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Special Interest Group

Conference theme

“Language teaching and learning in unstable times, and in
changing political landscapes”

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Conference Abstracts

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Plenary Sessions

John Gray (UCL Institute of Education)

The neoliberal recalibration of language teacher identity – possibilities for a ‘great refusal’?

It is now well over a decade since David Harvey (2005) argued that neoliberalism had ‘become hegemonic as a mode of discourse’ and that it had ‘pervasive effects on ways of thought to the point where it has become incorporated into the common-sense way many of us interpret, live in, and understand the world.’ Consisting of a sustained, if not always consistent, attack on the institutions associated with welfare statism and all forms of workplace and human collectivity, neoliberalism also entails the marketization of areas of life which, in many countries, were previously outside the market. Amongst the institutions affected by neoliberalism, education is one of the most prominent. Its impact has been particularly noticeable in the recalibration of those identities central to teaching and learning – namely the ways in which students are recast as customers of educational institutions and consumers of educational products, and teachers are repositioned as service providers.

In this talk I focus mainly (but not exclusively) on English language teachers and I argue that the process of becoming an English language teacher and the experience of working as one repeatedly raise issues of identity which are in need of exploration – particularly so at the present moment when English language teaching is becoming ever more firmly imbricated in a complex set of marketized global educational processes. These processes combine to involve teachers in structures – institutional, national and international – which are not of their making but within which they have to negotiate their professional identities in ways which are congruent not only with structural demands, but also with their own already existing gendered, classed, raced and other identities, and their own beliefs about teaching and learning. I will suggest that the current challenges to the neoliberal project globally can be seen an opportunity for a Marcusean ‘great refusal’ of the neoliberal identities currently on offer and allow teachers to lay claim to being the kinds of professionals they want to be. In that endeavour the conceptual affordances of identity may prove to be particularly useful in the political struggles which lie ahead.

Prue Holmes (Durham University)

Intercultural pedagogies for language learning in “unstable” and “stable” contexts: Some affordances, challenges, and complementarities

Language learning may be seen as a human project. Through language learning, and through (intercultural) communication, learners inhabit new environments; learn new ways of communicating; develop new subjectivities; and see themselves represented and misrepresented by others and by the institutions (e.g., educational) which form and shape their identities. Contexts of instability and stability offer both affordances and challenges for all teachers and learners in opening up new possibilities for being and engaging with others, for addressing prejudice, ethnocentrism, racism and other “isms” that may limit or deny individuals’ complexity and multiple identities.

In this presentation I illustrate (through various research projects I have been involved in) the scope for interculturality in language education in enriching understanding of linguistic and other diversities—a possible affordance for language learners in “unstable” contexts characterised by migration, displacement, and precarity. I juxtapose this context with what might be considered a more “stable” context—that of language learning in China where learning English is typically valued for instrumental reasons; inscribed within rigid pedagogies, curricula, and assessment structures; and underpinned by an outward-facing political agenda (manifested in the “Belt and Road” strategy). Drawing on the Erasmus+ project Resources for Interculturality in Chinese Higher Education (RICH-Ed) which seeks to incorporate interculturality into the English language education context in universities, I discuss some of the complexities we (as a project team) are facing in the early stages of the project in introducing an intercultural focus into language education in a seemingly “stable” context, a context which possibly characterises many language learning contexts around the world.

Anthony J. Liddicoat (University of Warwick)

National security as a motivation in language-in-education policy

Foreign language education has often been associated with questions of preserving national security and, when this happens, the inclusion of security as part of the agenda for language education brings particular ideologies into the articulation of policies. One argument found commonly in language policy focused on security is the idea that ensuring security requires that a society as a whole has an understanding and knowledge of those nations or other groups which pose possible security threats and language education is seen as a way to develop such understanding and knowledge. However, what is meant by knowledge and understanding of another can be constructed in different ways. This paper will examine both general issues relating to language education policies relating to national security and also specific policy initiatives at particular historical moments during which security has been a key government concern. Both orientations consider language as a barrier for effective national security but construct the solution to such a barrier in different ways. They also construct different expectations around language learners and the ways that language learners are thought to intervene to resolve issues of national security.

Conference Papers

Yasmina Abdzadeh (University of Southampton)

Intercultural Awareness in Iran: Achievements and Challenges.

The current rate of globalisation in the world calls for successful intercultural communication. Within this, improving intercultural awareness, has been considered essential to help learners towards reaching the mentioned aim in the context of language education (Byram, 1997; Baker, 2011). There are contexts, however, in which there is a gap between theory and practice. The Iranian context, for example, seems to have failed to include intercultural language education both in the national curriculum, implemented in state schools, and extracurricular English classes in private language institutes.

Having presented the general context of language education in Iran including the challenges to conduct such a course, this presentation reports on the results of a ten-session intervention teaching course on improving cultural awareness conducted in Iran during summer 2015. The course was aimed at sixteen to eighteen-year-old teenagers who had the experience of language learning in both state schools and private language institutes. The framework used for the course design was adopted from Byram's (1997) and Baker's (2011) models of intercultural communicative competence and intercultural awareness respectively. A selection of results, based on qualitative data analysis and with respect to individual differences, will be presented. Findings suggest the positive impact and potential of such course in increasing students' level of intercultural awareness in contexts where this is ignored. The presentation will finish by suggestions on promoting intercultural language education in fairly monolingual and somehow socially conservative contexts such as the context of this study.

Baker W. (2011) Intercultural awareness: modelling an understanding of cultures in intercultural communication through English as a lingua franca. *Language and Intercultural Communication* 11: 197-214.

Byram M. (1997) Teaching and assessing intercultural communicative competence, Clevedon: Multilingual Matters.

Ghadah Albarqi (The University of Reading)

Parvaneh Tavakoli (The University of Reading)

The effects of task complexity on the psycholinguistic mechanisms of L2 self-repair.

This paper is part of a larger study that aims to explore second language learner self-repair behaviour. i.e. revising utterances before and after they are produced (Levelt, 1983). In task-based language teaching (TBLT) research, self-repair has been studied as a component of fluency (e.g. Tavakoli & Skehan, 2005) with little attention paid to the underlying psycholinguistic mechanisms of L2 self-repair.

This study aims to explore how L2 repair process, in terms of repair types and temporal characteristics of L2 repair, can be affected when cognitive demand increases during L2 speech production. Repair types in this study are Form-repairs and Conceptual-repairs Temporal features of repair include five hypothetical stages of L2 repair process, that is; pausing before error detection, error-detection stage, pausing between error and repair, executing repair and pausing after repair. The data came from 60 Arabic speakers learning English as a foreign language at the B1 level of proficiency. Cognitive demand was manipulated through dual task paradigm to examine the extent to which self-repair process is affected under different conditions with varying cognitive demands. There were two task conditions: single task (i.e. narrating a picture story) and dual task (i.e. narrating a picture story while performing a parallel task).

Preliminary results of the data analysis showed that Conceptual-repair was produced more significantly in the dual task condition. Results also revealed that dual task condition significantly affected some temporal measures of self-repairs rather than others. The results have significant implications for SLA research and considerable applications in L2 theory.

Amina Al-Dhaif (Northumbria University)

Syrian Refugees in the UK: the Journey of Linguistic and Socio-cultural Identity Construction.

Despite the ever-growing interest in L2 identity and investment research, one issue that has been under-researched in the field is that of identity, investment, and English language learning and teaching post-9/11 and 7/7 attacks. Little work has honed in on how current exclusionary, Islamophobic, and sociopolitical discourses can create complex conditions for Arab and Muslim learners in English dominant contexts for learning and negotiating identity (e.g., Giroir 2014; on Saudi students). Addressing this gap in research becomes more pressing considering the significant increase of Arabs and Muslims migrating to Europe since 2011 when political uprisings spread across the Arab world.

This project focuses on the current language learning experiences and the process of identity construction and negotiation of Syrian refugees in the North East of England. More particularly, it investigates Syrian refugees' investment in learning English, how they negotiate their peripherality and marginalisation and the extent to which language classroom conditions facilitate or constrain their negotiation of their identities and the fulfilment of their potential. Taking an ethnographic approach, 14 recently arrived Syrian refugees of both genders and a variety of ages and linguistic abilities, and their language teachers and the manager in Northeast College, where I volunteer as an assistant teacher, participated in the project. Data was collected over a ten-month period, and data sources included interviews with learners, teachers and the college manager, classroom observations, field notes, audio-recordings of classroom events, learner diaries, learner shadowing, researcher diaries, and a collection of documents. The project findings will be presented and discussed.

Mayez Almayez (University of Southampton)

The Professional Identity Construction of Non-local NNESTs.

Whereas NNESTs make up the majority of ELT professionals in the world today, they are still treated as 'the marginal majority' (Kumaravadivelu, 2016). In the last few decades, hence, there have been calls for a more equitable ELT profession that moves beyond the NS fallacy (Phillipson, 1992). In response, critical scholarship has widely attempted to challenge NESTs' privilege and NNESTs' marginalization by demythologizing the NESTs' superiority and accentuating the unique advantages that NNESTs possess (e.g., Medgyes, 1994). The majority of this research, however, has approached NNESTs as a single homogenous group who favourably share the students' L1 and understand their local culture. Those studies were apparently referring to 'Local NNESTs' and neglecting a large portion of NNESTs who, as a result of this ever-globalized world, travel to various corners of the globe and teach in contexts to which they are not local.

This multiple case study, grounded in Wenger's (1998) Communities of Practice theory, addresses this gap as it aims to qualitatively investigate the professional identity construction of Non-local NNESTs, those whose identities correspond with neither the idealized NESTs nor with the privileged local-NNESTs. The study took place in an English language centre in a Saudi university, and the data were collected through semi-structured interviews, classroom observations, focus groups, and documents review. Despite their awareness that their marginalization was equally caused by their non-nativeness and their non-localness, the findings showcase that the 4 participants navigated the waters of this ideologically-loaded context differently. Their educational, linguistic, cultural, and religious backgrounds as well as their imagined futures played a significant role in their (non)participation in their workplace.

Kumaravadivelu, B. (2016). The decolonial option in English teaching: Can the subaltern act? *TESOL quarterly*, 50(1), 66-85.

Medgyes, P. (1994). *The non-native teacher*. London: Macmillan.

Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.

Alaa Alnajashi (University of York)

Motivation, International posture and Informal online engagement with English among Saudi University students.

Saudi students' exposure to English was very limited in the past. However, the Internet revolution bridged this gap. In Saudi Arabia, the penetration of smartphones and the Internet are high in comparison to the global level (Ministry of Saudi Communication, 2017). This can create a great opportunity for Saudi learners to engage with English at the touch of a button (Trinder, 2017). In fact, informal online engagement with English might give learners tangible reasons to study English and could help them to create a vision of themselves "ideal selves" as future English users (Dörnyie, 2009). This could also facilitate learners' openness to different others "international posture" (Yashima, 2002). Students' with less online English exposure might view English simply as a school subject and might feel obligated to study the language (ought to self) (Dörnyie, 2009). This study will investigate Saudi students' motivation to learn English under the light of the L2 motivational self-system (L2MSS) (Dörnyie, 2005). The study will also explore students' international posture (Yashima, 2002) and the relationship between students' motivation, international posture and their informal online engagement with English. The study will use mixed methods approach quantitative data will be collected (through online questionnaire) following this will be the qualitative data phase (face to face interview). This study will fill a gap in the literature by investigating how students' motivation and international posture relate to students' habits in terms of out-of-classroom online engagement with English.

Cheung Anisa (The Education University of Hong Kong)

Insights into L2 teachers' pedagogical content knowledge of teaching literary texts: A cognitive perspective on their integration of Language Arts in the New Senior Secondary English Language Curriculum in Hong Kong.

Language teacher cognition research sheds new lights on the teaching practice of L2 teachers and how these are influenced by their belief, knowledge, assumptions. Building on this tradition of work, this paper examines the interactions between cognitions and practice of teaching literary texts among two secondary English teachers in Hong Kong, with the introduction of Language Arts electives in the New Senior Secondary English Language Curriculum. The primary data came from lesson observations and post-lesson interviews in which the teachers explained the rationale for their use of literary texts. Further data were collected through documentary analysis. The findings reveal not only the wide variety of pedagogical strategies employed by the teachers in their use of literary texts but also the complex range of factors influencing teachers' decision making. The results also show evidence of the influence of teacher emotions on their development of expertise. The findings deepened our understandings of the nature of L2 teachers' use of literary texts. The qualitative accounts of teachers' pedagogical practices and their rationales also provide implications for teacher educators in facilitating teachers' professional development in times of curriculum change.

Graciela Arizmendi Gonzalez (University of Southampton)

Teaching to learn how to listen in changing landscapes through a genre approach.

In unstable times, second language learners need to learn how to listen not only to one type of English, not only to isolated words in designed texts, not only to learn cognitive strategies, but to learn how to listen purposefully in changing landscapes. Therefore, as listening research and pedagogy have centered on cognitive aspects without paying much attention to the social dimension, how the language was used in social situations and how it is linked to L2 learners' listening ability, teaching listening through a genre-based (henceforth GB) approach was implemented at a Mexican university. The aim was to explore second language learners' listening and the factors affecting the outcome of the GB approach in listening.

Data was gathered through a listening task later used as a stimulus to recall participants' listening thoughts and semi structured interviews. Qualitative data from three out of 17 participants in an experimental group were compared to another three in a control group and were selected to illustrate some of the findings. The criteria for selection was based on complete datasets gathered at two different times, pre- and post-pedagogy. Overall, the study provides knowledge for scholars to understand the suitability of a genre-based approach for L2 listening, the internal processes, strategies, affective states and external factors such as the natural speech features of the narrator affecting the outcome of the approach in listening.

Robert Baird (University of Southampton)

Mary Page (University of Southampton)

Engaging with 'English' for educators in English-Medium settings: Considerations for developing a MOOC on English as a Medium of Instruction for Academics.

The role of English within higher education has grown alongside various forms of internationalisation, with many institutions turning to English-medium courses where, traditionally, English would not have been used. Whatever the reasons for this shift, its effects are widespread, especially for educators being asked to deliver content through English for the first time. English-medium programmes exist across diverse and liminal contexts, with language tending to be framed as an increasingly pressing concern for educators and students alike. This paper discusses the MOOC English as a Medium of Instruction for Academics, and our attempts to open a space for dialogue among educators around the world. Of particular interest is how we might usefully conceptualise and operationalise concepts such as 'community' and 'language' that are central to our focus, and how this might influence the way we engage with language learning and teaching across contexts. We prioritise knowledge sharing, shared ownership and dialogic empowerment in attempts to develop a bottom-up understanding of the situated goals, needs and perceived best practice that influence people's choices and actions. Likewise, we place emphasis on creating critical spaces in which to analyse dominant ideologies that surround language and education in different settings, in order to position expectations and issues that people experience. We discuss implications for the teaching and learning of English for specific purposes in settings where 'users', 'learners', 'goals' and 'outcomes' need careful (re)consideration.

Will Baker (University of Southampton)

From English language learners to Intercultural Citizens: myths and realities in the development of intercultural citizenship among international students.

In response to the increasingly globalised nature of education the intercultural dimensions of both language teaching and higher education have risen in prominence. One way in which this has been conceptualised is through intercultural or global citizenship. Various notions of intercultural citizenship have been proposed from neo-liberal ideas, furthering the connections and privileges of

elites, to socially engaged approaches in education, promoting responsibility and involvement in communities from local to global scales. However, there is a lack of empirical research documenting the extent to which students themselves feel that intercultural citizenship is something they have, or wish, to develop. In order to address this gap we are investigating the experiences of Chinese study-abroad students as they form the largest group of international students in the UK and a major group of ELT learners. Through questionnaires, interviews and focus groups this research documents students' experiences before, during and after their time in Anglophone international universities. The study focuses on the role of ELT as a potentially important site of preparation and support for study-abroad and intercultural citizenship development and compares this with students' experiences outside the language classroom. The findings are used to critically evaluate the myths and realities of intercultural citizenship from students' perspectives. It is hoped that this will inform effective practice in ELT to prepare students for mobility, to support them during study-abroad and to enable them to develop as globally connected and socially responsible intercultural citizens.

Amira Benabdelkader (University of Southampton)

With or Without L1 Speakers: Do Students Develop their (Intercultural) Communicative Skills in Online Intercultural Exchanges?

Computer-mediated communication (CMC) and e-communication tools have introduced new pedagogical tools and activities that contribute to the development of language learners' academic, multilingual, and intercultural skills and competences. Moreover, in this globalised world, CMC has not only reinforced communication and collaboration between individuals across borders but also between educational institutions through projects of intercultural language exchanges (ILEs). Most of these ILE idealise 'nativeness', or at least require first language speakers (L1s) of each of the languages of the exchange. These models of ILE believe that the incorporation of a L1 offers credibility to ILEs and assures good learning outcomes. My current research project, however, contests this belief. The one-to-one synchronous ILE that I designed took place on Skype between language learners of English and/or French over a period of four months. The pairs comprise the following speakers' constellations: a L1s of French with a L1s of English, and a L1s of English with an Algerian (L2/LF of French and English). To assure equity in the use of languages, I scheduled two sessions every week, one in English and the second in French. Following a qualitative comparative framework between a pair of each speakers' combination, this paper investigates the development of the learners' communicative skills through unveiling the strategies they have developed during the exchange in overcoming intercultural misunderstanding and miscommunication when using or not using their L1, French and/or English. Thematic and conversation analyses of the video-recorded interactions have uncovered that the learners, despite the language of communication, use pragmatic strategies such as repetition, self-repair and interactive repair, nonverbal cues to ask for clarification and signal intercultural misunderstandings, translanguaging and their plurilingual resources in order to construct meaning, achieve their communicative goals or in case of the lack of linguistic resources.

Nada Bin Dahmash (Lancaster University)

'I always double-check my English before I post': Managing English practices on social media.

Saudi female undergraduates perform various activities on social media in their second language that is English. They engage in different types of writing and reading in English on social media on everyday life. But little is known about how they actually use English in their preferred social media platforms and the material resources and concrete activities they drew on as they read and write in a language that is not their first one. This presentation is embedded as part of a PhD project investigating the practices on social media that emerge in English of eleven female undergraduates majoring in English Translation, their L2, in a university in Saudi Arabia. I drew on Literacy Studies (LS), that understand literacies as social practices involving more than technical skills. By

means of connective approach to ethnography, I employed detailed online observation of Saudi female undergraduates in their social media, repeated informal conversations, semi-structured interviews, focus group interviews and an online logbook of English usage on social media. This study found that Saudi female undergraduates drew on an amalgam of approaches to correct, craft and improve their English, their L2, as they give their account of using English in reading and writing on social media. In this talk, I will illustrate the approaches by grouping them according to its aim into four approaches. These approaches are English-spelling approaches, English grammar-checking approaches, English meaning checking approaches and other approaches related to using English on social media.

Lilia Borquez-Morales (University of Southampton)

Mexican English teachers' beliefs about Language Learning Strategies.

The teaching-learning process is one with great complexity due to the numerous factors in the process. For a long time, there has been an endless search for the method or approach to create better learners; one such approach is the use of Language Learning Strategies (LLS). During the last four decades, researchers have looked into Strategy Instruction models (Carson and Longhini, 2002; Cohen, 2003; Oxford, 2003). Unfortunately, most models disregard what teachers believe is important and possible in their teaching practice (Kumaravivelu, 2001). It is my conviction that understanding such beliefs is key to a better outcome to strategy and other instruction models.

The aim of this study is to understand the ways LLS informed cognitions shape the practices of Mexican English teachers. Knowing what is desirable and what is actually possible in the teaching practice, and the way this shape what teachers do, provides us with new ideas to propose a shift in teacher education. For it is making the desirable possible that we can finally aim for change (Kiely, 2013).

Data on teachers' beliefs regarding importance and possibility to foster LLS was collected using electronic questionnaires designed after SILL (Oxford 1990). Interviews and focus groups provided a more in-depth perspective to the way teachers' beliefs influence how they foster such strategies.

With a new educational reform being implemented (Villegas et al, 2016) the beliefs Mexican teachers hold and the agency presented in their teaching accounts provide an innovative perspective to the creation of opportunities for teacher development (Biesta et al., 2015).

Peter Browning (UCL Institute of Education)

Teacher Education in Colombia: contested subjectivities in the post-conflict society.

In 2016, the Colombian Congress ratified a Peace Accord signed between the country's President and the FARC rebel group thus, nominally, putting an end to one of the longest running civil conflicts in the world, and heralding the birth of 'el posconflicto' (the post conflict society). El posconflicto has brought with it a renewed impetus for 'modernisation', the retrenchment of the government's commitment to neoliberal policies and, ultimately, heightened discussions about what the 'modern Colombian state' should look like. This juncture in Colombia's history relates to wider struggles in Latin America in which the mechanics of modernisation -often expressed through neoliberal social reforms- lead to conflicts over the (re)definition of social categories and modern subjectivities (Goodale & Postero, 2013). Against this backdrop, education institutions play a central role in the reproduction and reimagining of society (Bourdieu & Passeron, 1977). Indeed the most emblematic modernisation trend in Colombia is the role given to English both through the Colombia Bilingüe (Bilingual Colombia) programme which requires all secondary-school students to achieve a B1 (CEFR), and recent reforms to teacher education demanding trainee-teachers to certify a B2 level. As a site in which future state actors who will be instrumental in the education system are forged, my research investigates a language teacher-training programme in Colombia. Drawing on critical sociolinguistic ethnography, I explore how trainee-teachers navigate the discursive terrain of doing 'being an English teacher' and are interpellated

into different subject positions, thus contributing an insight into how these processes happen in the everyday life.

Lien Thi Hanh Bui (University of Southampton)

ELF, identity and study abroad: Vietnamese students in UK Higher Education.

Over the last decade, research on international students in study abroad contexts have been focusing on a number of issues including international students' intercultural competence (Fang & Baker, 2017; Jackson, 2015), social ties (Schartner, 2015), international experience (Lillyman & Bennett, 2014; Streitwieser, 2018). There is, however, a lack of research conducted to investigate international students, especially Southeast Asian students, and their identity negotiation in relation to the use of English as a lingua franca (ELF) in Anglophone contexts. The present paper, therefore, aims to fill this gap with 16 conversational interviews conducted in two rounds with eight Vietnamese postgraduate students at a UK university. Data was analysed through the combination of small story approach (Bamberg, 1997; Bamberg and Georgakopoulou, 2008) and thematic analysis. The results indicate that the Vietnamese students negotiated their academic identities in multiple ways through the use of English in academic speaking and writing contexts. In academic writing, most of the participants negatively constructed their academic identities, whilst promoting and adhering to native English speakers' (NESs) English, which unsurprisingly reflected their deeply ingrained Standard English ideology. In academic speaking, although at some points the students' attitudes towards their English were still relatively pessimistic, a few participants appeared to develop awareness of ELF, showing their acceptance of the legitimacy of international students' English, and at the same time challenging NESs' use of English in internationally academic settings. Implications and suggestions for both UK and Vietnamese HE contexts are offered towards the end.

**Tony Capstick (University of Reading)
Clare Furneaux (University of Reading).**

Community language learning in unstable times: An example of NGO-sponsored language teaching in Kurdistan.

At the University of Reading we initiated a Colleagues Across Borders (CAB) remote mentoring scheme working with inexperienced language teachers in refugee contexts in Kurdistan. This was modelled on a wider CAB project run by a British charity matching therapists in UK and elsewhere with therapists in conflict zones.

In our year-long project, twelve experienced language teachers in the university held weekly Skype meetings with untrained teachers in Kurdistan, with whom we had been put in touch by the British Council in collaboration with an American NGO. The teachers were working in a variety of NGO-funded community-based settings where English was one subject on offer in a 9-week course for displaced adolescents and local peers. The main purpose of the course was psycho-social support, and social integration. New courses began every few months. Mentee-led topics covered areas of language, communicative language teaching, and motivation. Work was also done on the mentees' own language skills, at their request.

Data drawn on in the paper will include interviews with the mentors in Reading as well as interviews with mentees, and centre managers, in Kurdistan. The interviews with mentees and managers were conducted by one of the speakers during a two-week research visit, which also included lesson observations.

The paper will discuss the challenges reported by the mentees in these settings, and by the Reading-based mentors working with them at a distance. We will consider 1. the guidance that the mentees asked for, and that the mentors felt they were able to give, and 2. the challenges of working together in this way. Identified challenges were based on mentors' and mentees'

experiences of the mentoring process, and of working with the management processes in the context. We will also discuss the benefits to both sides of this experience.

Patricia Carabelli Mari (Foreign Language Department. Facultad de Humanidades y Ciencias de la Educación. Universidad de la República)

Cultural narratives in the ESL/EFL language classroom.

Today's intercultural reality enables new complex and enriching approaches in education. What is more, as English is an international language, the ESL/EFL classroom can become a space of awareness of cultural diversity, of the importance of dialogue, and of what complex cultural narratives (Benhabib, 2002) imply.

From a philosophical approach, based on the deliberative democracy perspective of Habermas (1987) and Benhabib (2002), the idea that second and foreign language policies should promote analysis and debate of issues that concern culture within language programmes, is defended. In this way, teachers and students can examine and discuss different concepts and perspectives related to culture trying to break with ethnocentric views while promoting openness to dialogue and understanding of the existence of multiple and varied perspectives. By discussing what cultural narratives imply during lessons, one may foster the idea that interculturality is a perspective that understands that cultures are inherently mixed and that cultural limits are blurred. As diverse concepts of what leading a good life exist, only through dialogue and by expressing ones' views, can agreement among subjects be reached. According to anthropologists such as Lévi-Strauss (1978) and Malinowski (1972), these concepts are not part of human nature, ethnocentrism is; hence, they must be learnt. The school curricula should therefore implement instances in which to discuss cultural issues and the ESL/EFL classroom seems to be an ideal place as English is used at an international level, giving place to multiple cultural narratives that can be used to discuss different current global issues - such as migration and intercultural interactions - while teaching and learning English.

Coralie Clerc (University of Southampton)

Teachers' beliefs and curriculum implementation: the case of lower-secondary schools in Switzerland.

The teachers' role is of paramount importance in educational innovations, and consequently also when it comes to implementing a new curriculum successfully. To embrace the desired changes, teachers need to restructure their beliefs that act as a filter and guide actions. However, despite a number of studies, we still have a limited understanding of the phenomenon.

Already dealing with three official languages, Switzerland decided to add English to the compulsory curriculum in the early 2000s. This change of language education policy was accompanied by several innovations at different levels, such as the publication of a new curriculum and introduction of a new coursebook. The present study was conducted in this context of change in public schools in Valais (Switzerland). Throughout this research, I aim to uncover the teachers' beliefs and practices, and examine their role in the implementation of the new curriculum.

This case study draws upon both quantitative and qualitative data. Eighty-nine English teachers filled in a questionnaire and seventeen were interviewed. As a first step, a factor analysis was conducted in order to investigate what the teachers' professed beliefs were. Four different types of beliefs were identified, and beliefs about the curriculum were not one of them. This was consistent with the analysis of the teachers' reported practices, whose findings revealed that they relied more on the coursebook and on their previous experience than on the curriculum. Finally, teachers with at least nine years of experience teaching English held beliefs that were closer to what the curriculum recommends, which suggests that beliefs might be influenced by experience.

Miranda Dodd (University of Southampton)

Investigating Spelling: reporting on a research project with primary school teachers looking at teaching and learning in spelling.

Spelling is often seen as a critical skill but the teaching of spelling in English Primary classrooms has often focused around learning spellings at home and testing them weekly. A group of teachers and a university researcher came together to explore a shared concern about the teaching and learning of spelling in the Primary years, especially with the introduction of word lists in the National Curriculum and the strong focus on phonics in Reception and Year 1. Many of the children involved come from what might be thought to be relatively deprived linguistic backgrounds and the teachers felt that current approaches were not helping them develop their understanding of spelling and application of their knowledge when writing. Following discussion of research studies into the effective teaching of spelling, the schools and classes involved explored and researched the impact of different approaches, with a strong focus on developing children's fascination with words in various ways, including exploring the morphemic structure of words and their etymology. The teachers selected a range of active and investigative ways of teaching spelling that were appropriate to their settings. The results were explored through semi-structured interviews with the researcher and the individual teachers which were analysed, through coding of responses, to find the common factors contributing towards improvements in children's learning and future areas for research.

Amina Douidi

Where does nationalism end and interculturalism start: qualitative analysis of Algerian English textbooks.

There is an overall agreement among intercultural communication researchers that pedagogy for interculturalism should approach the representation of the self and the other in inclusive and relative ways. This would help learners in developing intercultural attitudes, behaviours, and skills that are necessary to navigate communication and relationships in a hyperconnected world. This paper reports on an on-going PhD project taking an ethnographic approach to investigate interculturalism in ELT.

In the case of Algeria, intercultural dimensions have been progressively integrated to foreign language curricula. The particularity of the Algerian case lies in the fact that since the Independence 1962, the educational system has undergone complex reforms and changes that have been described on one hand as being at the edge of fundamentalism and nationalism, and on the other as drawing near westernisation. The aim of this presentation is to uncover those orientations first through a qualitative analysis of secondary school English textbooks, and second by considering classroom discourse. In addition, teachers' beliefs on the appropriateness of the cultural content for the language learning experience are examined.

The preliminary qualitative analysis of classroom discourse and the textbooks' visual and linguistic content support the point that globalisation can be a stimulus to cultural nationalism. Furthermore, despite the inclusion of a variety of cultural references, there is a whole ecosystem built around the textbook that incites the promotion of national values. Aware of the limiting and restrictive frame that the textbooks offer, the teachers manage to engage in intercultural interactions with the students who show curiosity towards both language and cultural contents.

Rima Eshkal (University of Southampton)

The Role of Teacher Talk in Creating the Learning Opportunity in EFL Classroom in the Libyan University context.

Teacher talk as an area of research is less emphasised than the learner talk in the literature, because the focus in classroom interaction research has been on learner talk within a language learning acquisition framework. Teacher talk has been viewed as obstructing, or at least reducing opportunities for learner-learner interaction. In the teacher education literature, teacher talk, viewed from a quantity perspective, is presented as problematic. Therefore, instead of focusing on the quantity of teacher talk, this dissertation focuses on the quality, and how learning opportunities can emerge from the teacher talk (including the use of L1), and the interaction around it, for students. This research conducted in EFL classrooms in the Libyan university context with a limited resource environment and during a time of significant social disruption of university life and uncertainty because of the current unstable security situation in Libya.

This is a qualitative discourse analysis study, and the data were collected through audio-recorded classrooms interaction, recall questionnaires, focus groups and field notes. Overall, the study suggests that there is a relationship between the discourse features of teacher talk and the construction of learning opportunities by the students. However, the research also revealed that it was not necessary for some students to take part in the verbal interaction (overt participation) to be successful in recalling new learning items from the lesson. The use of the first language (L1; in this study L1 is Arabic) was found to play an important role as it served as an emotional mediating tool for scaffolding, languaging and in constructing the learning opportunities.

Souheyla Ghebghoub (University of York)

Cylcia Bolibaugh (University of York)

The effect of input modality on incidental EFL vocabulary learning: integrating imagery in listening-while-reading mode.

Several recent studies have found that integrating input from an additional modality can be beneficial for L2 learning. Listening-while-Reading; LwR, and Listening-while-Reading and Viewing; LwR+V (L2 captioned video) have relatively established positive effects on comprehension and incidental vocabulary learning relative to unimodal listening or reading (e.g. Teng, 2016, Webb & Chang, 2015) and uncaptioned video (e.g. Heynen & Puimège, 2016; Perez, Van Den Noortgate & Desmet, 2013; Vanderplank, 2016) respectively. However, there is little research systematically comparing these two conditions to examine the differential effect integrating imagery in LwR mode could have on the incidental learning of different aspects of word knowledge.

In the present study, 160 tertiary EFL University students were randomly assigned to a control group (N=40), LwR group (N=60), or LwR+V group (N= 60). The two experimental groups were exposed to 8 hours of full-length episodes of documentary series, spaced over nearly 7 weeks. All episodes were intended for an English-speaking audience and presented in the form of L2 subtitled video. The LwR group had the video images removed from each episode, and therefore were exposed to the L2 audio and L2 subtitles only. Twenty target words with different frequencies were evenly distributed across all episodes. All groups sat a pre-test of written and spoken form recognition two weeks before the intervention, as well as immediate post-tests of written and spoken form recognition, and meaning recall, use, and recognition, followed by delayed posttests a week later. Results are discussed in light of current theories of multimodal learning.

Suzanne Graham (University of Reading)

Motivation for language learning in times of change: A study of adolescent learners of French and German.

Motivating adolescent learners for language study is a challenge for teachers in many contexts, not just in England. There, however, recent changes in its relationship with Europe are feared by some to herald increasing negativity towards language learning and further decline in numbers electing to continue language study beyond the compulsory phase. Learners' disaffection has variously been attributed to the low 'value' or importance they attach to language study (Blenkinsop et al., 2006), to a lack of personal relevance (Taylor & Marsden, 2014) and to perceived difficulty (Erler & Macaro 2011). Similarly, enjoyment is increasingly seen as underpinning positive attitudes towards language learning (Dewaele et al., 2017), alongside envisioning oneself as a successful L2 user (Dörnyei, 2005). The extent to which these different factors influence learners' decisions to continue with language study post-14 within an Anglophone context remain under-explored, however.

This presentation draws on questionnaire data from approximately 500 learners of French and German, aged 13-14. Five factors emerged from exploratory factor analysis: the importance of language learning, intrinsic motivation, enjoyment, self-efficacy and 'self as future language user'. Overall learners were more positive towards language learning than might be expected, with particularly high mean values for the importance of language learning. The lowest mean values emerged for self-efficacy and 'self as future language learner'. Preliminary analyses suggest, furthermore, that only self-efficacy and 'self as future language learner' were significant predictors of continuing with language study post-14. The theoretical and pedagogical implications of these findings will be discussed.

Nicola Halenko (University of Central Lancashire)

Pragmatic development and study abroad: new perspectives on the teaching and learning of second language (L2) requests and apologies.

With the continued popularity for international students to engage in a study abroad stay, this investigation seeks to bridge the gap between intercultural differences to improve learners' study abroad experiences. The quasi-experimental study employing adult Chinese learners of English (N = 61) represents an underexplored area of explicit pragmatic interventions in the UK study abroad context. Ten hours of explicit instruction on requests and apologies, using differentiated training materials, were measured against natural acquisition of these speech acts through L2 interaction. The study is innovative in its direct comparison of technology-enhanced versus traditional paper-based resources, its focus on multiple speech acts with multiple participant groups (two experimental groups and one control group), and its multiple delayed test design. The study investigated instructional effects over twelve weeks, using innovative virtual role plays, to examine, i) the effects of differentiated explicit instruction on learners' request and apology production, ii) whether exposure to the target language environment alone enhanced production.

The data were rated for appropriacy on a Likert scale and linguistically analysed. Results showed that explicit instruction was highly effective, particularly for the technology-enhanced group. Exposure to the L2 environment alone facilitated little change in the control group's pragmatic development, though a language contact questionnaire revealed increased L2 interaction. The outcomes underline the positive benefits of explicit pragmatic instruction (Taguchi, 2014) and technology-enhanced teaching (Shively, 2010), but indicate a need for regular input and practice opportunities for long-term retention of pragmatic knowledge.

Graham Hall (Northumbria University)

English language education and migration: implications for secondary level students who have English as an Additional Language.

Recent patterns of migration have created challenges for the educational systems of English-dominant contexts as children with a variety of social, educational and linguistic backgrounds join mainstream schools. In the UK, for example, 1 in 6 pupils - over 1.1 million children - are learning or studying through the medium of English as an Additional Language (EAL), a figure that has risen by 20% since 2009.

Consequently, EAL students studying in the same institution may vary not only in terms of their geographical origin and language background, but also in terms of their educational history and experience, levels of literacy in their first or main language(s), and immigration status and reasons for migration.

This paper reports on a project which explored how teenage EAL students living and studying in a particular, yet reasonably typical urban setting in the UK – Newcastle in the north east of England – experience their schooling through English. It examines the challenges and issues they face, and the solutions they and their teachers and institutions find in support of their learning and in the development of their identity/ies, both in English and in their own main/home languages.

Acknowledging diversity within migrant populations, the study compared and contrasted the experiences of, and provision for, EAL students who have been in the UK for longer or who are part of more established minority communities and those school pupils who have arrived more recently. The implications of these perspectives and experiences for teachers working in EAL contexts in English-dominant contexts, teaching teenagers from a variety of EAL background and with a diverse range of life and learning experiences will be considered.

Lavinia Hirsu (University of Glasgow)

Sally Zacharias (University of Glasgow)

Competing language metaphors, ideologies, and practices in contexts of mobility and dynamic experiences.

This presentation sets out to describe how student-teachers conceptualise their language experiences, ideologies and practices in the context of a TESOL programme where we introduced principles of translanguaging. Although students' experiences are in line with such principles, and research indicates that translanguaging is 'unremarkable' (Pennycook and Otsuji, 2015) and 'ordinary' (Dovchin, 2017), in this presentation we aim to share some of the challenges students experience as they attempt to include translanguaging practices into their processes of language learning and teaching.

This contribution is part of a larger project that looks at how student-teachers' conceptualisations develop over the course of the TESOL programme at a Scottish University and once students enter professional practice in their own respective countries. Ten students were interviewed over the course of a year and shared their academic work. They were also invited to participate in a What's App closed group where they shared their translanguaging practices using a variety of semiotic resources. A fine-grained cognitive and multimodal analysis was used to examine how students conceptualise and linguistically represent their own language ideologies and practices.

Findings show how students construe language and translanguaging practices, using conceptual metaphors (Lakoff and Johnson 1980) that reflect their own identities as language users placed within wider dynamic socio-political contexts of educational institutions of learning and work. More importantly, the study demonstrates that students draw upon fluctuating metaphors to make sense of their experiences. Such mixed metaphors oftentimes reveal conflicting language ideologies and practices, which demonstrate student-teachers' effort to navigate and respond appropriately to their contexts of teaching and learning. We conclude that, instead of defending a

specific language ideology, we need to support our student-teachers to negotiate such complex and unstable language contexts.

Julia Huettner (University of Vienna)

Towards 'professional vision': Teacher learning with digital resources.

The use of videos has become an increasingly accepted practice both in pre- and in-service teacher education (Seidel et al. 2011), and language teaching is no exception to this trend. Despite this regular practice, the potential of videos to extend teacher learning have received little attention in language teacher education research (Sherin 2004; Eröz-Tuğa, 2013). This presentation reports on a study that addresses this gap by exploring the use of the videos in teacher education programmes, and more precisely, their use in development of “professional vision” (Goodman 1994), i.e. the capacity to notice and reflect on practices observed, as a key mechanism in teacher learning.

This study focused on a group of international early-career student teachers (N=19) on a UK Masters in Applied Linguistics/ELT. Students were given both individual and dialogic reflection tasks based on a range of digital resources, consisting of complete ESL lessons and teacher commentaries (<http://www.southampton.ac.uk/velte>). At four points in the year, students were recorded during their post-viewing interactions, amounting to a total of 349 minutes of recorded group reflections. These interactions were transcribed and coded bottom-up in NVivo.

Findings suggest that teacher learning in these interactions centers around five actions:

- evaluation of teacher/teaching;
- noticing of specific educational actions;
- comparison with own teaching;
- speculation on alternatives;
- generalized language methodological practices/recommendations for practice.

A detailed analysis underlines the diversity of trajectories around these elements. Importantly, the possibility afforded by video data of all participants having observed the same language lesson and of being able to re-view it during reflection adds to the benefits of dialogue in promoting more in-depth reflections, which are more directly linked to envisaged (changes in) practice.

Bimali Indrarathne (King's College London)

Influence of explicit feedback on attentional processing of written L2 input: insights from eye-tracking.

This study investigated whether L2 learners are likely to pay more attention to target input as a result of receiving feedback and if feedback assists target language knowledge development. Sixty B1/B2 level adult ESL learners in Sri Lanka were divided into 3 groups. All read three meaning based written input texts where target examples (English causative had) were boldfaced, and all were asked to pay attention to the enhanced examples (explicit input). After reading each text, they answered two comprehension questions which measured their understanding of the meaning of target construction (TC). In addition, one group received an explicit metalinguistic explanation of TC immediately before the second text. Feedback group received explicit feedback for comprehension questions. Participants' attention to input was measured by eye-tracking. A Sentence Reconstruction (SR) task and a Timed Grammaticality Judgement (TGJ) task were used to measure explicit and implicit knowledge gains.

Feedback group paid significantly more attention to target examples compared to no explanation group in both second and third texts and also compared to explicit explanation group in the third text. There was no significant difference between groups in post SR and GJ tasks. This indicates that feedback has not additionally assisted participants in increasing their explicit and implicit

knowledge of the TC although it has helped to increase their attention to input. This suggests, either more feedback opportunities or feedback accompanied with metalinguistic explanations may be necessary to speed-up the learning process.

Heike Krüsemann (University of Reading)

Language learning motivation and the discursive representation of German in UK school settings and the press.

This paper is based on a mixed-methods PhD study which explored how German is represented in UK grassroots and public discourses. It investigated the relationship between discourses around German, learner motivation and uptake of German in UK secondary schools in order to deepen understanding of the 'crisis' German learning is said to be experiencing, as reported in the press and other non-academic discourse. Participants of the study were 506 adolescent German learners from a range of UK secondary schools, as well as language teachers and head teachers. Underpinned by a theoretical framework using key concepts from mainstream psychological as well as second language-specific models of motivation, the research instruments (questionnaire, interviews and focus groups) were designed to probe participants' attitudes towards German through metaphor elicitation as well as Likert-type items. Themes which emerged from learner attitudes were then compared with those in wider circulation. For this purpose, a corpus of 40.000+ articles on German, the Germans and Germany from a range of UK national newspapers was compiled, and methods from the field of corpus-assisted discourse studies employed for its analysis. The study found that many of the themes present in public discourses were replicated in learners' discourses, but in complex ways related to learners' decisions about continuing with German and their socio-economic status. Through exploring the relationship between public linguistic patterns around German and those found in school settings, the study links grassroots and societal attitudes towards German with questions about the future of German-learning in UK secondary schools.

Jürgen Kurtz (Justus Liebig University Giessen, Germany)

Standards-based EFL Education in Germany: Toward a checklist approach to instruction and learning?

In Germany and in many other countries around the world, proponents of standards-based education have (somehow) managed to elevate competence-based instruction and the demonstration of knowledge and skills in nationwide performance tests to an educational imperative. Opponents caution against placing too many expectations on standards-based reforms, on measurability, testing, and system monitoring, arguing that conceiving of school education in terms of measurable outcome primarily may eventually have some undesirable backwash effects (e.g. teaching to the test). However, up to now, little empirical research has been conducted to figure out how standards-based reforms affect learning and teaching in EFL classrooms. Against this backdrop, I would like to outline and problematize standards-based instruction and learning in Germany, placing special emphasis on the central findings and implications of a recent interview study conducted with 697 EFL teachers in the federal German state of Hesse.

Amina Lechkhab (University of Southampton)

Identity, Intercultural Awareness and Intercultural Citizenship through ELF among Algerian International Mobile Students.

My study focuses on intercultural citizenship which moves beyond ICC into a form of action (Killick, 2011; 2013). However, there is a paucity of empirical evidence of intercultural citizenship awareness and its development amongst students in international mobility. Further, the approach of

current frameworks of intercultural citizenship feature a number of limitations from a language aspect (Byram et al, 2017). Yet, given that ELF research recently has had a great bearing on a poststructuralist approach into intercultural communications studies which views communication, identity, language and culture as contingent, negotiable and adaptable (Baker, 2017). This study aims to uncover how ELF research could inform current approaches into intercultural citizenship pedagogy and students' mobility research through a critical examination of Algerian International student's perceptions and development of intercultural citizenship competences from an EMF perspective. The study uses a qualitative method approach that will be implemented to explore: a) How does International Algerian students experience, perceive and enact a sense of intercultural citizenship, as a result if their transcultural travel and intercultural experience, b) What are Algerian practices and perceptions of their language practices in relation to intercultural citizenship , c) what are students' perceptions of their own identities in relation intercultural citizenship from EMF perspective. The research uses an iterative combination of observations, semi - structured interviews, diaries and blogs. It is hoped that this research elucidates the linguistic aspect of intercultural citizenship framework by providing an empirical evidence, which deploys a postmodern critical approach into the inquiry of the current study, further, it is hoped that the adopted approach will uncover the limitation in the existing theorizations of intercultural citizenship and henceforth its implications for intercultural citizenship pedagogy.

Jia Li (University of Southampton Confucius Institute, Bohunt School)

A Comparison of CLIL and Non-CLIL Teaching Method for Chinese Language in Secondary School in the UK.

Since coined by David Marsh in 1994, the principle of Content Language Integrated Learning (CLIL) has been conducted by schools in the UK for teaching European languages. However, few schools have offered Chinese CLIL courses yet. Bohunt School is the first state secondary school (from 2014) offering Chinese CLIL courses from Year 7 to Year 11. In addition to having the conventional Chinese lessons, the students in the CLIL program also have Drama, PE, PSRE, ICT and Arts taught in both Chinese and English. Comparing with their Non-CLIL peers, the CLIL students generally had better academic achievements as they were more immersed in the language learning environment. The results from GCSE Mandarin in 2016 showed CLIL students achieved better performance in A*-A (80.8%) than Non-CLIL students (51.7%, P=0.024). In 2017, the disparity in GCSE results between CLIL and Non-CLIL is greater: all CLIL students passed the exam and 92% received A*-A, while the non-CLIL passing rate was 77.8% and the A*-A passing rate was 38.9%. According to the exam data in 2017, CLIL students overpass the Non-CLIL students significantly (P<0.001). Due to the substantial and continuous growth of the Chinese economy, learning Chinese has become a global phenomenon. Students in the UK are less likely to be exposed to Chinese language because of the geographical distance. They are also less familiar with the phonetic features and writing systems in Chinese compared with European languages. Using CLIL methods in secondary school, students could benefit from more exposure to the contents and Chinese speaking environment to reduce the unfamiliarity of Chinese.

**Shihan Lin (University of Southampton Confucius Institute, Beijing Normal University)
Ying Zheng (University of Southampton)**

Investigating Chinese Teachers' Professional Development Needs in Southern UK.

In the current changing education landscape in the UK, more and more schools have shown interest in including Chinese as a language subject in their curriculum. The Mandarin Excellence Programme, launched in 2016, is part of the UK Government's drive to see at least 5,000 young people on track towards fluency in Mandarin Chinese by 2020. This £10 million initiative by British government has encouraged hundreds of secondary school pupils in England to begin intensive lessons in Mandarin Chinese.

Coupled with growing interests and demands from schools, the number of overseas Chinese teachers has been expanding in recent years in the UK. Although those teachers have received their teaching qualification and pre-service training in China, their lack of teaching experiences in the UK, lack of knowledge about local language policy and assessment criteria pose various challenges when they start teaching.

Localised professional development, therefore, is essential for those teachers to gain a better understanding of the British educational system and practices to facilitate their teaching. This presentation will report a study conducted with Chinese teachers in schools in southern UK. An online questionnaire was issued covering the following aspects: teachers' knowledge of the UK education system and their knowledge of teaching pedagogies; their views on adaptability, problem-solving ability, and intercultural and communicative competences; their skills in using resources and tools efficiently in local contexts. Interviews will be conducted to collect in-depth accounts of the challenges and difficulties these teachers have encountered. Recommendations will be made to cater for various professional development needs for these teachers in the globalised UK schools.

Yujing Lu (University of Southampton)

An intervention study of the effects of situated demonstration of listening strategy instruction on the development of EFL listening comprehension skills.

Listening comprehension is one of the important parts of language learning, and language-learning strategies are suggested behaviors or actions that contribute to a more successful, self-directed language learning. This research is an intervention study exploring the effectiveness of a situated, demonstration-based listening strategy instruction initiative for first-year undergraduate students of English as a foreign language in China. It describes and investigates the impact of an innovative approach to strategy instruction which demonstrates strategies rather than telling students what to do.

Based on the SILL (Oxford, 1990), the researcher designed a handbook of situated demonstration of listening strategy instruction, which guided the teacher in demonstrating listening strategies within routine listening tasks. An experimental group of 74 students underwent the programme lasting 10 weeks. The control group (n=72), taught by another similar experienced teacher, yet share the same teaching standard with conventional listening comprehension training. The effectiveness of listening comprehension strategies on English listening, was measured by the Public English Test System (PETS) at the beginning and end of the intervention. As hypothesized, the experimental group significantly outperformed the control group on the final comprehension measure after controlling for initial variables. Besides, the quantitative results of questionnaire provide the further details of the most frequently metacognitive and cognitive strategies that applied underlying successful L2 listening. A successful situated-demonstration of listening strategy instruction enriches the traditional listening comprehension teaching practices, and brings a more innovative and straightforward teaching approach to satisfy the EFL learners' needs for practical English skills in global communication.

Rosamond Mitchell (University of Southampton)

Alison Porter (University of Southampton)

Prospects for foreign language education in the English primary school.

The 1990s English National Curriculum included a commitment to “languages for all” in the secondary school. However both motivation and attainment proved problematic, and in the 2000s this policy was modified. Languages are now compulsory only to age 14, and numbers taking national languages examinations at ages 16 and 18 are falling (Tinsley & Board, 2016).

Partly in compensation, from 2000 to 2010, there was considerable investment in FLs in the primary school, followed in 2014 by the introduction of compulsory FL study from age 7 (Wade & Marshall, 2009; Cable et al., 2010; Department for Education, 2014). There are high expectations of this policy, in terms of raising learner motivation, and also raising eventual attainment through an early start. Many schools are enthusiastic, and most are delivering some FL instruction. However the initiative is constrained by low subject status, limited curriculum time, and persistent problems concerning teaching expertise and progression to secondary schools (Tinsley & Board, 2016).

This paper draws on a range of recent primary FLs research projects to document what is known about current learning outcomes and children's motivation concerning the most commonly taught language (French) (AUTHORS, 2014, forthcoming; Courtney, 2017; Courtney et al., 2017; Graham et al., 2016). This is complemented with new evidence on schools' current delivery of FLs, drawn from an ongoing project promoting teacher development through action research (AUTHORS). Conclusions are drawn about the viability of current policy, and the steps needed to ensure a positive "languages for all" experience for all children.

Rosamond Mitchell (University of Southampton)
Nicole Tracy-Ventura (University of South Florida)
Amanda Huensch (University of South Florida)

Study abroad and its longterm impact on plurilingual identity in changing times.

Study abroad is a significant component in foreign languages programmes at UK universities, which has significant short term impact on participants' plurilingual identity, as well as on aspects of participants' language proficiency (Benson et al 2013; AUTHORS, 2017). However, educational policies promoting globalization and transnational identity development are currently facing important challenges with a resurgence of nationalism and populism in the UK and internationally.

In contrast with a rich tradition of research into the SA experience (Kinginger, 2009), the long term evolution of SA participants' plurilingual identity post-sojourn has received comparatively limited attention. Some studies suggest that SA has a durable influence e.g. on sojourners' intercultural orientation and career mobility (Coleman & Chafer, 2011), but evidence concerning long term impact on identity development is limited overall.

This paper reports an investigation into the plurilingual identity of 30 young professionals, 4 years following a 2-semester study abroad experience as languages students. The participants had taken part in a previous study in which the evolution of their L2 identity as students was well documented, as was the development of their L2 proficiency (AUTHORS, 2017). For the new investigation the participants were contacted and interviewed once again. We report overall trends in their L2 identity development and its relationship with the extent of their ongoing contacts with L2 users and engagement in L2 use, as well as with their awareness of wider societal conflicts around transnationalism and globalization.

Sonia Moran Panero (University of Southampton)

Critical metalanguaging: a transformative practice for the language classroom?

As a result of the growing transnational contact and heightened interconnectivity that we currently experience due to recent forms of globalization, numerous scholars have turned their attention to the study of language learning for intercultural communicative purposes. In particular, the investigation of the use of English as an international Lingua Franca (ELF) has challenged long-standing theorisations of non-native speakers as a 'failed learners' when their use departs from idealised native-speaker standards. In considering the implications of ELF research for the ways in which English is represented, taught and learned around the world, experts have pointed out the need to go beyond 'teaching English' in order to also 'teach about English'.

This talk explores the relevance of creating spaces for metalinguistic discussion among students in the ELT classroom as a way to reflect on the spread and variable use of English as a global language, both critically and in its complexity. Drawing from focus group data collected with Spanish-speaking university undergraduates in Chile, Mexico and Spain, I examine the extent to which critical talk about language may lead to transformational effects in the conceptualizations of language of the participants. The analysis attends to how these students (re)produce, negotiate or challenge ideologies about the nature of language and what counts as English, in light of information provided by ELF research, their situated interaction and reflection on their own personal experiences. In moving from implications to applications, I also identify practical and ontological challenges that may be faced in establishing spaces for critical metalanguaging in the ELT classroom.

Rola Naeb (Northumbria University)

Hafez Karout (Northumbria University)

Amina Aldhaif (Northumbria University)

Benchmarking the Home Office Integration Framework against the needs of adult refugees.

Despite variations in policies and practices, there is consensus on linguistic integration as an essential factor in all approaches to integration. Linguistic integration is defined by the refugee's capacity to effectively use the language of host society for public communication (Collin and Karsenti, 2012). Ager and Strang (2004, 2008, 2010), in collaboration with the Home Office, developed an integration framework which suggests ten core domains reflecting understanding and analysing outcomes of integration. Integral to this framework is the domain of "language and cultural knowledge"—a key facilitator to all other domains of social networks, education, housing and employment.

The presentation will present findings from three projects that investigate, from different perspectives, the linguistic integration of Syrian adult migrants who have resettled in the Northeast under the Vulnerable Resettlement Scheme. The focus is on examining the integration framework adopted by the Home office, particularly the domain of "language and cultural knowledge" and benchmarking its components against the linguistic needs of adult migrants as identified by the migrants themselves through focus groups, diaries, shadowing and interviews. We will also share our findings and suggestions about whether the current "institutional", "cultural" and "technical" enactment (Corbett and Rossman, 1989; Hargreaves et al., 2001; Marsh, 2009) of the ESOL Program indeed facilitates integration and equips refugees with skills transferable into the "social" and "economic" domains beyond the classroom (Ager and Strang, 2004).

Phuong Le Hoang Ngo (University of Southampton)

English as a medium of instruction in the time of globalization: Voices from a Vietnamese University.

During the last two decades, English-medium instruction (EMI) programmes have gained an increasing popularity around the world. However, this educational trend has resulted in EMI policies being adopted "uncritically" without enough attention given to lecturers' and students' linguistic and academic ability as well as policy issues (Walkinshaw, Fenton-Smith, & Humphreys, 2017).

In the context of Vietnam, the country has explicitly aimed to have a certain number of universities offering EMI programmes through its National Foreign Languages 2020 Project. The use of English can be considered as an innovation in tertiary education, but whether this can lead to better outcomes than traditional use of Vietnamese as the medium of instruction, is another question.

This PhD project explores an EMI programme in a Vietnamese university. Based on the conceptual framework of ROADMAPPING, proposed by Dafouz and Smit (2014), it investigates how

lecturers and students interact in an EMI lesson to co-construct the subject knowledge, and whether these real practices match with their perceptions of EMI or not. Through an ethnographic case study approach, three main data collection instruments are employed: classroom observations, interviews and focus groups. The findings show that there are various strategies adopted to deal with linguistic challenges, and participants have found English and Vietnamese equally important in maintaining the quality of education.

This investigation into “the ways of thinking” and “the ways of doing” of Vietnamese lecturers and students is hoped to contribute significantly to the whole picture of EMI in Vietnam as well as Asian countries.

Patricia Núñez Mercado (University of Southampton)

Exploring the academic digital literacy trajectories of online undergraduate students in a Mexican university.

There is an increasing recognition of online learning environments as a promising option in higher education; nevertheless, withdrawing and dropping out are still a major drawback in virtual communities (Johnson, 2001; Kim et al., 2017; Wladis, Conway and Hachey, 2017). The pressure of writing a research paper in L2 to obtain a BA degree may increase this possibility of dropout. Therefore, it is of paramount importance to understand the processes of student L2 academic writing in online environments, especially since academic writing remains the main way to assess students, determining if they complete their higher education studies or not. The present explanatory interpretive case study explores the academic digital literacy trajectories of a group of four online Teaching English as a Foreign Language (TEFL) BA students during the L2 writing of their Final Research Paper (FRP) to obtain their degree in one major Mexican state university. By drawing on a virtual ethnography, the study brings together data from observations of the students’ academic records and online interactions with FRP supervisors, informal talks with BA facilitators, interviews with students and supervisors, artifacts (FRP drafts and final versions) and a journal for researcher reflexivity. Results from the piloting begin to shed light on how to approach the literacy practices and events these online students engage in to make decisions and solve problems in their FRP L2 writing process.

Caitríona O’ Brien (Trinity College Dublin)

Hearing families learning Irish Sign Language to communicate with their deaf child: A Grounded Theory investigation.

In 2017 Irish Sign Language (ISL) was officially recognised in Ireland yet no Applied Linguistics research to date has explored Irish families learning ISL when they discover their child is deaf. Research tells us of many potential benefits to both hearing and deaf family members by having a family language of communication in ISL (Dammeyer, 2010; Calderon, 2000; Moeller, 2000), yet research on Ireland’s Home Tuition Scheme, which entitles families with a deaf child to ISL tuition, remains low, due to lack of information, as well as misinformation (Mathews, 2011).

In this PhD study, qualitative research methods explore the language learning process of these families. Interviews and home observations follow Glaser’s Grounded Theory approach to break the academic silence on this research population by developing a theory that reflects the process of re-imagining the family language, or the way in which family members communicate, as they learn a new culture, a new modality, a new language in ISL.

Early data analysis suggests that families learning ISL develop new language and communication skills, deaf awareness, cultural understanding and a grounding principle of equality and inclusion allowing them to constantly prioritise learning this challenging, but enriching, visuo-spatial language.

Following the success of language recognition, and this study's early results, families with a deaf child need more support as parents, language teachers and linguistic models in their home, and as language learners, to aid them in creating a new family language to allow each child equal access to their childhood and their family.

Gloria Carolina Pallanez Dávila (University of Southampton)

Analysing Teacher Agency during the Implementation of a Competency-Based Program in Higher Education in Mexico, a Case Study.

Due to the neoliberal policies that have spread around the globe, the tendency towards a global and standardised education continues to evolve. From this perspective, the ideological trend of mobility and universalisation of thought has been translated to international educational policies that search to propitiate an exchange of human and economic capital. One of these policies is the implementation of a Competency-based program (CBP) that has been suggested to different instructional levels, including higher education. In Mexico, the change has also landed to one of the B.A. of English Language Teaching; therefore, it is essential to organise an adequate follow up of its implementation to know the impact of these policies on classroom practices. Overall, this transformation would lie in teachers and in the way that they could adopt or not a policy that has been imposed. The present study consists of analysing teacher agency in the implementation of the model to understand the impact on classroom practices. Therefore, teachers are now recognised as agents in learning and teaching processes with the capability to operate within their environment (Kalaja, Barcelos, Aro, & Ruohotie-Lyhty, 2015). A comprehensive definition of agency is seen as "a sociocultural capacity to act" (Ahearn, 2001 p. 112). Thus, "agency is not only concerned with what is observable, but it also involves not visible behaviours, beliefs, thoughts and feelings; all of which must be understood in relation to the various context and affordances from which they cannot be abstracted" (Mercer, 2012, p. 42). A critical element in this qualitative research is the semi-structured interview which employs questions with the purpose of building upon the participants' responses; therefore, multiple realities and agentic behaviours are recognized and understood through the eyes of the participants (Cohen et al. 2011).

Sonia Perelló Bover (University of Vienna)

"I speak many languages": The Trans-formative power of Language Portraits in a (super)diverse primary school in Spain.

In the last few decades, research on multilingual practices has taken a sociolinguistic turn which has led to question past assumptions about language(s) as bounded entities and language teaching based on strict language separation (e.g. García and Li Wei; Blackledge and Creese, 2010). Yet, little is agreed on how to proceed in the classroom, especially in contexts with "minoritized" languages. In this study, I explore this issue in the Balearic Islands, a bilingual region in Spain where both Catalan and Spanish are official languages. In this context, education policies and stakeholders' beliefs promote language separation, even though, a closer look to the (super)diverse classrooms of globalisation reveals that practices and children's experiences do not quite match this separation.

This presentation builds on previous work that takes a post-structuralist approach to the study of language (Busch, 2012) and Translanguaging (e.g. García and Li Wei, 2014), and in doing so, it takes the study of linguistic repertoires and the notion of language boundaries as a starting point to understand contemporary multilingualism. By using language portraits as a biographical method, I investigate what the multilingual repertoires of children in years 5 and 6 in a multilingual primary school in the Balearic Islands can tell us about language experiences and practices. The findings display the heteroglossic reality of the school and reveal that while children are aware of language hierarchies, which echo monoglossic ideologies, language(s) are not always clear cut categories.

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Angelika Rieder-Buenemann (Vienna University)

Julia Huettner (Vienna University)

Ute Smit (Vienna University)

CLIL as a language-content link: Students' oral use of subject-specific vocabulary.

In line with a view of CLIL that separates language and content, previous research on vocabulary gains through CLIL tends to focus on general L2 lexical proficiency, suggesting positive impacts on CLIL learners' vocabulary competence. Setting out from the notion of CLIL as a nexus between language and content, however, the effect of CLIL on learners' subject-specific vocabulary is a surprisingly under-researched phenomenon.

In this paper, we focus on disciplinary terminology and phraseology, as used spontaneously in oral classroom communication by advanced learners in CLIL. 16 hours of data were collected in Austrian upper-secondary CLIL classes on international economy and European politics, including video-recorded classroom interaction in student-centred classroom events, as well as questionnaires and interviews with teachers and students.

Data analysis was carried out within a mixed methods approach. A first step involved specifying the terms and phrases in the classroom data which can be considered subject-specific from an emic and etic perspective, involving quantitative data using corpus software and qualitative analysis, in part undertaken in collaboration with CLIL teachers and with regular EFL teachers. In a second step, the student discourse was analysed qualitatively to gain insights into individual learner behaviour regarding terminology use.

Findings suggest that the CLIL students' overall range of productive terminology considerably exceeds the active vocabulary base of non-CLIL learners. At the same time, the qualitative analysis of student productions indicates remarkable lexical variation between learners, and points to a range of terminology-related communication and learning strategies.

Kalina Saraiva de Lima (Federal University of Piauí).

Teachers' reflections and perceptions of their ESL teaching practice in Northeast Brazil municipal schools.

In Northeast Brazil Municipal ESL teachers are faced with problems such as the scarcity or lack of resources; lack of opportunities for CPD courses; and classes which are too large. As part of a research project, a CPD course was designed and delivered to 20 in-service municipal ESL teachers with the purpose of providing those teachers with an opportunity to improve their own linguistic skills and confidence as teachers of English writing. The course was based on reflective practice and related professional development theory (Freire, 1972, 1974; Pavlenko, 2002; Johnson and Golombek, 2011). Here I wish to report part of this research in the form of a case study of two particular teachers with the purpose of investigating their distinct perceptions of their own practice as well as how their practice connects to their autobiographical narratives. This study was guided by the research question: What can teachers' perceptions and autobiographical accounts of their own teaching practice reveal about their reflective attitudes? The tools utilised to address this question were in-class pieces of writing, and class discussions. Results show that although teachers are faced with scarcity of teaching resources, they can respond to opportunities for professional reflection and are willing to plan more engaging, creative and meaningful activities. Additionally, I shall show that Participants' responses confirm my assumption that autobiographical writing is

effective as it enables teachers to undertake reflection on their practice and on their wider professional context more effectively.

Parvaneh Tavakoli (University of Reading)

Anas Awwad (University of Reading)

Fumiyo Nakatsuhara (University of Bedfordshire)

A multi-dimensional perspective to assessment of proficiency in the Aptis Speaking Test.

During the current politically unstable times, providing a formal proof of proficiency in a second language is often a prime concern for many for immigration, education and employment purposes. Among other aspects of proficiency examined, fluency seems to be least researched, and less-likely to be unanimously defined (Tavakoli, Nakatsuhara & Hunter, 2017). Previous research examining fluency across different levels of spoken proficiency (Tavakoli et al., 2017) has shown that while there are several fluency characteristics to differentiate low from high proficiency speakers, it is not easy to identify a useful fluency measure to distinguish B2 and C1 levels. Previous research has not shown whether the lack of a distinctive fluency feature at higher proficiency level can be attributed to a ceiling effect or whether a higher level is more clearly demonstrated through other linguistic features (e.g. sophisticated lexis and structures).

The paper presents a small scale, mixed methods study investigating how different features of speech interact with one another, and which features distinguish candidates at higher proficiency levels. Examining B2 and C1 speakers' performances in the Aptis Speaking Test in terms of grammatical range and accuracy, vocabulary range and accuracy, and cohesion, the study explores to what extent and in what ways these features interact with fluency measures. The data, from 16 candidates taking Aptis speaking test, were transcribed and analysed quantitatively and qualitatively. The results from both strands of analysis were integrated and triangulated to compare and contrast C1 and B2 performances. The results show interesting findings about the interaction between different aspects of performance at higher proficiency levels, e.g. C1 candidates pause before reformulations, low-frequency lexical items, and sophisticated grammatical structures, indicating complex and variable interactions between different aspects of language. The findings set the background for the development of a multidimensional perspective to assessing language proficiency.

Fengzhi Wang (College of Education, Capital Normal University)

Representations of pragmatic competence in Chinese secondary school ELT textbooks.

Pragmatic competence has been situated as an indispensable component within language proficiency in various models of language competence (see Bachman, 1990 and Bachman & Palmer, 1996; Canale and Swain, 1980 and Canale, 1983; Young and He, 1998 and Young, 2000). In the past two decades, pragmatic competence and its development have been highlighted in English as second language pedagogy (Glaser, 2014). Based on a mixed-methods quantitative and qualitative design, the study reported in this paper investigates representations of pragmatic competence in Chinese secondary school English language Teaching (ELT) textbooks. Six ELT textbooks currently-published by Foreign Language Teaching and Research Press (FLTRP) of China are examined. In order to illuminate what areas of pragmatic competence is represented in each textbooks, Jung's (2002) classification of components of pragmatic competence is used. Therefore, detailed analysis focused specially on the linguistic representations of speech acts and their meta-pragmatic information provided to facilitate the learning of them. The initial findings suggest that while the six ELT textbooks share a sufficient number of speech acts, little consideration is given to meta-pragmatic competence like indirect speech acts, politeness and so on. The findings of the study have significant implications for teaching and learning English in China.

Jun Wang (Shanghai Jiao Tong University)
Na An (Shanghai Jiao Tong University)
Clare Wright (University of Leeds)

Enhancing Beginner Learners' Oral Proficiency in a Flipped Chinese Foreign Language Classroom.

Flipped instruction has become a hot issue in foreign language teaching technology, a trend intensified by the emergence of Massive Open Online Courses (MOOCs). In this study, we tracked learners in a beginner-level Chinese Foreign Language classroom to see if flipped teaching based on a MOOC made a difference to their oral proficiency development and rate of progress, compared to a class-only baseline group, using the same syllabus over one semester. Language development, pre and post-intervention, was assessed by standard complexity, accuracy and fluency measures, alongside subjective teacher ratings. Learners' investment of time and perceptions of the new method were also investigated. Results showed that learners exposed to flipped instruction significantly ($p < .01$) outperformed the baseline group in oral proficiency in many measures at post tests, especially in speech fluency, though their advantage in complexity and accuracy was less evident. Rate of progress through the syllabus for the flipped group was also faster, requiring 25% less face-to-face time. Learners in the flipped group also demonstrated more (out of class) time investment in their learning and more positive attitudes toward the course, though these two factors did not significantly associate with the proficiency measures. These results support the implementation of flipped instruction in foreign language classrooms for both better and faster learner improvement; we explore how far psycho-social models of active learning might explain its methodological advantages.

Sonia Wilson (The Open University)

Family Language Policy: from language ideologies to bilingual language practice.

The high degree of mobility within Europe has encouraged the formation of transnational families and opportunities for childhood bilingualism. Given the general lack of government support to develop immigrants' languages in the UK, family remains the key locus for Heritage Language (HL) acquisition.

The newly emerging field of Family Language Policy (FLP) has developed around the central question of the effectiveness of FLP strategies (Schwartz 2010). More recently, researchers have analysed parental ideological factors in terms of how multilingualism is perceived and valued (Curdt-Christiansen 2016). However, little attention has been given to parental beliefs about the actual process of bilingual language acquisition and how these beliefs shape their expectations and definition of bilingualism.

This research focuses on the language ideologies and choices of French parents within transnational families in the UK. This paper addresses the following questions: (1) What are parents' beliefs about dual language acquisition? (2) How do these beliefs influence language decisions and practices? (3) Do language ideologies match language choices and practices? If not, for what reasons?

This study draws on an online survey of 164 participants. Quantitative questions were used to identify patterns in FLP. Qualitative data, analysed through thematic analysis, provided valuable insights into parental beliefs.

The results indicate that, although many parents still hold a monoglossic language ideology, a majority believes in the fluid nature of bilingualism and in the benefits of translanguaging. However, the findings also indicate that many parents decide to act against their beliefs in order to preserve the already limited exposure of their offspring to the minority language.

In conclusion, translanguaging, as a new practical theory of language seems to have reached certain elite bilingual communities. Yet, in order for it to become a realistic option for parents, opportunities for HL exposure outside the home need to be created.

Robert Woore (University of Oxford)
Suzanne Graham (University of Reading)
Alison Porter (University of Southampton)
Louise Courtney (University of Reading)
Clare Savory (University of Oxford)

The effects of teaching phonics and reading strategies in L2 French: an experimental trial based in UK secondary schools.

The UK's departure from the EU has thrown into sharper relief its persistent issues of low motivation and attainment in language learning. Against this backdrop, this study assessed pedagogical approaches to reading and their impact on attainment and motivation. While reviews report benefits from L2 strategy instruction (Ardesheva et al., 2017), there is variation across contexts. Similarly, the importance of phonological decoding in L2 reading is recognised (Nassaji, 2014), but the effectiveness of decoding instruction (phonics) remains under-researched. The present study compared the effects of phonics and strategy instruction amongst Year 7 learners of French in UK secondary schools, building on the intervention by Macaro and Erler (2008). The latter combined both instruction types, but left unanswered questions regarding the relative contributions of each. A 16-week cluster randomized control trial was conducted with 900 learners (36 schools). Learners were taught either (a) phonics only, (b) strategies only or (c) neither (control group). They completed pre-, post-and delayed post-tests of reading comprehension, phonological decoding, strategy use, self-efficacy and vocabulary knowledge. Preliminary pre-post-test analyses indicate greater increases (a) for the phonics group over the other groups in reading comprehension and phonological decoding; (b) for the phonics group over the control group in vocabulary knowledge; (c) for the strategy group over the other groups in 'text-engagement' strategy use and self-efficacy for reading. All effect sizes were small, however, and differences became non-significant within a multi-level analysis, used to account for co-variation within schools. Pedagogical, theoretical and methodological implications will be discussed.

Conference Posters

Wafa Alamri (University of Essex)

A Mixed Methods Investigation of Foreign Language Anxiety, and Anxiety-Reducing Strategies in the Saudi Context.

Foreign Language Anxiety (FLA) has attracted much attention within applied linguistics given that learning a new language is an integration between body, mind, and emotions, and focusing on one part only would never offer a full understanding of the learning process (Damasio, 2006; Young, 1999). Horwitz, Horwitz, and Cope (1986) conceptualized FLA as “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom learning arising from the uniqueness of the language learning process” (p. 31)

The current study is a mixed-methods study investigating FLA among Saudi undergraduates with a beginner level of English proficiency, who were majoring in English, as well as among their instructors. The study aimed to identify the causes of FLA, its relationship to classroom practices and teachers' anxiety, and the strategies used by Saudi learners and teachers to reduce learners' anxiety. Unlike much of the FLA research, this study attempts to identify the empirical practicality of implementing FLA-reducing strategies and measuring their effect by using a quasi-experimental design. The study involved three phases, and included an intervention by the researcher with a treatment intended to reduce anxiety with one group.

Preliminary data analysis indicated the main causes of FLA and that the intervention led to a decreased level of FLA among learners in the experimental group compared with those in the control group.

Damasio, A. R. (2006). *Descartes' error*: Random House.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.

Young, D. (1999). A perspective on foreign language learning: From body to mind to emotions. *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*, 13-23.

Saif Al-Baimani (University of York)

Nadia Mifka-Profozic (University of York)

Advantages of training for collaborative writing.

Motivated by theoretical perspectives including the Interaction hypothesis (Long, 1996), Socio-Cultural theory (Vygotsky, 1978), and Systemic Functional Linguistics (Halliday, 1994), this paper reports on a study which sought to investigate learners' interactional behavior and language use during their work on a written task.

The participants were 12 lower intermediate (IELTS 4.0) EFL undergraduates enrolled in a semester-long English for Academic Purposes course at a public college in Oman. Participants were trained to work in pairs while constructing texts involving the generic structures of a paragraph and an essay, followed by writing an expository essay. Six pair interactions were audio-recorded, and later transcribed and coded for analysis. Students' dialogues were analysed with an emphasis on identifying language related episodes (LREs). Language related episodes were operationalised as any part of a dialogue where the students talked about the language they were producing, questioned their language use, or corrected themselves (Swain & Lapkin, 1998).

During the work on written tasks learners produced a total of 197 LREs in 745 turns. Form-focused episodes were the most common (40.60 %), followed by lexis-focused episodes (32.99%), while mechanics- focused episodes received the least attention (26.39%). The findings revealed that

students produced, in addition to LREs, other types of episodes relevant to content, structure, and task. Also, the number of episodes resolved interactively was much greater than the ones solved individually.

Halliday, M.A.K. (1994). *Introduction to Functional Grammar* (2nd edn.). London. Edward Arnold.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W.C Ritchie & T.K. Bhatia (Eds.), *Handbook of language acquisition*, Vol 2: Second language acquisition (pp. 413- 468). New York. Academic Press.

Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 82(3), 320-337.

Luis Carabantes (UCL Institute of Education)

ELT materials and teacher education: ideologies shaping the learning of materials design.

Recent publications on materials in ELT have taken two broad directions: one where principles for better language teaching materials are outlined (e.g. Tomlinson, 1998/2012), and one where existing materials, particularly coursebooks, are analysed in relation to their linguistic and cultural content (e.g. Gray, 2010). The actual process of writing materials, however, is poorly understood, especially in teacher training situations. Although preservice teachers in Chile are expected to learn how to design materials, the teaching of ELT materials design is still largely left to take care of itself in preservice teacher education courses.

In this presentation, I will share some preliminary findings from my ongoing doctoral research, which sheds light on the learning of materials design by a group of preservice teachers of a university in Chile. Using Activity Theory as a conceptual framework, and analysing curriculum documents, interviews with preservice teachers and teacher educators, classroom observations, and materials produced by pre-service teachers, I map the sociocultural factors that influence how such preservice teachers go about designing materials for their practicum. A major finding is that pre-service teachers ignore much of the actual content of the texts they use (or write themselves), giving room for the inclusion of highly ideologically-driven content embodied in stereotypical views of international culture and social class, and the association of the learning English with economic success.

I will begin the presentation contextualising this case study, followed by a short review of the literature on ELT materials. I will then discuss the research methods employed and the main findings to end with reflections on the study and possible future directions.

Sezgin Doruk (İstanbul Şehir University)

A Study on Academic English Needs of Students in English Medium Instructed Programs.

The purpose of the study was to find out the academic English needs of the students who study in a globalized learning setting in Turkey in order to assist language preparation programs in designing a more effective curriculum and providing students with the academic English in English medium instruction universities. This study attempted to determine the needs of the students who studied in undergraduate programs by administering a needs analysis survey to both students and lecturers. The participants were 151 freshmen students and 12 lecturers in five English Medium Instructed programs in a university in Turkey in 2016. The results revealed that most of the students' needs were not met regarding academic English, and there is a significant difference between the opinions of the lecturers and those of students on the academic English needs of the students. In addition to data collected through the questionnaire, data was also collected from the lecturers through an interview with the instructors who delivered the courses in English. Based on the findings obtained from the information through the interviews and questionnaires, some valuable

suggestions were made that would hopefully help language preparation programs to offer a more effective instruction.

Bianca Garcia (SESI Faculty of Education and Faculty of Americas)

Teaching English to Young Learners and the Neurosciences: the neuroascesis of private school students in Brazil.

In this communication, we aim at presenting aspects of our doctoral research, in development since August 2012. Our object is the discourse produced at the interface between contemporary neuroscience and Teaching English to Young Learners in bilingual private schools in Brazil. Our previous research showed that this teaching is part of a discursive formation whose subjects are valued based on achieving prominence within the dynamics of competitiveness, naturalized by capitalist ideology of flexible accumulation (GARCIA, 2012). The results show that the discursive dynamics of this scenario is based on an early projection of the children both in the economic system logic as well as on the imaginary roles to be achieved by the learners in the future; such insertion was, in significant part of the cases studied, justified based on psychological and neurological characteristics of learners. Based on the concept of neuroascesis as "discourses and practices concerning ways of acting on the brain to maximize its performance" (ORTEGA, 2009), we will investigate how the meanings conveyed in the current discourse of cerebral self-help can resonate within the institutional discourse of such schools. We will deal specifically with how schools produce representations of themselves that are more closely related to meanings derived from zoology than from education.

Alireza Jamshidnejad (Ministry of Higher Education) and Maryam Daneshpazhouh (Ministry of Higher education)

Speaking beyond borders: New functions of oral communication for EFL classes.

Research into the teaching and learning of speaking in EFL setting is relatively neglected. However, fluent oral communication is the main dream most learners bring to the language class, a dream often unfulfilled. The goal of this paper is to provide a method of transferring the formal speaking lesson into a more informal interpersonal communication event. Adopting a qualitative research approach, the researcher collected data from a series of group discussions and recall interviews with a group of Persian learners of English. To go beyond the traditional methods of teaching speaking, the researcher found the constructivism principle (opportunism, reflexivity, deep description) in the 'postmodern qualitative approach' (Holliday, 2007: 19) helpful for investigating the educational functions of L2 oral communication in EFL classes. Analysing audio recorded data, this presentation distinguishes three main functions of L2 oral communication in EFL classes: transferring the meaning, improving the accuracy, and maintaining the conversation.

These functions, whereby a friendly, cooperative and non-face-threatening atmosphere is constructed in the classroom, will increase students' interest and willingness to participate in speaking lesson in monolingual classrooms, and help promote an urge to maintain and develop their L2 oral communication skills. My research has shown that in such a supportive environment, participants feel free to employ a series of communication strategies to use their less-than perfect target language with higher levels of accuracy, better ability to keep conversations going and active negotiation of the meaning, three main aims teachers are seeking for in their speaking lessons.

Takeshi Kamijo (Ritsumeikan University)

L2 learners' assessment of reading strategy use and learner identity development: Analyses of L2 learners' reading portfolio reflections.

Previous research into L2 reading strategies investigated characteristics of successful learners' strategy use, through the think-aloud methods (Lau, 2006; Plakans, 2009; Zhang, 2001) and questionnaires (Mokhtari & Reichard, 2002). Reportedly, successful L2 learners used global strategies, as they predicted a text through their background knowledge and text structure, analysing the text, whereas less successful L2 learners tended to rely on local strategies, focusing on word-based decoding to grasp the word meanings. The implications from these studies, however, do not sufficiently account for how L2 learners actively engage in reading and understanding their strategy use.

The author argues the need for new studies focusing on L2 learners' assessment of their reading strategy use and learner identity (Street, 1985; Hall, 2011). The present study investigated twenty-seven L2 learners' strategy use through reading strategy portfolio reflections in a Japanese university's English for Academic Purposes (EAP) classroom. These learners carried out reading analyses by identifying the thesis, topic sentences, key words, transitions and examples for the assigned texts, subsequently writing reflections. The coding categories in learners' portfolio reflections were analysed through the reading model by Khalifa and Weir (2008) consisting of goal-setter, monitoring and reading types and the reading identity framework by Hall (2011).

The results indicated that successful learners assessed the usefulness of their selected reading strategies for dealing with difficulties in their reading and increasing comprehension of a text. These learners increased their senses of self-efficacy in their strategy use and developed a positive L2 learner identity.

Cuihua Ma (University of Southampton Confucius Institute, Xiamen University)

A Case Study of CFL class Portfolio Assessment in a UK's Primary School.

A portfolio is a collection of evidence that is gathered together to show a person's learning journey over time and to demonstrate their abilities (Butler 2006), most researches worked on portfolio assessment PA in ESL (English as a Second Language) and EFL (English as a foreign Language) classes. Though the interest in the practice of PA in language classes has increased, studies have rarely focused on contributions of PA in CFL (Chinese as a foreign language) classes, particularly in Anglophone contexts. This poster presentation reports on a case study of how a Chinese CFL teacher conducted FA to her students in Chinese classes at a Primary School (Key Stage 2) in the UK. Data were collected over one term (January 2017-March 2018) through document analysis of the National Curriculum for Languages, School Guidelines regarding assessment of student learning, the main textbooks used, the teacher's lesson plans and marking schemes. Students' portfolios, class audio recording of 36 hours, and interviews with 18 students at different levels were also collected. Analyses indicated that she assessed her students through PA in a way that engaged most learners, fostered their motivations, and pushed learners to reflect themselves and make progress. Moreover, several effective types of PA the teacher used may help new Chinese CFL teachers to bridge the gap between PA theories and classroom practices, particularly in transforming from Chinese traditional assessment schemes to British ones.

Siti Bahirah Saidi (University of York)

Cylecia Bolibaugh (University of York)

Development and validation of Plural Society Willingness to Communicate Scale.

Much research has been conducted to investigate L2 WTC especially in non-western contexts, where the heuristic L2 WTC model (Macintyre, Dörnyei, Clément, & Noels, 1998) was

complemented by various models to incorporate the cultural perspectives such as the models by Wen & Clément (2003) and Peng (2014). However, these models are drawn based on monocultural societies, which might not have explanatory power in a plural society country like Malaysia. Acknowledging the urgent need to fill the vacuum of research on WTC, this study developed and validated an instrument to examine L2 WTC in a plural society context. Hence, the aim of this Exploratory Factor Analysis (EFA) investigation was to examine the internal consistency reliability and construct validity of the newly developed Plural Society Willingness to Communicate Scale (PSWTC). Data were collected from 285 Malaysian undergraduates studying in University Malaysia Kelantan (UMK). The internal consistency alpha coefficient of the total PSWTC was 0.86. Principal axis factor analysis with direct oblimin rotation resulted in a six-factor solution as determined by eigenvalues greater than one, scree plot, item loadings, and interpretability of factor solution. The six dimensions of the PSWTC were labelled as (1) WTC in and out of the classroom, (2) communication apprehension, (3) othering, (4) audience sensitivity, (5) face and (6) cognitive complexity. Sufficient psychometric properties warrant Confirmatory Factor Analysis (CFA) to further determine its possibility to be used as the tool in research and educational practice in plural societies' context.

Jo-Anne Sunderland Bowe (University of Roehampton / The British Museum)

Creating partnerships to take learning outside of the classroom: opportunities afforded by museum visits for second language learning.

At a time when pressure on the ESOL (English for Speakers of Other Languages) teaching community is under enormous pressure in terms of time, targets and budgets, what contribution can learning outside the classroom make to the language development in learners? How can working in partnership create the opportunities for organisations to maximise resources?

The British Museum – ‘a museum of the world for the world’ – has been running an ESOL programme for over 15 years. This paper examines the opportunities for language development for ESOL learners in museums, starting with the British Museum’s ESOL programme. It explores the justification for this work based on current and past research and within the context of experiential and object-centered learning.

Traditionally, research into learning outside the classroom has been described in relation what the learners do at home or more recently, how they use technology to further their language development. These can be better described as opportunities for learning beyond the classroom rather than learning outside of the classroom. Learning outside the classroom describes affordances for interaction in a different environment, in this instance, museums. ESOL tutors chose to take their learners out of the classroom on enrichment visits in order to gain confidence; gain access to culture; find out about their local area; have opportunities to speak to native speakers and also to each other in a more natural and spontaneous manner stimulated by objects.

This paper explores what happens when museums and the ESOL teaching community come together in partnership to provide opportunities for language learning outside of the classroom, using the British Museum as a case study. It will provide an insight into a number of projects at the British Museum that have responded to local need at a time of political uncertainty.

Seif Eddine Ziad (University of Southampton)

Language Learning Identity on a Timeline.

The aim of this study is to explore the students’ perceptions on self-assessment, from the formative perspective, and its effects on their identities, which are seen as multiple, as sites of struggle, and as changing over time and space. Self-assessment and identity are put on a time line: where investment, driven by desire, represents the present, which is based on self-reflection on the past learning experiences, with the goal to achieve the future imagined identities. Language learners were expected to reflect on their previous performances to determine their needs and hence develop

their current level. At this point, they decide on how much time and effort they need to invest, which is tightly linked with the kind of return they expect to achieve or how they imagine who they are as language learners and as self-assessors. The investigation of the participants' perceptions was with second year bachelor students from five disciplines, using a questionnaire. Then, fourteen students volunteered to have a diary, for eight weeks, along with follow-up interviews. The purpose of the diaries and interviews is having a deep understanding of self-assessment and identity construction from the perspective of language learners. The initial results suggest that the learners do invest in what they desire and enjoy like watching T.V. However, that is not merely for joy, they invest when they reflect and realise that they are becoming a better version of what they used to be such as having access to the content of the English language community.