Insights into applied linguistics: languaging, agency and ecologies

University of Jyväskylä, Finland
June 4–7, 2012

30th Jyväskylä Summer School of Applied Language Studies

Insights into applied linguistics: languaging, agency and ecologies

International Conference &
30th Summer School of Applied Language Studies
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Programme overview

General information

Ladies and Gentlemen,

The Organizing Committee welcomes you to the conference Insights into applied linguistics: languaging, agency and ecologies. The conference marks a special anniversary in the history of applied linguistics in Finland: it is the thirtieth time that the University of Jyväskylä organizes this annual event, originally a summer school for teachers, scholars, and post-graduate students of applied linguistics, and later on a series of conferences. The summer school started as the initiative of Kari Sajavaara, the late professor emeritus of applied linguistics, who was the driving force of the event for many years.

Now that the Summer School has gradually evolved from a workshop oriented 'school' into an international conference that has hosted a number of top scholars from all over the world as its invited speakers, it is time to look into the future of applied linguistics. For that purpose, we have invited our highly distinguished keynote speakers who will address some of the most crucial issues of contemporary applied linguistics, explore the new research avenues and new frontiers of our field and comment upon the opportunities that emerge in interdisciplinary inquiry. What will the next thirty years of applied linguistics be like?

This year's programme consists of plenary talks, panel discussions, individual papers and posters, to be accompanied by some symposia and workshops. We hope you will not only thoroughly enjoy the scientific sessions, but also continue the discussion after the conference day by participating in our evening programme.

Tervetuloa Jyväskylään!

On behalf of the organizing committee,

Hannele Dufva
Conference Chair
Professor, Applied Linguistics, Language teaching and language learning

Organizing Committee

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Faculty of Humanities

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12:30 – 13:30	PLENARY SESSION Yrjö Engeström & Annalisa Sannino (University of Helsinki): *Discourse in double stimulation: Building foundations for an activity-theoretical understanding of the emergence of agency* Auditorium 3
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11:45 – 12:45	LUNCH (not included in the fee)
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14:15 – 15:00	POSTER SESSION AND COFFEE Agora Lobby
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9:00 – 10:00	PLENARY SESSION Timo Järvilehto (Institute of Behavioral Sciences, University of Helsinki and CSE Driving Center, Kajaani; University of Applied Sciences): *Evolution of co-operation, consciousness, and language* Auditorium 3
10:00 – 10:15	GRAB-A-COFFEE Agora Lobby
10:15 – 12:15	PARALLEL SESSIONS
12:15 – 13:15	LUNCH (not included in the fee)
13:15 – 15:15	PARALLEL SESSIONS
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Post-conference symposia and workshops
Network meetings
Doctoral students' meetings

General information

Coffee breaks

Coffee, tea, fruit, and biscuits are available for conference participants during the scheduled coffee breaks. They are included in the conference fee, and served in the Agora lobby.

Cloakroom

There is a cloakroom on the first floor of the venue. It is not guarded, so please do not leave your valuables there.

Computer and internet access

Conference participants can use computers and access the Internet free of charge in the computer lab Ag B112.1 (Africa) which is located on the ground floor. The lab is open daily 9.00–18.00. You will find the necessary username and password in your conference package. If you wish to access the wireless network connection jyu-guest, please contact the Conference Info Desk.

Conference badge

You find your name badge in the conference package. The badge entitles you to enter all conference rooms and attend the academic events arranged for the participants, as well as coffee breaks, and the reception by the City of Jyväskylä (Monday). We kindly ask you to wear the badge at all times during the conference.

Conference info desk

The Conference Info Desk is located on the ground floor of the venue. The desk is open on Mon 10.00–17.30, Tue 8.30–18.00, Wed 8.30–18.00, and Thu 8.30–14.00. You will recognize the members of the conference staff by their blue name badges. Conference assistants will also wear a patterned scarf.

Electricity

The electric current in Finland is 220V (230V), 50 Hz.

Evaluation questionnaires/feedback on the conference arrangements
To let us know your opinion about the conference, please fill in the questionnaire that will be sent to you via e-mail after the conference.

Language policy
English is the official language of the conference. However, we encourage the use of other languages in slides, handouts, etc. Unfortunately, no interpreting services can be provided for any session.

Lunches
There are a few possible restaurants where you can have lunch. Restaurant Piato is on the ground floor of Agora. You can also enjoy your lunch at the restaurant of Hotel Alba or at Restaurant Wilhelmiina, which is situated on the ground floor of building MaA. The restaurants Ylistö (Building YFL) at the Ylistönrinne campus on the other side of the lake, and Ilokivi (Building YOT) and Lozzi (Building P) at the Seminaarinmäki campus up the hill are also within a short walking distance from the venue. For locations, please consult the Campus map.

Maps and floor plans
You find the Campus map and the floor plans of the conference venue (the Mattilanniemi campus) at the end of the abstract book.

Messages for participants
All messages for participants will be placed on the notice board on the ground floor of the venue close to the Conference Info Desk.

Notice board
A notice board is located on the ground floor of the venue, next to the Conference Info Desk. Possible changes and updates to the programme will be announced on the notice board at the start of each day. On the notice board, you will also find information on lunch menus in the campus restaurants.

Smoking policy
Smoking is prohibited indoors in public places and in public transportation in Finland, i.e. in the campus area you are only allowed to smoke outdoors. Please take notice of the signs TUPAKOINTI KIELLETTY (No smoking).

Social programme
The conference fee includes the reception by the City of Jyväskylä at Lutakko, on Monday, June 4th at 18.00-19.30. Street address: Messukatu 3.

The conference dinner – and the 30th birthday celebration of the Summer School – will take place in Juurikkasaari, overlooking lake Päijänne on the island of Säynätsalo. We will take a one-hour cruise on Päijänne and arrive on the island to enjoy a buffet dinner. The conference dinner is on Tuesday, June 5th and the price is 30 €.

Staff assistance
There will be several assistants: they are responsible for taking care of the practical matters during the conference. They will be wearing blue name badges and a patterned scarf.

Tipping
Tipping is not expected in restaurants, cafés or bars in Finland.

Transportation (local)
The venue is within a walking distance from the city centre. You can use local buses to get from the centre to the conference venue and back. In the city centre, buses leave from a street called Vapaudenkatu, and the buses 5, 20, 26, take you all the way to the Mattilanniemi campus. If you are staying in Laajavuori, take the bus 25 or 25K to City Library; from there, walk downhill for about 10 minutes. A single journey costs 3.20€. If you wish to use a taxi, please call +358 100 6900 or hop into one on a taxi stand.

University bookstore
The university bookstore Kampus Kirja sells books, t-shirts, office supplies and souvenirs, among other things. The store is located at Gummeruksenkatu 6.

Venue
The conference will take place at the Mattilanniemi campus. The street address of the conference venue is Agora, Mattilanniemi 2. The Conference Info Desk is located in the lobby on the ground floor.

Plenary sessions

Engeström, Yrjö
Sannino, Annalisa
Center for Research on Activity, Development and Learning CRADLE,
University of Helsinki, Finland

Discourse in double stimulation: Building foundations for an activity-theoretical understanding of the emergence of agency

Vygotsky's principle of double stimulation is discussed here in connection with human agency. Contemporary literature on double stimulation examines important aspects such as concept formation and cognitive development without addressing the question of how agency emerges. This was, however, a central concern for Vygotsky and some of the unique and continuing relevance of Vygotsky's legacy largely resides in this emphasis on the relation between agency and double stimulation. We argue that in order to fully understand the concept of double stimulation it is important to pay attention also to this emphasis. We also argue that current discussions on agency may significantly benefit from this new direction.

Double stimulation is a principle of Vygotsky (1997), according to which a subject, when in a problematic situation, turns to external means for support in order to be able to act. The problem is the first stimulus, and the external means is the second stimulus. Vygotsky (1997) used the experiment of the "meaningless situation" or the "waiting experiment" conducted by Tamara Dembo, a student of Kurt Lewin, as a paradigmatic example of the principle. According to Vygotsky, with the help of a material second stimulus "The subject transformed the situation (…) The subject created a new situation for himself. (...) He transformed the meaningless situation into one that had a clear meaning." (Vygotsky, 1987, p. 356)

In this presentation, we propose a theoretical and methodological framework to understand agency, using empirical data collected in eperiments we carried out after the model of the waiting experiment described by Vygotsky. Cases from these experiments conducted with individual participants and with groups of participants are analyzed to investigate how discourse functions as second stimulus in double stimulation. The analysis leads to the conclusion that discursive stimuli function much like the material second stimulus originally described by Vygotsky. However,

different discursive stimuli change the situation in different ways. While some types of discursive second stimuli seem to function as signals that legitimate closure, others create an open-ended meaningful situation in the waiting experiment. In the case in which the participants become intensely involved in a meaningful discussion, discourse as second stimulus allows "taking over" the situation and going beyond participation in the experiment in which the participants remain only peripherally involved.

The analysis leads to the identification of three agentive functions of discursive second stimuli: (1) a closure function in which the second stimulus serves a limiting or an ending purpose; (2) a prospective function in which the second stimulus serves the purpose of opening up new possibilities; and (3) an open-ended function in which the second stimulus serves the purpose of transforming and expanding the situation.

Kramsch, Claire
University of California, Berkeley, USA

Reflexivity in Applied Linguistics

In the last decade or so, the field of applied linguistics has shown an interest in the advances made in distinct but relevant fields like critical theory (e.g., Weedon, Kristeva, Bakhtin, Bourdieu), post-modern sociolinguistics (Blommaert), and cognitive science (Lakoff, Johnson, Fauconnier & Turner) and their impact on research in SLA, bilingualism and multilingualism (see e.g., Pavlenko 2005, Kramsch 2009 for the affective and embodied aspects of multilingualism). One common thread has been a focus on reflexivity in language and the construction of identity and subjectivity through language as discourse. This paper will explore the various aspects of this reflexive trend in Applied Linguistics and how it changes the nature of our object and our methods of inquiry.

Pennycook, Alastair
University of Technology, Sydney, Australia

Metrolingual Practices, Timespace and the Other

Drawing on current research on language and the city (metrolingualism), this paper looks at language practices and activities (those things that we do through language), the constitutive role of time and space as part of those practices (rather than as a context and time in which they happen), and the relation to the Other (cities, from their foundation, have been centrally about the proximity of difference). This brings together recent challenges to received applied linguistic ideas about multilingualism (trans-, poly-, and metrolingualism, for example), recent thinking about space, time and activity (particularly in the work of Schatzki, Thrift and others), and the need, following Levinas, to consider not only time and being, but also time and the Other. Using examples of metrolingual interaction in restaurants, markets, workplaces and shopping streets in Sydney, this paper will discuss the challenges that such theory and data pose for applied linguistics and its thinking about language, context and diversity.

Järvilehto, Timo

Institute of Behavioral Sciences, University of Helsinki and CSE Driving Center, Kajaani University of Applied Sciences, Finland

Evolution of co-operation, consciousness, and language

Evolution of co-operation, consciousness, and language is examined from the point of view of systemic psychology based on the theory of the organism-environment system which starts with the postulate of a unitary organism-environment system (Järvilehto, 2000). In this framework, the advent of consciousness is regarded as a result of co-operation of organism-environment systems. The evolution of consciousness started with the development of co-operation of individual organism-environment systems for the achievement of *common results*. Thus, consciousness is the characteristic of the structure of the co-operative system *(general consciousness)* and, therefore, it is not possible to regard it as some sort of "inner" property of the individual.

However, consciousness is not only something general, but every individual also has his personal consciousness. This *personal consciousness* is not something residing "inside", but means the personal participation of the individual in the results of common action. Every participating individual realizes some aspect of the general consciousness through his own action. The different individual aspects culminate in the common result, and the participation in the common results widens the action possibilities and the personal consciousness of the individual. The development of the personal consciousness is therefore in direct relation to the possibility of using the common results in one's own action.

Common results were originally made possible by creating co-operative organization with the help of different forms of communication (e.g., gestures, vocalizations) that later developed to more complex language. Language, thus, is originally more related to the type of the co-operative system and intended common results than to any symbolic representation of the world. Language is not a means for creating "inner pictures" or "representations" by "information transmission" or "coding", but the tool for the formation of the co-operative organization.

Plenary sessions

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As language is related to the form of the co-operative system, its evolution could be traced by examining different forms of co-operation. Some important phases of the evolution of co-operation and language could be the following:

1. »*Totalitarian*" organization based on fixed specialization. This is the earliest organization in the evolutionary sense. Co-operation is not directed towards any specific result, but the common result appears if the individuals rigidly fit together in the formation of the common result. Consciousness exists here only in its general form; minimal personal consciousness exists. Language exists in the form of simple gestures or orders.

2. "*Corporate*" organization based on relative specialization of participants, but the common result is pre-set by goals or laws formed earlier. Personal consciousness is present, but the organization does not allow its optimal development, because the formation of the common result involves resistance from the participants, and the participants do not authentically share the common results. Language exists mainly in the form of complex orders and instructions.

3. "*Communicative*" organization based on unspecialized individuals who may flexibly take the roles of others. The common result is not predetermined, but achieved by communication in the process of fitting together the organizations of the individuals in an optimal way. The common results are new and even surprising. This organization is the basis for the authentic development of consciousness because, through common results, the participants learn new aspects of the world and increase their action possibilities. Language is rich and based on dialogue.

It is suggested that, on this basis, the characteristics and evolution of consciousness and co-operation may be further studied by examining the linguistic forms typical in the community.

Järvilehto, T. (2000) Integrative Physiological and Behavioral Science, 35: 35–57.

Cowley, Stephen J.
University of Hertsfordshire, UK

The principle of non-locality: humanising applied linguistics

Steffensen and Cowley (2010) invoke the principle of non-locality to affirm that entities are always in a state of becoming – even if we experience 'objects' as fixed. Since human agency is ever changing it cannot be fully captured by models invoking experience, bodies or brains: acting and perceiving depend on coordinating with others. Persons do not (completely) inhabit a local space-time zone. It is thus a mereological error to trace human agency to bodily function. Given social embeddedness, language and cognition are radically distributed. What we achieve – what we become – depends on more than our *sense* of agency (conscious experience) and individual acts: *personhood* arises as we encounter a physical-cultural ecology of people, artifacts, institutions and selves. The results of activity are situated *and* non-local or, for Linell (2009), doubly dialogical. As bodies engage, movements enact social practices that are anchored by both material entities and what is and can be said. Sign-making and construal set off languaging whose effects, invariably, call up past and possible events.

Linguists often reify language-systems as internalized, taught, learned, acquired and/or constructed. Organism-centred views invoke competencies, mental models, and neural states that give us patterns, routines and conformity. Conversely, on the distributed view, living beings develop techniques for concerting action as, together, we perceive. As first-order activity, languaging is irreducibly dialogical. Although children use local standards in learning to move, talk, think and use written signs, their skills are grounded in double dialogicality. Encounters arise as, in concert, circumstances prompt us to coordinate while also using language. The approach allows applied linguistics to focus on how educators and learners work together in communities to enact and simulate linguistic events. Learners depend on sensitising to affordances by developing techniques that link stance taking, interactivity and verbal patterns. In abandoning organism-centrism, SLA can be reconceived as *skilled linguistic action*. Learning to talk or sign in familiar settings is thus quite different from readying one's body and self for projects that may (and will) arise in 'second language' environments.

Plenary sessions

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Linell, P. (2009). *Rethinking Language, Mind and World Dialogically: Interactional and Contextual Theories of Sense Making*. Charlotte, NC: Information Age Publishing.

Steffensen, S. & Cowley, S.J. (2010). Signifying bodies and health: the aftermath. In Cowley, S.J., Steffensen, S. & J.C. Major, *Signifying Bodies: Biosemiosis, Interaction and Health*, pp. 331–355. Braga: Portuguese Catholic University Press.

Thorne, Steven L.
Portland State University & University of Groningen, USA & The Netherlands

Languaging phenomenologies of time, place, and space

(Separate hand-out)

van Lier, Leo
Monterey Institute of International Studies, USA

Green Grammar: From the Ecology of Learning to the Ecology of the Classroom

This paper looks at the nitty-gritty, down-and-dirty end of applied linguistics: the teaching of grammar in thousands upon thousands of classrooms all over the world, classrooms in which the ills of "grammarrhea" and "grammaphobia" appear to be endemic. One of the perennial problems in applied linguistics is the apparent split between form and function, a dualism that, as time-honored practices tell us, can only be "healed" by teaching form-function mapping, metalinguistic rule-based instruction, and all the rest of the well-known correction-driven arsenal of approaches. Thus, researchers and teachers alike struggle to find the perfect way to address both content and form in their classes. There is no solution to this, since the premise underlying a pedagogized version of language that separates language into formal and functional subsytems is false.

Developments in ecological psychology and linguistics have the potential to change grammar teaching in fundamental ways. Most current teaching either neglects grammar or addresses it in a traditional "focus on form" way, often added on to a content, task, or project-based curriculum. By conceptualizing both language and cognition as distributed, embodied and dialogical, a range of options become available to teachers and learners that allow for a transformation of form-function – based teaching into action-and-process – oriented teaching and learning. As a result grammar teaching is no longer correction-driven but becomes success-driven. Teaching is based on Peirce's notion of abduction, from which processes of induction and deduction are cyclically derived.

The presentation will illustrate how teaching grammar can be transformed from being rule-driven to becoming choice-based, with several practical examples of tasks and activities. A number of advantages of this way of working will be shown, for example, improvements in the linguistic environment, as imported and commodified grammar books, textbooks and tests are superseded by local grammars that roam freely in the learners' environment. Having been heavy with structure, the linguistic landscape now becomes light with possibility.

Plenary sessions

Invited workshop

Steffensen, Sune Vork
University of Southern Denmark, Denmark

Thibault, Paul
University of Agder, Norway

Interactivity: An Ecological approach to Distributed Language and Cognition

Since the mid 1990s, a different understanding of cognition has emerged emphasising that cognition is not only an individual, cerebral activity but arises as people engage both with each other and material artefacts. Cognition is thus, in this view, socially, materially and historically distributed and organised. Applying this Distributed Cognition perspective to interaction has given rise to a Distributed Language and Cognition movement. This is a naturalised approach to ecologically situated human co-ordination which emphasises interactivity: How do humans, as biodynamic agents, do things together and make things happen drawing upon their bodies, semiotic and material artefacts, the lived ecology, social normativity, and cultural values and patterns?

This workshop elaborates how Distributed Language and Cognition can be applied to inter-actional phenomena. We focus on interactivity on various timescales, including inter-bodily dynamics (e.g. prosody and gesture), the material environment and social and symbolic constraints in interaction. Having introduced these notions, we will demonstrate various methods for investigating interactivity, distributed cognition and language in interactional encounters. Examples will come from health interaction, engineering and, hopefully, language learning. We will present analytical approaches that can help practitioners and theorists of human interactivity and cognition to better understand (and intervene in) educational and workplace practices and problem-solving activities, seen as embedded in and contributing to the functioning of a distinctively human ecology.

Keywords: distributed cognition, ecological approach

Invited workshop

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Thematic session

The Teaching and Learning of Writing

This session features researchers from around the globe who highlight the role that writing plays in the teaching and learning of language and how writing-based tasks are situated, conceptualized and perfomed in higher education

Haeusler, Angela
University of Hawai'i at Manoa, USA

Tasked with Social Change: Pluralizing Academic Writing with Critical TBLT

In the global contact zone of education, critical approaches to teaching academic writing have been a long-standing need. Proponents in critical applied linguistics have continuously addressed the moral dilemma that teachers encounter as they acculturate multilingual learners into a single variety of academic English (Singh Dougherty, 2004; Canagarajah, 2006). Connecting what learners have to do with language in the real world to a focus on linguistic form, Task-Based Language Teaching (TBLT) provides an interesting venue to address the pluralization of English in composition classrooms. However, despite its promising origins in the scholarship of Dewey and Freire, most work in TBLT remains silent on the sociopolitical context of task performance and today's global diversifying effects on language use.

In this paper I advocate for task-based endeavors to engage multilingual students in a critical interrogation of the environment in which they perform academic writing. I suggest new conceptualizations of TBLT's basic working unit 'task', promoting the notions of "aspirational task" and "action task". Material pilottested in a graduate-level writing course for international students at the University f Hawai'i will serve to illustrate critical task-cycles that introduced learners to powerful literacy genres. The critical sequence of aspirational and action tasks led students to produce a campus-wide "open email to the faculty", launch a website, and write a newspaper article. The learners publicly spoke out for greater acceptance of pluralized forms of writing in academic English, imagining and creating new realities of L2 writers' being and belonging in the academic community.

Keywords: pluralizing writing, agency, critical TBLT

Harrison, Marlen
Huumonen, Hanna
Raitala, Diana
Räsänen, Tanja
Uusipaikka, Maiju
University of Jyväskylä, Finland

Bridging Passion & Profession: Supporting Agency and Investment in Multilingual University Writers

Throughout the last two decades, scholarship discussing learner development has expanded from viewing the learner as one who possesses intrinsic or extrinsic motivation to a performer who to varying degrees invests as an agent in the learning process – one who interacts, gives and gains. With this expansion in mind, the authors sought to look back at the trajectory of their experiences in a second language communication and composition course in order to more deeply understand the roles of agency and investment in their own and fellow classmates' learning. As such, this research examines the role of project-based learning activities that attempt to bridge the learners'; personal and professional interests. Seven student-researchers reported via written narrative how such a bridging approach in the multilingual writing environment supported learner investment and agency. Student responses speak to the need for a stronger sense of connection with both their disciplinary studies and instructors, and highlight the ways in which investment and agency are associated with ideas about learner identity, autonomy and language acquisition.

Keywords: investment, agency, writing

Thematic session

Lahtela, Lisa
Torvelainen, Päivi
University of Jyväskylä, Finland

Supporting Writing Practices within a University Community: The Development of the University of Jyväskylä's Finnish & English Writing Modules

This presentation reports on project work done at the University of Jyväskylä which addresses the professional writing needs of university doctoral and postdoctoral tudents, researchers and staff. Publishing research is a foundation in the building and sustaining of scientific careers and institutions, and should be supported in its many stages (Murray et al. 2008:119). At the core of the curriculum for the target community at the university is a consultation module, which is used to assist the agency of the learner in determining appropriate thematically based modules that would be of greatest benefit for addressing personal writing needs. Thematic modules have included such subjects as cohesion and coherence, citation principles and article or conference abstract writing, amongst others. The original project focused on the development of English language modules, but this past year, for the first time, the modules have been offered in Finnish as well as English. We highlight the challenges and successes of the project as well as our intercultural collaboration. Implications for future development and practical suggestions for audience members who wish to try something similar at their own institutions will be provided.

Keywords: modular teaching, agency, writing

Nolan, Jane
Poynter, Elizabeth
Leeds Metropolitan University, United Kingdom

An investigation into how international students understand and adjust to the UK Higher Education context, and in particular to written assessment practices

This paper outlines preliminary findings of a longitudinal, qualitative investigation into how international Masters students at Leeds Metropolitan University understand and adjust to the UK Higher Education (HE) context, and in particular to written assessment practices. Much assessment in the UK requires students to write in a range of academic genres. Research has shown that non-traditional students not only struggle to adapt to the academic conventions of UK HE, but may feel uncomfortable with the kind of voice and identity they are expected to use. This research into academic writing therefore attempts to uncover the dynamic, complex process students use to create texts, viewing writing as a social act situated within a particular context, through reflexive, reflective and narrative accounts of their experiences including critical incidents in their adaptation. Only the first of these (reflexive accounts) are considered in this preliminary report. The degree of agency possessed by the participants was analysed in order to determine how more value could be placed on their socio-cultural identity and 'cultural capital'. This also involved consideration of how the context is shaped in terms of epistemologies and power relations within the university in an attempt to identify how the context shapes how international students adapt both their approaches to writing and views of themselves as learners as a result of their new setting. The outcomes suggest a framework for assisting change in terms of teaching and assessment which attempts to redress the current ethically dubious discourse of the academic deficit of international students.

Keywords: agency, languaging

Thematic session

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Sakamoto, Mitsuyo
Sophia University, Japan

How effective is interactive learning? Investigating Japanese university students' languaging patterns in a collaborative writing task

This study investigates how students' online written output affects each other's writing. 1,020 online entries written by 21 Japanese university sophomore English majors were collected and analysed, specifically focusing on three linguistic aspects (i.e., subjective/objective case, L1 use in L2 writing, variant L1 spelling). According to Vygotsky (1981), the higher forms of thinking appear twice: first on the intermental plane, and then on intramental plane. This notion is reflected in the term languaging (Swain et al., 2011) where we language with others as a form of shared cognition. This process is historical (Lantolf & Thorne, 2006) where the past languaging shapes the present, and the present shapes the future development. This paper further argues that the extent of languaging is influenced by affective factors.

For the task, all 21 students accessed a specific social network site (SNS). For two months, each student took turns offering a discussion topic in minimum 150 words, and the rest of the class members commented online in minimum 20 words. The task resulted in 54 topic strands.

Each student was tracked to see if his/her language use reflected the output of others. Then the linguistic developmental patterns were further investigated in a post-treatment interview. It was discovered that students lacking confidence in English learning are less likely to focus on and internalize from other students' output. The study suggests that, in addition to scaffolding, expansion of the zone of proximal development (ZPD) is closely related to affective domains that give rise to a particular self-image.

Keywords: CMC, Japanese, writing

Paper sessions

Antoniadou, Victoria
Dooly, Melinda
Universitat Autònoma de Barcelona, Spain

Becoming 'Languaging' Teachers: Embodied Social Actions of Learning and Teaching

The notion of 'languaging' as a process whereby a learner shapes and organizes higher mental processes can (and arguably should) have a profound impact on language teaching approaches. Languaging, coupled with the concept of ecology – that is, languaging as an emergent property of embodied social action, embedded in the social contexts of talking – implies a need for reconceptualisation of how language learning takes place. That this debate should also be opened within language teacher education seems patent. Language teachers need to be aware that context is not just the source of input but also the source of learning and that interaction goes beyond the negotiation of meaning and form between individual learners; interaction is a dynamic process that takes place on many levels and in diverse contexts. Language teachers should also acknowledge the role of human agency in this developmental process – this does not mean merely 'learner-centred enculturation' of predetermined language structures, but the transformation of learning resources and practices into language knowledge. In face of this challenge, this presentation will describe and discuss a language teacher education programme designed to promote 'teachers knowledge' and epistemological understanding of that knowledge. The programme engaged student-teachers in both face-to-face and online dialogic processes – based on Web 2.0 learning artefacts and telecollaboration – to help student-teachers better understand socio-constructive premises of language use and language learning. The presentation traces the transformation of student-teachers' understandings of themselves, of language learning, and of the activities of teaching as socially mediated activities.

Keywords: foreign language teacher education, telecollaboration

Paper sessions

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Languaging: spontaneity vs. system

In order to avoid a vicious circle, it is necessary to identify the fundamental pattern of distributed language. Its description as being "homogenously spontaneous" definitely loses sight of its nature because cognition is grounded both in the body and its environment. Cognition of the niche is immersed in the spontaneity of contingences that its constantly-changing conditions present. If this framework is regarded as the sole prime-mover of the organism-ecology interactions, spontaneity may appear paramount, even to an extent of abusing the laws of dialectic, i.e. as something "feeding on itself". However, there is every reason to believe that this pattern is balanced by the body's cognition (monitoring) of its own systems as well as assessing its experience of dealing with the niche. At least the historical part of this experience is, of necessity, couched in terms of abstractions which may and do become values and norms (J.Zlatev). This knowledge constitutes the language "system" or "stance" (S.Cowley), or something about language and languaging that a speaker "knows that he knows" best (H.Maturana). Knowledge based on the recall of the past experience of (mostly, sufficiently, fairly, etc.) successful languaging props up individual's confidence when he comes to grips with the spontaneous contingences from the niche. Without the framework overarching the interaction of the two trends – cognition through observing reality, on the one hand, and by using deductions, on the other, the human body would not be able to differentiate between the referential and non-referential.

Keywords: languaging, distributed language

Blin, Françoise
Dublin City University, Ireland

Jalkanen, Juha
University of Jyväskylä, Finland

Agency and languaging in digital environments: exploring design-based pedagogies for language learning

The ever increasing adoption of Web 2.0 applications in social, professional and educational contexts, along with the emergence of new social and learning spaces such as those making use of augmented reality, gaming technologies or 3D-graphical immersive environments (e.g. Second Life), are challenging our language teaching and learning practices, as well as our approaches to curriculum and task design. To respond to these emerging challenges, language educators and researchers need to develop pedagogies "of 'mediated authenticity' in digital environments that acknowledges embodied and multimodal expression, fosters language development across multiple timescales and spaces, and places learner agency at the core of the language learning activity by enabling expansion and re-mediation" (Blin & Thorne, 2011).

In this presentation, we propose, discuss, and compare two complementary designbased approaches to language teaching and learning that seek to provide such pedagogies. Design-based approaches constitute a shift from belief-based and implicit to research-based and explicit approaches (Conole, 2012). The first one is rooted in Cultural Historical Activity Theory and the theory of expansive learning (Engeström & Sannino, 2010), and the second is underpinned by an ecological approach (van Lier, 2004), the theory of affordances (Gibson, 1979), and a Learning Design approach (Conole, 2012). Both place learner agency and languaging at the core of the language learning activity. By making the design process explicit to language teachers, they also provide them with conceptual and practical tools that can promote the development and exercise of their own agency as well as that of their students.

Keywords: design-based pedagogy, Learning Design, CHAT

Paper sessions

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Brown, David N.
Université de Lorraine, France

Perceived agency, autonomy and motivation to improve language skills in an academic environment in France

In language learning, personal agency is the understanding that goals are reached through volitional involvement in language-learning tasks. In other words, learners with high levels of personal agency represent goals in terms of pro-action and the consequences thereof, while learners displaying low levels of personal agency see task execution in terms of their mechanics. Perceived agency, as opposed to personal agency, is the degree to which language learners believe that their efforts are sufficient vis-à-vis the learning goal. Some learners believe that merely attending classes justifies passing the course, thereby implying that they have attained the learning goal. In other words, they believe that they have displayed a high degree of agency despite a low degree of personal investment. Such behaviours are observed regularly among French learners following English courses at university. This paper reports on a study of differences in agency and motivation among learners (N=338) at a French university. They participated in one of three types of language training: (i) mandatory classes, (ii) optional classes for extra credits and (iii) voluntary self-directed learning with regular counseling. The instruments used for data-collection were (i) a pre-test/post-test procedure taken by all learners and, as a second source of insight,(ii) an independent appraisal of their work. Findings suggest that goal achievement, as expressed by quality of work produced and quantity of language knowledge attained, tends to be a function of how language-learning tasks fit the learners' self-image rather than a function of learning environment or individual differences.

Keywords: "beliefs", "agency", "motivation"

Compton, Sarah
University of Jyvaskyla, Finland

Agency in negotiating sign language-in-education policy in the United States: Parent participation

Recent attention has been paid to the role of individuals in implementing national language-in-education policies within local contexts. In particular, researchers have been interested in understanding how educators on the ground use their agency to appropriate language policies in an effort to promote (or restrict) multilingual education (Johnson & Freeman, 2010). Within this vein of inquiry, this paper elucidates how parents exercise their agency as participants in the creation of language education plans for deaf students as set forth by the Individuals with Disabilities Education Act (IDEA).

To begin, this paper provides a brief overview of individualized sign language education plans (IEPs) and how they are created. A textual analysis of IDEA is then presented to elucidate how parent participation is framed within the policy text as one of five named IEP participants. Next, drawing on interview data from an ethnographic, discourse-analytic study conducted in a school district in Texas, I report on the ways in which parents use their agency differently to engage in this language planning activity. A nexus analysis (Scollon & Scollon, 2004) of the circulating discourses suggests while many parents take up the "parent as non-expert" discourse and, thus, defer to the recommendations of the other IEP team members, one parent rejects this discourse and instead challenges educators' proposed language goals for her child. I conclude with a discussion of how parents' historical bodies influence their participation in negotiating IEPs.

Keywords: Nexus Analysis, Language policy, sign language

Paper sessions

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Gánem-Gutiérrez, Gabriela Adela
University of Essex, United Kingdom

CMaps and languaging for L2 learning: Activating the Metalinguistic Dimension

According to Vygotsky, we use tools both to shape and make sense of the world and to exercise control over others and over ourselves. Importantly, the very use of those tools to mediate and regulate our actions has developmental repercussions in our cognitive capabilities (Lantolf & Thorne, 2006:79). That is, the nature of mediated activity is bidirectional. From a Sociocultural Theory perspective to second (L2) learning, these ideas are fundamental to our understanding of theoretical, pedagogical, and methodological issues. The overall aim of this paper is to investigate the role of languaging for understanding the concept of tenseaspect marking in L2 Spanish.

This paper reports on a pilot study framed within the principles of Concept-Based Instruction (CBI): (1) concept as a pedagogical unit; (2) materialization of pedagogical tools, e.g., through electronic concept maps; and (3) languaging as a tool for regulation (Lapkin et al, 2008; Negueruela & Lantolf, 2006). The study involved six L1 English undergraduates at a British university, studying L2 Spanish. The first part of the paper discusses methodological issues and demonstrates the materials developed and based on CBI premises. I then present the findings of the investigation into the role of languaging as a tool to further understand tense-aspect marking in Spanish drawing on test-based measurement and protocols obtained by transcribing individual (think-aloud) and dyadic (pairwork) activity. The findings reported in this paper are also relevant to current iscussions on the teaching of grammar and the value of metalinguistic knowledge in L2 learning and teaching.

Keywords: Metalinguistic dimension, CBI, Languaging

Hadjistassou, Stella
University of Cyprus, Cyprus

The Role of Culture-specific Values in Molding Learning and Communicative Activity

The implementation of internet communication tools, such as Second Life (SL) is bound to the pedagogical, instructional, and institutional goals and objectives but also to the learners' past and current engagement in "exogenous speech communities and environments" (Thorne, 2009, p. 85; Kramsch & Thorne, 2002; Thorne, 2003). Language learners who participate in learning activities in SL bring to the table salient culturally and historically determined knowledge and skills, convictions on how genre-related communications should take place in online settings, and expectations on how language learning and interpersonal relations should be built. Language instructors should embrace such culturespecific constructs that mold students' engagement in online communicative activities and anticipate the cultural contradictions that could arise when learners engage in intercultural exchanges with students in different institutional settings and geographic locations. This study investigates how advanced English as a Second Language (ESL) learners' engagement in culturally and historically driven virtual communities with American students can play a critical role in shaping their negotiations and roles. American students at a Southwestern academic institution and ESL learners and instructors at a Greek-speaking academic institution participated in virtual communications and task-oriented activities in a virtual island promoting energy-efficient practices in SL. The aim of the study was to address the following questions: (1) How does students' and instructors' participation in virtual communications help shape the interactions and the ecology of this online learning setting, including students' and instructors' roles? (2) How do the emerging intercultural and technological contradictions mold these virtual exchanges and guide learning?

Keywords: Intercultural Communication, Contradictions, Second Life

Paper sessions

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Haines, Kevin
University of Groningen, Netherlands

The role model as a foundation for agency in situated language learning

This presentation discusses the agentical use of role models in language learning by international students taking English as Medium of Instruction (EMI) degrees in the Netherlands. Narrative representations of the experiences of three students reveal language learner perspectives beyond the classroom. These learning experiences have been recorded through Language Learning Histories (Murphey, Chen & Chen: 2004), semi-structured interviews and journal entries. Narrative interpretations of the data provide a record of the identity work involved in the use of role models and the impact that this work has on participation in the learners' core learning community and other communities. The narratives of these learners are grounded in the theory of situated learning, using Communities of Practice (Wenger 1998) as the main conceptual framework. I also draw on related perspectives from within the field of Second Language Acquisition (SLA), notably a heuristic understanding of Activity Theory (Lantolf & Pavlenko 2001; Ivanic 2006) and 'person-in-context' (Dörnyei & Ushioda 2009). Narrative interpretations of language learning experiences are shown to provide an understanding of the impact of local educational practices on learner participation in and across learning communities. Interpretations highlight the need for greater transparency and awareness of the contextual tensions intrinsic to participation in language learning communities. Such tensions are demonstrated in these three cases by the learners' use or nonuse of role models, which is of particular relevance outside the classroom. Research through narrative inquiry is shown to provide an opportunity to incorporate the perspective of the learner in curriculum design and evaluation.

Keywords: role models, narrative, situated

Harumi, Seiko
Regent's College London, United Kingdom

Interacting with classroom silence and the role of teacher talk: Ecological Perspectives

This paper addresses the issues of Japanese EFL learners' classroom silence in cross-cultural settings. It focuses on exploring the relationship between the use of silence by Japanese EFL learners and teacher talk. It specifically examines the extent to which the use of classroom silence by learners can be utilised as an interactional space to facilitate the negotiation of meaning in the context of L2 classrooms with the support of teacher talk. Based on the analysis of six hours' video-recorded classroom interaction, this study particularly looks at the learners' use of silence and teacher's wait-time, along with the use of teacher talk, in order to explore how teacher talk and pedagogical approaches can function as agents to create ecological interactional space. Based on the analysis of classroom interaction between a native English teacher and individual students, both successful and unsuccessful interactions took place when prolonged silences occured. The study reveals that the way the teacher responds to learner silence, wait-time, their questioning techniques and interactional style significantly influences the outcome of interaction. It also found that non-linguistic signals, sent by learners during silence, convey significant messages which can prompt the teacher's next step, that is, with the teacher in the role of active listener. This study suggests some pedagogical approaches which could be implemented in any EFL classroom where similar phenomena are a concern as they debilitate the negotiation of meaning in interaction.

Keywords: interaction, teacher talk, silence

Holmes, Prue
Durham University, United Kingdom

Fay, Richard
The University of Manchester, United Kingdom

Andrews, Jane
The University of the West of England, United Kingdom

Researching multilingually: Methodological complexities and possibilities

Many researchers nowadays research in contexts where there are multilingual communities, requiring interviews to be conducted in another language, or in a language foreign to interviewees; or researchers may be required to interpret or translate a dialogue, event or document from one language to another. In these contexts researchers face methodological, practical, and ethical dilemmas as to how to interpret and explain differences in linguistic intent and meaning, and how to guard against participants feeling misrepresented through the processes of translation and interpretation.

This presentation draws on initial findings from our AHRC-funded UK project "Researching Multilingually," foregrounding the methodological insights of researchers from a range of disciplines whose research involves more than one language. The study addresses two key questions: What are the complexities and possibilities of translating cultures when researching multilingually? How do researchers operationalise their research design to address these issues? Our findings uncover the research practices of researchers in terms of research design, instruments, data collection and generation, interpretation and translation, and writing up of research. Specifically, we examine how researchers translate, analyse, interpret, and report collected and generated data (dialogic, mediated, virtual, textual) from one language to another; explore ethical issues in the representation of data across more than one language; identify methods and techniques that improve processes of researching multilingually, including rocesses of collaboration, e.g., working with an interpreter or a translator when researching in contexts where languages are not shared by research participants and researchers; and theorising the processes of researching multilingually.

Keywords: research, multilingual, methodology

Huhtala, Anne
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Creating oneself through narratives: L2 students of Swedish tell about their plans for the future

In this paper I examine how Finnish L2 students of Swedish use first person narratives as a way of identity construction. In their stories, students are involved in identity work (both implicitly and explicitly) as they tell about their plans and dreams for the future. The plans often include references to communities of practice (Lave & Wenger 1991; Wenger 1998) that the students regard as important, and whose membership they see as something worth dreaming of. These kinds of stories can be regarded as important as far as identity formation is concerned (see also Sfard & Prusak 2005). First person narratives can help in building a bridge between the narrator's past, the present and the future, thereby containing both continuity and a possibility of change. While giving the narrator a sense of continuity and security, the narratives also allow and even welcome both serendipity and agency.

Keywords: narratives, identity construction, community of practice

Jakonen, Teppo
University of Jyväskylä, Finland

Building bridges: how secondary school pupils make their informal learning relevant in a Content and Language Integrated (CLIL) classroom

Similar to other Nordic countries, the role of English language in Finland has increased in significance during the last couple of decades. In particular, research suggest that younger cohorts use a substantial amount of English in their free time, for example when playing video games, chatting online, or interacting with various electronic media (e.g. Leppänen et al, 2011). Some of the related language practices have been studied as informal learning environments (for gaming, see Piirainen-Marsh & Tainio, 2009), which may contribute to language learning through creating affordances (van Lier, 2002).

However, considerably less well known are the mechanisms through which these affordances translate into proficiency and knowledge beyond the original domain. Using video recordings of classroom interaction from a Year 8 CLIL history course in Finland, this paper explores how pupils draw on their previous informal language learning experiences as a resource in a formal learning context. My focus is on analysing sequences of talk where pupils refer to either 'language chunks' or content knowledge they have previously acquired outside the classroom. These interactional practices range from ritualistic re-enactments of video game character speech to remembering previously learnt vocabulary items for the benefit of the task at hand. Employing a Conversation Analytic (CA) viewpoint, I shall examine affordances as interactionally negotiated rather than static properties of the context, as well as use the data to problematise the distinction between 'natural' and 'instructed' settings of SLA (see also Rampton, 1999).

Keywords: classroom interaction, CLIL

Jennings, Raymond
Thompson, Joseph
Simon Fraser University, Canada

Biology and the Gricean Urn

The property of being linguistic is an evolved biophysical property of populations of human organisms. Every linguistic act, whether of speech, gesture, contortion, or latterly of inscription is a physical intervention with physical effects, some typically upon the brains of other human organisms. That being the case, the onus of justification of justification would appear to lie upon those who would theorize about language in any idiom other than a biological one. Of course the study of language is itself a biological, in fact a linguistic phenomenon. So the present state of language studies is no doubt to be explained along biological lines. But it behoves anyone suggesting an unfamiliar approach, however a priori plausible, to say how it will go. This task of persuasion we take up in the first portion of this paper. We then must say something about specific consequences for developmental psychology of taking up a biological approach. Special attention is given to unexceptionable conversational descriptions of phenomena that, while extremely useful in the doing of science, must not be confused with an underlying metatheory. Cognitive-functional linguistics, where 'function' is cached out as communicative function (as it is in Tomasello, 2000; 2005; 2008), is an illustrative example.

Keywords: Evolution, Biology, Language

Järvilehto, Lauri
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Deriving Natural Language Semantics in a Systemic Context

How do words gain their meaning, and how is the peculiar relationship of words and objects established? The semantics of natural language is a philosophical mystery that has eluded contemporary thinkers and the classics alike. The most pressing problem with the classic theories of meaning that begin with the existence of discrete objects is that it appears that language guides our attention in how we single out objects in the first place (see e.g. Lewis 1929).

In a systemic context, objects are not given a metaphysical an sich nature. Only once an interpretive framework has been established, can we speak of objects to begin with. The roots of this position can be traced to Kant (1781), and its most systematic contemporary development to the Harvard pragmatist C.I. Lewis (1929).

In this paper I argue that the interpretation of experience and the linguistic forms derived from it develop in an integrated organism-environment exchange, where the meaning of words changes with time as the cognitive organism acts in the environment. Words come to be as the result of such coupled action, and they in turn guide our attention in experience.

Within this framework, the semantics of natural language is derived by showing that meaning varies from one culture to another, from one individual to another and even for one individual as time progresses. Meaning in natural language is indefinitely variable, and the semantics of natural language should therefore reflect this variability.

Keywords: systems, semantics, C.I. lewis

Karjalainen, Magda
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Adopting sociocultural theory for the study of language policy and planning in higher education

Theoretical developments within language policy and planning(LPP) of roughly last two decades, such as an increasing influence of critical and postmodern theories, indicate a need for a more dynamic theory that analyzes interactions between individual and group language behavior and economic, political, cultural and social factors. Recognizing complex interrelationships between various levels of language planning and between policy and practice, this paper works towards a theoretical framework that combines the macro level focus of historical-structural approach with micro-sociolinguistics.

As a departure point for this discussion, I take a postmodern view of language, as a personal, open, creative and dynamic aspect of social interaction, not a fixed, pre-existing system. This view implies the shift from seeing linguistic policies only as overt, conscious statements towards broader understanding of language policy that happens through various additional, often implicit mechanisms, practices and discourses, which constitute "de facto" language policies. As such, language policies could be seen as instrumental in maintaining sociopolitical and economic interests of ruling elites, as claimed by critical linguistic theory (CLT). However, since CLT minimizes the role of human agency, I consider Cross's proposal of adopting sociocultural theory, with its notion of mediated activity and genetic method, as a framework for analysis of LPP processes (Cross, 2009).

Cross, Russel. 2009. A sociocultural framework for language policy and planning. Language Problems & Language Planning 33(1). 22-42.

Paper sessions

Karjalainen, Reetta
University of Jyväskylä, Finland

Situated language practices in the Skábmagovat film festival

In this paper I study the language practices of the Sámi people's Skábmagovat film festival. In the era of late capitalism the discourses that consider minority languages have shifted from ethno politics towards the economic domains (Heller & Duchene 2012). The multilingual Skábmagovat film festival has various events where the two discourses are intertwined. Hence, the festival forms highly complex language ecology where the use and value of the Sámi languages gets renegotiated. With discourse analysis and nexus analysis as my analytical tools, I argue that the language practices of the festival are situated and local and affected by linguistic, social and ideological factors. There is no official language policy at the festival, but the organizers share a general set of beliefs about appropriate language practices in each parts of my diverse data (cf. Spolsky 2005). Northern Sámi, Finnish and English are the speech event's dominant languages. Each language contains different kinds of functions and index to different kinds of macro processes that consider the use of minority languages in the late capitalism. The study of language practices shows that Northern Sámi gains value both as a working language and source of authenticity in this tourism context. Heller, Monica and Alexandre Duchene. 2012. Pride and Profit. Changing Discourses of Language, Capital and Nation-State. In the book Alexandre Duchene ja Monica Heller (eds.) Language in Late Capitalism: Pride and Profit. London and New York: Routledge. 1–21. Spolsky, Bernard. 2005. Language policy. ISB4: Proceedings of the 4th International symposium on bilingualism. 2152–2164.

Keywords: minority languages, tourism, language practices

Kemp, Shaun
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The Great Wall of Chinese: Problems in introducing Chinese into a government secondary school

Language policy and planning (LPP) has had a long history associated with the field of education. Unfortunately the academic study of this area has tended to concentrate specifically in the field of policy on language and how it is implemented. This in turn has remained largely within the confines of academic discussion in which it has been principally critical, or Government language policy and thus mostly technocratic and top down (Lo Bianco 2010). What is needed is a kind of LPP practice and theory which is both critical and effective, evaluative but also pragmatic. In more recent times there have been calls to concentrate on micro levels of language planning which can affect change in a pluralist society. In conjunction with this, Cross (2009) has stated the need for theories of LPP to incorporate both macro and micro analyses of policy and practice. Such moves might lead to greater engagement between academics and education systems and positively help the formulation of LPP which is effective at local levels while avoiding technocratic focus. Using Activity theory this presentation aims to investigate the process of lang age planning in the ecology of a government secondary school, specifically on the challenge of whether or not to introduce Chinese as a foreign language alternative.

Cross, R. (2009). "A sociocultural framework for language policy and planning." Language Problems & Language Planning 33(1): 22–42. Lo Bianco, J. (2010) Language Policy and Planning. In H. Hornberger & S. McKay (Eds), Sociolinguistics and Language Education. Bristol; UK, Multilingual Matters.

Paper sessions

Korhonen, Tero
University of Tampere, Finland

Language narratives from a general upper secondary school for adults: foreign language learning as growth towards multicultural agency

Language education often puts agency at the centre of the learning process. Instead of considering agency a capacity or possession of the individual, recent research has frequently adopted more ecological approaches that emphasise the contextual, dynamic, interactive and process-oriented aspects of the notion. What agency refers to in language education, and how it relates to concepts such as autonomy, identity and participation remains nevertheless unclear. As definitions and interconnections seem to be complex, the need for an in-depth exploration of agency is essential. The present paper addresses this need, contributing to a fuller understanding of the notion and its nature in foreign language (FL) learning.

The paper explores adult upper secondary school students' language learning process, analysing their language narratives (LaNa), which refer to their FL-related, narrativized experiences. The findings reveal that agency in the foreign language manifests itself as a multidimensional, situated and dynamic phenomenon embedded in a dialogic interplay between the individual and the context. The analysis illustrates how FL learning can be viewed as a development of agency that reaches beyond the classroom towards the multicultural contexts of life. The paper ends by discussing the nature of agency in FL learning, its relationship to related concepts and the meaning of the findings in respect to pedagogy. The paper relates to my longitudinal, narrative research in progress. Building on the methodological basis of exploratory practice, it explores how to foster adult students' growth towards autonomy in FL teaching in a Finnish general upper secondary school for adults (GUSSA).

Kravchenko, Alexander
Baikal National University of Economics & Law, Russia

Transforming the language sciences: steps to take

Biologically oriented third-generation cognitive science has made considerable progress in understanding languaging as coordinated, dynamically complex behavior in a consensual domain of interactions of distributed cognitive systems. The orthodox approach to language as an autonomous sign system for representing and transmitting knowledge is rejected, and a new conceptual-theoretic framework for the study of natural language as orientational socio-cultural adaptive activity in real space-time is taking shape. Language makes us ecologically special because "we as humans happen in language". This calls for a new agenda in applied linguistics still dominated by the outdated code model and the conduit metaphor that underlies it. However, the established metalanguage of orthodox linguistics makes introduction of new ideas into classroom practices problematic. How can the reification of language, supported by the very same language in which we happen as human beings, be avoided? How can new thinking about languaging be "smuggled" into the existing curricula written in the language of official linguistic orthodoxy? Although some new terms such as "languaging", "language flow", "language stance", "values realizing", etc. may help in bringing forth new concepts, they are not of themselves enough to refurbish the "grand palace of linguistics" built by the formalist tradition. A well-organized and tightly focused effort at the grassroots is needed to launch a long-due process of transforming language sciences, and this may become possible with further consolidation of the distributed language movement and by establishing an academic society for promoting new understanding of languaging, agency, and human ecology.

Keywords: distributed language; metalanguage

Paper sessions

Kyppö, Anna
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Learning a Less Commonly Taught Language in an eLearning Environment: A Case Study

Providing a motivating learning environment offering the chance to learn a less commonly taught language is a challenge. Ever-growing technological applications, societal changes, virtual mobility and networking create new demands for the teachers and students of these languages. Rising needs for international mobility call for the adoption of new pedagogical approaches. The focus of this paper is on learning Slovak in a new language learning environment. The initial research questions are whether, and how, a less commonly taught language is acquired in a new language learning environment and how all the language skills could be learnt in such a context. The study also attempts to answer the questions of teacher's role in tutoring and evaluating, encouraging and motivating the learners. The urgency of using more up-to-date, pedagogically acceptable computer-assisted teaching programs, as well as the need to reach distance-learners of Slovak led to the development and implementation of the webbased module of Slovak language and culture. The eLearning course of Slovak is based on socio-constructivist approaches. Learning in an asynchronous learning environments is the result of social interaction (Community, Peer Learning), which provides a high degree of interactivity amongst the learners. However, learning occurs on the individual level as well and thus underlines the individual, selfdirected learning approach. Learners' agency – learners' degree of motivation and engagement and their conscious approach to learning is reflected in the development of Slovak acquisition and increase of learning awareness. These findings were obtained from learning diaries and pre- and post questionnaires and interviews.

Keywords: learners' agency, new language learning environment, eLearning

Lee, Heekyeong
Monterey Institute of International Studies, USA

Rethinking "Struggles" of International Students from an Ecological Perspective

This paper presents three Korean international students' personal narratives about their living and learning challenges in their study abroad contexts. The participants' narratives were collected for a six-month period primarily through open-ended interviews. Taking an ecological approach to understanding second language (L2) learning experiences and struggles (van Lier, 2011), I examine the relations between learner agency and symbolic power embedded in the students' contexts including schools, homes, and communities. Theoretical framework is derived primarily from Vygotskian sociocultural theory, Bakhtinian dialogic theory, and Bourdieuian critical approach to language practices. In the conventional approach to applied linguistics, students are often seen as passive objects to be controlled by task instructions provided by classroom teachers. Increasing number of L2 researchers challenge the artificial distinction between language learners and their social worlds and believe that L2 learning should go far beyond mastery of vocabulary and syntax (Firth & Wagner, 1998). However, over-simplification of understanding sociocultural influences on L2 practices can stereotype international students from the same cultural background leading to the assumption that they share similar knowledge, beliefs and values. A reductionist stance on culture has the danger of neglecting the complexity of L2 individuals' identities and meaning-making processes. The data suggests that L2 students are far more complex than just 'ESL students' or 'non-native speakers' and their L2 learning "struggles" should be conceived as a complex process of exercising learner agency in their multiple social worlds, rather than be attributed merely to cognitive capability or lack of motivation.

Keywords: international student, identity, agency

Lehtonen, Heini
University of Helsinki, Finland

Who knows Finnish? Adolescents' positionings with respect to social and ethnic categories and linguistic competences

In late modern multiethnic communities the fragmentary nature of linguistic competences becomes salient every day. Speakers have multiple resources that are only partially shared. Speakers also have different command of the common default working-language of the community and different inherited or emotional attachment to it. In this paper I wish to show how questions of linguistic competence become salient in interaction in multiethnic schools in Helsinki and how 'ownership' to Finnish is negotiated in relation to local social and ethnic categories.

This paper is a part of my Ph.D. project that falls in the fields of interactional sociolinguistics and linguistic ethnography. The data were gathered in 2006–2009 in two junior high schools and they consist of field diary, recorded interviews with 38 adolescents, and several audio and video recordings of different situations, as well as retrospective interviews. The adolescents are 13–18 years old and they speak 16 different mothert ongues, including Finnish.

The main question in this paper is: who is regarded as a Finnish speaker in a community of practice where competencies differ? I will explore data excerpts where linguistic competence is negotiated, and analyse how speakers position themselves and others and how they display stance with respect to linguistic, social and ethnic boundaries.

Jaffe, Alexandra 2009 (ed.): Stance. Oxford University Press.
Rampton, Ben 1995: Crossing. Longman.
Rampton, Ben 2006: Language in Late Modernity. Cambridge University Press.

Lehtonen, Tuija
University of Jyväskylä, Finland

Teachers as gatekeepers – Designing online courses in Finnish as a second language for the health care sector

More than 10,000 professionals of foreign origin are employed in the health care sector in Finland today. In addition, approximately 800 graduate from nursing schools and 900 pass the competence-based qualification each year. These numbers indicate that there is a need for different types of language learning materials, including self-study materials, e.g. web courses. This paper describes which choices are made and why by teachers as material designers in the development of Finnish language online material for health care studies. The online material is a part of AIKIS, a national project that aims at creating online language learning material for adult immigrants as a part of the adult immigrants' integration. One focus of the material is on vocational education. The AIKIS project is coordinated by the National Board of Education and funded by the ESF.

The main research questions examine what kinds of resources and affordances will be available in the Finnish as second language web courses in health care from the teachers' viewpoint. The focus of this paper is on teacher interviews, and questions will be discussed in light of the interview data. Some analyses on teacher interviews will also be presented.

This study is a part of the research project "Finnish as a work language", which aims at analysing the social and educational aspects involved in the development of the work-related language skills of immigrants. The theoretical framework combines socio-cultural and dialogical viewpoints, and ethnographically informed case study methods are employed in collecting and analysing the data.

Keywords: affordance, Finnish as a second language, online learning

Paper sessions

Martins, Custodio
University of Macau, China

Socio-psychological Factors in Identity Interpretation and Construction in SLA – A Dialogic Narrative Account

As Gao and Lamb (2011:1) point out, research on identity and agency, related to autonomy strategy development in SLA contexts has seen an incremental interest from the research community in the past decades. Research on the role of IDs (Dörnyei, 2009) has revealed important perspectives and constructs – that IDs are neither self-contained nor static (Dörnyei, 2009:243). From this, we assume that the learners' identity is in constant imbalance in trying to adjust to the new socioeducational contexts that may include different teaching styles and/or approaches, different learning contexts or changes to the curriculum. Yet, the idea of imbalance is not a permanent state, but a transition to a series of other states characterized by moments of balance as well. Such complexity gives rise to the need to understand how such flow maintains balance, and what factors contribute to this non-linear shaping of the identities of L2 learners. The current paper focuses on the identification of socio-psychological factors that come into play both in the L2 learners' interpretation and construction of their selves, and the impact such factors have had in the learners' language learning experiences, through a qualitative analysis of dialogic narratives (collected during a three month period) of a group of Chinese L2 learners of Portuguese, who have been exposed to different contexts and styles of learning.

Keywords: dynamics, identity; construction; narrative

Miettinen, Helena
University of Jyväskylä, Finland

Phonological working memory and L2 knowledge: modality, scoring and individuals

The overall aim of my study was to investigate the relationship between language knowledge – especially L2 – and phonological working memory (PWM). The participants were Finnish learners of English and the data used was mostly collected in the sixth grade. The study is part of a longitudinal research project which followed a group of Finnish children (N=15) through grades 1–6 of elementary school.

My data consists of memory and language tasks. PWM was assessed with English and Finnish nonword repetition tests. These involved the participants hearing taped nonwords and attempting to repeat each item immediately after hearing it. The assumption is that good PWM will aid in repeating unknown words and therefore the score on a nonword repetition test should reflect the participant's PWM capacity. PWM is interesting in the first place because it is thought to be an essential part of language learning due to its role as a gateway for linguistic input to get to long-term memory.

The L2 tasks were designed to differ from those in previous studies and to allow investigations into whether the modality of the tasks and the scoring methods make a difference when the data is analyzed for possible connections. In addition to such overall connections, the individual participants and their language and memory profiles were of interest.

In my presentation I will report on the main findings of the study focusing on the interesting individuals and the effects of modality and scoring methods on the relationship between PWM and language knowledge.

Keywords: nonword repetition, phonological working memory, L2

Paper sessions

Musk, Nigel
Linköpings universitet, Sweden

Pupils' agency in setting the agenda: Resisting and contesting the teacher's workplan in English project work

Building on Firth & Wagner's (1997) seminal call to broaden the research agenda in second language acquisition studies to embrace "a significantly enhanced awareness of the contextual and interactional dimensions of language use", Seedhouse (2004) sets a central agenda for conversation analytic methodology to "shift the focus from the task-as-workplan to the task-in-process, from intended to actual pedagogy" (264). Within a broader study of pupils' (learners' of English) collaborative information literacy practices for gathering and synthesising information in English project work, this paper examines pupils' agency in setting their own agenda for text production, by consistently resisting and contesting the teacher's instructions. This is shown empirically through video recordings from different stages of the project work with close reference to how the task-asworkplan is transformed by pupils (and teacher) on a moment-by-moment basis during the emergent task-in-process.

Firth, A., & Wagner, J. (1997). On discourse, communication and (some) fundamental concepts in SLA research. The Modern Language Journal 81, 285–300. Seedhouse, P. (2004). The Interactional Architecture of the Language
Classroom: A Conversation Analysis Perspective. Oxford: Blackwell.

Keywords: pupils' agency, Conversation analysis, task-as-process

Nickson, Martin
University of Hull, United Kingdom

The ESOL Triangle

Many contemporary approaches to language pedagogy for adults draw on a conceptual version of language classrooms where the processes of teaching and learning are negotiated through dialogue between two actor roles, learners and teachers, within larger contexts which include the socio-political milieu (Nunan, 1995, Little, 2004). Based on a review of current UK language and immigration policy, this research suggests that for some language classes, a view of policy as contextual is not sufficient. For UK ESOL learners such as asylum seekers and refugees, language competence and legal status are inextricable, and future access to employment, welfare benefits and further education is preceded by negotiating the requirements of policy(Hamilton and Hillier, 2009). The site of this negotiation of policy is the language classroom. Continual changes in policy and funding, such as the requirements to incorporate specific policy-approved Life in The UK material in language classes, impose responsibilities of negotiation on teachers. These policy mandates may or may not be "consilient" with individual learner needs and specific local contexts (Little, 1995) but are enacted anyway (Ollerhead, 2010). Language policy in the UK is ubiquitous in the ESOL classroom and rather than forming a backdrop of context against which negotiation occurs, is an active actor in the classroom across ESOL provision. A modified concept of dialogue within the classroom is proposed, the ESOL triangle, wherein dialogue is a tripartite process between teacher, learner and policy.

Paper sessions

Nikula, Tarja
University of Jyväskylä, Finland

Reconceptualising language in CLIL

Content and language integrated learning (CLIL), an educational approach in which a foreign language is used as an instructional tool has been adopted in many European countries as a means to increase multilingualism. Throughout its existence, CLIL has raised both interest in and caused concerns about questions relating to language: what are its effects on language learning, what level of language skills ought to be required from teachers, how should the fact that the language of instruction is a foreign language be reflected in CLIL pedagogies? This paper will suggest that despite its centrality, the notion of language is also in many ways problematic for the CLIL scene. Firstly, perceptions of language as somehow separable from content still remain even though CLIL research has given ample evidence of the dual aim of CLIL, by definition, making it necessary to broaden the conception of language from 'generic' foreign language skills to subject-relevant and genre-based skills specific to each subject. Furthermore, it will be argued that to realize the full potential of CLIL, there is room in both CLIL research and practice to take better stock of socially and action-oriented views of language as a dynamic resource for meaning making. Drawing on the insights that form the basis for a recently launched international research project on CLIL, this presentation outlines the reasons why reconceptualisation of language in CLIL is needed and the implications of such endeavor for both CLIL research and practice.

Keywords: language learning, CLIL

Palviainen, Åsa
Pöyhönen, Sari
University of Jyväskylä, Finland

Boyd, Sally
University of Gothenburg, Sweden

Building walls or bridges? Discourse analysis of a recent debate in Finnish newspapers about instruction in Swedish and/or Finnish in schools in Finland

In the autumn of 2011, shortly after moving to Finland, Maria Wetterstrand, a former leader of the Green Party in Sweden, rekindled a debate about which forms of schooling should be offered to children with different language backgrounds in bilingual Finland. The choice for both Swedish-speaking, bilingual and Finnishspeaking families has been either Swedish-medium schools, with instruction in Finnish as a second language, or Finnish-medium schools, with Swedish instruction. Immersion instruction is also available for Finnish-speaking families who prefer instruction in Swedish for their children. Wetterstrand suggested a bilingual school option, without going into detail about what form of instruction she meant by this term.

This paper will present results from a discourse analysis of the debate that ensued from Wetterstrand's informal comment. The analysis is made on articles, letters to the editor, columns and editorials in the two largest Finnish newspapers, one in Finnish and one in Swedish. It looks in particular at the metaphors used by debaters on both sides: those that are positive to the idea of bilingual schools, and those that are opposed to changes in the current choice of either Swedish or Finnish-medium education. The debate has its background in previous debates and struggles – both recent and historical – among Finland Swedish, bilingual and Finland Finnish communities.

Keywords: language debate, metaphors, discourse analysis

Pihkala-Posti, Laura
University of Tampere, Finland

New authentic foreign language E-learning approaches: Learning written, spoken and intercultural communication with Internet and Social Media

In my ongoing PhD action research one of the main research topics is the influence of internet usage, mainly video-conferencing and Social Media, on learning German at the secondary school level. A problem with the earlier E-learning environment solutions has often been the lack of possibilities of oral communication. This could in the worst case lead to a situation where language learners would acquire too limited skills and a too limited communicative competence in the foreign language in question. This at least could be the case if E-learning played a central role in the teaching practices. In particular, the situation of other languages than English at Finnish schools has lately led to developments where E-learning increasingly substitutes face to face learning situations. Nevertheless, in the modern language pedagogy the learning and training of oral and intercultural communication skills are all the more important. Therefore, my specific focus is on developing and researching the use of internet for authentic (intercultural) communication in foreign language learning as well as the use of internet speech applications, which also are increasingly developing. The results can be applied to learning of other foreign languages as well. In this paper I will present my current research topics and preliminary results including a presentation of an analysis of different internet and social media applications' and tools' suitability for training of both written and oral communication skills. Intercultural communication is also included.

Keywords: Social Media, E-Learning, Oral Communication Skills

Rajagopalan, Kanavillil
State University at Campinas, Brazil

'Languaging': what it holds for future research in applied linguistics

When pursued to its logical extreme, the concept of 'languaging' strikes at the very heart of the putative distinction between 'object language' and 'metalanguage' which has been the corner stone of many a celebrated theory of language. Language itself results from languaging, a process analogous to someone making a road by walking it. This means that research in applied linguistics is bound to go into an uncharted territory if it is to seriously confront the phenomenon of languaging.

The idea of languaging also lays to rest any comforting reassurance one might have enjoyed with regard to there being such things as distinct languages, along with the other familiar accoutrements, all part of the heirloom of linguists from the XIX century onwards.

Whether or not one is prepared or willing to countenance all the implications that the idea of languaging holds for applied linguistics as a field of research, one thing is for sure: the fast-changing linguistic reality in the world today is making it impossible to continue working with concepts and categories that once served their purpose but certainly do not any longer.

One may speculate that researchers would do well concentrating on how people 'stage-manage' their overall linguistic repertoires to get by in an increasingly multilingual and multicultural world. This is a far cry from the days when all eyes were riveted on how language learners could learn to communicate in nativespeaking environments (still seen by many as the only legitimate goal of all language teaching).

Paper sessions

Ranta, Leila
University of Alberta, Canada

Investigating the Language Learner's Environment from an Ecological Perspective

From a language ecology perspective, the language learner's environment is viewed in terms of its physical, temporal and social dimensions. This contrasts with a cognitivist perspective that views the learner's environment in terms of its linguistic characteristics (e.g., quality of input, occurrence of interactional modifications). Although it might be assumed that an ecological approach implies the use of qualitative research methods, Van Lier (2004) notes that quantitative methods may be just as appropriate. In this paper, I examine the L2 learning environment of 17 Chinese graduate students at a Canadian university using both qualitative and quantitative data.

The quantitative data were collected using a computerized language log that the participants used to track their use of English and Mandarin for 42 days over a six-month period. The log was organized to collect information about what participants did, where they were, who they were with, and what their relationship with interlocutors was. It is thus possible to know with a high degree of precision how much time each learner spent doing interactive activities such as attending meetings or socializing. The qualitative data come from questionnaires, individual interviews and small group discussions. Analysis of the exposure data reveal that learners spent on average about 11 minutes/day in conversation in English although they varied greatly in terms of their relative use of the L1 and L2 and whether they engaged more often in receptive or productive activities. Together these data provide valuable insights into the ecology of L2 learning in a naturalistic setting.

Keywords: learning environment, ecological approach

Ruiz Tada, Marina
University of Barcelona, Spain

Multiethnic Japanese-English bilinguals' Meal Time Talk

This study employs sequential conversation analysis and membership categorization analysis to codeswitching multiethnic, multicultural and multilingual Japanese-English speakers. The research examines how participants accomplish social actions and goals such as teasing, planning schedules, complaining about family members, and being friends. In doing these social actions, transportable ethnic, linguistic, and cultural identities become emergent. Hence, this research shows instances of linguistic, multiethnic, and multicultural categories constructed and utilized for situational tasks and locally emergent goals. Furthermore, this research sees acts of codeswitching as a communicative resource that invokes not only multilingual identity, but also multiethnic and multicultural identity. This research hopes to give insight into how these categories become relevant and managed between various multiethnic Japanese friends and how bilingual discursive practices can be used to propose, and reject the objectification of these identities. The audiorecorded excerpts are naturally occurring conversations among friends during dinner time.

Keywords: codeswitching, conversation analysis, multiethnic

Paper sessions

Samata, Susan
Birkbeck College, University of London, United Kingdom

Can an inability to speak a language tell us something about what it means to be a speaker?

The children of immigrants are often not encouraged to maintain bilingual ability in their parents' first language and that of the 'host' community. My research suggests that many feel this as a lack that either hinders their formation of a personal identity or that actually forms a part of their self-image. What is it one misses when one feels the lack of a language? Jacques Derrida declared 'I have only one language, it is not my own' (Derrida 1998, 1) in speaking of his own monolingualism in French and inability to speak Arabic, which gave rise to feelings of inauthenticity in either culture. Informants to my (ongoing) PhD research project describe situations in which they have felt inadequate due to their inability to speak their parents' language, and also feelings of anger when confronted with others' mistaken assumptions about their language abilities. I hope to show something of the extent and nature of the effect of not speaking a language on someone who feels that they in some way should speak it. I will describe some of my initial findings and discuss theory taken from Cultural Memory Studies and Cross-Cultural Psychology that may support interpretation of these, with particular reference to the relation of individual to collective phenomena.

Derrida, J. (1998). The Monolingualism of the Other, or The Prosthesis of Origin. (P. Mensah, Trans.) Stanford CA: Standford University Press.

Seppälä, Riina
University of Jyväskylä, Finland

Dimensions of agency in learner descriptions – own abilities and assumed expectations for language use

The role of learner agency has been identified as a central one in language learning, yet the nature of that role or the dimensions of agency are not fully understood. As definitions of and views on agency vary, grasping the manifestations of learner agency and elements related to it is challenging. In this presentation, I will focus on descriptions of one learner's experiences on a web-based English for Academic Purposes (EAP) course and how different dimensions of her agency are manifested in them.

In this study, agency is understood as the dynamic, socioculturally mediated way in which learners construct their own learning paths (Ahearn 2001; Lantolf & Pavlenko 2001; Lantolf & Thorne, 2006; van Lier 2008). Two interviews were used as the data – the first interview was conducted at the end of the course and the second one six months later. Qualitative content analysis was carried out on the interviews to identify different ways in which the learner positioned herself as a language learner and user in relation to how she viewed the focus of the course.

The analysis revealed contradictions between the learner's own goals, ideals and perceived abilities, and the assumed norms, rules and requirements related to language use. The kind of elements that emerged as resources and difficulties for the learner on the course seemed to reflect those contradictions. In this ongoing design-based research, these aspects of agency have been used as the basis for a new learning design of the EAP course.

Keywords: English for Academic Purposes, agency

Paper sessions

Shak, Juliana
University of Oxford, United Kingdom

Is more better? Languaging with extra help amongst young ESL learners

One recent line of research, framed within the sociocultural paradigm, has demonstrated the role of languaging in mediating higher cognitive functions when learners engage in interactions during collaborative tasks. Yet in classroom situations where learners are interacting with their peers of similar levels of second language (L2) proficiency, it is difficult to see how such interactions can mediate joint problem-solving or construction of knowledge, particularly amongst young learners with limited L2 linguistic resources. This study addressed the issue of language knowledge by providing sixty Year 5 participants (age 10) from six primary schools in Brunei Darussalam with written linguistic assistance before they performed collaborative writing tasks. Specifically, the study compared the languaging performance of two groups of learners working in dyads: one group (N=30) received written linguistic assistance at word level, and the other group (N=30) received written linguistic assistance at text (paragraphs of text) level. The following research questions were investigated: (i) what types of languaging occur when these young ESL learners engage in collaborative writing?; and (ii) are there differences in the quantity and quality of types of languaging between learners who receive different levels of linguistic assistance? All participants were paired according to their gender and L2 English proficiency, and they completed eight writing tasks over a period of eight weeks. Transcriptions of their audiorecorded conversations served as the basis of analysis and were coded for contentand language-related episodes.

Keywords: peer mediation, young learners, linguistic assistance

Skinnari, Kristiina
University of Jyväskylä, Finland

Silence and resistance as presentations of student agency in Finnish elementary school English learning contexts

Agency can be defined as a socioculturally mediated ability to act in an environment (Ahearn 2001, 112). Ecologically understood student agency is not situated in an individual learner but in the relationship between the learner and her environment. Thus the interpretations of student agency in the classroom are affected by situational factors and wider understandings of language learning and the "good language learner". Finnish curriculum emphasizes constructivism and communicative approach to language learning. The students' presentations of activity are expected to go in line with the goals and approved practices of school. Silence and resistance are often seen as problems residing in individual learners. I have studied Finnish 5th and 6th graders' (N=109) experiences and presentations of their language learner identities. Student agency can be seen as an active identity position, but I challenge a straightforward interpretation of agency, silence and resistance by claiming that they are situational and socially constructed. Student agency can be restricted by silencing, but often silent students are active agents of their own language learning. My study also shows that resistance is often socially constructed and maintained and can lead to a negative student position that is hard to shed. The same students show varying student agency in different contexts and situations, according to the material, linguistic and social affordances available in the situation. Many kinds of student agency can be found behind silence and resistance in the language classrooms.

Keywords: silence, resistance, student agency

Paper sessions

Su, Ya-Chen
Southern Taiwan University, Taiwan

Students' changing views toward native English speakers and cultures through the cultural portfolio projects

Learning about FL cultures is becoming an important objective in the FL curricula and national standards of different countries throughout the world. The purposes of the study were to examine the effects of the cultural portfolio project on (1) students' specific aspects of development of cultural knowledge and change in perception of native English speakers and their cultures; (2) students' self-awareness, evaluation, and modification of stereotypes toward the target cultures; and (3) students' change in perception of and attitude toward cultural learning. Data were collected through students' cultural portfolio projects, pre- and post-questionnaires, classroom observation, and interviews. Results indicated that instead of memorizing cultural facts, students experienced an active process of constructing knowledge. Most students commented that their views toward native English-speaking cultures and language learning had been changed after completing the cultural portfolio project, for instance by moving from an ethnocentric view to respect cultural differences, becoming more aware of diversity within culture, and understanding that the media presents the surface culture of native English-speaking countries.

Keywords: EFL instruction, Intercultural understanding, cultural stereotypes

Suni, Minna
University of Jyväskylä, Finland

An ecological perspective to workplace languages and learning at work

This paper discusses the "niches" in which immigrants work in Finland, and the "environmental factors" affecting the development of their work-related second language skills there. Two specific factors will be dealt with: the co-presence of several languages and of so-called native and non-native speakers within the work community. How do these factors relate to each other and facilitate or restrict second language development – a shared goal of the immigrant employees? A heteroglossic work environment allows new multilingual identities and practices to develop within the community and thus affects both the individual self and the dynamics of the whole system (see e.g. Kramsch 2006; van Lier 2000). The relations and processes are not always simple and predictable, however. Nonnative co-workers may be the main scaffolding agents for newcomers, while native speakers may overtly restrict learning opportunities. Official and unofficial language policies at the workplace may be profoundly different and vary by communication situation or career stage as well. The use of certain language varieties within subgroups also excludes those who do not have access to them. The narrative interview data comes from the project Finnish as a work language: A sociocognitive perspective to work-related language skills of immigrants. The data is interpreted within an ecological framework combining sociocultural and dialogical viewpoints.

Kramsch, C. 2006. The multilingual subject. Oxford: Oxford University Press.
Van Lier, L. (2000). From input to affordance: Social-interactive learning from an ecological perspective. In Lantolf, J. P. Sociocultural theory and second language learning. Oxford: Oxford University Press. 245-259.

Szabó, Tamás Péter

Research Institute for Linguistics Hungarian Academy of Sciences, Hungary

Agency and socialization in metalanguage. A case study of Hungarian

In the present paper metalanguage is defined as a socially constructed, (self-) reflective discourse on language as a system or as a communication practice (Laihonen 2008). This social activity approach has a special impact in education research, because in Hungarian formal education, the rules of Standard Hungarian are taught by participating in various metadiscourses between students and their teachers, but convenient occasions of practicing public speech are really rare. Language awareness activities are mainly based on a specific "metalinguistic folklore" – advices and formulation of rules quoted extremely often – instead on the investigation of the students' language use. Quite often, language rules learnt in school can not describe language use experienced during everyday conversations.

The present paper is based on semi-structured research interviews from a survey carried out in 2009. Students of age 6–11, 14–15 and 17–19 and teachers of Hungarian language and literature were interviewed. The analysis focused on the construction of language ideologies, because ideologies play a determining role in metalinguistic discourses. Ideology construction was analysed as a dynamic process, using a CA methodology (Laihonen 2008). The analysis of agency concluded that in ideology construction, quoting and the assimilation of other people's voice both have special impact (Aro 2009; Karasavvidis et al. 2000). In this way, socialization in metalanguage can be defined as a question of learning the use of voices while speaking about language. The description of this polyphony makes contradictions of linguistic explanations presented by the interviewees understandable.

Keywords: school metalanguage, socialization, agency

Tayebipour, Farhad
Tajeddin, Zia
Islamic Azad University, Shiraz, Iran

Dynamic Assessment: A Talking Sample of L2 Education Reconceptualization

It may not seem too unrealistic to say that second language acquisition is replete with and tired of dichotomies such as implicit/explicit, acquisition/participation and teaching/testing. Such a dualistic approach to SLA has been debilitative in that it has made some, if not all, SLA researchers and language teachers become preoccupied with one side of the coin, at the expense of the other and deal with educational activities such as teaching and testing NOT as two aspects of the same activity but rather as two different activities with different objectives. Nonetheless, more promising approaches to L2 education such as Van Lier's ecological approach, Larsen-Freeman's Choas/Complexity approach, and Vygotsky's sociocultural approach seem to be in stark contrast with dualistic thinking stipulating that educational activities such as teaching and testing may be considered one and the same as they do pursue one and the same goal, i.e., learning. In this paper, dynamic assessment which is derived from Vygotsky's sociocultural theory of mind and its seminal concept of the ZPD is introduced and its applicability to various domains of second language education including interlanguage pragmatics is elaborated on. Next, parts of the results of an experimental study are reported where issues such as the relationships between individual ZPDs and group ZPDs on the one hand and between an individual's linguistic proficiency and his/her ZPD in learning L2 pragmatics on the other are dealt with. Finally, DA is proposed as an approach to L2 education where reconceptualization is put into practice.

Keywords: the Zone of Proximal Development, Dynamic Assessment, Sociocultural Theory

Paper sessions

Vaattovaara, Johanna
Karjalainen, Sinikka
University of Helsinki, Finland

Enhancing autonomous language learning through developing of SAC

The University of Helsinki has offered its students self-access language learning (SALL) opportunities since the early 1970's. In the first decades and up to the late 1990s, SALL typically meant learning alone in a language laboratory.

In recent years, the physical self-access facilities (SAC) have attracted fewer students than before. At the same time, there is a growing demand for flexible alternative means for students to accomplish their language courses.

In many Self Access Centers all over the world the SAC concept has gradually undergone a change (e.g. Gardner & Miller 2010), much due to changes in both learning cultures in general as well as technical progress in terms of virtual learning environments. A similar change is also taking place in the SAC of the UH where we are rethinking the concept of SAC. An impetus to the current development was given by a large student survey conducted in 2010 and a smaller survey among the LC teachers.

In our paper we will focus on the students' and teachers' perceptions and experiences of the SAC as a learning environment, and reflect upon our new ideas on how to support autonomous language learning in more flexible and innovative ways in the future.

Gardner, D. & Miller, L. 2010: Beliefs about Self-Access Learning: Reflections on 15 years of change. Studies in Self-Access Learning Journal, 1 (3), pp. 161–172.

Keywords: autonomous language learning, Self access center

Virtanen, Aija
University of Jyväskylä, Finland

Affordances in hospital settings. International nursing students learning language needed at work

The demand for nurses in the health care sector is growing and, at the same time, the number of international nursing students is rising in Finland. However, workrelated language skills needed in this sector have been under a debate as the amount of international workforce has been increasing: what kinds of language skills are sufficient? The question not only concerns international recruitment, but also English Degree Programmes, even though in the context of the latter, it has not yet been under public discussion.

This paper, based on dialogical and sociocultural perspectives, will discuss the question of development of work-related language skills during the Degree Programme in Nursing: how do the international nursing students develop language skills needed at work? The focus is on the experiences that second-year students have gained during their practical trainings in hospital settings. Through content analysis of in-depth interviews with international nursing students, this paper will highlight which factors either hinder or facilitate language learning: what kinds of affordances do the students themselves perceive?

This analysis forms a part of a longitudinal PhD project investigating foreign nursing students' beliefs about their work-related language skills and their development. The study is a part of the project Finnish as a work language: A sociocognitive perspective to work-related language skills of immigrants.

Keywords: affordances, work-related language skills, second language learning

Voipio-Huovinen, Sanna
University of Jyväskylä, Finland

Teenager immigrant students as participants and active agents of their language use

What languages are used by teenager immigrant students daily? How do their languages intertwine with each other? What kind of perceptions teenager immigrant students have about their role as active linguistic agents in their environments?

My ongoing doctoral thesis in Applied Linguistics (Finnish and Education) focuses on bilingualism and the support for bilingualism and bi-literacy in Finnish schools among Russian and Somali-speaking immigrant students. The study explores how bilingualism and multilingualism are realized in students' lives, and what kind of support school, extended family members and friends give them in achieving bilingualism (multilingualism) and bi-literacy. The goal of functional bilingualism for immigrant students in comprehensive is stated in the National Core Curriculum for Basic Education (2004, 95). Teenagers who participated in my study studied Finnish as a Second Language (F2) and their mother tongues, Russian or Somali, in upper comprehensive schools in Helsinki.

In this presentation I will discuss the interviewed students' (N=14) perceptions on their daily language choice and language use in different languages and how they interact with their relatives, friends and other important people within the global network. Additionally, their perceptions about their role as active linguistic agents in their environments are presented.

National Core Curriculum for Basic Education 2004. Helsinki: The Finnish National Board of Education.

Keywords: immigrant student, bilingualism

Zheng, Dongping
Hu, Ying
University of Hawaii at Manoa, Honolulu, USA

The Rise and Fall of Distributed Learning: A Virtual Coordination between Chinese and English Language Learners

In language teaching, the hidden agenda of cultural values, meanings and communicative strategies are usually treated as static phenomena. This formbased learning and teaching implies the language bias (Linell, 2005) or the code view of language that there is language first, and communication second. The notion of languaging (Maturana, 1998; Linell, 2009; Thibault, 2011) integrates the local communication as a first order phenomenon whereby agents coordinate interactions. In this notion, second-order language is referents of static meanings of lexicongrammer and sociocultural norms. In the Distributed Language approach (Cowley 2009), our languaging behavior spreads across diverse spatiotemporal scales ranging from neural to the cultural (Thibault, 2011).

This study stems data from a participatory design research in which intermediate Chinese language learners from the US and English language learners from Mainland China created quests/missions together for China World virtual world. In this paper, we report both parties, in the beginning, had a strong propensity to realize values that orient to their own, and their communication strategies were limited to the utterance level, rather than on the project level. On the later time scale, participants demonstrated stronger orientation to the other, making use of second-order resources in the virtual world and other online spaces, strong indicators of both parties becoming more and more coordinated into coaction. Multimodal analysis reveals the rise and fall of this coordination on the time scale of the three interactions. We conclude with our initial attempt to sketch what distributed learning portraits.

Keywords: distributed learning

Paper sessions

van der Walt, Christa
Stellenbosch University, South Africa

Beyond language policy and planning: creating space for multilingual students

Transnational mobility of students means that higher education classrooms are increasingly linguistically diverse. At the same time higher education institutions are committed to widening access within national borders to minority groups, which may include linguistic minorities. In her description of the ultimate internationalised university, Roberts (2008:9) describes an institution that "is moving towards what we can call a more authentic internationalised university where multilingualism and lingua franca use are common, even normative and no one language has hegemonic power over the others". The question is, how could such an institution possibly function? How is language to be 'arranged'? If the linguistic composition of a class changes from one semester to the next, how can we plan teaching and learning? The focus in this paper will be on the possibilities of acknowledging language as "a local practice" (Pennycook 2010) by linking this idea firstly to theories of learning as situated practice (Lave and Wenger 1991) and secondly to Hornberger's continua of biliteracy (Hornberger and Skilton-Sylvester 2000) in an effort to investigate the possibility of a framework for lecturers to move beyond implementing monolingual institutional language policies. In this way, it is suggested, the quality of learning may improve and lecturers can increase their own and students' agency.

Keywords: multilingual, higher education, situated practice

von Boehm, Satu
University of Helsinki, Finland

Learner histories and ALMS

ALMS (Autonomous Learning Modules) is an optional way to study English in order to gain the credits required for a mandatory foreign language at the University of Helsinki. ALMS offers an autonomous way of study, one where the students play the central role: they set their own goals, carry out their projects and evaluate their own learning. ALMS students are provided with guidance from teachers in the form of two group sessions on learner-awareness and with three one-to-one counselling sessions.

One of the core elements in ALMS is reflection. Students are asked to consider how their past, present and future interact, what their needs in English are and how they learn best. For this purpose, they are asked to write a profile of themselves as language learners. ALMS students are provided with a choice: they may either opt to write a free-form reflection text or to use a learning-to-learn website, Kaleidoscope, where they may browse through student comments and teacher responses to such comments.

This presentation discusses the role of the profile in ALMS counselling and how the tools provided for it function. In 2009, students using Kaleidoscope filled in a questionnaire relating to how Kaleidoscope was performing its task and what the students' reason was for choosing Kaleidoscope. In 2011–2012, a similar study is being conducted on the reasons for choosing the reflection text, with the intention of finding out how it functions. Results from the two studies will be presented.

Keywords: learner histories, counselling/advising, learner autonomy

Paper sessions

Poster sessions

Miura, Yui
Kanazawa University, Japan

Nakayama, Akira
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Foreign Language Activities for Japanese Students in Special Needs Education

This study reports two classes of foreign language activities conducted in special needs education in Japan by describing how learners enjoy studying English as a foreign language.

One is a class conducted with special needs education students who have emotional disorders. The participants were 6 learners ranging in age from 10 to 12 years old. Since most of them demonstrated "visual-dominance" in their learning styles in the preliminary class, we installed digital picture books in their English classes instead of read-aloud paper-based books (RAB) to them.

The other is a class conducted with learners who are mentally-impaired, weak constitution, and physically disabled. The participants were 10 learners ranging in age from 8 to 12 years old. In this class, first they made one picture card each, which were put together to form a collection, and then presented them by using ICT devices.

From the results of those two classes, this study suggests the following: First, even though students have different disorders, we can conduct foreign language activities by supporting them with special consideration to their disorders such as installing ICT. Second, students were interested in RAB and listening to music in English, and they were also highly motivated in presenting their original picture card shows. Third, the lack of research in this field might not only lead to insufficient support for teachers, but also cause some misgivings about the legitimacy of teaching foreign languages in special needs education.

Keywords: ICT, Foreign Language Activities, Special Needs Education

Morales, Isidro
van Dijk, Sylvia Catharina
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Learning English as a second language during the first years of basic education in Mexico: the role of play

In the school year of 2010-2011 we conducted a research project in which the objective was to find sociocultural obstacles and facilitators to the introduction of English as a Foreign Language during the first years of basic education in Mexico. The results of the project have brought up interesting data that help usunderstand the conditions in which the English teaching in basic education is taking place. This paper discusses some findings of this research in which the personal perception of children and teachers was our main source of data collection.

Aware that changing school cultures is an enormous challenge, at this moment for the public school system in Mexico the introduction of English is also meaning confrontation with another cultural background concerning educational learning processes. This paper focuses on the perceptions of using games and a playful approach to learning processes for children that are acquiring English in the first years of their basic education. We found both children and teachers enjoying their learning experience through play. Nevertheless we also encountered difficulties from the environment of the school communities to use this methodology on a daily basis. We discuss the perceived benefits from learning with games and a playful approach, both from the children's perspective and from the point of view of the teachers, as well as from the school environment as a whole.

Muñoz de Cote, Luz Maria
Juárez Alvizu, Alejandra Ivette
University of Guanajuato, Mexico

English teachers in primary schools of the State of Guanajuato: their training and their performance

In 2008 the Ministry of Education started the implementation of a program of introduction of English in primary schools in the state of Guanajuato, Mexico, which caused the increase in the demand of English teachers. Our research was conducted in this context. This paper will reflect on the conditions of the English teachers.

For the collection of data we used various instruments with the objective of finding the perceptions of each one of the actors involved in the learning community. We designed two questionnaries: one for English teachers and another one for the principal teacher. To work with children we used other instrumentes: a structured interview, a role play and a drawing. We also conducted classroom observations and registered the proceedings, focusing on the relationship between teachers and students, the climate among peers and on the methodological resources put into practice.

Concerning the pedagogical training of English teachers, less than 50% of them had a certification in teaching; however, one of the best teachers did not have one either. This is the reason why we decided to analyse the contrast between the academic preparation of English teachers and their performance in the classroom. We also include children's opinions and how their teacher deals with them.

Poster sessions

Seppä, Marianne
University of Helsinki, Finland

The factors that influence adults' L2 development: Teachers' perceptions

This paper discusses some factors that influence adult second language learners' progress, from Finnish as a second language (F2) teachers' perspective. The main focus is on the development of productive skills that include writing and speaking. The study presented here will be part of my doctoral thesis about organizational and pedagogical challenges in the adults' L2 development in the immigrant integration training in Finland.

The target level at the end of the integration training is the Common European Framework of Reference (CEF) level B1.1. Only part of the immigrants will reach this level. On the other hand, some of the students reach the target in advance. The immigrant classes are heterogeneous in many different ways, as the learners seem to progress in their Finnish studies at very different rates. Many internal and external factors, such as attitude and motivation, age, capacity to learn, learning and teaching contexts, educational background, instruction, input and interaction, seem to affect the learners' success or failure in their integration studies.

The data of this paper were collected by using semistructured thematic interviews, and analysed with the methods of content analysis. The teachers' were asked to analyse the factors they had found most significant concerning second language development. This paper will present the fieldwork experiences of the factors that influence adult immigrants' progress in their Finnish studies and give information that helps L2-teachers to plan their instruction to make it more effective.

Spoelman, Marianne
University of Oulu, Finland

On a quest to facilitate: The use of partitive predicatives in learners of Finnish from different L1 backgrounds

As the use of the partitive remains a constant struggle for L2 learners of Finnish, this study investigates the use of partitive predicatives in Estonian, German and Dutch learners of Finnish. Being very closely related languages, Finnish and Estonian have a similar object and subject case alternation, but Estonian lacks an equivalent to the Finnish nominative-partitive predicative case alternation. Given that learners of Finnish from non-related L1 backgrounds such as German and Dutch are neither familiar with the predicative case alternation nor can clear-cut rules for the use of partitive singular predicatives always been formulated, the current study aims to explore whether these different groups of learners rather exhibit similar or different behaviour in their use of partitive predicatives. Research materials were selected from the International Corpus of Learner Finnish (ICLFI), aligned to the CEFR proficiency levels and analyzed on the basis of a combined frequency-error analysis involving relative frequencies of occurrence, over- and underuse errors and obligatory contexts for partitive predicatives. As will be discussed, the study revealed both conspicious similarities and differences between the Estonian learners on the one hand and the German and Dutch learners on the other. The largely similar error patterns were for example found to be mainly due to a tendency to rely on L1 morphosyntax versus a tendency to simplify. Both shown to gradually decline with increasing L2 proficiency, the tendencies will nevertheless be explained as similar attempts to facilitate.

Poster sessions

Harrison, Marlen
Ahtikari, Elina
Buckman, Tiia
Granberg, Maarit
Ivannikova, Elena
Kemiläinen, Tino
Myllys, Kaisu
Rytkönen, Maria
Uusipaikka, Maiju
University of Jyväskylä

Reinventing Advanced Academic English: Snapshots from a Project-Based, Content-Integrated, Communitarian Classroom

This group of six thematically-connected posters showcases the innovative work of a) student-researchers, b) course assistants and c) their instructor in order to provide a snapshot of a content-integrated, project-based, communitarian approach to second-language composition and communication curricula. Bachelor's- and Master's-level researchers will share posters that represent the culmination of their scholarship in 5–10 week courses as delivered by University of Jyväskylä's Language Centre. Posters are also presented by experienced student mentors who interacted with learners both in and out of the classroom setting thereby creating a community of support throughout the learning process. Research spans an array of disciplines including psychology, philosophy, education and mobile technology and offers a rare opportunity to discuss such curricular design with the students and mentors themselves.

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