



Zurich University  
of Applied Sciences



# AILA-Europe Junior Researchers Meeting in Applied Linguistics

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## **Digital literacy Practices of Saudi Students and the Impact on Writing in English as a Second Language**

### **Abstract:**

This presentation is grounded in my doctoral study of digital literacy practices of Saudi female university students. The study aims at a linguistic analysis of the effect of Digitally-Mediated Communication (DMC) on Saudi students' writing in English as a second language. The study also aims at investigating the perceptions and opinions of students regarding the impact of DMC on academic writing.

The presentation will focus on some methodological issues. The presentation will reflect on developing and implementing an electronic literacy log (eLL) in the investigation of participants' digital social literacy practices and the exploration of some DMC samples. The use of literacy logs will hopefully satisfy the need for highlighting individual digital practices raised in Wood, Kemp, and Plester (2014). This tool is utilized because it will reflect the actual practice of individuals unlike questionnaires, which are the prevailing method used, that reflect what people think they do not what they actually do. Because literacy logs have not been used in the investigation of DMC, challenges that were encountered in data collection and analysis will be discussed; focus will be given to analysis of data from eLL and the various DMC samples obtained from the participants.

### References

Wood, C., Kemp, N., & Plester, B. (2014). *Text Messaging and Literacy—The Evidence*: Routledge.

## **Scaffolding the development of the speaking skills of International students online in an L2 academic context: A socio-cultural theory (SCT) approach**

### **Abstract**

“Scaffolding” refers to the support that an instructor can provide to learners so that they can perform linguistic functions at a much higher level than is possible on their own. Bruner (1978) first used the term to describe how learning takes place, based on the social learning model of Vygotsky (1978). This type of support facilitates the learners’ successful practise of complex skills and as the learners become independently competent, this support is gradually withdrawn. The present study investigates the design of an online pedagogic unit and its relative value to foster understanding at a conceptual level by users of L2 English in an academic context. The academic training provided focused on the design of reading and speaking activities and the pedagogic unit offered various scaffolding mechanisms to support the completion of each task. The study involved 13 L2 advanced International English students doing postgraduate studies at a British university. Drawing on tasks and activities obtained by transcribing individual activities (think-aloud) and recorded online activity (screen captures), the findings revealed that the training helped most of the participants develop a deeper understanding of academic texts at a conceptual level and improve their on their presentation skills significantly. Insights into the development of the learners’ ability to effectively deliver an oral presentation were also gained through analysis of the qualitative data. On the basis of these findings, the value of the various scaffolding mechanisms will be discussed in relation to successfully supporting the completion of the online training and the participants’ opinions will also be presented within this context.

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### Biography:

Vasiliki Antoniou is a PhD researcher and an EAP tutor at the Department of Language and Linguistics, University of Essex, UK.

She teaches linguistics, psycholinguistics, and methodology of TEFL to undergraduate students.

She holds a BA in English language and Literature from Aristotle University of Thessaloniki, Greece, and an M.Phil. in Theoretical and Applied Linguistics from Trinity College Dublin, Ireland (Graduate scholarship).

Additional honors and awards include her research studentship for a PhD.

Her main research interests lie in the areas of concept-based instruction, assessment, e- learning, socio-cultural theory and English for specific / academic purposes.

## Translation as an Effective Tool for Foreign-Language Teaching and Learning

The position of Translation as a separate discipline is ensured nowadays, but it looks like the resentments from when it used to form part of Applied Linguistics have not completely disappeared. This is particularly evident when one turns to the question of translation as a tool for foreign-language teaching and learning. Already in 1972 Holmes defined the role of translation in foreign-language teaching and learning by saying that “Translating has been used for centuries as a technique in foreign-language teaching and test of foreign-language acquisition [...] it would seem to me that priority should be given to *extensive and rigorous research to assess the efficacy of translating as a technique and testing method in language learning*. (Holmes, 1972 in Venuti, 2000, p. 189-190, emphasis mine). Although Holmes does speak about these key questions, it looks like they were overlooked in Translation Studies until recently, probably for the fear of being associated with Applied Linguistics. The debate is still open: shall we look at translation from the perspective of Translation Studies or Applied Linguistics? In my research, I argue in favor of translation as a valid tool for foreign-language teaching and learning, which makes me look at it not from the perspective of this or another discipline, but as a useful interdisciplinary tool that needs recognition and acceptance.

In my research, I pose the question how translation can be a communicative activity in tune with the needs of the FL class at university level. Communicative activities increase student interaction on two levels: with the teacher and with peers. This does not automatically ensure learning, but it does produce high level of involvement, which, in turn, is a prerequisite for successful learning (Källkvist, 2013). I thus set out to investigate whether and how translation can be made a communicative tool. For this purpose, I have conducted an experiment including a series of translation activities at the Universitat Rovira i Virgili to check students’ involvement and participation when using translation in L2 activities. I have also conducted a survey on students’ beliefs about the role of translation in FLT, which have obtained quite positive results.

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Holmes, James S. 1972. “The Name and Nature of Translation Studies”. In Venuti L.

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## **Anglicisms in the Austrian, Serbian and Ukrainian media**

**Abstract.** The given research deals with the study of Anglicisms in the Austrian newspaper *Kleine Zeitung*, Serbian newspaper *Somborske Novine* and Ukrainian newspaper *Holos Ukrajinu*. The purpose of this research is twofold: a) we are intended to observe the development of anglicisms in the analyzed newspaper from 1995 till 2015, b) we are aimed at analyzing the structure and cohesion of English-German as well as German-English hybrid compounds. In order to do it, we have analyzed one issue of the newspaper *Kleine Zeitung*, *Somborske Novine* and *Holos Krajinu* for January beginning with 1995 till 2015. In such a way, 60 newspapers make up the corpus of our study (20 newspapers for each analysed language). The results are processed with the help of such statistical methods as *Piotrowski law*, power function to the ranking of compounds, rank frequency distribution, Zipf-Alekseev function.

*Key words: borrowings, anglicisms, americanisms, language contact, hybrid (mixed) compounds*

## **Exploring Computer-Mediated English as a Lingua Franca**

The advent of web 2.0 has had an unprecedented effect on computer-mediated communication: Internet users have been empowered, and their status has risen dramatically, from that of mere consumers of information to that of authors who are actively involved in the production of texts on the Internet. My PhD research investigates the role of English as a Lingua Franca (ELF) within multicultural Hybrid Virtual Communities (HVCs). These include, for example, Facebook groups of international students living in a foreign city and having little or no knowledge of the local national language, which prompts them to use ELF in their online interactions to ask for advice on how to deal with everyday life problems. The spread of HVCs of this kind calls for a reconceptualization of the term “community”, which can be defined as such even in the absence of physical proximity and of a homogenous linguacultural background. Such communities have developed alongside the emergence of Social Networking Sites (SNSs), which represent virtual settings for users to engage in communication on the basis of common ground. ELF communication is carried out via “linguistic and other resources which are the agreed result of internal negotiations which can also be used for international/intercultural communication” (Seidlhofer, 2011: 87). More specifically, I am investigating computer-mediated ELF, characterized by the use of a particular repertoire of multimodal devices, both verbal and non-verbal (e.g. emoticons and memes), which is exploited within HVCs to allow for a co-construction of meaning through online interactions.

I am currently applying the methods of virtual ethnographies (Hine, 2000) in order to investigate some HVCs in SNSs. I intend to build a pragmatically-annotated corpus of SELF interactions, which would serve as the basis for a subsequent corpus-based qualitative analysis of data, aiming at an understanding of how members of multicultural HVCs negotiate meaning and achieve mutual understanding, as well as how SELF interactions can be classified in terms of speech acts.

**Word count: 318 words.**



## **Language Policy in Kosova**

Political developments in Kosova since 1981 led to collaboration with the European Commission and other International Organizations. The presence of KFOR, EULEX and other International Organisations increased the awareness of the importance of the knowledge of foreign languages and the role of the language of minorities. The increasing of mobility and the internationalization of media had an impact on the language policy of young Kosovars.

The awareness of kosovan society and the support of Kosovan Government for Foreign Language Learning through developing National Language Policy are considered as development potential for the country.

Considering this problem, the question arises, which language policy is currently developed in Kosovan Education System, which minority languages are spoken in Kosova and which Foreign Languages are learned in Kosovan Schools.

The aim of this paper is that the results and recommendations from this research can be used as reference for the national language policy in the coming years in Kosova.

The objective of this paper is the state of play of language policy and foreign language learning in Kosova, with the focus on learning German as foreign language "Deutsch als Fremdsprache" in Kosova schools.

Currently are no analyses of the foreign language teaching situation in Kosova. This paper will have interdisciplinary point of view with linguistics, history and migration research. The research is based on data analysis and the questioner processing.

Through this research the author will try to use the results to move the kosovan language policy actors to be more active on quality assurance of modern education and to support the foreign language communication.

This research will represent:

existing initiatives and actions promotion of language policy in Kosova

creation of foundations for the development of an overall multi language approach.

Finally the conclusions of analyses will be summarized and the overall aim of this research promotion of the language policy and especially foreign language learning policy. The support of foreign language learning has impact on economic growth and on prestige of population of Kosova.

## A longitudinal study of language learning strategies in higher education

### Abstract:

Language learning strategies (LLS) have long been criticized for being atheoretical. This paper attempts to root LLS in a range of learning theories, including operating conditioning, social learning theory, information processing theory, schema theory, Piaget's theory of cognitive development, and Vygotsky's sociocultural theory. Also, this paper will provide a longitudinal study and reveal details of students' changes of LLS throughout two and a half years by using students' diaries and the Strategy Inventory for Language Learning (SILL) (Oxford, 1989) as very few research studies have followed students' LLS longitudinally. 32 nursing students from the academic year of 2013-2014 have been followed until recently. Diaries are collected at weeks 1, 2, 3, 4, 79 (end of April 2015) and 110 (end of November 2015) for qualitative analysis. SILL questionnaires are also collected at weeks 1, 4, 79 and 110 for quantitative analysis. Strategies are taught by Strategy instruction (SI) from weeks 1 to 4 (for 4 weeks) in students' first year and for one academic year in students' second year. Data collected at weeks 1 to 4 and week 79 can be used to analyze their changes of LLS (if any) throughout the two cycles of SI and to understand if the two different durations of SI have any effects on their LLS use. In their coming third year, no SI will be conducted and the delay effects of SI (if any) will be assessed with data collected at week 110 (at the end of their last English course in higher education).

Preliminary results from the data after the first cycle of SI showed that students' LLS have improved in four weeks both quantitatively and qualitatively. The data for the second cycle will be collected at the end of April 2015 and the delay effects of SI (if any) at the end of November 2015.

### Reference:

Oxford, R. L. (1989). *The Strategies Inventory for Language Learning (SILL)*.

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## **L2 Motivation and Extramural Learning.**

Key words: Motivation L2 Learning Immersion Programme Longitudinal Study

The question of motivation has been the subject of research of many authors using many different approaches. However, it started to gain importance during

„The Social Psychological Period“ thanks to Gardner’s (1985) Socio Educational Model differentiation between integrative and instrumental motivation. Nevertheless, this is not the only dichotomy associated with motivation, the Self-Determination Theory (Deci and Ryan, 1985) came up with a new differentiation between intrinsic and extrinsic motivation. Later, in 2005 Dörnyei and his “Self-Motivation Theory” brought about a revolution in L2 motivation research. Unlike all the previous conceptions related to motivation, he made a distinction between the “Ideal Self” and the “Ought-to-be Self”.

The main aim of this longitudinal study is to test whether primary children who spend a week taking part in an English School within a Second Language Immersion Programme, have increased their levels of intrinsic motivation at the end of the week and whether their levels of anxiety drop as a result of students feeling more confident about their written and oral abilities in English.

The participants are a total of 1000 students, all Primary students (6<sup>th</sup> year), from different schools in Castilla-La Mancha that take part in a Second Language Immersion Programme carried out by the public school “CRIEC Carboneras”. Students will complete a Yes/No questionnaire at the beginning of the week, and they will complete another one when finishing their stay in the Immersion Programme.

The results of this study show that after having spent a week in the immersion programme, the students’ levels of intrinsic motivation increase due to the fact that they stop considering English to be a school subject that they must pass. They start perceiving it as a valuable asset which will be tremendously useful throughout their lifetime. Secondly, as motivation levels rise, anxiety drops due to the fact that students are provided with the opportunity to speak English in a non-threatening atmosphere outside the classroom.

Once aware of the fact that motivation plays such an important role in a student learning process, teachers and parents should be willing to foster and maintain motivation inside and outside the classroom context.

*Csikszentmihalyi M. (1997) Intrinsic motivation and effective teaching: A flow analysis. In Bess, J.L. (ed.), Teaching Well and Linking It: Motivating Faculty to Teach Effectively. Johns Hopkins University Press (72-89): Baltimore: MA*

*Gardner R.C. (2010) Motivation and Second Language Acquisition. The Socio- Educational Model. New York: Peter Lang*

*Dörnyei Z. and Ushioda E. (2010) Motivation, Language Identity and the L2 Self. Bristol: Multilingual Matters*

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## **Internationalisation of higher education and English-medium instruction: lecturers' beliefs at an Austrian university of applied sciences**

### Abstract

Higher education in Europe has experienced radical change and re-orientation in recent decades. Internationalisation with all its cultural, political and economic implications can clearly be identified as major driving force in this context. Not only were universities required to undergo general organisational and directional changes, but the ever-increasing dominance of the English language as *the* medium of teaching and learning resulted in highly specific challenges. Surprisingly, despite the prevalence of internationalisation processes and policies not all institutions have yet jumped on the bandwagon.

This paper provides a case study of an Austrian institution of higher education which is at the very starting point of its internationalisation process and offers very few and only sporadic English-medium instruction (EMI) courses yet. The 'FH Campus Wien' is one of Austria's biggest universities of applied sciences, offering more than 50 degree programmes to around 5,000 students. Empirical research was conducted in the form of semi-structured interviews with seven lecturers who are already teaching their content courses through the medium of English. The main aim was to reveal the lecturers' beliefs about the internationalisation of tertiary education and in particular the role EMI plays in this context. The recorded interviews were transcribed and qualitatively analysed. The dominant themes were then put into the context of previous related studies in order to identify the similarities and differences between beliefs and experiences of EMI teachers at traditional universities and this university of applied sciences.

Previous studies in this field usually have focussed on traditional universities; however, the particularities of this type of institution have considerable influence on its needs and requirements regarding internationalisation policies and EMI courses. A considerable part of the very practically-oriented programmes is aimed at working part-time students. In addition, the majority of the lecturers are recruited from the practical working world. By comparing the findings of this study with previous results from traditional universities, an interesting new profile of university teacher beliefs could be developed.

## The effects of eTandem Language Learning on foreign language anxiety

Various researchers note that foreign language anxiety appears as one of the most outstanding individual differences when it comes to language learning. *eTandem Language Learning (eTLL)*, an approach in which two learners with different languages learn from and with each other by means of synchronous digital communication, seems to have great potential to reduce this anxiety.

Outcomes of a previous study (El-Hariri & Jung, in press) show that foreign language learners expect that kind of peer interaction with other learners to reduce their fears of speaking and/or committing errors. At the same time they anticipate an increase of self-confidence. These expectations go along with Appel & Gilabert (2002) who describe tandem language learning as an approach that “encourages familiarity and solidarity, reduces anxiety and, over time, increases confidence”.

The aim of the presently ongoing study is to describe in how far eTandem Language Learning can actually contribute to reducing foreign language anxiety. 27 students of Spanish from the University of Vienna (Austria) participate in this study engaging in regular oral-visual eTandem exchanges via videochat with their partners, learners of German in Colombia.

In order to investigate the effects of eTandem Language Learning, learners are asked to complete the 33-item Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz & Cope (1986) at the beginning and at the end of the semester. In addition, throughout the semester, the students reflect upon their experiences on a written basis in a semi-structured learning journal. These reflections are further analysed using qualitative content analysis in order to gain deeper insight into the learners' individual learning processes. Results from both FLCAS and learning journals are triangulated together with data obtained from written student reports and individual interviews.

In my presentation first results of this study will be discussed.

### References

Appel, Christine & Gilabert, Roger (2002): Motivation and task performance in a task-based web-based tandem project. *ReCALL*, 14(1): 16-31.

El-Hariri, Yasmin & Jung, Nina (in press): Distanzen überwinden: Über das Potenzial audio-visueller e-Tandems für den Deutschunterricht von Erwachsenen in Kolumbien. *Zeitschrift für interkulturellen Fremdsprachenunterricht*, 20(1).

Horwitz, Elaine K., Horwitz Michael B. & Cope Joann (1986): Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2): 125-132.

**English Teachers' Barriers to Using CALL; A Metamorphic View**

Computer Assisted Language Learning has undergone different metamorphoses in the last fifty years. The introduction of computers into language teaching and learning is said to be an effective means to improve the learning of spelling, reading, and writing (Felix, 2008); however, more research is needed to decide if CALL could effectively help improve speaking. Warschauer (1996) and Bax (2003) both theorized three differently-worded stages of CALL development both agreeing on the last stage: the integrative CALL. As a natural reaction to the implementation of any innovation, any attempt to integrate CALL would highly probably - and quite naturally- raises resistance on teachers' side, an phenomenon which acts as one of the known barriers to the integration and use of CALL. Lee (2000) presented a list of barriers to CALL being as financial, technological, technical, theoretical, and attitudinal; however, recent advances in technology in general and educational technology in particular necessitate a fresh look at these barriers. The publication of TESOL Technology Standards by TESOL International (TESOL, 2011) gave new dimensions to the norm requirements of CALL, thereby opening the way to envisage the possible barriers in meeting those standards.

This presentation intends to consider the point by casting a new look at the barriers preventing language teachers from using CALL. Participants will initially be introduced to earlier literature, some historical aspects of CALL development. Later, after the known barriers are discussed, the new barriers will then be presented. The underlying objective of this presentation is giving an understanding of new barriers to the participants, thereby helping them overcome these barriers to well utilize the potentials of technology in language teaching practice.

## Fostering informal spoken production in the EFL classroom with subtitled television series

Teaching and learning informal language in the form of single word lexis and multi-word expressions (idioms, phrasal verbs, slang, etc) has always been a challenge to be dealt with in the EFL classroom. FLT theoreticians perceive learning vocabulary, in the sense of words and phrases, as being the key to attaining a high level of proficiency. According to these premises, we believe that the use of subtitled television series in the EFL setting should be regarded as meaningful tools to enhance such a vital language skill. The current study aims at investigating the effect of subtitled television series upon learners' spoken production of idiomatic expressions and colloquialism in spontaneous oral interactions. 37 students (A2 to C1 of CEFR) were exposed to a total of 28 episodes (English audio+ English subtitles) from the American series 'Friends' over a period of 14 weeks. Learners' long-term acquisition of colloquial and idiomatic vocabulary was tested with a 20-item multiple choice and open question written pre-

/post-test, administered at the beginning and at the end of the study. Furthermore, students were paired up according to the informal and colloquial expressions pre-test results they took at the beginning of the course. Accordingly, three proficiency levels, L1, L2 and L3 have been found, each of them corresponding to the Basic (A2), Independent (B1, B2) and Proficient (C1) user of CEFR. Students were provided with guidelines as well as a script that could help them to build up a dialogue around it, being asked to use an informal register and style and to make use of the colloquial expressions they were exposed throughout the whole semester. Participants were expected to role-play an informal encounter between two people and make use of colloquial and informal vocabulary suitable for the given situation. Their interactions were recorded and analyzed afterwards. Thus, the results indicate that exposure to subtitled television series leads to informal language acquisition and improvement of spoken production. A strong correlation between students' post-test results and their oral production could be noted, too, therefore it can be stated that learners' written results are supported by their oral productions.

*Keywords: spoken production, colloquial language acquisition, television series, intralingual subtitles, authentic input.*

## **Classifying writing phases**

### **How television journalists sequence their text production processes**

In the literature of text production research, writing phases – defined as identifiable temporal procedural units with typical dominant writing actions such as formulating or source reading – are often recognized as fundamental for the success of writing processes.

Nevertheless, most scientific concepts of writing phases are results of introspection, single case studies or experimental research designs.

Moreover, the methodology for a rigorous, objectively verifiable analysis of the structure of writing processes and therefore for an empirically testable explanation of the nature and interplay of phases in writing processes has not yet been developed.

To add a piece to the puzzle of such a methodology, I am combining quantitative and qualitative methods to identify comprehensible and meaningful scalings of writing phases and patterns of interplay between them.

In doing so, I draw on one of the most extensive data collections of writing processes in natural settings: Over 120 multimodal writing processes of Swiss television journalists have been recorded, annotated and merged into one dataset. As the data collection bases on an ethnographical approach, the dynamics of writing activities such as insertions or deletions can be analyzed and related to background conditions such as the writing task and the experience of the writers.

In my presentation, I first describe the data architecture and explain how I classify writing phases in a large corpus of news writing processes from three different TV newsrooms. Second, I present numerous classifications of writing phases and elaborate on how the sequence of writing phases affect the writing process as a whole. Finally, I discuss the methodological problems that arose during the research with the plenum.



### **Competing motivators of positioning of adverbial clauses of time in academic English**

The present research will assess the importance of discourse-pragmatics- and processing-related constraints on the positioning of adverbial clauses of time in research articles of applied linguistics published by Iranian, non-native authors. English permits adverbial subordinate clauses to be positioned either before or after their associated main clause

e. Previous research has shown that the positioning is conditioned by various factors from the domains of semantics and discourse-pragmatics (bridging and subordinator choice

e) and language processing (deranking, length, and complexity). The present study offers a multifactorial analysis of clause positioning of adverbial clauses of time in 100 research articles published by Iranian authors. All these articles will deal with applied linguistics

s. The study will use random forests of conditional inference trees as the statistical technique for the weight of the above-mentioned variables.

**Key words:** clause positioning, cognitive factors, discourse-pragmatics factors

**Linguo-Cultural Expressions of Mythological Universals in Fairy Tales**

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Applied linguistics employs semiotic approach and considers various natural and artificial sign systems, that is, language, myth, ritual, literature, film, visual art, music, as well as the history, man himself and the phenomenon of life in general as the subjects of its study. These phenomena, having multilayer character, are analyzed from the point of different aspects and by different disciplines.

The study of tale as a sign system is especially interesting. Tale is a short and brief myth, which, like the primary myth as well as its mythologemes, develops its plot by the same general axes of semiotics and story lines. The analysis of tales in this paper lies in articulating the relationship between the aspects of a sign system that constructs meaning around cultural assumptions embedded in the form. In particular, the study focuses on linguo-cultural expressions of mythological universals in English and Armenian fairy tales with the aim to reflect linguo-cultural similarities and contradictions endemic to that society. Different cultures throughout the world have employed many of the same sequences of events or patterns in fairy tales, but the application of the verbalization that included specific references to specific realities, customs, rituals, and beliefs led to linguo-cultural differences which are expressed in tales. Moreover, tale can be considered as a cognitive unit and verbally formed text in which mythological universals are vividly expressed and embody the knowledge of early understanding of the world. Thus, it can be concluded that culture and society are based on the basic collective understanding of the world or the unity of the basic collective understandings of the world which is expressed in tales.

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Abstract / 7th Junior Researchers Meeting in Applied Linguistics

### **Rethinking quoting in written journalism: An intertextual chain from an interview into quotations**

This paper focuses on quoting in written journalism from a media linguistic point of view. Media linguistics, as a subdiscipline of applied linguistics, is interested in language use in journalistic media. It is guided by both theory and practice, and conversely, it aims to add value to them. (Perrin 2013.) More specifically, this paper presents an array of practices that journalists knowingly use when making quotations in written journalism. The analysis is based on data from Stimulated Recall sessions with several informant-journalists. The “stimulus” for the sessions came from the recordings of journalistic interviews conducted by these informants and the articles based on those interviews. During the analysis, the relation between a journalistic interview and its quotations in a journalistic article is conceptualized as an *intertextual chain* (Fairclough 1992), and the analysis itself reveals nine quoting practices (#1–#9) which comprise this “chain”. These practices are structured according to the three-part modelling of recontextualization (= quoting) (Haapanen forthcoming). In the first function, Decontextualization (= to extract a text to be quoted from an interview), journalists aim at (#1) characterizing the interviewee, (#2) enhancing credibility of the article and/or (#3) adding value to the article. In the second function, Contextualization (= to position the quoted text into an article), journalists aim at (#4) constructing the narration and (#5) pacing the structure. In the third function, Textual and Linguistic Modification, journalists aim at (#6) standardizing the linguistic form, but (#7) allowing for vernacular aspects in case they have some special function in the storyline. They also aim at (#8) clarifying the original message and (#9) sharpening the function of the quotation. As an overarching goal, these practices seem to aim at EXECUTING THE OBJECTIVE OF THE ARTICLE. From the point of view of practice, this paper shows that the real-life quoting practices are highly contradictory to the guidance given in journalism manuals and guidebooks.

FAIRCLOUGH, Norman (1992), *Discourse and Social Change*, Cambridge, Polity Press.

HAAPANEN, Lauri (forthcoming), « Haastatteludiskurssin rekontekstualisaatio sitaateiksi lehtijuttuun [Recontextualizing the interview discourse into quotations for written media] », *Virittäjä*.

PERRIN, Daniel (2013), *The Linguistics of Newswriting*. Amsterdam, John Benjamins.

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**Title: Global exchanges and local historicities in online spaces**

Abstract:

Globalization and the internet have rendered new opportunities for intercultural communication around the globe. The ease of entering into a dialogue with speakers from other countries and the fluid boundaries between the local culture and the culture on the screen can be deceiving since online spaces are by far not neutral spaces. On the contrary, online environments are politically and ideologically charged since students' online posts are shaped by broader local historical dimensions.

This paper attempts to highlight this local historical dimension in intercultural exchanges by drawing on data from my study of online interactions between thirty 11<sup>th</sup> grade students from Bremen, Germany studying English and twenty-one 11<sup>th</sup> grade students from Quakertown, PA, US studying German. Here, students discussed the events of 9/11 on the online discussion board *cultura* in the summer term of 2013. I shall focus on a particular

interaction between the German student Anna and the American student Emily.

I will disentangle the historical dimension of the online communication between Anna and Emily by drawing on Jan Blommaert's layered time-scales (2005). Thus, I will be able to show that utterances taking place online in the here and now are increasingly affected by long history events. In line with this, it will become visible that the way the German and the American student construct their discourse within the intercultural exchange derives its meaning from the history of their country. I will close with a discussion of implications, opportunities and challenges for foreign language teaching.

**L1 use in communicative tasks: The case of Spanish young EFL learners.**

A growing body of research shows that learners, when engaged in pair or group-work, make a limited and balanced use of their L1. The L1 serves a number of functions (e.g. organizational purposes or vocabulary searches) that facilitate task completion and language acquisition (Storch & Aldosari, 2010). Still, one of the main concerns practitioners have is that learners may resort to their L1 instead of using the target language (TL). This has been reported particularly so in communicative tasks and with adult low proficiency learners in foreign language classrooms (Alegría de la Colina & García Mayo, 2009). Nevertheless, comparatively little research has been conducted with young EFL learners, a surprising fact considering the increasing number of foreign language programs for children (Enever, 2011). The goal of this study is to fill this research gap by analysing the use 28 young EFL learners (aged 11) make of their L1 while performing a communicative interactive task (picture placement) three times over a three-week period (T1, T2 and T3).

Results show how learners interact in English and resolve the task with little use of their L1. The participants mainly resorted to the L1 to express unknown vocabulary, although it was also occasionally used to move the task along, and as discourse markers. When analysing the effect of repetition, a clear decrease from the first task to the last is observed. Interestingly enough, all the L1 uses remained stable or decreased from task 1 to task 2, except for the borrowings, which undergo a significant increase from task 1 to task 2, to then again decrease significantly in task 3.

Concurring with previous studies, our participants used their L1 scarcely. Moreover, L1 use decreases across task repetition. In light of these results, we argue in favour of the use of task repetition as a way to promote oral production and to enhance language acquisition. Our participants' use of the L1 helped them to complete the task, and, as they became familiar with it, L1 use decreased. Hence, it seems reasonable to integrate this type of repetition in the daily practice of the language classroom.

Wordcount: 350

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## **ABSTRACT**

### **Holistic rubric vs Analytic rubric : How raters use these assessments in scoring EFL students' writing in Indonesia**

The aim of the present study is to analyse the use of holistic and analytic rubric in scoring the essay of EFL students in Indonesia. By comparing the inter-rater reliability and intra-rater reliability using Intraclass Correlation Coefficient and Spearman's rho, this study analysed what both of these rubrics tell us in assessing students' writing. 28 student's essays were evaluated by four participants from Artha Wacana Christian University in Kupang using their own version of holistic rubric at first hand. In order to make the participants become "reliable" raters in this study, two sessions (including CEFR workshop) of rater training were conducted before they assessed the same essays using analytic scoring method which developed from The Jacobs et al. (1981) ESL Composition Profile. The result showed that there were significant positive consistencies among and between the raters in holistic, analytic, and each component (content, organization, vocabulary, language, and mechanics) of analytic scoring method (in term of inter-rater reliability). However, two negative correlations between raters were found in the mechanics component of analytic indicating different ways of raters in assessing this component. This study also revealed that one rater performed extremely weak correlation in intra-rater reliability while the others were in the moderate level. Accordingly, some recommendations were stated in order to develop further research based on the result of this study.

### **Predicting the Most Appropriate Tasks for Developing Intercultural Competence by Apriori Algorithm**

If teachers want to prepare students for success in a globally interconnected world, intercultural competence must be developed through the most appropriate tasks. This study is an attempt to predict the most appropriate tasks for developing intercultural competence by Apriori algorithm. For this purpose, The Multidimensional Personality Questionnaire (MPQ) is used. This questionnaire measures intercultural competence using the following personality traits: cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility. Iranian students are asked to complete it. The students are taught English by some activities such as cultural online blog exchange, the study of proverbs, artifact exploration, and attitude exploration with OSEE tool. Some attributes with their values are extracted from the questionnaire and the activities. To further organize and create a database from a set of questionnaires, one record for each completed questionnaire is defined in an Excel file and this file is completed according to the responses of the questionnaire. After completing this section, a database is prepared in the form of an Excel file and data preprocessing is applied. After preprocessing, Apriori algorithm is used for extracting association rules. Association rules demonstrated situations in which frequent datasets occur with each other.

*Keywords: Intercultural Competence; Tasks; Apriori Algorithm*

**Predicting the Effect of Critical Discourse Analysis on EFL University Students' Critical Language Awareness by Apriori Algorithm**

Critical Discourse Analysis (CDA) is a form of discourse analysis that studies the relationship between discourse and ideology. The purpose of this study is predicting the effect of critical discourse analysis on EFL university students' Critical Language Awareness (CLA) by Apriori algorithm. To this end, three paired news articles were provided from different online news sources. Each pair of the first two pairs of news articles dealt with the same subject. Two articles of each pair were selected from two different news sources; online editions of Press TV and BBC. These news sources usually have different perspectives on different issues. The third pair of news reports which had similar subjects was selected from the English newspaper of New York Times. The participants were 90 BA English students. Before teaching CDA techniques, students were asked to analyze these articles critically. After teaching these techniques, they analyzed the same texts for the second time. Then they responded to a questionnaire to reveal any change in their attitudes toward English language learning or any increase in their motivation to learn it. Some attributes with their values were extracted from the examination of students' analyses and the investigation of their answers given to the questionnaire. A database was prepared based on the attributes and data preprocessing was applied. After preprocessing, Apriori algorithm was used for extracting association rules. The result of this study showed some interesting extracted rules which predict the effect of critical discourse analysis on the students' critical language awareness.

*Keywords: Critical Discourse Analysis; Critical Language Awareness; Apriori algorithm*



## **Wishes and reality – challenges of Finnish Schools in Germany**

International mobility is continuously increasing. This trend is increasing the interest in research of multilingualism and preserving the mother tongue skills of immigrants. Also a growing number of Finns, who wish to transmit their language and Finnish culture to their children, are living outside of their home country. In this paper I am discussing Finnish Schools' possibilities to support the second and third generation expatriates' language teaching and related challenges. I use Finnish Schools in Germany as an example. The topic of this paper is part of my ongoing dissertation work, which deals with Finnish Schools' present and prior pupils' beliefs about Finland and Finnish language in Germany. Finnish Schools are complementary schools, which organize heritage language teaching for the expatriate Finnish children and adolescents in Finnish.

Finnish-speaking parents and Finnish School teachers have an important role in learning Finnish in the German-speaking environment. In this context, I have defined two research questions for this paper: What do teachers think about their work at the Finnish School? What do parents expect from the Finnish School?

Presented material is based on surveys I have done to Finnish School teachers in 2013 and to parents of Finnish School children in 2014. 22 teachers and 53 parents have answered to the questionnaire. I have collected additional material through interviews about topics that arose from the survey answers. I am using socio-cultural approach for multilingualism and identity as a theoretical framework for my research. Surveys questions and interview data are analyzed with qualitative content analysis methods.

Parents' answers are clearly underlining the importance of the Finnish Schools in multilingualism education although the parents' expectations towards the Finnish School are often contradictory. Some expect high level of language teaching at school and for others it is sufficient if the child is in a group, where he can meet other Finnish-speaking children. Teachers are well-motivated in their work, but have to balance between various expectations of the parents. In reality heterogeneous groups and the lack of time are limiting teaching and learning possibilities.

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**The Dual Role of Logic in a Persuasive Essay**

Several factors contribute to the production of a solid persuasive paper. In particular, logic is indispensable to persuasiveness. This talk addresses the dual role of logic in persuasive essay writing: logical reasoning techniques and the components of logical coherence. Understanding of deductive, inductive, causal and analogical reasoning techniques, on the one hand, and proper usage of linking/signpost words and expressions, parallel structures, pronouns and synonyms, on the other, result in consistency of a piece of writing, persuasiveness of arguments, as well as prevents potential discrepancies and other weaknesses.

A forceful essay encompasses strong arguments supported with weighed evidence, such as facts, expert opinions and relevant examples, as well as provides cogency of reasoning and completeness of thought. All this is directly influenced by test-takers' planning skills, their ability to categorize and structure ideas, the analysis of the available information and assessment of its value, and the ability to process and combine the information into a meaningful conclusion.

The paper reflects the results of practical work with Armenian individuals preparing for the standardized tests such as the TOEFL IBT and IELTS and makes use of extracts from students' and model essays to illustrate the proposed strategies.

**Key words:** a persuasive essay, logical reasoning, logical coherence, deductive reasoning, inductive reasoning, causal reasoning, analogical reasoning, signposts, parallel structures, pronouns, repetition, rephrasing

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## **ILLUSTRATIVE EXAMPLES FOR PERSUASIVE ESSAY WRITING**

(submitted for paper presentation)

*The paper considers the techniques for the skillful use of evidence in persuasive writing with a special emphasis on illustrative examples as the most widely used type of evidence. Using illustrative examples awakens readers' imagination, clarifies unclear, complex and abstract ideas so readers perceive them easily, as well as makes a piece of writing more forceful and interesting. Some practical methods of paragraph development are suggested. Abstracts from students' and model essays from renowned TOEFL and IELTS teaching sources have been used to illustrate the proposed strategies. The paper also discusses some typical exemplification errors that Armenian students make. The common mistakes include examples that are overly personal, atypical or irrelevant, as well as monotonous repetition of ideas. The initiative for the paper has evolved through years of teaching experience. Thus, the paper reflects the results of practical work with Armenian students preparing for the standardized tests mentioned above.*

**Key words:** *persuasive essay, paragraph development, generalization, argument, evidence, details, illustration strategies, brief examples, hypothetical examples, description, restatement, typical errors*

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## **Exploring the Linguistic Basis of the Common European Framework of Reference Levels in EFL Writing**

We report on a study into the diagnosis of the writing abilities of Finnish and Pakistani-speaking learners of English as a foreign language (EFL). The project aims included the examination of the linguistic features and combinations of features that characterize the communicatively defined Common European Framework (CEFR) levels.

The findings contribute to a new strand of research (see Bartning et al.

2010) that aims at deepening our understanding of the language-specific characteristics of the CEFR which, despite its relative lack of an empirical basis in SLA, is highly influential in guiding language education in Europe and beyond.

We focus on the linguistic profiles of about 208 Finnish and 267 Pakistani 8<sup>th</sup> graders (aged 14) who completed three to six English writing tasks from an international English language examination and a previous research project. All tasks required learners to express opinions and give reasons for their views. Written tasks were rated by two to seven trained raters who used a 10-point rating scale based on the CEFR levels and six point CEFR scales. The ratings were analyzed with the multifaceted Rasch program Facets to ensure their reliability.

The scripts were then digitized and analyzed with the Coh-Metrix (<http://cohmetrix.com/>) and the L2 Syntactic Complexity Analyzer (<http://www.personal.psu.edu/xxl13/downloads/l2sca.html>) programs.

We report on the syntactic and coherence features that were significantly correlated with learners' proficiency levels and that can be used to define the linguistic profiles of the A1 - B2 levels for Finnish and Pakistani EFL learners. Such understanding increases the usability of the CEFR and helps develop the diagnosis of strengths and weaknesses in learners' writing.

### **Summary:**

The presentation reports on a study aiming at deepening our understanding the language-specific linguistic characteristics of writing in English as a foreign language across levels A1 - B2 of the Common European Framework levels. Such understanding will contribute to the diagnosis of strengths and weaknesses in learners' L2 writing.

### **Reference:**

Bartning, I., Martin, M. & Vedder, I. 2010. Communicative proficiency and linguistic development, intersections between SLA and language testing research. EUROSLA Monograph Series 1. European Second Language Association.

## **Comparing language use in digital and analogue environments**

Even though the internet shows a growing multimodality, writing is still the dominating communicative practice. The starting point of the presentation is the assumption that the medium inscribes itself into the communication artefacts and the related processes (Krämer); mediated communication should show effects of its respective carrier medium. In particular forms like chat seem to be tightly trapped in the polarity between orality and scriptuality: users often write as they speak. Commonly, prototypical orality is consulted to theoretically determine to what extent chatting is considered a form of conversation. Studies in the field of linguistics (with a strong empirical interest) regarding this assumption are rare though.

Based on the theoretical framework of functional pragmatics (Ehlich) I will report on an explorative study that extensively compares the interactive processes and their written results from three functionally concordant kinds of interactions (that is new), namely face-to-face, internet forum, chatroom. Under lab-like control, 10 groups of university undergraduates (30 female, 5 male; mean age 24 years) had to write a statement on a highly controversial question about street musicians. Participants were allowed to only use the assigned form of communication to outline collectively a final statement text.

On the one hand the results show the well-known phenomena typical for the respective forms of communication (e.g. linguistic characteristics like anacoluthons in the face-to-face condition, fully developed sentences in the internet forum condition, or the various uses of emoticons in the chatroom condition); on the other hand they show very similar use of linguistic forms of action in the deep structure (e.g. question --> answer or the structure of agreements).

It will be concluded that although new communication media differ on their technical and linguistic surfaces, and require the respective skills of the users, it is the very same basic knowledge about communicative action that is employed in the communication processes: The medium does not inscribe itself as much in the message as often assumed!

**Saara Laakso**

## **From the difficulties in L2 listening to revised L2 instruction**

In Finland, after approximately one year long studies in the national integration training adult learners should reach the level B1 (functional basic proficiency) in Finnish. According to the CEFR, learners on that level have *the ability to maintain interaction and to cope flexibly with problems in everyday life* (CEFR 2001).

Interaction between migrants and the mainstream population is also seen crucial in integration (see National curriculum 2012). In order to meet this objective and to be able to interact in Finnish, it is necessary that L2 learners receive comprehensive support from their teachers and the instructional materials. In this paper, I will discuss the difficulties in listening comprehension most commonly reported and the strategies used to compensate the breaks in comprehension. The paper draws on my PhD dissertation on L2 listening problems.

By investigating the learners' listening difficulties in Finnish and the compensatory strategies it is possible to obtain essential information about the means of revising the instruction to promote listening skills development. In this presentation, I explore the L2 listeners' reactions on comprehension difficulties in the classroom and outside it. The data comprise of questionnaire answers (n=202), interviews (n=5), individual listening tasks and stimulated recalls (piloted in May, 2015).

Present methodology in Finland in L2 listening instruction is comprehension-based: it focuses on the product of the listening process but it does not provide the teachers or learners with information on the difficulties during the listening process, nor does it provide advice on how to successfully cope with the difficulties encountered during the process. L2 listening instruction should be revised so that it would better bring forward the L2 listening process(es), the typical problems of L2 listening, and thereby meet the needs of L2 learners.

Keywords: adult migrants, L2 teaching, L2 listening References:

CEFR = *The Common European Framework of Reference for Languages: Learning, teaching, assessment.*

Council of Europe. 2001. *The Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge, Cambridge University Press.

National Curriculum = *National Core Curriculum for Integration Training for Adult Migrants 2012.* Helsinki, Finnish National Board of Education.

**Hungarian noun phrases. A rule-based approach to the learning of personal pronouns**

This paper is concerned with the problem of automatic NP-detection in Hungarian corpora motivated by the needs of the design of a performance-based parser. Earlier results of this research revealed that the currently available morphological code system is not sufficient to extract noun phrases from Hungarian corpora based on the morphological annotation: it is too general in some cases (e.g. marking every noun *N*, disregarding their differences), but distinguish other phenomena the separation of which is not syntactically justified. The study was based on a corpus consisting of short news. After some basic inquiry, a list of possible NP-s was collected with numerous false positive members: these are marked as noun phrases, e.g. starting with a determinant and followed by a verb, and nothing comes between the two just nouns, but having a borderline in between them, they consist of two or more phrases. However, they cannot be distinguished from true positive results based on their tags: both groups have completely identical annotation. By analyzing the false positive results a new tag set was proposed, where for example every relevant category of nouns has an own tag (e.g. N|WEEK for the name of weekdays, as they always mark the beginning of a new phrase etc.). Based on this annotation easily interpretable rules can be set up for the computerized analysis, with which the noun phrases of a corpus can be collected more accurately than with the currently used tag set. This process, the creation and testing of these rules is described in the second part of the presentation. The rules try to follow the supposed steps of human information processing (e.g the analysis goes strictly from left to right). The results not only show that this approach, motivated by the results of psycholinguistic studies as well, can produce a remarkable number of correct Hungarian NP-s but the skeletons of the sentences remaining after the NP-extraction offer a novel and very exiting corpus to study: it can be observed, among other yet unstudied phenomena, where different kind of verbs like to have their arguments etc.

## **M. Inmaculada Lopez Bermudo**

### **A Systemic-Functional Approach to the Learning of Personal Pronouns**

Although personal pronouns (PP) are function words and are considered by some authors as pure structural signs, they may play a major role in the comprehension process. Taking as point of departure the naturalistic learning of the syntactic rules through the semantic roles by children (Bruner 1974), this research aims to prove that, in a similar way, the explicit teaching of semantic roles in ESL students has positive effects in the students' use of PP. I have used Halliday's SFG (1985; Halliday and Matthiessen 2004), which distinguishes several types of processes (doing, sensing, saying and being, among others), each associated with specific participant roles (Agent, Senser, Sayer, etc.) and syntactic constructions. The research is a quantitative one consisting of a number of pre-tasks, followed by an instruction of eleven sessions on semantic roles and word order, after which post-tasks and two follow-ups were gathered. The tasks consisted in: (1) tracking antecedents of PP; (2) marking constituents within a sentence and replacing them with a PP (subject and object); (3) reading a passage and answer some questions on PP and (4) writing a composition. Furthermore, the research is trying to determine plausible and further effects that the instruction may have on those students such as written production, parataxis, passive voice, and sentence structure among others.

It is important to set the difference between written and spoken language (Halliday 1989; Bruner 1973, 1975; and Vygotsky 1962). Students face an academic challenge specially in the middle years when they are exposed to different subjects each one with a specific discourse (field, tenor, and mode). This is more notable for ESL students who have English as their second or third language but still they are expected to perform at a native-like academic level.

Students seem to benefit from form-focused instruction (FFI). Grammar being the key for students to reach higher levels of speech development (Vygotsky 1962) and transform commonsense knowledge into educational knowledge (Halliday 2005; 2007). Grammar makes visible the language features (Christie 1985; 2012) learners are required to master the different registers.



## Analyzing folk language use in digital environments for language planning purposes

New designations are often coined in a language in order to express a notion that exists in another language, a phenomenon called *secondary neology*. Secondary neological creation can occur naturally, but it can also be intentionally instigated. In several speech communities, official bodies implement language policies, and some of their interventions concern the creation or selection of new lexical units. Socioterminology research has shown, however, that their deliberate interventions on the lexicon often exclusively concern the *language system* and do not necessarily have an influence on *language use*. Hence, a considerable challenge to which language planners need to respond is how to marry lexical unit planning with speakers' usage.

One of the aims of my PhD research is to better understand the role folk speakers (non-linguists) can play in the deliberate development of a language's lexicon. To this end, I propose to study secondary neological creation in a community where conscious language development tasks are accomplished mainly by non-linguists, that of Esperanto. My approach is to study *explicit metalinguistic operations* (EMOs): utterances where language itself is the subject. Thanks to the ever-growing use of language in digital environments, it has become easier to observe EMOs, which can provide information on the meaning or interpretation of a lexical unit, but also on its subjective value in the eyes of a speaker. The foundations for detecting EMOs in corpora have been laid for highly specialized texts in English with a view to updating specialized language resources. I am currently revisiting the existing EMO detection methodology for language planning purposes, focusing on cases pertaining to the value of lexical units.

Studying value EMOs for existing lexical units could help language planners better understand speakers' current representation of language and their subjective attitudes towards language and thus provide a sound basis for planning new units. The desired outcome of my project is a portable methodology for identifying value EMOs. This research project is at its dawn: I would like to present the first results and receive feedback on my methodology.

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## Enbridge and “Gateway Facts”: Legitimizing the Northern Gateway Pipeline

### Abstract

Despite interest in the genre of corporate discourse (Rutherford, 2005; Skulstad, 2006)), critical discourse analysts have rarely focused on investigating how corporate actors employ discursive strategies to legitimate their organization’s activities. Widely studied in other disciplines such as political science, philosophy and law, legitimation is a necessary field of inquiry for critical discourse studies as it is through this discursive practice that corporations employ ideological arguments to influence and manipulate public knowledge and opinion (van Dijk, 1998; Breeze, 2012). This paper is a qualitative critical discourse analysis (Wodak & Meyer, 2009; Machin & Mayr, 2012) of the oil corporation Enbridge’s “Gateway Facts” website – an online discourse created to offer information to the public regarding their new Northern Gateway Pipeline project proposed in western Canada. A controversial project among the Canadian public due to its potentially devastating environmental impacts, Enbridge, like other oil corporations worldwide, has been forced to devote large amounts of time and energy to justify and promote this pipeline. This paper argues that a close analysis of the website’s discursive strategies reveals the appropriation of three discursive themes to promote, justify and legitimate the NGP: scientific expertise, financial solidity and environmental concern. These findings suggest that this type of corporate legitimation may be a reflection of the broader ideology of late capitalism’s struggle to justify controversial practices at a time when environmental protection is a priority and ecological disasters have a huge media impact.

Keywords: Critical discourse analysis, legitimation, pipeline, environmental discourse, corporate discourse

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## **THE PECULIARITIES OF REPRESENTATION OF INTERPERSONAL COMMUNICATION IN LITERARY TEXTS.**

Studying the function of language in acts of communication becomes the priority. Language is investigated in close connection with a person, their consciousness, mental and practical activities, emotional reactions. The research of the author's representation of the heroes' speech in literary texts is based on the classical works of V.V.

Vinogradov, Sh. Balli, Yu.N. Tynyanov, M.M. Bakhtin.

Many new questions are raised in the theory of communication, linguo- pragmatic, semiotics. The informative value gains the researches, which show how communication is presented in the literary texts, created in different countries. One of the factors influencing the correlation between representation and interpretation of communication in author's words in the direct speech is the distinction between the national literary traditions in the ways of representation of speech communication acts.

This paper attempts to describe how two contemporary authors – J. London “To the man on trail” (1898) and A.I. Kuprin “Taper” (‘Ballroom pianist’) (1900)

show the interpersonal communication between their heroes. For this purpose it is clear to investigate in which way the author includes speech communication in the author's narration: whether he presents it in the form of the direct or indirect speech, or like a summary. This study raises a question: whether the author's words are detailed in the representation of speakers, and in which measure the authors are inclined to interpret the utterances of the heroes.

The masters of the literary art understand thoroughly the psychological and social nature of the heroes' acts. It is expressed in the utterances of the heroes. However, the author represents and interprets psycho-emotional features of the heroes' speech in the author's words of the direct speech, fixing it in paralinguistic, speech verbs of sounding, illocutionary verbs. The author's description of the interaction between communicants is developed in the dynamics of the communicative situations described in the prosaic works.

Such researches are of great importance for rhetoric, the linguistic analysis of the text, for the theory of communication, for the semiotics theory of literature and language, and for teaching foreign languages.

## Egyptian learners' beliefs about language learning and gender dynamics: an exploratory study

The growing interest in the notion of autonomy and Good Language Learning (GLL) has drawn attention to the importance of studying learners' beliefs about

English language learning as a major factor influencing the Second Language Acquisition (SLA) process and outcome. While research on language learners' beliefs has provided profound insight, Barcelos (2003) contends that research about learners' belief system has failed to identify the social context of learners' beliefs, regarding them as decontextualized metacognitive knowledge. Adopting a sociocultural approach to studying learners' beliefs about language learning, the present study aims at investigating Egyptian learners' beliefs about language learning.

Egypt is indeed a unique context where English language learning has become of crucial importance. Schaub (2000) asserts that instrumental motivation has fueled an interest in studying English in Egypt where many Egyptians associate English with "the promise of more money or better jobs" (p.228).

Additionally, recent research findings have provided evidence that gender is a possible variable that might have an effect on language learners' belief system.

However, researchers have stressed a need for further in-depth studies analyzing the ways in which gender along with other potential variables contribute to shaping language learners' beliefs in different English language learning contexts.

Through adopting a mixed-method data collection approach (i.e. questionnaire and interviews), the present study aims at exploring whether gender has potential influence on Egyptian learners' beliefs about English language learning as well as locating those beliefs in their appropriate social and academic contexts.

The participants are freshman students enrolled in Academic English for Freshman classes at the American university in Cairo (AUC). Preliminary findings reveal interesting results pertaining gendered associations learners have about English and other foreign languages in addition to a number of variables that intersect with gender and affect their beliefs about English language learning including instrumental motivation and social class.

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Developing a Bangla Verb Group Analyser Abstract

The paper aims to present an NLP tool which identifies the Verb Groups (VG) along with their constituents in a given sentence within a given Bangla corpus and analyze the morpho- syntactic properties of internal elements of the VG both at the word level and at the phrase level. The NLP tool is a combination of two morphological analyzers – one analyzes the inflected verbs while the other analyzes the verb phrases of ADV-V sequence or V-V sequence generating subsequent correspondent data. The word level morphological analyzer dissects the inflected verbs in their surface forms and generates the primary roots with the corresponding functional tags and the morphological analyzer of the phrase level analyzes the verb groups with Phrase Structure Rule base and produces the corresponding output. An FST of morphological and Verb group analyzer has been conceptualized on the basis of the grammar file and PS rules which identifies the Verb Groups from a given corpus and generates the root word along with its attribute values and other components of the VG. Hence, the NLP tool combines both the FSTs and yields the analyses of verb groups by identifying them from a corpus. Now, developing the tool involved three stages – building linguistic resource, building a morphological analyzer and finally building the Verb Group analyzer. The figure below illustrates the complete process of developing the FST of both morphological analyzer and Verb Group analyzer.

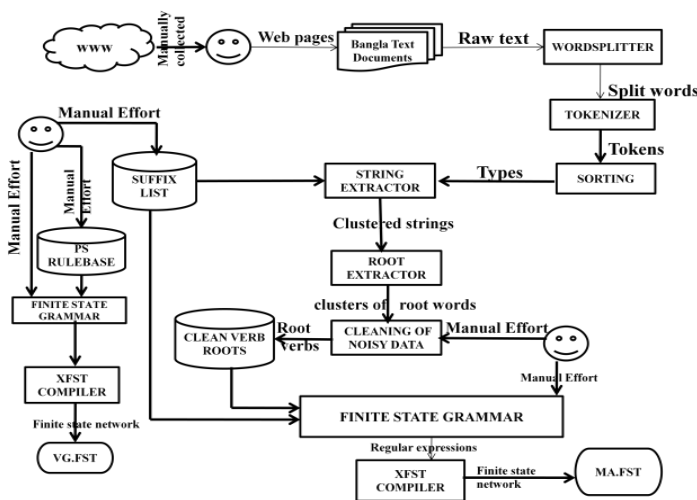


Figure:1 Flowchart of MA and VGA

So, the paper discusses the process of the development of this tool and also talks about the different issues in the output and the various limitations of the tool.

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## Language learning contexts (LLC) and the L2 selves of Spanish University Students: The LLC and Self-Concept Motivation Questionnaire

As motivation plays a key role in determining success in language learning (Dörnyei, 2005), it is worth examining how particular language learning contexts- e.g. formal classroom instruction (FI), content and language integrated learning (CLIL), and study abroad (SA) that students can experience during their education- may affect motivation. This is the underlying idea behind the Language Learning Context (LLC) and Motivation Questionnaire, which we developed adopting Dörnyei's (2009) L2 Motivational Self System theoretical framework. This framework describes a change of perspective in the origins of motivation moving towards a model where the self and its aspirations are at the forefront. Previous questionnaire-based studies (Far, Rajab, & Etemadzadeh, 2012; Islam, Lamb, & Chambers, 2013; Ryan, 2009; Taguchi, Magid, & Papi, 2009) validated the three constructs behind the L2 Motivational Self System- the Ideal L2 Self, the Ought-to L2 Self and the L2 Learning Experience - which are key constructs measured and analysed in the questionnaire presented in this paper. Exploratory and confirmatory factor analyses were conducted with the data collected from a sample of 151 Spanish university students in our initial pilot questionnaire. The results demonstrated the consistency of the ten factor model chosen, which is based on previously published questionnaires (Csizér & Kormos, 2009; Ryan, 2009; Taguchi et al., 2009). The data gathered enables comparisons to be drawn according to the learning contexts or combinations of contexts participants have experienced. Initial results from this pilot questionnaire indicate that students that have experienced CLIL or CLIL and SA have a greater capability of recognising themselves as more competent L2 users in accordance with the *Ideal L2 Self*. The definitive questionnaire version is now being administered to a much larger sample of students chosen using stratified random sampling. This will allow a much more detailed statistical analysis and will confirm whether the initial results are indeed true for the larger student population. The findings revealed by the questionnaire and by the study as a whole may help teachers and language policy designers to develop strategies and designs that will foster motivation in the different foreign language contexts and their combinations at all levels of education.

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**Maria Muelas Gil**

**The use of conceptual metaphors in digital finance discourse and its communicative implications: a cross-cultural study**

**“THE MARKET IS A CONTAINER...OF (NUMEROUS) CONCEPTUAL METAPHORS”. An analysis of**

**similarities, discrepancies and relevance of metaphorical expressions in financial reporting in Spanish and English.**

This work analyses the explanatory strength of conceptual metaphor (Lakoff and Johnson 1980, Lakoff 1990, McGlone 2007, Kövecses, 2010) in a domain characterized for its richness in metaphorical creativity, as is the case of economics and financial reporting. This type of discourse is, in particular, “heavily metaphorical” (McCloskey 1983, Mason 1990), for it is full of complicated and specific terms which are difficult to decode by a non-expert eye. By analyzing the most salient metaphorical expressions within this field, I show both how experts conceptualize financial constructs, and how non-experts are able to process and understand them through specific metaphorical projections in two different languages and cultures, namely English and Spanish.

To this aim, concepts such as ‘*situationally, topically and culturally triggered metaphors*’ coming from recent work within metaphors in real discourse (Semino 2008, Kövecses 2008, 2009, 2010, Semino, Deignan & Littlemore 2013), as well as Schmidt’s (2002) concept of ‘*conceptual competence*’ have helped to understand not only how these financial notions are conceptualized, but also how they can be implemented in translation and second language teaching/learning (Charteris-Black and Ennis, 2001).

The data consist of 12 texts, six Spanish and six English, three of each language belonging to expert journals and three to more informative, non-expert publications (*Expansión, Cincodías* and *El Economista* –Spanish– and *The Economist, The Guardian* and *The Financial Times* – English). The corpus thus amounts to 11209 words. Following Stefanowitsch’s (2006) method, five target domains were searched for in the data: mercado/market, economía/economy, dinero/money, inversores/investors and movimientos en banca/stock market movements.

In short, the results show different mappings and, therefore, conceptualizations, along the two established variables: expert/non-expert texts and Spanish/English. This work sheds light on (1) the close relationship between text type or genre and metaphorical expressions, as well as the relationship between the specific socio-cultural context –the fact that Spain has been more affected by the economic crisis, for instance– and the mappings chosen, and (2) how cross-linguistic studies of metaphor-in-use can help raise translator’s and L2 teachers’ awareness of the relevance of such intrinsic linguistic component if aiming to obtain a better and more reliable and meaningfully complete outcome.

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## **An investigation into the cross cultural differences of refusal speech acts between English and Albanian language**

### Abstract

This paper represents a PhD research proposal focusing on refusal speech act strategies as realized by native Albanian speakers and Native American English speakers. Also, it will compare and contrast the performance of Albanian EFL learners to that of native speakers of American English, by analyzing the degree of negative pragmatic transfer from L1 to L2 when refusal speech acts are produced. Finally, it will reveal the differences in results that two different elicitation methods yield. The data of the study will be collected through naturally occurring situations and enhanced open-ended role-plays. The naturally occurring population will consist of 25 Albanian and 25 Albanian EFL students studying in Macedonia, as well as 25 Native American English speakers studying in US. Regarding the enhanced open-ended role-play data, 20 situations mirroring the exact circumstances of the experiment will be created and role-played by 20 native Albanians and 20 Albanian EFL students. All gathered data will be analyzed both qualitatively and quantitatively. The quantitative analyses will consist of frequency counts of realized refusal strategies per individual and methods. The qualitative analyses in this study will be made with respect to the preference for refusal strategies (direct, indirect and adjunct to refusals), distribution, internal head modification, as well as content of semantic formulas of *excuses* and *reasons*. Evidence of pragmatic transfer will be searched and analyzed at all levels of before mentioned quantitative and qualitative analyses. The overall gained results will shed light on the cultural and pragmatic differences that exist between these two culturally and linguistically different languages. Furthermore, data received from both means of data collection will be contrasted and thus making an important contribution to the field of multi-method approach in Interlanguage pragmatics.

**Keywords:** refusals pragmatics research methodology pragmatic transfer

## **ENHANCING L2 ORAL FLUENCY THROUGH THE USE OF CONCORDANCES**

The role of English as academic lingua franca puts great strain on L2 learners to be fluent speakers of English; however, it is still unclear which teaching method is more efficient and meaningful for English for academic purposes (EAP) learners. As a part of a larger study, the present study aimed to explore the perceived effectiveness of concordance-based instruction of academic chunks on oral fluency of EAP students. For five consecutive weeks (10 teaching hours), 18 freshmen enrolled in an EAP course were exposed to 80 chunks retrieved from MICASE, studied the target chunks in concordances and then practiced them in communicative tasks. Pre- and posttest data coming from picture description tasks showed that oral fluency of the participants improved significantly after five weeks of explicit instruction. Pruned speech rate (total number of syllables minus the number of repairs and repetitions and filled pauses divided by phonation time) was used to measure L2 oral fluency. Follow-up interviews with the participants revealed that the use of concordances to teach chunks was found to be meaningful and much easier than studying and practicing them in lists. The participants also expressed their concern that in class, they were not encouraged to notice and study chunks used in oral production. Theoretical and instructional implications were discussed.

## **PATTERNS IN USE OF DISCOURSE MARKERS BY NATIVE AND NON-NATIVE UNIVERSITY INSTRUCTORS**

Recent research on academic discourse has had a special focus on spoken register; however, the question of how non-native instructors differ from their native counterparts in terms of discourse patterns they use in their speech has been highly neglected. Building a small corpus of 10 hours of transcribed lectures of 2 native and 2 non-native English speaking instructors, this study aims to explore how the discourse markers were utilized in university classrooms. The data that came from audio-recordings of the participating instructors' classroom speech were analyzed for frequency of discourse markers. Following that, stimulated recall interviews were conducted with all the participating instructors. The transcriptions of the interviews were coded in a qualitative fashion to elicit the themes and patterns. The results showed that the native instructors used discourse markers more often and with great variance. The results coming from stimulated recall interviews revealed that both native and non-native English speaking instructors were aware of their choice of discourse markers during lectures and they knew what kind of effect their words might have on their students' comprehension and the course of the lecture. These findings might have an important contribution to our understanding of discourse markers of English as lingua franca as utilized and perceived by native and non-native English speaking university instructors.

**Keywords:** spoken academic discourse, discourse markers, non-native instructors

## Digital literacy practices in everyday life and in L2-education in Sweden

The use of digital media, such as computers and mobile phones, have in different respects changed how people write. For example, in text messages and e-mails, the language is often informal and intimate. In my presentation, I will focus on connections between digital literacies in everyday life and in Swedish for immigrants (sfi), a school form that provides adult immigrants basic knowledge of the Swedish language. When the L2 learners take part in literacy practices of the domain of sfi, is it then possible for them to make use of experiences of digital literacy practices from their everyday life?

In my thesis, I explore the literacy practices in everyday life and in the sfi domain of five L2 learners of Swedish (Norlund Shaswar 2014). I performed classroom observations and in one of the lessons, the teacher and the students discussed a diagnostic test where the students had been given the instruction to write a short message to their boss. In this lesson, the teacher told the students that unfortunately many of them had forgotten to follow one of the instructions: to write how their boss could reach them. Then one of the students answered that if you write a text message on your mobile phone, it is not necessary to write how you can be reached, since your number is automatically displayed. To this, the teacher repeated that the instructions had to be followed if the students were to pass the test.

In the described situation the student's experiences of writing text messages in everyday life was not allowed to influence the writing within the domain of sfi. However, according to the syllabus, one of the purposes of the sfi-education is that the students are to learn how to use digital tools and media (Skolverket 2012:8). This implies a contradiction which needs to be further researched.

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Skolverket 2012. *Utbildning i Svenska för Invandrare. Kursplan och kommentarer*. Stockholm: Fritzes kundservice.

## The Development of an Estonian Finnish Learner's Use of Negative Verb Forms

This paper is a case study about an Estonian Finnish learner's development of Finnish negative verb forms from the dynamic perspective by applying the approach of dynamic systems theory. The research (a master thesis) is a part of the Long Second project which is based on longitudinal classroom data about children's development in Finnish as a second language (<http://blogs.helsinki.fi/kielen-ja-kirjallisuuden-didaktiikan-tutkimus/in-english/long-second/>). The data is videoed throughout the school year twice a week and I have transcribed the speech of Estonian learners by the video annotation tool called ELAN. The data gives a good opportunity to observe the learner's development and variability in the use of negative verb forms.

Variability is at the core of second language development (SLD) research as it is an important part of the learning process. In the discourse of SLD both language and language learning are seen as dynamic systems that change constantly because of the change of internal and external resources. An important resource for a second language learner is his first language which influences SLD in a complex and dynamic way.

Although Finnish and Estonian are both Finnic languages the negative verb is conjugated in personal forms in Finnish (*en, et, ei* in singular; *emme, ette, eivät* in plural) but not in Estonian (*ei* in singular and plural). So, the Estonian Finnish learner needs to learn to use the morpho-syntactic constructions that have only one equivalent in his first language. This causes a lot of variety in the use of negative verb forms as the insight to date has shown. The research aims to find out how the Estonian Finnish learner's use of negative verb forms changes throughout the year, and what causes the changes in the use of different forms. The explanations to variation are primarily sought from the teacher's speech as it is an important external language resource for the learner and it can be observed in the videoed lessons. I will also compare the differences in the use of negative verb forms of two learners from the same learning group.

## **The Translation of African American English into Finnish in Literature**

Concerning the translation of spoken language in translated Finnish fiction, research has shown that in translations, lexical features of speech (i.e. colloquial words and expressions) are most commonly used to create the illusion of spoken language, whereas in fiction originally written in Finnish, phonological features of speech are most commonly used for that purpose (Nevalainen 2004).

In my master's thesis, I studied the translation of African American English into Finnish in three original novels and their translations and found that in only one of the three translations, lexical features of spoken language were the most prominent, whereas in the other two translations, phonological features of speech were the most prominent. Thus, two translators out of three had used a strategy similar to that used by original Finnish authors. In the two novels with deviant translations, the characters using African American English are different from the white characters in terms of their personality, and for these characters, African American English is a strong marker of identity.

The aim of the study is not only to discover how African American English is translated into Finnish but also to discover whether the characterization of the characters in the original novels has an effect on the translators' use of language.

The research method involves scanning all seven novels and then turning the scanned texts into modifiable text through an optical character recognition software (ABBYY FineReader). Then, the relevant instances of features of colloquial Finnish will be located and quantified with a concordance software (AntConc). The method and the research parameters still need refining: which search terms will be used to locate the colloquial features of speech? How will lexical features be found? Of lexical features, how will colloquial expressions be defined as such, and how will the exact searched-for colloquial expressions be determined before the study? I hope to answer these questions by discussing with my colleagues at the conference in Switzerland.

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### **Individual Silent vs. Group Jigsaw Reading and Bilingual Intermediate Learners' Reading Comprehension**

Research findings in cognitive and sociocultural psychology underscore the role of individual and group problem solving activities in directing attentional resources and thereby enhancing various aspects of language learning including reading comprehension. This study set out to compare the effect of individual silent reading and group jigsaw reading on the reading comprehension of intermediate learners of English as a foreign language. The participants included 55 homogeneous male and female intermediate learners in two intact groups who had been selected from a population of 100 intermediate learners at Goldis Educational Institute (GEI) in Tabriz, a metropolitan city in the northwest of Iran. The participants were bilinguals and were learning English as their third language. Having verified the initial homogeneity of the participants, we randomly assigned them to two groups of silent reading (SR) and group jigsaw reading (JR). Both groups were instructed employing identical teaching materials and were engaged in totally similar learning activities for 17 sessions. During the semester the groups were exposed to the same number of reading passages and experience the same pre-reading activities. The only difference related to the reading stage when the SR group was engaged in individual silent reading of the text before they could individually work out the answers to a number of comprehension questions. In the JR group, however, the text would be dismantled into segments of a jigsaw and distributed among groups of participants to be read and comprehended in group. The participants were then asked to discuss and to aggregate the text. The independent samples t-test analysis of the post test reading comprehension scores obtained from both groups revealed that The JR groups outperformed the SR group. The findings underscore the significant of group problems solving activities and offers evidence on the pedagogical effectiveness of jigsaw reading at least for bilingual intermediate learners in EFL contexts.

Key words: attention, jigsaw reading, problem solving, reading comprehension

### Cognitive Load minimization on e-learning:English Grammar Perspective

Abstract: Cognitive load is a theoretical notion having an increasingly influential role in the educational research areas. The theory asserts that cognitive capacity in working memory is limited where too much load or tasks may hamper the total learning process. It has advanced educational research considerably where the effectiveness of instructional designs on both traditional and technology-based has been examined in several recent educational studies. The literatures explain learning materials can sometimes overload a learner's cognitive effort and thus negatively influence learning performance. The same learning material can reduce different amounts of memory load as a result of differences in the instructional design used for its presentation method. The present study aims to investigate the cognitive load effects in e-learning of English Grammar and design such an application on grammar so that it reduces or minimizes cognitive load on learners. The recommended remedy is to design instructional systems that optimize the use of working memory capacity and avoid cognitive overload. To minimize the load, it is been focused on the three principles. The three main principles that come from cognitive load theory are: firstly, it relates to inherent characteristics of the content to be learned (*intrinsic load*); secondly, it avoids non-essential and confusing information (*extraneous load*); and finally, it stimulates processes that lead to conceptually rich and deep knowledge (*germane load*). These design principles have been analyzed in educational design for a long time ago, however, few researches have been done on e-learning of English grammar. The article, thus sets out to explore thee-learning based applications done on English grammar learning and observe the effects on learners. The hypothesis is done on the survey results where the parameters of cognitive loads will be analyzed and at the same time the new application on English grammar considering all three principles will be implemented. For concluding, the result of implementing the application on learners and the effect on cognitive learning will be measured out of their feedback in different performance levels.

## Learning a third language in a digital environment: Multimodal learner interaction in Chinese – German online tandems

The following dissertation project examines synchronous, video-based interaction in Chinese

- German language tandems, focusing on Chinese as a target language. These language tandems are conducted within the context of 'L3-TASK' - a project funded by the European Commission (Education, Audiovisual and Culture Executive Agency; Lifelong Learning Programme) where learners of Chinese from the University of Vienna (Austria) and learners of German from Xiangtan University (China) engage in multimodal online interaction using the video-conferencing tool 'Oovoo'.

Drawing upon Kress / van Leeuwens (2001 : 20) definition of multimodality as "the use of several semiotic modes in the design of a semiotic product or event, together with the particular way in which these modes are combined – they may for instance reinforce each other [...], fulfil complementary roles [...] or [be] hierarchically ordered" language is seen as a complex system made up of different modalities, such as written, spoken and bodily resources (Kress : 2000). However, it is not sufficient to see new learning spaces as replicates of conventional face-to-face settings (Hampel / Hauck 2006).

In my ongoing research I am investigating how participants of video-based eTandems incorporate different modes of communication to orchestrate meaning, especially when facing problematic communication situations. For this purpose audio-/ video-recordings as well as chat-scripts have been collected and subsequently interpreted using multimodal conversation analysis. In my talk I will present the first results of my study and elaborate on the challenges of conducting multimodal conversation analysis in a digital environment.

### Literature:

Hampel, R. / Hauck, M. (2006): Computer-mediated language learning: Making meaning in multimodal virtual learning spaces. In: JALT CALL Journal, Vol. 2 / No. 2, pp. 3-18

Kress, G. (2000): Multimodality. In: Multiliteracies: Literacy learning and the design of social futures (edt. by B. Cope & M. Kalantzis), London: Routledge, pp. 182 – 202

Kress, G. van Leeuwen, T. (2001): Multimodal discourse: The modes and media of contemporary communication, London: Arnold

## **Plagiarism Defined? An Analysis of University Policy Documents in Four Countries**

Plagiarism is typically defined as the appropriation of others' work without acknowledgement, though this definition minimises the complexity of text ownership, originality, and referencing conventions (Pecorari & Petrić, 2014). Internationalised

education systems in which English is the language of teaching and learning have highlighted the relationship between culture and plagiarism. As such, culture is often the scapegoat in incidences of plagiarism in second language writing, with little criticism of how plagiarism is defined and how students are taught about it. There is therefore a strong need to further research plagiarism in a context where academic writing frequently takes place in English as a second/foreign language (L2).

Building on previous analyses by Pecorari (2001) and Sutherland-Smith (2011), this presentation focuses on how plagiarism is defined in the policy documents of universities from four countries: Australia, Finland, Germany and China. A qualitative content analysis of the data reveals that tertiary policies on plagiarism vary greatly in their scope, suggesting that policy reform alone would contribute greatly to the understanding and prevention of plagiarism in academic writing.

Additionally, this data has direct implications for the teaching and learning of English as an L2 in higher education, particularly in regard to English academic writing curricula and teacher training and development. The goal of this presentation is to convey these findings and their implications to higher education educators, students, and policy makers with a view to achieving intercultural understanding.

## **BILINGUAL EDUCATION IN CASTILLA-LA MANCHA**

### **An analytical study**

The aim of this paper is to analyse how CLIL is being developed in the region of Castilla La Mancha, a monolingual Autonomous Community located in the center of Spain, in order to ascertain the differences in the English level of the students in bilingual and non bilingual schools. Although Coyle (2010) considers that Spain is rapidly becoming one of the European leaders in CLIL, it is also true, as Langé (2007) states, that research on CLIL is still embryonic, especially in Castilla la Mancha. In other regions such as the Basque country (Ruiz de Zarobe, Lasagabaster and García Mayo, 2008), Catalonia (Muñoz, Navés, Pérez Vidal, Escobar, Huguet, 2008), Galicia (San Isidro, 2009), La Rioja (Fontecha, Jiménez Catalán, 2009) or Madrid (Halbach, Fernández, Dafouz, Llinares, Whittaker, Cercadillo, 2009), similar studies on CLIL, as the one proposed here, have been carried out in the last decades. However, in the region of Castilla la Mancha there is still little investigation about this topic, except the work by Esther Nieto (2010) and two articles by Fernández César, Harris and Aguirre Pérez (2009, 2013).

In an attempt to compare the levels of language skills acquired by CLIL students and their non-CLIL counterparts, we have tested the English communicative abilities of eight fourth year secondary schools groups, four of them following the bilingual programme (CLIL students) and the other four belonging to non-bilingual high schools (non-CLIL students). An English test with four parts: reading, writing, listening and speaking, has been carried out. The tests are anonymous and have been designed specifically for the participants by a group of teachers and an advisor (who works testing primary and secondary students in Castilla la Mancha) following the Cambridge exam model. In addition, 56 teachers have been interviewed in relation to their teaching practices, both in bilingual and non-bilingual educational contexts.

The results obtained in the tests indicate that the English level of the CLIL students outstrips their non-CLIL counterparts in all the skills. However, the differences in score are not as high as initially expected, especially if we take into account the number of hours the CLIL students have been in contact with the English language (about 10 per week) and the specific CLIL methodology they have been following both at primary and secondary schools. These low results seem to be in contradiction with the outcomes obtained in the bilingual projects developed in the Basque country (Lasagabaster and Ruiz de Zarobe, 2008-2009), Catalonia (Muñoz and Navés 2007, Victori and Vallbona, 2008) or Galicia (San Isidro, 2009), among others, where the students' acquisition of English as a foreign language seems to be more successful. The lower results obtained in the students tested may be due, as teachers' reports suggest, to the scarce amount of input in the foreign language that the students receive, and also to the teachers' lack of familiarity with CLIL methodologies. Further research should be carried out to reach a definite conclusion in relation to the implementation of bilingual projects in Castilla la Mancha.

**KEYWORDS:** Bilingual education, Castilla la Mancha community, CLIL, teaching practices.

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## **Ylva Sandberg**

### **Common denominator: CLIL-teachers' beliefs and practices in history, biology and mathematics**

This study combines theory from the research fields Educational Linguistics (Yoxsimer Paulsrud, 2014, Dalton-Puffer, 2011, Airey, 2009, Hult & Spolsky, 2008, Gibbons, 2009, Hornberger, 2004) and Teacher Socio-Cognition (Apelgren, 2014, Borg, 2012, Henriksen & Westbrook, 2011).

The aim of the study is to investigate teachers' beliefs and practices regarding use of English in the bilingual Biology, History and Mathematics classroom (Nygård Larsson, 2011, Schleppergrell, 2004, O'Halloran, 2008, Llinares, Morton & Whitaker, 2012).

The study uses a combination of three tools for construction and collection of materials; semi-structured interviews with teachers, lesson observations, artifacts from learning and teaching (Barnard & Burns, 2012). The material was constructed and collected over a two-year period in the early 2010s at three different upper secondary schools.

The material is currently being interpreted and analysed by means of qualitative content analysis (Bryman, 2013, Kvale & Brinkmann, 2009), most recently also using an adapted version of the analytic framework developed by Ivanic (2004).

Preliminary results indicate similarities in reasoning with regard to 'what' and 'why' across the subjects disciplines, whereas the differences with regard to 'how' English is being used vary considerably. For example, while the content teachers view English as a resource in terms of 'accessibility' and for 'clarification purposes', the practices employed by the teachers take different forms, ranging from the use of smartphones for instant translation of biological terms, to the use of English Wikipedia and YouTube clips for enhancing understanding of historical concepts or mathematical formulae. The bilingual mode is on the whole found to be scaffolding learning and teaching, although the teachers account for several dilemmas they have encountered throughout the years together with their students in their bilingual content classrooms. Despite lack of specific training in CLIL methodology, they have managed quite well in their teaching and learning efforts, according to their own estimation.

With regard to the issue of teacher identity, the teachers speak of themselves as content teachers, not as CLIL teachers or bilingual teachers.

## A dialogical perspective on threaded conversations in Reddit

The aim of the present paper is to explore an approach to the dynamic nature of threaded conversations in *Reddit* (<http://www.reddit.com>) from a dialogical perspective. There are methodological challenges to analysing threaded conversations in terms of sequential organisation and coherence (Gibson, 2009; Stommel and Koole, 2010; Bou-Franch, et al, 2012; Giles, et al, 2014). Therefore, I particularly examine how participants organise thread conversations by looking at “voice” (Bakhtin, 1981) in the framework for identity (Bucholtz and Hall, 2005).

*Reddit* is an online user-generated platform where participants share interests through posting links or text entries. They interact with each other by posting comments on entries and replying to each other’s comments, which are organised in a threaded format (i.e. threaded conversation). In my research, I focus on a ‘subreddit’ (i.e. a sub-forum or an area of interest) named */r/languagelearning* with permission from the moderators. The data for this exploration is based on 100 threads on similar topics posted in the subreddit between 2010 and 2014.

The unique features of *Reddit* that can influence the flows of these threaded conversations are a voting system and a comment sorting system: (a) the participants vote on post-entries and comments and their ranks increase and decrease based on the *Reddit* ranking algorithm and (b) the participants have several options of ordering comments in either chronological-based or ranking-based order; the sequences of comments appear differently when using different comment sorting systems.

The findings are as follows. Firstly the participants drew on multiple voices throughout their interactions in creative ways and the multi-voiced nature of language use is an important aspect to the coherence of their threaded conversations. Secondly, the choice of different comment sorting systems can influence the foregrounding and backgrounding of their voices; this implies that the participants’ reading and writing practices should be taken into account for further analysis. For the implications for future research, this paper suggests that a closer analysis of the participant’s voices will facilitate a better understanding of how people interact with each other and construct meanings in threaded conversations.

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**Nourhan Sorour**

## **Hedging in Applied Linguistics Theses: An Exploratory Comparative Study**

One of the features which distinguish academic writing in English from other genres of written discourse is the extensive use of hedging. The present study set out to investigate the use of hedging in the Discussion and Conclusion chapters of M. A. theses in Applied Linguistics. The focus was on the types and frequencies of hedging devices employed by thesis writers who are native speakers of Arabic (NSA) in comparison to those employed by native speakers of English (NSE).

Data were collected from a corpus of three MA theses by native speakers of Arabic (NSA) and three MA theses by native speakers of English (NSE). The discussion and conclusion sections of the theses were analyzed according to a framework informed by the taxonomy of hedges proposed by Crompton (1997).

The results indicated that native speakers of English tend to use hedges far more frequently in their academic writing than academic writers from other linguistic backgrounds. The findings also demonstrated that despite their different linguistic backgrounds, five of the six thesis writers selected for the purpose of this study overwhelmingly preferred the use of epistemic modals as a hedging device.

The presentation will briefly outline the body of research done on hedging in academic writing. Next, the methodology used to collect the data, the results, and the implications of this study will be presented and expounded.

**Grammatical Versus Pragmatic Awareness: The Case of Egyptian Students in an English-medium University**

The ability to produce grammatically accurate structures in a second language (L2) has been traditionally considered to be the primary and sometimes even the sole indicator of L2 proficiency. Contrary to popular belief, however, being proficient in a second language does not only mean that one is able to produce grammatically correct sentences, but it also entails the ability to use this language appropriately. According to Bardovi-Harlig and Hartford (1991), the development of grammatical competence in L2 usually takes place without the development of the necessary pragmatic competence. This deficiency in pragmatic competence is one of the main causes of the discrepancy which usually exists between L2 learners' grammatical knowledge and their pragmatic knowledge

This study was largely informed by Bardovi-Harlig and Dörnyei's seminal research project (1998). Instead of situating the study in an EFL versus ESL context, however, the present study was conducted in a private university in Egypt where the language of instruction is English. It explores the discrepancy between the students' ability to recognize ungrammaticality and their ability to recognize pragmatic inappropriateness. Egyptian learners of English as a Second Language (ESL) at high and lower proficiency levels were asked to take a questionnaire in which they judge scenarios based on how grammatical/ungrammatical and how appropriate/inappropriate they think they are.

The presentation will briefly outline the body of research conducted on interlanguage pragmatics. Next, it will provide background information on the context in which the present study took place. The methodology used to collect the data, the results, and the implications of this study will be presented and expounded.

## Fostering trans-cultural Competences with Folk Music

### Folk Music as Conductor of TCC during the first Phase of Teacher Training

#### Fostering trans-cultural Competences with Folk Music

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My PhD project is concerned with the benefits folk music provides during the first phase of teacher training and within language classrooms in general, as it encourages applications for a majority of the competences we want to foster within our classrooms. My intention is to illustrate this profit with a qualitative study which seeks to show the need for a promotion of modern approaches of education, especially within the early phase of teacher training. If one wants to meet the requirements of the ELP and the CEFR for modern, interactive ways of teaching and learning in schools, one has to ensure that the future conductors, who we want to use and foster these techniques, are educated accordingly. Music is a particularly useful tool in the context of modern teaching paradigms; task-based learning and the use of authentic material, in this case folk music, can make teachers-to-be aware of the actual, practical benefit these methods can have for teaching processes. In comparison to literature, music has additional benefits for learning settings such as motivational aspects alongside its melodies and rhythms, and thus provides even more applications for modern learning methods. Folk music is especially efficient when focusing on promoting trans-cultural competence, as it can be seen as *the* ambassador of a culture: it has been passed down the generations, is still of astounding actuality (e.g. Pete Seeger at the inauguration ceremony of Barack Obama), claims a high level of authenticity and is acknowledged as a highly culturally authentic piece of art. Communicative skills, audio literacy, media awareness and the ability to decode cultural products, representing a culture's self-conception, as well as fostering receptive and productive skills – folk music can be a useful tool for all of these and even more aspects in different classroom settings. If we tend to teach the way we have been taught beforehand, then we have to ensure that future teachers are educated and taught accordingly to enable them to meet the requirements of modern, interactive teaching.

## Investigating Japanese high school teachers' self-efficacy beliefs for teaching English

Language education reforms introduced in 2013 to encourage more communicative language ability, mandate Japanese high school teachers of English (JTEs) to conduct English lessons in English. This presentation reports the first stage of data analysis from a PhD in progress. The study has a quantitative-dominant sequential multitype mixed design (Collins et al., 2007) to investigate JTEs self-efficacy beliefs for teaching English. The final stage of the research involves the use of a survey for investigating the teacher efficacy beliefs of Japanese high school English teachers, and this presentation outlines the process of how the survey items were designed. An expert panel was used to inform the development and evaluation of survey items for the questionnaire. An exploratory cycle used semi-structured interviews with six experts to investigate challenges facing English teachers at secondary schools. Interviews were analysed using deductive 'theoretical' thematic analysis (Braun & Clarke, 2006) to identify eight dimensions of teacher efficacy beliefs for the Japanese context, from which 60 initial items were developed for translation. Items were translated, and a second round of expert interviews had an evaluative purpose; focused on the linguistic, content and cultural validity of the translated items. This presentation explains the processes followed in this stage of the study, and explores the key findings from the thematic analysis. The analysis suggested that teacher self-efficacy beliefs reflect both personal and collective beliefs about teaching, with teamwork and the capability to cope with outside influences key issues which were including for investigating the self-efficacy beliefs of English teachers at high schools in Japan.

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Author: **Zuzana Toth**

Paper Title: **The Acquisition of Verbal Morphology in Instructed Italian L2A**

Exploration of the relationship between explicit and implicit knowledge of language in instructed second language acquisition has gained considerable importance in language teaching research. This paper investigates the developmental process underlying instructed acquisition of the Italian verbal morphology against the background of Pienemann's Processability Theory (1998). The reconstruction of the developmental route followed by instructed learners during the acquisition of tense and aspect, and the exploration of three factors that can influence the acquisition process (formal instruction, learners' mother language and their knowledge of other L2) can contribute to an explanation of how the acquisition process can be facilitated by formal instruction and how available language knowledge can be exploited in second language acquisition.

The acquisition of the tense---aspect system will be described on the basis of analyses of learner language samples collected by means of clinical elicitation at the University of Vienna over a fourteen---month period from November 2014 to January 2015. Participants studying Italian at the Institute of Romance languages were asked to produce narratives that induce the use of deictic and anaphoric tenses. The samples were investigated by means of the following methods: obligatory occasion analysis, frequency analysis and functional analysis. These methods enable a description of the developmental route followed by learners and an exploration of the interlanguage development of form---function mapping in the L2 production throughout the acquisition process.

This study aims to present the results of an analysis conducted on 150 narratives.

## Teacher questioning practices in L1 and CLIL: scaffolding and cognitive demand

CLIL is often seen as a panacea to foreign language learning. Unfortunately, however, exposure to only content-based input does not lead to second language learners' acquisition of communicative ability (Lyster 2007). Learners should be provided with quality of exposure as well as opportunities to actively verbalize while focusing on both what they wish to say and how they are saying it (van Lier 1996; Gibbons 2002). That is, not all aspects of language and content can be acquired incidentally but certain aspects need to be made aware of and noticed. Contingent scaffolding questions (Hammond & Gibbons 2001) might be a strategy in enhancing such noticing necessary for language and content learning. Thus, if CLIL teachers paid more attention to the questions and academic/cognitive discourse functions they used, in addition to pushing the learners to verbalize actively, these classrooms would most likely provide propitious conditions for L2 learning and cognitive development.

As a first step in understanding what should constitute classroom interaction competence in CLIL social studies in lower secondary schools in Japan, this study analyzed teacher questioning practice, a key feature in classroom interaction, in thirteen Japanese lower secondary social studies classes taught in Japanese. The data were first analyzed quantitatively to map out questioning patterns. It was then analyzed qualitatively to explore educational motives and intent, focusing on how learners' were challenged cognitively as well as how they were scaffolded. Finally, the analyzed data were compared with those of CLIL history in Europe to explore possible implementation of CLIL social studies in Japanese lower secondary education.

The preliminary analyses have indicated some intriguing findings. One third of the display questions were related with vocabulary asking for formal synonym, an academic term or a reading (pronunciation) of Chinese characters (*kanji*). What is more, the qualitative analysis showed that most of the questions were being asked to scaffold students understanding of the lesson's main objective. These findings are indicative of a positive outlook for the implementation of CLIL social studies in Japanese lower secondary education.

## New Technologies, New Registers: A Linguistic Analysis of Computer-Mediated Communication by Dutch Youngsters

The twenty-first century has seen an explosion of computer-mediated communication (CMC): youngsters in particular are making ample and constant use of the means which computers, mobile phones, and tablets nowadays provide for communicating. The language of CMC is known for its deviations from standard language conventions: sentences such as “fyi i’ll B

@home l8er 2night, r u OK with that? :-)” (with many orthographic deviations) and “car broken down, mailed garage yesterday, haven’t responded yet” (with several syntactic omissions) are quite common. Parents, teachers, and popular media throughout the world are worried that such ‘CMC language’ may corrupt younger generations’ spelling, writing, or reading abilities. But before studying the possible impact of CMC on traditional literacy, it has to be established how CMC language is different and unique. The large-scale, systematic corpus study I conducted into Dutch youngsters’ written CMC reveals how this CMC language differs linguistically from standard Dutch. My register analysis includes features of three dimensions of written language, namely orthography (‘textisms’, i.e. unconventional spelling and punctuation, emoticons, symbols), lexis (e.g. English borrowings, interjections, type-token ratio), and syntax (in terms of omissions and complexity). An extensive corpus counting over 200,000 words of new media writings has been analysed both manually and automatically, including a range of popular CMC modes: text messaging (SMS), microblogging (Twitter), and instant messaging (MSN, WhatsApp). Some of the data has been extracted from SoNaR (‘STEVIN Nederlandstalig Refentiecorpus’), an existing reference corpus of written Dutch, and additional data has been collected for the purposes of the present study. A corpus of school writings, produced by youngsters of different ages and educational levels, has been used for comparison of the features under automatic analysis (concerning lexis and syntactic complexity) by means of T-Scan, software for conducting complexity analyses on Dutch texts. My analysis reveals that each CMC mode has a specific register – its own ‘linguistic profile’. The extent to which youngsters deviate from the standard language depends, among other things, on user characteristics. This prompted me to also explore the influence of age group (adolescents versus young adults) on the linguistic characteristics of new media writings.

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## **Oral Language Assessment from an Ecolinguistic Perspective - The way forward?**

### Abstract

Although today's educational environments in globalised societies are to a great extent multicultural, and thus diverse *per se*, foreign language assessment practices are in praxis holistic without taking specific candidate profile factors, such as cultural, social, ethnographic, psychological ones etc. into consideration. Large-scale foreign language examinations minimize the aforementioned limitation due to their calibration to the Common European Framework of Reference for Languages (CEFR), by taking account of the sociolinguist and intercultural competences as described in the CEFR. This secures both construct validity and validity of test scores to a certain extent, though the problem lies in the fact that international large-scale examinations test heterogeneous test-taker groups, in the sense that they have different cultural and social backgrounds, with homogeneous examination practices, tasks, evaluation criteria, marking grids and interlocutor frames. Even foreign language examinations at a national level may face the same problem, when embedded in a multicultural/multilingual society. The question then arises if we can test different people with one and the same examination. Does "one fit all"? Do we secure validity of test scores by testing heterogeneous groups holistically or are there also other parameters in test taker profiles that must be taken into consideration? Can we speak of valid, objective and primarily ethical examination practices if the English language proficiency level for example of Bulgarian immigrants in Greece is tested on the same examination tasks and the same criteria as the proficiency of Greek candidates?

In this paper I try to address the above questions through the example of oral foreign language examinations, where the discursive construction of identity and the social nature in the performance of both interviewer and interviewee prevail. Adopting the ecolinguistic approach (Fill 1996) the study focuses on both perspectives: first, how examined competences can be revisited to fit the profile of multicultural learners/interviewees and secondly, how the multicultural identity of interviewers can affect the examination discourse and thus test scores. More particularly, drawing on discourse analysis, the study explores how symbolic power (Bourdieu 1989) is transformed into symbolic competence (Kramsch/Whiteside 2008) in the context of oral language examinations, how the social, ethnographic, psychological etc. features of identity form the interviewer's symbolic power on one hand and the interviewee's symbolic competence on the other hand and how the interviewer's symbolic power manifests itself during the discourse. To answer the above questions the study uses data from oral examinations for the German language between multicultural interviewers and interviewees. The findings reveal how multicultural identities affect the validity of the measurement and guide us towards a revision of foreign language learners' identities in multicultural milieus.

**key words:** ecolinguistics, symbolic power, foreign language assessment, test validity



## **Financial analysts as professional writers in cross-disciplinary communication – critical situations and good practices**

Financial analysts and their texts – printed or digital – play a key role in the financial markets. Despite their importance, both the analysts as writers and the texts themselves are widely under-researched, as a review of the literature in the field reveals. Whereas many studies focus on the texts' micro level (e.g. Loughran & McDonald, 2015; Cheng & Ho, 2015), there are no contextual studies, informed by both theoretical and practical knowledge, that provide an in-depth analysis of cross-disciplinary communication within the financial community (Whitehouse-Furrer & Perrin, 2015 forth.). This is the gap that my research project on financial analysts' written communication aims to close. Based on a context-annotated corpus of roughly 1500 financial analysts' company reviews (in German, English, and Japanese), I investigate the cultural, organizational, and individual variety of the texts' communicative potential for investors. The final goal of the entire research project is to identify critical situations and situative good practices of cross-disciplinary communication in the financial community.

In the present paper, I focus on one specific genre, a small qualitative sample, a product-only approach, and on one specific research question from the financial communication project: why do equity analysts' company updates for investors fail to reach their communicative potential? I begin by contextualizing the genre in the light of the research question (part 1).

Based on a qualitative English sub-corpus (part 2), I then explain how pragmatic text analysis was used to investigate the texts' comprehensibility and comprehensiveness in cross-disciplinary communication (part 3). The results suggest that these texts bear the risk of partial communicative failure (part 4) and what actions can improve their communicative potential (part 5).

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**Dr Shanru Yang**

## **The Use of Discourse Markers in Teacher-Student Interaction**

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In spoken conversation, the frequency of discourse markers (henceforth, DMs) is significant compared to other word forms (Fung and Carter, 2007). In educational settings, DMs perform an important function in providing pedagogical clarification and in promoting effective interaction (Dalle and Inglis, 1990).

The present study examines the ways in which DMs are used by college language teachers and the functions they perform in classroom interaction. It attempts to reveal that in the language classroom, there is a reflexive relationship between teachers' use of DMs, classroom interaction, and pedagogical purpose. The data come from nine-hour video recordings of Chinese college EFL classes, recorded as part of a three-year research project "EFL Classroom Discourse Research and Teacher Development" and supported by China National Social Sciences Grants from 2007 to 2009. The spoken corpus is subjected to a multi-layered analytical approach which looks at both macro and micro levels, and which uses the principles of conversation analysis (CL) and corpus linguistics (CA), together with second language (L2) classroom modes analysis.

The appropriateness of adopting a combined CL and CA approach is based on a number of factors including the linguistic properties of DMs as lexical bundles (Biber and Conrad, 2002), a recognition of their multi-word nature (McCarthy, 2006), and their high frequency of occurrence in conversational practices (Schiffrin, 2003). Using a multi-layered analysis has resulted in a number of findings which might not have emerged by using a single mode of analysis. The study presents the linguistic and contextual patterns of DMs across various classroom micro-contexts, and highlights differentiated interactional features in relation to classroom pedagogy. It has important implications for future research regarding curriculum design, EFL teacher training and education, specifically in its potential to help teachers achieve their pedagogical goals.

**Other-repetition as a recourse for participation and learning in L2 classroom**

## ABSTRACT

The present paper focuses on primary school children's other-repetition as a strategy for participating in interaction in L2 classroom. Earlier studies (e.g. Broner & Tarone 2001; Cekaite & Aronsson 2004; Pallotti 2001) of children's repetition and language play in L2 classroom (or nursery) manifest that repetition in second language acquisition serves as a device for processing language, and it has par excellence many social functions in a multilingual classroom community. The main attention in this paper is on two Russian speaking immigrant children who are taking their first steps in Finnish language acquisition. How do they employ repetition and language play in their use of L2? What features of repetition are characteristic of their language use? The observations made here are based on classroom data recorded in a preparatory class of a Finnish school in 2011–2012. The database of 36 lessons is called Long Second according to the project of Helsinki University (A LONGitudinal study of Russian and Estonian speaking children's development in Finnish as a SECOND language). So, in this classroom context the informants of the peer group use Finnish as a second language, English as lingua franca and their mother tongues Russian or Estonian, whereas the teachers are native Finnish speakers. The goal of the lessons is to strengthen the children's Finnish language skills in different disciplines and support them in entering general classes. The episodes are transcribed according to the conventions of conversation analysis, and they are studied as social action including embodied action. The informants recycled both teachers' and peers' utterances or part of them and often put them in a joking form using, for example, phonological play. Like earlier studies, also this short paper shows that young L2 learners exploit intertextual play and role appropriations and that these may often be combined with language play in fairly diverse ways. In one end of the repetition continuum there could be private practice for internalization of new sounds or words, and in the other end participation in joint playful interaction.