahore, Punjab, Pakistan

2. Royal Melbourne Institute of Technology Melbourne, Australia, Glenroy, VICTORIA, Australia

Language assessment is a key element of language teaching and an important aspect of applied linguistics. The Higher Education Commission of Pakistan through the English Language Teaching Reform Project (2004) aims to improve the classroom language assessment for effective English language teaching in Pakistan. But, to support the improvement of language teacher-assessment skills the first step is to uncover the English language teachers' understanding, their knowledge and skills of language assessment. However, in Pakistan, there is a lack of research on classroom-based assessment particularly in ESL (English as a Second Language) context at the university level and there is not enough research on English language teachers' assessment literacy. Therefore, based on Fulcher's (2012) language assessment literacy (LAL) framework, this study aims to explore the university English language teachers' language assessment literacy which consists of their language assessment knowledge, training needs and wants. Using a mixed method approach based on qualitative paradigm, the study anticipates identifying writing assessment needs and wants of the university English language teachers in Pakistan which might help to design language assessment literacy programs for language teachers in Pakistan.

Students' perceptions of Changes to EFL teachers' pedagogical content knowledge

Leimin Shi[1]

1. University of Wollongong, Wollongong, NSW, Australia

Teacher cognition has been widely emphasized in professional development, whereas students' perceptions about teachers' knowledge have rarely been explored. This study aims to investigate students' perceptions of changes to their teachers' pedagogical content knowledge (PCK) of writing instruction, via a qualitative case study design. For their professional development, six experienced teachers from a university in China attended workshops, where they were introduced to a Systemic Functional Linguistics (SFL)-informed genre approach. Collected data includes group interviews with 30 students and nine of these students' writing samples which were conducted before and after workshops. The results indicate that students had identified definite changes to their teachers' PCK of writing instruction as a result of the workshop training. Consistent information was evidenced in students' writing outcomes. This study particularly has implications for the ones who are keen on enhancing and/or investigating teachers' PCK for the purpose of professional development.

Comparative studies of task-based language teaching and other approaches

Natsuko Shintani[1]

1. Kansai University, Suita, OSAKA, Japan

Comparative method studies compare two or more instructional approaches in order to establish which of the two approaches is the more effective. They typically examine the learning outcomes of the different approaches by means of tests. Such studies, however, are notoriously difficult to implement and many suffer from a number of design problems. This paper will address problems in conducting comparative method studies by focusing on studies that have compared task-based language teaching (TBLT) and more traditional approaches to language teaching such as presentation-practice-production (PPP).

The comparative studies are of two basic types. In 'program comparisons', TBLT is compared to some pre-existing program. In such studies, the TBLT program constitutes an innovation in a teaching context where a more traditional approach has been the norm. The other type, 'focused comparative studies', is more theoretically oriented. Such studies compared two instructional approaches (e.g. TBLT and PPP) in order to investigate the effectiveness of two clearly defined constructs – 'focus on form' and 'focus on forms' (Long, 1991). Results indicate a general advantage for TBLT. However, there is an obvious need to improve the quality of comparative studies and the paper concludes with some suggestions for achieving this.

The Devil's Triangle of open access for Applied Linguistics

Rita Elaine Silver[1]

1. National Institute of Education, Nanyang Technological University, Singapore, SINGAPORE

The global open science movement encourages research openness (e.g., open access publishing, open access data) and collaboration across institutions and international boundaries. Though this movement was initially based in 'hard sciences' as well as applied sciences such as medicine, engineering and information technology, other applied sciences and social sciences have not been central to these efforts. Some in-roads have been made for applied linguistics including the IRIS database for second language acquisition and CHILDES for child language, but these efforts have not fully explored the options for and needs of applied linguists and language/literacy educators. In this presentation, I overview the basics of the open science movement and the crucial links among three main points: open access publishing, data and instruments; research data management; research integrity and ethics. I consider how these relate specifically to applied linguistics in terms of research and pedagogy. The framework goes beyond simplistic recommendations to make publications, data, instruments publicly available; it provides a way to conceptualise these important links and to facilitate problem-solving. Using personal narratives of researchers and teachers, and concrete examples, I offer practical implications and resources to support researchers and teachers.

The status of English relative to other languages in Indonesia: Policy, attitudes and usage

Rani Silvia[1]

1. Deakin University, Box Hill, VIC, Australia

English has surpassed other languages to become the most widely studied foreign language in Indonesia. This reflects the tendency of the Indonesian public to participate in global culture, which is longstanding but has been greatly facilitated by widespread availability of television, the traditional media, internet and social media. This along with Indonesia's extremely complex linguistic environment, has increased the value associated with the use of English and is changing the dynamic of language use nationwide. This study investigates the use of English in one major city in Indonesia. Fifty individuals, including both professionals and lay people, were interviewed about their language preferences as well as their perceptions about English and other languages. Observations on the use of language in the public environment in advertising, signs, and other forms of public expression were analyzed to identify language preferences at this level and their relationship to current language policy. This study has three major findings. First, Indonesian speakers have more positive attitudes towards English than other languages; second, English has encroached on domains in which Indonesian should be used; and third, perceived awareness of the importance of Indonesian as an introduced national language seems to be declining suggesting a failure of policy.

EFL learners' perception of and attitude to corpus-based vocabulary teaching

Tara Shankar Sinha[1]

1. East West University, Bangladesh, Dhaka, Bangladesh

A considerable amount of research has been undertaken on the use of corpora in teaching English as a second or foreign language. But very few studies have explicitly examined EFL learners' perception of corpus application in vocabulary teaching. The present study attempts to explore EFL learners' perception of and attitude to corpus use in vocabulary teaching. Using a questionnaire, data has been collected from a group of first-year undergraduate students enrolled in an introductory English language course at a private university in Bangladesh. The findings reveal that EFL learners have both positive and negative attitudes towards classroom application of corpus. In addition, it has been found that learners have varied opinions about the usefulness of corpus-based vocabulary teaching. The pedagogical implications, including the challenges of using corpus to teach vocabulary to EFL learners, have been discussed. It is expected that the findings of the study will provide useful information about corpus integration in vocabulary teaching.

Agency, environment and language in synchronous online language learning of Chinese

Gillian Skyrme[1]

1. Massey University, Palmerston North, -, New Zealand

SCOLT (Synchronous Chinese Online Language Teaching) is a teaching/learning and research project which has emerged from the Massey University / Beijing Language and Culture University Joint Research Centre in Applied Linguistics. It brings together students of Chinese from Massey University and trainee and experienced teachers from BLCU in short (20-minute) online sessions to activate the language covered in the students' Chinese language course. As the sessions are one-to-one, they provide opportunities to personalise language use and negotiate elements of the curriculum. A theoretical model has been developed to support research into the programme, and this presentation will illustrate its application. Central to the model is the interrelationship between agency, language and environment. Using the idea of agency as the focal pivot, the presentation will examine how decisions made by the two participants in one partnership both arose from and contributed to the environmental affordances of the SCOLT sessions. It will also examine the language use and opportunities for language learning that they produced.

Pre-service EFL teacher motivation from a trilogy of mind perspective

David Smid[1]

1. Meisei University, Hachioji, TOKYO, Japan

Nowadays, there is an ever-increasing need for qualified teachers all over the world, which has accelerated research on teacher motivation within the field of language pedagogy. Thus far, however, pre-service foreign language teachers seem to have received little attention, even though their (de)motivation to work as teachers could also offer valuable insights into the issue of teacher shortage. Motivated by this research gap, I conducted semi-structured interviews with 10 pre-service English as a foreign language (EFL) teachers from Hungary. The significance of the present research lies in its adopting a complex dynamic systems/trilogy of mind perspective: It examines the participants' motivation to work as an EFL teacher and its related affects and cognitions; thereby aiming to gain a more valid picture. The findings of the qualitative content analysis yielded nine conceptual categories, based on which several hypotheses emerged as to the internal structure of the teacher trainees' motivation to become an EFL teacher. Effective thinking patterns appeared to drive one's motivation, and they also influenced one's emotional experiences. The study sheds light on some of the shortcomings of teacher training programs in Hungary as well as on how some sociopolitical factors shape prospective EFL teachers' motivation to teach.

A cultural framework for Gamilaraay language revival in New South Wales, Australia

Hilary A Smith[1]

1. Australian National University, Canberra, ACT, Australia

In this talk I will outline a cultural framework for the design of programmes—and the materials within such programmes – to support the language revival aspirations of Gamilaraay community members in Gunnedah, New South Wales. Gamilaraay is no longer used as a language of communication, but it has symbolic value for many Gamilaraay community members. There is strong support for its revival in Gunnedah, and it is taught in several tertiary institutions across the state. The question has arisen about how to reflect Gamilaraay culture meaningfully in this language learning context. A cultural framework has been developed after interviews with Gamilaraay children and adults, and is being applied in trials of pedagogical materials being prepared for the *Yaama Gamilaraay!* early childhood education project and *Gamilaraay Voices* online university course.

How young learners' L2 motivation and working memory are related to their language learning through extensive reading

Miyoung Song[1]

1. School of Cultures, Languages and Linguistics , The University of Auckland, Auckland, New Zealand

This study aims to scrutinise how young EFL learners' L2 motivation and working memory affect their incidental vocabulary acquisition and reading comprehension development while engaging in an extensive reading programme. Twenty-nine primary school students' working memory (reading span and nonword span) and motivations (ideal L2 self, ought-to L2 self, intrinsic reading and extrinsic reading) were measured at the beginning of

the study, and the two language learning measures were a vocabulary knowledge test and a reading comprehension test which were administered before and after the reading treatment. Pearson's correlations which were calculated to explore the relationships between the test results and the participants' L2 motivations showed that their ideal L2 self and intrinsic motivation had a moderate correlation with the post-reading test scores ($r = .40$ and $r = .37$, $p < .05$, respectively), suggesting that a positive view of their future-self and their desire to learn English contributed to an improvement in reading comprehension. No correlations were found between their motivation and vocabulary acquisition. On the other hand, the participants' nonword and reading span showed moderate to high correlations with both pre-and post-vocabulary tests showing an increasing pattern while their correlations with reading tests produced mixed results.

The relationship between talk and text in collaborative writing interactions

Annita Stell[1]

1. The University of Queensland, St Lucia, QLD, Australia

To date, research from a sociocultural theory perspective have shown how learners form different dyadic interactions during collaborative writing tasks. Very few studies, however, examine the writing processes alongside the pairtalk to determine the influence dyadic interactions have on their writing outcomes. Since the interactive patterns are based on the pairs' levels of mutuality and equality, both composition and verbal discussion should be examined in more depth. Building on past research, this study examines the relationship between the recorded discussion and writing processes to investigate the impact pair relationships have on their collaborative writing.

Thirty-two international graduate students were instructed to complete four writing tasks on iPad through GoogleDocs – two individually and two in pairs. This study, however, only focuses on the collaborative tasks. While the discussions were recorded on the respective iPads, an additional Chrome extension called Draftback was used to record the learners' writing processes. Both sets of data were used to examine the different patterns of interactions based on the five patterns of dyadic interactions (Tan, Wigglesworth, & Storch, 2010) and four transitional discussion stages (Chen, 2017). The findings revealed that students' collaborative orientations differed according to how they made adjustments to their co-constructed writing processes.

The cost of *not* being a native speaker of English: Power imbalances in academic publishing

Pat Strauss[1]**, Emmanuel Manalo**[2]

1. Auckland University of Technology, Auckland, NZ, New Zealand

2. Graduate School of Education, Kyoto Univeristy, Kyoto , Japan

English dominates the academic publishing world. This appears to place academics who are not native speakers of English (L2) at a serious disadvantage, and the current status quo is potentially very disempowering for them. Research suggests that editors and reviewers who are native speakers of English (L1) are uneasy about writing that does not mirror their own use of the language. This paper reports on a research project that investigated the views of 14 academics from two prestigious Japanese universities. The participants indicated that they needed help with writing in English but available help was costly and often too generic to be of real use. They pointed out that their research outputs have been greatly slowed by the language challenges they have encountered, and a few were concerned that articles might be rejected simply because the language contains errors or deviates somewhat from the expected form. We argue that the current power imbalance in the academic publishing world is not in the best interests of the academy, and that those who benefit the most, L1 academics, need to actively consider ways in which this imbalance can be addressed. We suggest a few approaches that might be considered.

No more muddling through: Language Teacher Associations and their role in connecting research with practice – Experiences from New Zealand

Daryl Streat[1]

1. Lincoln University / TESOLANZ, Lincoln, CANTERBURY, New Zealand

TESOL practitioners work in challenging roles, often under-resourced, which require a multi-faceted skillset. As such, Language Teacher Associations (LTAs) have a significant role to play in ensuring the needs of practitioners are met.

Language Teacher Associations are networks that support their membership through knowledge exchange and

professional development. However, the link between current research and professional development has not been strong. TESOL International Association has called for more inclusive and comprehensive research and, in New Zealand, our LTA (TESOLANZ) has taken up this call.

In 2018, TESOLANZ initiated membership surveys to inform evidence-based approaches. These surveys helped TESOLANZ to identify current issues, thereby informing strategic planning, advocacy, professional development, and (eventually) funding of research.

This presentation seeks to position LTAs as a pathway between English Language teaching and Applied Linguistics research. In addition, it will illustrate the ways in which LTAs can facilitate the following:

- Maximising research impact
- Providing research opportunities
- Empowering teachers to conduct research

The evolution of roles within TESOL (and within society) has resulted in increased levels of complexity, influencing everything from professional identity to curriculum planning. An evidence-based approach can strengthen the status and visibility of the profession and reinforce the knowledgebase on which it depends.

Reactivity of think-alouds in written corrective feedback processing

Bo-Ram Suh[1]

1. Seoul National University, Seoul, South Korea

The use of concurrent data elicitation procedures to investigate learners' cognitive processing and processes is becoming more prominent in research designs as researchers seek to better understand *how* L2 learners process L2 data (see Leow, 2019). At the same time, an increasing number of studies have empirically investigated the reactivity of think-alouds in SLA (e.g., Medina, 2019; Morgan-Short et al., 2012). While the studies addressing the issue have yielded mixed findings, only a few studies (Adrada-Rafael & Filgueras-Gómez, 2019; Sachs & Polio, 2007) have addressed the written mode, particularly in the context of L2 writing that incorporates feedback. As part of a larger study on written corrective feedback (WCF), this study investigates the possible reactivity of think-alouds during exposure to WCF, which was provided on learners' writing, on their L2 development. Fifty-nine adult Korean learners of English, randomly assigned to either a think-aloud or to a non-think-aloud condition, participated in the study. L2 development was measured by a written story-retelling task and a multiple-choice receptive test. Thinking aloud while processing WCF during three feedback sessions did not affect learners' development of receptive knowledge. Doing so appeared to have a delayed negative effect, but not an immediate effect, on learners' production.

Metalinguistic contribution to reading comprehension: A comparison of Primary Three students from China and Singapore

Baoqi Sun[1]

1. National Institute of Education, Nanyang Technological University (NIE/NTU), Singapore., SINGAPORE, IN THE USA OR CANADA, PLEASE SELECT..., Singapore

This study examined the within- and cross-language metalinguistic contribution of three components of metalinguistic awareness (i.e., phonological awareness, morphological awareness, and syntactic awareness) to reading comprehension in monolingual Chinese-speaking children from Mainland China (*n* = 190) and Primary 3 English-Chinese bilingual children from Singapore (*n* = 390). For the bilingual children, within-language analysis revealed that English/Chinese morphological awareness and syntactic awareness significantly predicted English/ Chinese reading measures, over and above vocabulary and phonological awareness. Despite the prominence of morphemes in the Chinese writing system, syntactic awareness is the only predictor of monolingual children's Chinese reading comprehension. Cross-linguistically, Structure Equation Modeling results demonstrated that the bilingual children's English and Chinese metalinguistic awareness were closely related and jointly supported reading comprehension in both languages, lending support to Koda's *Transfer Facilitation Model*. Furthermore, home language use was found to contribute to the Singaporean bilingual children's reading proficiency via its impact on metalinguistic awareness. The paper concludes with a discussion of the policy and pedagogical implications that can be drawn from these findings.

Validating an unpublished version of the vocabulary size test

Csaba Z Szabo[1], Beatrice Fernandez-Gonzales[2]

1. University of Nottingham Malaysia, Semenyih, SELANGOR, Malaysia

2. English Language and Linguistics , University of Sheffield, Sheffield, UK

Vocabulary size tests are the most widely employed lexical assessment tools. However, their main limitation is that the frequency information of sampled items is largely dependent on the specific characteristics of the corpus the frequency list derives from. Despite this, the impact of sampling items from different wordlists is rarely subjected to empirical scrutiny. Moreover, most vocabulary tests only have one publicly available validated version, which has potentially led to the proliferation of cross-sectional studies focusing mostly on interindividual explorations of written receptive vocabulary knowledge. In order to initiate addressing these issues of the VST, 95 students completed the VST and 90 students from the same cohort completed 14 levels of an unpublished parallel version. To explore the impact of item sampling from different corpora, the items in the second test were reordered according to the more representative BNC/COCA distribution. Despite the changes indicating that items in the original test come from higher frequency bands, and therefore, should be easier, a robust correlation and a non-significant *t-test* between the two scores suggest that whether items are sampled from the BNCSpoken or BNC/COCA bears little impact on the results. The parallel version provides a valid and reliable alternative for future studies.

Reporting verbs used in the literature review of research papers by novice postgraduate writers

Helen Tan[1], Geok Imm Lee[1]

1. University Putra Malaysia, Serdang, SELANGOR, Malaysia

Academic writing is intrinsically a persuasive discourse and for the argument to be well received by the discourse community, citation is mandatory. Different from non-integral citation, successful integral citation requires the writers to use appropriate reporting verbs in their writing text. However, past studies have shown that novice writers have difficulties using reporting verbs in their use of integral citations. Therefore, this intact study investigated the frequencies and forms of reporting verbs used by postgraduate students in their literature review writings. Using convenience sampling and Hyland's (2007) Categories of Reporting Verbs, a total of 13 literature review writings of non-native postgraduate students were analyzed quantitatively and qualitatively. The findings illustrated that although the students used all the three categories of reporting verbs, *Research Acts* reporting verbs were more dominantly used followed by *Discourse Acts* reporting verbs. The least used was *Cognition Acts* reporting verbs. As for the forms used, the most common forms under *Research Act* were *found* and *conducted* while *concluded* was the most dominant form under *Discourse Act*. To conclude, the study demonstrated the need to raise the novice writers' awareness on the three different categories of reporting verbs that could be used in integral citations.

Gender differences in motivation to learn English

Mitsuko Tanaka[1]

1. Osaka University, Toyonaka, OSAKA, Japan

Self-construal refers to the process by which individuals define the self in relation to others and comprises two types: independent and interdependent (Markus & Kitayama, 1991). Those who exhibit highly independent self-construal perceive the self as being independent of others, while those who exhibit highly interdependent self-construal perceive the self as interconnected with others and value interpersonal relationships. As female students tend to have higher interdependent self-construal and be more motivated to learn a foreign language involving social interaction (Henry & Cliffordson, 2013), gender and self-construal may have a significant effect on project-based learning (PBL) which involves frequent peer interactions. This study examines the influence of gender and self-construal on motivation to learn English in PBL settings.

Japanese university students that enrolled in PBL English classes ($N = 180$) responded to questionnaires on self-construal and motivation. Results of path and regression analyses revealed that gender and self-construal had a significant effect on motivation. More specifically, both female students and those with higher interdependent self-construal tend to cultivate more value, enjoy learning English to a greater extent, and exhibit lower degrees of amotivation in PBL settings. Based on these findings, educational implications are discussed in the presentation.

Teacher guided metacognitive experiences that facilitate reflective revising of L2 writing

Nancy Tarawhiti[1]

1. Brigham Young University - Hawaii, Laie, HAWAII, United States

Metacognition involves reflective processes that inform how to accomplish a particular goal. However, L2 writers do not necessarily know or understand how to perform reflective thinking in a way that develops their writing. This presentation will show how instructors can facilitate metacognitive experiences at the revision stage of L2 writing. This research was conducted with 70 L2 students attending an intensive English program that was part of a large university in the USA. A quasi-experimental study design was employed, including a pre-test, intervention, immediate post-test and delayed post-test methodology. Metacognitive experiences were employed and facilitated by the instructor at the intervention stage and assessment at the immediate post-test stage was used to identify the effectiveness of the intervention which incorporated metacognition. The first result showed that at the immediate post-test, most students essays improved and the improvement could be linked to the metacognitive experiences from the intervention. The delayed post-test result showed that a number of students retained improved writing skills after a 10 week period when the immediate post-test and delayed post-test texts were compared. Through semi-structured interviews, it was revealed that portions of the improvement were correlated with students' metacognitive experiences.

The effects of task-based instruction on Vietnamese EFL learners' speech processing

Thi Huyen Thanh Do[1]

1. Curtin University, Bentley, WA, Australia

This presentation reports on a quantitative study investigating the impact of input-based versus input plus output-based task instruction on EFL learners' speech processing capacity. The study employs an experimental pre-test/post-test design with the participation of 102 Vietnamese EFL learners who were randomly assigned to two treatment groups (Input group and Input-Output group) and a Control group. The Input group received input-based task instruction only and the participants were not required to produce output. The Input-output group were involved in input-based instruction followed by oral production. Meanwhile, the Control group received instruction unrelated to the target tasks. All groups received the same amount of instruction time. Participants' task performances in pre-test and post-test were audio-recorded, transcribed, coded and analysed for speed fluency (speech rate, mean length of run), conceptualization (between-clause pausing), encoding (within-clause pausing) and monitoring (self-repairs). The results show that both treatment groups outperformed the Control group on these measures with higher speech rate, longer runs, fewer pausing and self-repairs. This demonstrates that tasks including input-based tasks, which do not require language production, can contribute to learners' fluency improvement by reducing the demands of conceptualization and encoding as well as attention to monitoring.

"I've always felt in a way a responsibility": Challenges of linguistic difference in linguistic intermarriage

Hanna Torsh[1]

1. Maquarie University, Maquarie Park, NSW, Australia

Migration has many challenges and these are often mediated by language (Piller,2016). Moreover, romantic partnerships between speakers of different first language are a site where there is potential for negotiation around language choices and practices (Heller & Lévy, 1992; Jackson, 2009; Okita, 2002; Piller, 2002). Drawing from my qualitative study into the role of language in thirty Sydney couples in a linguistic intermarriage, I will examine how English-speaking background (ESB) couple members negotiate the language needs and practices of their language-other-than-English (LOTE) speaking partners. In addition, I will discuss the intersection of language proficiency and career trajectories by focusing on one couple, Paul and Sara. By considering how the English speaking background couple member aligns or rejects discourses of exclusion, I show how these discourses mediate their engagement with their partner's language-related challenges of migration.

An Activity Theory analysis of factors affecting English learning activity in a blended environment

Ha Tran[1], Noeline Wright[1], Chelsea Blickem[1], Chris Eames[1]

1. The university of Waikato, New Zealand, Hamilton, WAIKATO, New Zealand

This mixed-methods study examines factors affecting the English learning activity in a blended mode from student and staff perspectives in a higher education context. The paper describes, through the lens of Activity Theory, the English learning activity, mediational tools, and relationships between elements of Activity Theory systems that affected each other as well as affected students' English learning outcomes. I collected data from an online survey to 339 students and interviews with seven students, five teachers and three project designers. Emerging findings from student online survey and student interviews reveal that students' English learning activity was mediated by the content and design of learning materials, teachers' facilitation, collaborative learning together with usefulness and constraints of studying in a blended format.

Promoting adult refugee and migrant learners' interest in learning English as a second language: What do teachers think and do?

Hien Tran[1]

1. The University of Auckland, Auckland, AUCKLAND, New Zealand

For refugee and migrant learners living in New Zealand, an adequate level of English proficiency is required for their independent life. Meanwhile, interest is proven to add significantly to learning processes and results and teachers exert a crucial part in interest promotion. This paper reports on a study that is part of a larger project investigating teachers' beliefs and practices about stimulating students' English learning interest. Observations and interviews were utilized to collect data in a school for migrants and refugees.

It is well documented in literature that the novelty, complexity yet comprehensibility, and personal relevance of learning contents and activities; and involvement opportunities are determinants of interest. The findings showed that the teachers frequently performed instructions that provided learners with 1) language experiences, i.e. combining learning languages with doing real-life activities, 2) chances to participate in various tasks, 3) language knowledge and skills needed for life. These practices were consistent with their belief that for the purpose of interest promotion, contents and activities should be practical, diverse, and relevant to their knowledge and experiences. Interestingly, however, while some teachers always facilitated learners' understanding by using different techniques, they believed this behavior did not mean to enhance students' interest.

Vietnamese EFL teachers' perceptions of professional development activities: Benefits and barriers

Huong Linh Tran[1]

1. Faculty of Education and Art, The University of Newcastle, Callaghan, NSW, Australia

Given the essential role of professional development (PD) in a national education system, the Ministry of Education and Training of Vietnam recently has made every attempt to encourage EFL teachers' participation in this process. Wide range of professional activities and training programs have been undertaken at the national and institutional levels. This study aimed to examine (i) tertiary EFL teachers' evaluation of the importance of PD activities to their teaching career; (ii) teachers' perceived benefits of taking part in PD programs as well as barriers to their engagement. The participants were EFL teachers from 14 higher education institutions in Vietnam. Data was collected from survey questionnaires (N=100) and in-depth interviews (N=30). The findings indicate that although the majority teachers recognized the significance of PD to the teaching and learning process, there were some obstacles undermining their interest in professional activities. These include both personal and institutional factors. This research provides a better understanding of EFL teachers' attitudes and expectations of PD programs, which will therefore benefit Vietnamese higher educators, institution administrators and policy-makers in preparing and designing more practical and effective PD activities.

Incorporating second-generation immigrant students' linguistic repertoires into teaching and learning in monolingual and bilingual primary school settings

Marianne Turner[1]

1. Monash University, Clayton, VICTORIA, Australia

It is well-established that leveraging the languages of minority students is beneficial for their learning. Recently, translanguaging perspectives have further challenged deficit understandings of the English language learner and promoted the idea of a holistic linguistic repertoire (e.g., García & Li, 2014). However, in school settings where many children are born in Australia to immigrant parents, there is a great range of heritage language and literacy practices, and also students with monolingual (in English) families. In this presentation, I will report on two design-based, qualitative studies that investigated the incorporation of students' linguistic repertoire into two different primary school settings in Australia: generalist English classes in three schools and English-medium classes in a Japanese-English bilingual program. In both settings, over 80% of the students were language-background-other-than-English (LBOTE) students. In the bilingual program, 22 languages were reported to be spoken at home by the student population, including Japanese. For both studies, data were collected from lesson documentation, classroom observations, work samples, and interviews. Thematic analysis showed significant second-generation student engagement across settings, but there were differences in the engagement of monolingual-at-home students. Differences related to the inclusion of Japanese alongside other heritage languages in the bilingual program were also found.

Capturing human perception of text readability in additional languages: Lessons learnt

Alexandra L Uitdenbogerd[1]

1. RMIT University, Melbourne, VIC, Australia

Measuring text readability as perceived by learners and practitioners with different language backgrounds has many uses, predominantly for recommending reading material for those wishing to improve their language skill via extensive reading.

Traditional readability measures were mostly modelled on Cloze tests or reading comprehension tests conducted with native English-speaking children, leading to measures representing reading ages. Others used a difficulty rating scale. More recent research in the field of computational linguistics has modelled readability based on published or expert-labelled text, for example using the Common European Framework of Reference (CEFR) labels as a substitute for the genuine experience of text difficulty. The advantage is that more sophisticated machine learning models can be applied to this categorical-style readability classification, with the limitation that readability is an ordinal concept and human experience is not the same as the labels used.

Collecting human judgements of readability produces a better representation of language learner experience, but can also have issues. First, demographic variables are better predictors of judgements than any feature of the text being read. Second, in non-classroom settings there is a high risk of skewed ratings. Third, the instrument for capturing human judgements will have a large impact on resulting readability assessment.

Performance and perception: An investigation of emailed apologies by Australian learners of Italian

Talia Walker[1]

1. Department of Italian Studies, University of Sydney, Sydney, NSW, Australia

This paper will present some preliminary findings from a project that explores the performance of written apologies by Australian learners of Italian to academic staff, and the social and situational variables which may influence this performance. The project investigates the learners' perceptions of their own apology performance as well as the appropriateness of these apologies, thus seeking to present a holistic view of apologies.

Specifically, the paper will present written and oral data collected from learners of Italian through a written elicitation task and post-task interviews, respectively. A preliminary analysis will be applied to investigate the rationale behind the linguistic choices made by these learners. Such a viewpoint can offer insight into language acquisition and therefore have implications for language teaching.

This paper will therefore raise the following questions: i) what do learners of Italian do when performing written apologies?; ii) what is their understanding of their performance in relation to their actual performance?; and iii) what are the implications of any differentiation between one's apology performance and the perception of this performance?

A sociolinguistic study of language maintenance and shift in the Blang speech community in multilingual China

Sixuan Wang[1]

1. University of New South Whales, Randwick, NSW, Australia

Over the years, minority languages in China have gradually lost their ground under the prevalence of Putonghua, the national lingua franca and English, the global language. The Blang language as the native language of the Blang ethnic group residing in Yunnan province, Southwest China is also facing the same problem. The facts that only over one-third of its total population (119,639) speaks their ancestral language (only 42,000 speakers) and no writing system exists in the language outline the potential disappearance of the Blang language. Therefore, actions are needed to protect the language before it becomes endangered, which would no doubt need the help of sociolinguistic research. In light of this context, this research aims to identify the patterns of intergenerational language maintenance and shift in the Blang speech community by investigating the patterns of language use, language attitudes and ethnolinguistic vitality. Positioning in the poststructuralist stance, this research adopts a qualitative approach and employs the in-depth interview and ethnolinguistic observation. It is hoped that this research can inform language policymakers about the state of minority languages, provide reflections on current language policy and introduce relevant intervention program on protecting minority languages and linguistic diversity.

Toward an integrated model: Embedding a Post-Entry Language Assessment into the curriculum

Andrew Kelly[1], **Tracy Ware**[1]

1. Edith Cowan University, Joondalup, WA, Australia

Edith Cowan University (ECU) provides a comprehensive approach to the development of the communication skills of all students through the implementation of a short diagnostic assessment of student writing, the Post-Entry Language Assessment (PELA). This mandatory task for all commencing coursework students provides a mechanism for early identification of 'at-risk' students who may struggle with the demands of tertiary study. A main aim of the PELA is for students to receive specific, individualised feedback on their English language proficiency in order to make informed decisions about developing their respective language skills. To be truly diagnostic, the link between the feedback, intervention and support is crucial.

This paper presents the results of an initiative trialled at ECU in 2019; the integration of a PELA into two early low stakes assessments and marked via Turnitin. It critically analyses the completion rates of two units over two comparable semesters, and explores qualitative feedback gathered from the markers, lecturers and students involved. Finally, this paper offers unique insights into how the PELA may be embedded into an assessment task to allow students to reflect on the feedback provided allowing the PELA to act as a formative feedback tool rather than a standalone diagnostic assessment.

Implementing Elicited Imitation in beginners' level Japanese subjects

Yasuhisa Watanabe[1]

1. Asia Institute, University of Melbourne, Parkville, VIC, Australia

Elicited Imitation has been tried and refined for over 50 years as a method of assessing learners' automatized ability in second and foreign language. Despite relative simplicity of the task itself, i.e., learners are simply to repeat what is presented to them orally, the results of EI can reflect the learners' proficiency quite accurately.

In this presentation, I will explore a possibility of using EI in beginner's level Japanese language subjects. I will present the design and implementation of the EI test itself, as well as its validity as an oral assessment and possibility for improvements for future implementation and further research.

Quadrilingual children express voluntary motions

Birgitta E Waters[1]

1. Linnaeus University, Sweden, Växjö, SMåLAND, Sweden

This paper investigates how two quadrilingual children (8 and 9 years old), siblings, born and raised in Sweden and exposed to four languages: English, French, Russian and Swedish, express voluntary motion events in those languages. Talmy (1985, 1991, 2000) proposes a general typological framework: satellite-framed languages (such as English, Russian and Swedish) and verb-framed languages (such as French). Depending on the typological properties of the languages that children are acquiring, children may show variations when talking about motion events.

The paper looks into the question whether the voluntary motions expressed by two quadrilingual children acquiring typologically different languages can be interpreted as a result of a universal spatial understanding or as a result of various linguistic systems (Hendriks & Hickmann, 2010).

Data were elicited using video clips, consisting of 26 coloured animations where the children were asked to describe human characters or animals moving in certain manners (see Hickmann, Taranne, & Bonnet, 2008). The data was analysed with regards to how manner and path are expressed. Preliminary results show that the children express voluntary motions using manner and path in a language-specific way. The results will be discussed in relation to Talmy's typological framework.

Immigrant and refugee experiences of language, social inclusion and feeling at home in regional New Zealand

Cynthia White[1], Hanna Brookie[2]

1. Massey University, Palmerston North, MANAWATU, New Zealand

2. English Teaching College, Palmerston North, Manawatu, New Zealand

New Zealand is often portrayed as a welcoming and friendly country, to tourists as well as international students and permanent migrants (including former refugees). However, attitudes to immigration are not always positive, as has become increasingly evident on social media, in semi-private discourses and, most disturbingly, in the Christchurch mosque shootings on March 15, 2019. This paper draws on two phases of a study into language, social inclusion and feeling at home in regional New Zealand: from the first phase we report on a survey of immigrants and former refugees in terms of their experiences of language, social inclusion and civic engagement, based on a study begun in early 2018; the second phase draws on in-depth interviews with immigrants and former refugees in terms of their experiences of language, social inclusion and civic engagement carried out during 2019. Here analytic attention is questions of feeling at home in New Zealand including 'before' and 'after' the March 15 attacks. The study has been conducted as part of the Welcoming Communities pilot initiative of Immigration New Zealand based in five regional centres in New Zealand aimed at creating inclusive communities that are welcoming to all newcomers.

International students studying in Japan: A survey on mandatory English coursework satisfaction

Jeremy White[1], **Naoki Sugino[1]**, Simon Kop[1]

1. Ritsumeikan University, Kusatsu, SHIGA, Japan

Despite the shrinking population of high school graduates in Japan, the number of higher education institutions has continued to oversupply the tertiary education market (Niad-UE, 2014). Observed with this tendency are Japanese universities attempting to encourage international students to select Japan for English-medium undergraduate degrees. However, little research has been conducted into the actual satisfaction levels international students experience when studying in Japan. This study aims to fill this gap by exploring the satisfaction levels of information science and engineering majors in an English-medium program at a private university in western Japan, focusing on their views on compulsory English coursework. The first part of the presentation outlines the background of this compulsory English education with specific reference to curriculum development. Next, the results obtained from a survey in which 85 students from 15 countries participated. Overall, they were satisfied with the courses in relation to the expectations, communication, assessment, and feedback, but less so in relation to self-directed learning, BYOD, and university facilities. The satisfaction levels are also compared from the perspective of the length of enrollment. Finally, the presenters will give suggestions for tertiary institutions to improve the satisfaction of international students in an English-medium program.

The paradox of the Sri Lankan public education system and language of instruction: From exclusivity to inclusivity through Bilingual Education

Harsha Dulari Wijesekera[1]

1. Postgraduate Institute of English of the Open University of Sri Lanka, Nugegoda, Sri Lanka

Though mother-tongue instruction policy in education (Sinhala or Tamil) has had a great impact on upward social mobility of the underprivileged irrespective of ethnicity, it created ethnolinguistically polarized public schools in Sri Lanka. The exception is the Bilingual Education (BE) or English medium classrooms introduced relatively recently. This paper draws from an ethnographically informed qualitative study framed through Bourdieu's Logic of Practice. The findings show that the young children are socialized into ethnocentric identities through primary socialization, which is further consolidated in monolingual, monoethnic schools where stereotypical conceptions against each other are sustained, paradoxical to the national goals of education. This paper also illustrates how multilingual BE classrooms shape students' ethnocentric identities towards more inclusive supra-ethnic identities where ethnic and linguistic demarcations begin to become less important when they work together to achieve common educational goals. Flexible language policies in BE classrooms promote interethnic understanding and investment in the once despised language of the other. All these facilitate the emergence of a new inclusive community of learners irrespective of diversity. This paper sheds light on how multiethnic societies, including Sri Lanka, may utilize their education systems to enhance inclusive identities and rectify policies of exclusivity.

Who's reading what? Superdiversity goes to the library

Louisa Willoughby[1], Steve Wright[1], Simon Musgrave[1], Tom Denison[1]

1. Monash University, Springvale, VIC, Australia

This paper explores how one library services in Melbourne is responding to the challenges of superdiversity, and how patrons in turn are engaging with the library's multilingual offerings. Drawing on analysis of borrowing records from the 2016-17 financial year and interviews/ surveys with staff and patrons, we explore the extent to which different language collections are being actively engaged with by patrons and the factors that shape that engagement. Local libraries often use census data on the most widely spoken home languages in their catchment area to make decisions about which languages to carry. Yet our data shows that numerical strength is a relatively poor predictor of engagement with library materials in that language: many languages (such as Greek) are hardly borrowed despite strong local communities while others – most notably Sinhalese – see circulation rates that put the English language collection to shame. Strength of the publishing industry in the language, migration patterns, community demographics and diaspora identities are all shown to play an important role in shaping patrons multilingual borrowing behaviour, and speak for the needs for institutions to adopt more nuanced approaches to measuring/ assessing demand for language services than simply relying on census home language data.

Second language speakers in the dementia care context: A double whammy for communication

Allison Wray[1]

1. Cardiff University

In many first world countries, the dementia care industry relies on recently arrived immigrant workers, using an L2 that they are not yet proficient in. Meanwhile, our multilingual communities help populate dementia care facilities with residents who have limited ability in the language used for care. With dementia itself already creating significant challenges for communication, what is the impact of these second layers of impediment to successful interaction? And what should we make of the new practice of 'exporting granny' to cheaper residential facilities overseas, where luxurious surroundings and one-to-one care are counter-balanced by the absence of any shared language at all?

These questions characterise a massive present-day challenge not only for the humane care of people living with a dementia but also for the dignity and professionalism of L2-using carers. The underlying issues will be examined with reference to the core desiderata of effective communication and the typical patterns of communicative difficulty for those living with a dementia. Li's (2018) account of multimodal translanguaging will be tested against these essential requirements, to establish whether mixed codes and non-verbal communication can be expected to bridge the gap between linguistic codes in the dementia context.

Li, W. (2018). Translanguaging as a practical theory of language. Applied Linguistics, 39 (1), 9-30.

The effect of pre-task planning on L2 argumentative writing

Jingwen Wu[1]

1. School of Education , Curtin University, Perth, WA, Australia

Pre-task planning is a commonly used strategy in teaching second language writing. However, no consensus has been reached among scholars and practitioners as to the effectiveness of this strategy. The present study investigated this issue in the context of computer-based argumentative writing. The study followed a within-group design. It involved 35 participants, each writing two essays: one under the planning condition where the learners were given maximum 10 minutes planning time before starting to write for 30 minutes; the other essay under the no planning condition where the participants were instructed to start immediately and write for 40 minutes. The resulting texts were measured in terms of accuracy, complexity, lexis and fluency; they were also analytically rated in terms of content and discourse quality. Results revealed a benefit of pre-task planning on writing fluency. The benefit disappeared, however, when the total time-on-task was controlled. No significant effect was found on any other measures examined.

A need to develop linguistic knowledge in science teachers using English as a medium of instruction

Mark MW Wyatt[1]

1. Khalifa University, Abu Dhabi, UNITED ARAB EMIRATES, United Arab Emirates

In many parts of the world, there is a great need for qualified scientists and engineers. Yet, unfortunately, many science teachers, increasingly using English as a medium of instruction with English language learners (ELLs), lack opportunities for targeted professional development (PD) that would help them to help more of their ELLs to succeed. Moreover, where PD is provided, this tends to be focused mostly on standard English as a foreign language (EFL) teaching pedagogy to the exclusion of discipline-specific linguistic issues. While it is important that science teachers with ELLs can, for example, contextualize the language or pre-teach vocabulary (as EFL teachers might), they also need to be alert to features of scientific discourse in English that their students find challenging and they need to be able to support skills such as close reading, which are sometimes given less attention in the classroom than skimming and scanning. Using examples from science texts to illustrate the linguistic challenges faced by ELLs in a Middle Eastern university context, this presentation considers the PD needs of science teachers.

Long-term effects of prosody instruction and learners' awareness in Japanese secondary school setting

Kazuhito Yamato[1]**, Takamichi Isoda**[2]

1. Kobe University, Kobe City, Hyogo, Japan

2. Ritsumeikan University, Kyoto, Japan

Although pronunciation instruction research identified a relatively positive impact of instruction (Lee, Hang, & Plonsky, 2014), teaching English prosody is still a neglected area in Japanese EFL settings and a common view among teachers and learners is that prosody is hard to teach and learn (Gilbert, 2014). The present study is a follow-up to our project on explicit classroom prosody instruction to Japanese EFL secondary school learners. Students in the project received 10 to 20 minutes prosody instruction, twice a week for approximately two academic years. The instruction that authors devised systematized English prosody from syllable structure to intonation. Half a year after this instruction, speech samples elicited from recitation and read-aloud tasks were rated for comprehensibility with Likert scales by native speakers of English and were also analyzed acoustically. In addition, a questionnaire on awareness toward prosodic features was conducted during and at the end of the instruction to identify any interactions between changes of learners' perspectives toward prosody and the instruction. The results indicate that an explicit intervention on prosody helps learners develop comprehensible pronunciation, and that learners' awareness toward prosodic features seems to sustain the development of comprehensible pronunciation in the long run.

Which vocabulary size can reflect L2 overall proficiency more accurately, auditory or written? Perspectives from the Ambiguity Tolerance Theory

<u>Yutaka Prof Yamauchi</u>[1]

1. School of Education, Soka University, Tokyo, JAPAN

To examine which vocabulary size more accurately reflects L2 proficiency, auditory or written, an online vocabulary test was conducted with a total of 120 EFL learners at different proficiency levels. In the test, a total of 42 target words were randomly selected, six each from seven frequency levels based on the British National Corpus. The participants took the auditory test in which they selected the best meaning of each target word presented only in sounds. Then they took the written test with the target words presented only in spelling. The same words were used in both tests, but the presentation order of the words randomly changed. The results showed that the mean of correct answers in the written test was significantly higher than that of the auditory test. The correlation *coefficient* between auditory vocabulary and overall proficiency scores was higher than that between written vocabulary and proficiency scores. This reveals auditory vocabulary is more difficult to acquire for Japanese learners but more accurately reflects overall proficiency. Since more ambiguous factors are included in tackling auditory vocabulary tests, these results could be explained by the Ambiguity Tolerance Theory claiming that more ambiguity-tolerant learners are more successful in language acquisition (Rehm, 2013).

Voice in science writing: Is "objectivity" an ideal for scientific argumentation?

<u>Sachiko Yasuda</u>[1], <u>Sachi Okamoto</u>[2]

1. Kobe University, Kobe, Hyogo, Japan

2. Osaka University, Suita, Osaka, Japan

Writing teachers have long proclaimed the belief that good writing emerges from authors' authentic interests, convictions, and perspectives. Teaching resources emphasising authors' "voice" thus rise in popularity year by year (DiPardo, Storms, & Selland, 2011). However, when it comes to writing scientific texts, "objectivity" is often viewed as a coherent and stable ideal, and there is typically less discussion of the author as a person and the language choices an author makes to convey meaning to the intended readers. In this presentation, we report on initial steps towards developing materials that could help teachers and students recognise that scientific texts do, in fact, present author's attitudes and perspectives, which put readers in dialogue with an author. To this end, we analysed published research articles contained in the Academic Word Suggested Machines (AWSuM) (Mizumoto, 2016) to identify the ways authors of scientific texts infuse their perspectives and guide readers. Authors' language choices were analysed based on the systemic functional linguistic (SFL) theory, focusing on the ideational, interpersonal, and textual meanings that are always simultaneously in interaction with each other. We show some examples from AWSuM demonstrating that scientific argumentation is not always objective but is imbued with a point of view.

Syntactic complexity of applied linguistics research articles in Chinese and international journals: A corpus-based analysis from diachronic perspective

<u>Shuhui Yin</u>[1], Yuan Gao[1]

1. University of Chinese Academy of Sciences, Shijingshan Strict, BEIJING, China

This study conducted a corpus-based investigation of syntactic complexity in research articles (RAs) between Chinese Journal of Applied Linguistics (CJAL) and Applied Linguistics (AL). Focusing on three distinct time periods during 1998-2018, we adopted 30 RAs from CJAL and 30 from AL published in 1998, 2008, 2018, respectively. Using the 180 RAs, we examined whether and the extent to which CJAL and AL RAs changed in terms of 14 syntactic complexity measures in five dimensions targeting length of production, amount of subordination, amount of coordination, overall sentence complexity and phrasal sophistication over the past decades. Results showed that RAs in CJAL have a significant increase in production length, amount of coordinate phrases and complex nominals but a significant decrease in the usage of subordination and verb phrases. However, little variation was found for AL RAs from 1998 to 2018. Our paper attempts to provide implications towards academic writing pedagogy and call for instructions concerning syntactic complexity.

Chinese international students' intercultural encounters in an English medium university

Jinyang Zhan[1]

1. UNSW, Kensington, NSW, Australia

Under the trend of trans-nationalization, more and more Chinese students choose English-speaking countries as their overseas study destinations. However, Chinese students' intercultural encounters in English medium universities are under-researched. Informed by Bourdieu's (1979) capital, field and habitus, Kanno and Norton's (2003) imagined community, trans-nationalization, tribalization, and normalization, this one-year longitudinal ethnographic case study adopts a postcolonial perspective to explore 11 Chinese pathway and Masters of commerce and engineering students' interpretations of intercultural encounters in an English medium university. Drawing on the data generated from interviews (semi-structured interviews and focus groups) and observations (classroom observations and social network exchange collection), the content analysis shows that although the students have limited intercultural encounters and do not intend to adapt, they are accomplishing their goal of obtaining the overseas diploma and seeking rapport with the community they constructed. This study encourages universities and organizations to adopt an undifferentiated view towards international students' and local students' socialization and language development, while international students should note the importance of intercultural competence and prepare for future intercultural communications.

Effectiveness of data-driven learning in EFL writing error correction in China

Fangzhou Zhu[1]

1. Lancaster University, UK, Lancaster, LANCASHIRE, United Kingdom

Teaching Chinese students to write in English is difficult, especially when it comes to the academic English writing. First mentioned by Johns (1990), data-driven learning (DDL) combines the theories of noticing hypothesis, constructivist learning and socio-cultural theory to create a new inductive learning. Compared to traditional teaching methods, DDL encourages students to explore language knowledge by their own by corpus data.

Research on relevant topic reveals that DDL is effetive on certain types of errors (i.e. Crosthwaite, 2017; Tono) and the indirect DDL can help students perform better (Yoon & Jo, 2014). However, in China, DDL is still not popularised among teachers and students due to the lack of persuasive local research.

The current research aims at investigating whether indirect DDL with metalinguistic feedback can be effectively applied in error correction within Chinese context. The intervention experiment will set the two groups of students as controlled/experimental group for each other. They will be provided with concordances on half of the four most frequent types of lexico-grammatical errors in each group, while their common practice will still be used for the rest of errors. The interview will also be used to investigate participants' willingness of using DDL in the future.

Restrictive English relative clauses in Chinese students' English essay writing: Query syntax in Learner Corpus, learner preferences and errors

Fangzhou Zhu[1]

1. Lancaster University, UK, Lancaster, LANCASHIRE, United Kingdom

One of the most difficult syntactic structures to learn is the relative clause, thus exploring its usage and typical errors has huge benefits for improving learners' language proficiency.

The corpus-based research on English relative clauses has provided rich information by providing massive and solid evidence. However, some of the studies focused on clauses only using certain relative pronouns or adverbs. The fact that learners may use all types of restrictive English relative clauses with any possible errors, and the fact that learner's language use will keep changing over time, should raise the awareness to conduct more comprehensive research.

The study uses the Longman Learner Corpus as the source of data, with carefully designed syntax queries that previous studies seldom illustrated, to search and analyse the distribution and errors of restrictive English relative clauses. It reveals that Chinese learners use more subjective relative clauses (68%) than any other types, while the adverbial relative clauses are less frequently used (8%). Error analysis found that the misuse of relative markers, the verb agreement with head noun number and tense, the redundant pronoun or adverb are the main errors among Chinese learners.

Index