

# ALA 2016

ASSOCIATION FOR LANGUAGE AWARENESS

## Languages for Life: Educational, Professional and Social Contexts

July 19 – 22, 2016

WU (Vienna University of Economics and Business)

**PLENARY SPEAKERS:**

Veronika Koller (Lancaster University)

Almut Köster (Vienna University of Economics and Business)

Aneta Pavlenko (Temple University)

Dennis Preston (Oklahoma State University)

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## PLENARY TALKS

Almut Koester (Vienna University of Economics and Business):

**Language Awareness at and for work: Professional and Educational Contexts**

Veronika Koller (*Lancaster University*):

**‘You are managing the conversation’: Language awareness in consulting, communications and campaigning**

Aneta Pavlenko (*Temple University*):

**Whorf’s lost argument: Multilingual awareness**

*Eric Hawkins Lecture*

Dennis Preston (*Oklahoma State University & Michigan State University, Em.*):

**Do Folk Linguists hate Language Awareness?**

## Almut Köster

*WU (Vienna University of Economics and Business), Austria*

Almut Koester is Professor of English Business Communication at WU (Vienna University of Economics and Business). Prior to her appointment to a chair in English Business Communication at the WU in September 2014, she was Senior Lecturer in English Language at the University of Birmingham in England. She is author of *The Language of Work* (2004), *Investigating Workplace Discourse* (2006) and *Workplace Discourse* (2010). She researches spoken workplace discourse and business corpora and is actively involved in applying research findings to teaching Business English, for example as co-author of *Business Advantage*, a major Business English course published by Cambridge University Press in 2012.



## Language Awareness at and for work: Professional and Educational Contexts

This talk will explore various facets of Language Awareness as it applies to workplace and professional contexts and the teaching of Business Communication.

In the context of language teaching at tertiary level, one can pose the question, “How much language awareness do students need?” This relates to the fundamental question of what teachers see as their main goals in the language classroom: the more traditional aims of teaching correct usage of vocabulary, grammar and the four skills, or awareness of appropriate usage in relation to a variety of factors, such as social context, genre, formality and power? I will explore this question by looking at two Business Communication classes, one at undergraduate and one at Master’s level, which both include developing language awareness as their central aims. By examining a range of evidence types (teaching material, video recordings, student presentations and student feedback), I will attempt to show how and to what extent the aim of developing language awareness is in fact fulfilled, and what the student views on this facet of the courses are.

The second part of my talk explores language awareness in the workplace as it is displayed by employees who are not ‘language workers’ (e.g. not trainers or journalists). This takes us into the area of folk linguistics; that is into examining lay views on language and communication. Here I will draw on a corpus of office conversations which consists mostly of naturally-occurring spoken discourse, but also includes some interviews with employees. By examining these two types of data, I will explore ways in which speakers demonstrate language awareness, for example through metalinguistic comments on their own or their interlocutor’s contributions within an interaction, or in interviews, by reflecting on conversations in which they were participants.

I will conclude by evaluating how the contexts and examples reviewed in the talk can contribute to our understanding of language awareness in the workplace and in educational contexts which prepare students to enter the world of work.

## Veronika Koller

Lancaster University, UK

Veronika Koller is Reader in Discourse Studies at Lancaster University/UK. She has given talks and postgraduate seminars on (critical) discourse analysis at a number of European and overseas institutions and is on the editorial boards for various international journals such as *Critical Discourse Studies* and others. She has also served on the executive board of the British Association for Applied Linguistics. Veronika's research interests include health communication, corporate discourse, and language and sexuality, with her recent work focusing on metaphor in end-of-life care, as well as the discourse of cancer charities. Her book-length publications include *Metaphor and Gender in Business Media Discourse* (2004) and *Handbook of Communication in the Public Sphere* (2008, ed. with Ruth Wodak). Recent articles have been published in *Discourse & Society*, *Metaphor & Symbol* and *International Journal of Corpus Linguistics*.



Outside academia, Veronika is also a Senior Associate Analyst with consulting company Linguistic Landscapes.

### **‘You are managing the conversation’: Language awareness in consulting, communications and campaigning**

In this talk, I will present insights gained from twelve interviews with language workers in the area of consulting, communications and campaigning, to answer the following questions:

What are the backgrounds and career paths of language workers outside academia? What kind and level of awareness of language use do they bring to their work?

What are the processes and conditions of professional language work outside academia?

What is the perceived relationship between linguists in academia and professional language workers in other contexts? (How) does their awareness of language differ?

In conducting the interviews and answering the above questions, I drew on my experience and embodied meta-expertise as both a linguist working in academia and a senior associate analyst for a language consulting company.

The twelve semi-structured interviews forming the basis for this chapter reflect the experience of respondents from the private, public and not-for-profit sectors. They represent a range of language workers outside academia, including brand consultants, marketing managers and government advisors. Half of the interviews were conducted specifically for this chapter, with the interview partners being identified through my professional networks, while the other half was previously published in *Babel* magazine ([www.babelzine.com](http://www.babelzine.com)) and on the website <http://careerlinguist.com/profiles-in-linguistics/> [sic].

The interviews show that professional language work is done by people with a variety of backgrounds – including linguistics, computing, journalism, or no academic background - who view language in different ways. Methods and time scales for language work outside academia differ widely, depending on organisational context and communicative purpose.

Interviewees go beyond a distinction between text analysis and/or production and see raising their clients' awareness about language use and language analysis as just as important. A feedback model integrating analysis, production and awareness-raising seems more appropriate to them, and this chapter will theorise such a model. Similarly, language workers, especially in the private sector, are more concerned with how clients view language (work) than how they could and do relate to academic linguists. When asked to reflect on that relationship, they often present it as a one-way street, with language workers benefitting from academic work but being silent or hesitant about how their work could benefit academic linguists.

The findings raise questions as to what practices need to be in place to facilitate knowledge exchange between academic linguists and language workers outside academia. From a language awareness point of view, it is worth asking how this awareness differs between linguists in academia and language workers in other sectors, and the latter can raise language awareness in clients to beneficial rather than manipulative ends.



## Aneta Pavlenko

Temple University, Philadelphia, PA, USA

Aneta Pavlenko is Professor of Applied Linguistics at Temple University, Philadelphia, and Past President of the American Association for Applied Linguistics. Her research focuses on the relationship between bilingualism, cognition, and emotions. She has also done work in forensic linguistics, sociolinguistics, and language policy.

She is the winner of the 2009 TESOL Award for Distinguished Research and 2006 BAAL Book of the Year award and author of numerous articles and ten books, including *The bilingual mind and what it tells us about language and thought* (Cambridge University Press, 2014), *Thinking and speaking in two languages* (Multilingual Matters, 2011), *The bilingual mental lexicon* (Multilingual Matters, 2009), *Bilingual minds: Emotional experience, expression, and representation* (Multilingual Matters, 2006), and *Emotions and multilingualism* (Cambridge University Press, 2005). She is now working on a book about multilingualism for the general public.



## Whorf's lost argument: Multilingual awareness

In 1941, Benjamin Lee Whorf made a poignant plea for multilingual awareness and preservation of linguistic diversity to the Old World already at war and the New World about to join in: "We handle even our plain English with much greater effect if we direct it from the vantage point of a multilingual awareness. For this reason I believe that those who envision a future world speaking only one tongue, whether English, German, Russian, or any other, hold a misguided ideal and would do the evolution of the human mind the greatest disservice." The first aim of this talk is to consider when, how, and why we lost Whorf's argument about multilingual awareness in subsequent interpretations and debates about the Sapir-Whorf hypothesis. Then, I will consider ways in which we can integrate multilingual awareness in the study of linguistic relativity and a Whorfian perspective in the study of language awareness.

## Dennis R. Preston

Oklahoma State University & Michigan State University  
(Emeritus)



Dennis R. Preston is Regents Professor of Linguistics, Director of RODEO (Research on the Dialects of English in Oklahoma), and Co-Director of the Center for Oklahoma Studies, all at Oklahoma State University and University Distinguished Professor Emeritus, Michigan State University. He has been a visiting professor at numerous US and overseas institutions and was Director of the 2003 Linguistic Society of America Institute. He was President of the American Dialect Society and has served on the Executive Boards of that society and many others. His work focuses on sociolinguistics and dialectology, and he has directed four recent NSF grants, two in folk linguistics and two in language variation and change.

His most recent book-length publications are, with James Stanford, *Variation in indigenous languages* (2009); with Nancy Niedzielski, *A reader in sociophonetics* (2010), and with Alexei Prikhodkine, *Language attitudes: Variation, processes, & outcomes* (2015). He is a fellow of the Linguistic Society of America and the Japan Society for the Promotion of Science and holds the Officer's Cross of the Order of Merit of the Polish Republic.

## Eric Hawkins Lecture

### Do Folk Linguists hate Language Awareness?

If any two groups should hate each other, it should be students of folk linguistics (FL) and scholars devoted to language awareness (LA). The former operate under the dictum of the “prime directive” i.e., the more a person is aware of language from a linguistic point of view, the less “natural” the folk beliefs will be. The Association for Language Awareness is explicit, however, about an apparently opposing desideratum; in its Mission Statement it is clear that it wants to make little linguists out of everybody (e.g., “good knowledge,” “better understanding”). I might also mention the likely opposition to LA of social psychologists of language, who increasingly try to elicit language attitudes from respondents who are not conscious (i.e., unaware) of the attitudes they exhibit; again, the Association for Language Awareness Mission Statement mentions “effects ... on attitudes to language.”

I have two goals in this talk. I will try to unpack the various meanings of “awareness,” ranging all the way from a minimal monitoring of how we (and others) say things (not what is said) to the language professional's knowledge of the structure and organization of language at any level as well as the professional's understanding of the reception of language varieties.

Second, I will try to define and critique, within the framework of the an awareness taxonomy, the existing goals that FL and LA practitioners already share and propose some others that might not be so obvious. For example, does language awareness in a speaker increase the likelihood of suffering from linguistic insecurity? How can language awareness be raised without harming a speaker's self-esteem?

There is surely no doubt that both FL and LA adherents would like to make the world a better linguistic environment to live in, and I will examine some of the practices and beliefs held by both groups with the aim of raising interdisciplinary awareness, a goal even those devoted to the prime directive would agree to.

## **SYMPOSIA AND SPECIAL PANELS**

### **Symposium on “Language Awareness and Migration”**

**Participants:** Claudia Finkbeiner, Banu Inan, Sabine Lehner Anita Malmqvist, Andrea Young, Joanna White

### **AILA Symposium Language Awareness across Research Cultures in Applied Linguistics**

**Moderator:** Claire Kramsch

### **Panel discussion “Language Awareness vs. Folk Linguistics vs. Applied Linguistics”**

**Moderator:** Martin Stegu

### **Implementing the ABCs of Cultural Understanding and Communication in Global Contexts**

**Moderator:** Claudia Finkbeiner



## Symposium on “Language Awareness and Migration”

Claudia Finkbeiner, Andrea Young, Joanna White

This symposium focuses on the ongoing migration in Europe and its impact on language, culture and education. The session is designed as an open forum that aims to address the following broad questions from an international language awareness perspective: 1.) What do we need to consider when undertaking research in the current context of migration and language? 2.) Do we know of research that investigates or supports the educational and linguistic needs of migrants in the present situation? 3.) Do we know about any application of research or best practice examples which concord research findings?

The answers to these questions will relate to issues such as the discourse of migration, the role of multilingualism in migration, the linguistic and cultural situation in European schools, the discourse in refugee camps, the discourse in the workplace and labor market, the discourse of anxiety, xenophobia and hate.

We strongly encourage the audience to contribute actively to the discussion with reports on research initiatives as well as best practice examples. The goal is to find a common core (possibly even some linguistic and cultural recommendations) for language awareness-based teaching and learning as well as research in this field.

## AILA Symposium Language Awareness across Research Cultures in Applied Linguistics

Claire Kramsch (*AILA*)

Faithful to its mission to promote Applied Linguistics around the world, AILA seeks to investigate the cultural diversity of research philosophies, epistemological groundings, modes of inquiry and institutional constraints that exist among researchers and practitioners in the field. How do they define Applied Linguistics (AL)? How do they view the relationship of AL to language education, language policy and planning, the study of language in everyday life, the social and political issues of the time? What is the institutional status, the intellectual scope, the disciplinary boundaries of AL in their countries? The proposed symposium intends to raise the awareness of applied linguists regarding the diversity of national and cross-disciplinary languages, cultures, theories, concepts, and methods in Applied Linguistics today in various countries with various intellectual and research traditions. This awareness, defined broadly as “consciousness and attentiveness in solving language-related problems”, lies at the core of the applied linguistic project broadly conceived.

## Panel discussion "Language Awareness vs. Folk Linguistics vs. Applied Linguistics"

Martin Stegu, Antje Wilton

The subsection "Folk Linguistics" comprises contributions by the members of the AILA Research Network Folk Linguistics as well as guest contributions addressing issues related to this thematic field. At the beginning of the session, we would like to discuss some of the basic questions concerning the relationship between (research into) folk linguistics and (research into) language awareness as well as their relevance for applied linguistics.

a) Taking up the issues raised in Dennis Preston's keynote, we will first address the question of how (research into) folk linguistics and language awareness are related: although both areas of research share the interest in the non-linguists' awareness and theories of language, they are distinct in their research traditions. Do those traditions also reflect a difference in the nature of the research object? Is language awareness in any way distinct from folk theories and beliefs about language, i.e. is it perhaps more general, more reflected than or even a prerequisite for the formation of beliefs and/or theories? Are language awareness and language beliefs of the non-linguist of a different quality than those of linguists or are those categories merely based on the social and/or professional status of the language user?

b) If applied linguistics has as one of its aims to contribute to the solution of real-life language and communication problems, what role do language awareness and folk linguistics play in this process? Can efforts to raise language awareness overcome possibly misguided or problematical folk beliefs of language? Or are folk beliefs already based on an awareness of language and communication which has its roots in experiences of everyday communication? When dealing with the expectations of practitioners, applied linguists often have to emphasise that there are no quick and easy solutions based on dos and don'ts and that they can 'only' contribute to raising the awareness of relevant linguistic and communicative issues" - how then can applied linguists make sure that raising language awareness ultimately results in a change in belief and/or (linguistic) behaviour?

## Implementing the ABCs of Cultural Understanding and Communication in Global Contexts

Claudia Finkbeiner

This symposium session includes five research studies (Bandura, 2015; Cots, 2015; Finkbeiner, 2015; Ratcheva-Stratieva, 2015; Skejic, in progress) related to the two-year long TRANSABCs that investigated the implementation of the ABCs of cultural understanding and communication (a.k.a., the ABCs) (Schmidt, 1998; Schmidt & Finkbeiner, 2006, Finkbeiner & Lazar, 2015) with preservice and inservice teachers as well as business majors in various contexts around the globe. Furthermore, one implementation into the primary school context will be presented. The TRANSABCs was a study funded by the U.S. Department of Education and the European Commission's Directorate General for Education and Culture (DGEAC) as well as the Education, Audiovisual and Cultural Executive Agency (EACEA) in Brussels in the framework of a FIPSE/Atlantis grant.

The purpose of the symposium is to give insight into the implementation process of the project on an international scale as well as into the most important results and the lessons learned. Information on research methodology will also be presented. The study is a large scale transatlantic cooperative literacy research project: researchers gathered and analyzed autobiographies, biographies and cross-cultural comparisons from more than seven hundred participants. The data allow us to hear the voices of more than 700 hundred participants across different cultural contexts.

### Theoretical Framework and Format

The project aimed at developing cultural awareness among teacher candidates and business majors through the implementation of the ABCs. The model was disseminated, adapted, and applied in teacher education as well as business programs at 12 colleges and universities across Europe (Eastern, Western, Southern, and Northern) and the USA. It incorporates literacy activities to create intercultural and language awareness to help participants gain knowledge of self and others through writing autobiographies, biographies, cross-cultural analyses, and reflection on diversity issues. Over two years, more than seven hundred students participated in the ABCs project and more than seven hundred autobiographies, biographies and cross-cultural comparisons were collected. Around 40 follow-up interviews were also conducted to provide qualitative data. The Cultural Surveys (Ruggiano Schmidt & Finkbeiner, 2009) as well as polarity profiles (Finkbeiner, 2005) were administered to the students before and after the project implementation to measure the effect the ABCs had and to provide quantitative data. Triangulated data sources assisted in data analyses and interpretations and brought credibility to the findings.

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## **PRESENTATIONS AND POSTERS**

So-Yeon Ahn (*Hankuk University of Foreign Studies, Republic of Korea*)

## **From ‘Past/Current’ to ‘Imagined’ English Learner Identity in the Intercultural Context**

*Author keywords: Language learner identity, Communication awareness, English learning*

The paper investigates the ‘past/current’ and ‘imagined’ English language learner (ELL) identities of Korean undergraduates, through their drawings and descriptions. In an environment of globalization and simultaneous development of technology, there is a general belief that an individual benefits from being skilled in using English in order to access and participate in the vast information flow (Canagarajah, 2006; Reagan & Schreffler, 2005). In understanding English as a vital path to success, South Korea is no exception alongside its growing investment in English (Jeon, 2009). It is in such an educational and societal climate that the question of how ELLs view their current selves and envision their imagined ELL identities arises. Understanding this yields insights into the purposes, beliefs, attitudes of EFL learners toward English learning and the awareness of the broader global, intercultural context.

Identity is intimately connected to social, cultural, and political contexts in which multiple levels of participation in social practices are allowed (Trent, 2012; Varghese, Morgan, Johnston, & Johnson, 2005). Thus, to better understand the complex, multiple attributes of ELL identity, this study examines the formation and transformation of multifaceted and multilayered identities. Borrowing from the notion of imagined communities and identity (Pavlenko & Norton, 2007), the study explores how 161 Korean undergraduates negotiate and presuppose their past/current and imagined ELL identity through their drawings and descriptions of the images. A social semiotic multimodal analysis was employed to the data as these visual and narrative elements encode various representations and engage onlookers in the interpretation and negotiation of the world (Jewitt, 2009; Kress, 2010). The findings underscore how the transformation from past/current to imagined or desired ELL identities spans several dimensions: psychological, physical, vocational, and relational. With in-depth description of each dimension, the study explores the weight and affordances of English in the current global educational context.

So-Yeon Ahn (*Hankuk University of Foreign Studies, Republic of Korea*)

Hyun-Sook Kang (*Illinois State University, United States*)

## **Uncovering Korean EFL Learners' Awareness of and Attitude towards World Englishes**

*Author keywords: World Englishes, WE awareness, EFL learners*

This study examined Korean EFL learners' perceptions of and attitudes toward different varieties of World Englishes (WE). While a growing body of research has addressed the need to be aware of the emergence of different WE varieties as a results of the worldwide spread of English, and to explore ways to promote communication between speakers of different WE varieties (Kubota, 2001; Lindemann, 2005), we still know little about the perceptions of language learners in the EFL context, where English is not institutionalized, with respect to the different WE varieties and their speakers. This study set out to fill the void. One-hundred-four Korean college students enrolled in English-language classes as part of their degree requirements completed a country-rating task in which the learners rated English speakers from 58 countries in terms of friendliness, pleasantness, correctness, and familiarity, and a 30-item questionnaire tapping into their perspectives of learning English, perceptions of different WE varieties, and desire to communicate with speakers of WE varieties. Results of k-means cluster analysis on the Korean EFL learners' country ratings reveal four clusters of 58 countries on the friendly, pleasant, correct, and familiar ratings, influenced by non-linguistic factors, such as geographic proximity and historical or cultural ties to Korea. The highest-rated group unsurprisingly consisted of the five countries of native speakers and Korea, and the second-highest group was composed of France, Germany, the Philippines, Singapore, and Sweden. All other countries, including South Africa, Ireland, and countries in Latin America, Africa, and South East Asia, fell into the bottom two clusters. Results of the perception questionnaire indicate that despite the presumed EFL learners' preference for so-called Standard English, the Korean EFL learners shared a high degree of their awareness of the global spread of English, and relatively positive attitudes towards the emergence and learning of different WE varieties.



Fatih Akbulut (*Kocaeli Üniversitesi, Turkey*)

## **The awareness regarding the understandability of public signboards for international students**

*Author keywords: international students, intercultural awareness, public signboards*

This study aims to examine the availability, understandability and perception of the public signboards in the city of Kocaeli, Turkey for international students who study at Kocaeli University. The researcher utilized a questionnaire for international students to inquire about the perceptions and understanding of the public signboards. The authorities of the City were also interviewed by the researcher about their awareness levels of the presence of international people in the city and the utilization of the public signboards. The particular focus of the study was the awareness levels of the both students and authorities regarding the language in the public signboards. The results of the study revealed mixed implications. The international students were not so satisfied with the presence and understandability of the public signboards and on a similar note, the authorities were aware enough about the importance of the issue to have any immediate action to meet the demands of the students.

Munirah Alajlan (*King's College London, United Kingdom / Kuwait University*)

## **Voicing their stories: a narrative inquiry of female engineering students in Kuwait**

*Author keywords: identities, gender, narrative, storytelling, ethnography*

Spoken discourse has emerged as a fast- growing area of interest among discourse analysts (Crystal, 1992; Cook, 1989; Nunan, 1993). The current study extends the literature on language and gender by examining the language practices of a community of practice (Eckret and McConnell-Ginet, 1992; Lave and Wenger, 1991) in the College of Engineering and Petroleum at Kuwait University, where the women who are studying engineering outnumber the men. I argue that the growing number of women in this male-dominated field is strongly dependent on the women's success and ambitions in adapting themselves and their lifestyle to an institutional structure that accommodates men and the masculine lifestyle. Thus, I examine how students construct their identities through, in particular, their linguistics resources in the engineering community. The study is based on ethnographic participant observation of Kuwaiti female students in Kuwait University. I adopt a qualitative ethnographic case study research design, which engages fieldwork and participant observation, along with interviews in order to establish a credible description of the setting understudied. Data is drawn from natural recordings of spoken interactions as well as informal personal interviews with the participants' narratives. I propose the following research question: How do Kuwaiti female engineering students construct their gender in the engineering field? The main purpose of this study is to document a narrative inquiry of female Kuwaiti engineering students' in a male-dominated environment. I explore what role these choices play in the construction of gender identities.

Eva Alcon (*University Jaume, Spain*)

## **Teachers' feedback and learners' noticing: An exploratory study in CLIL settings**

*Author keywords: Feedback and noticing, Attention to language and content, Content and language integrated learning*

The emergence of content and language integrated learning (CLIL) approach in Europe has motivated research on how CLIL pedagogy is applied in a wide range of educational settings (Dalton-Puffer, 2007; Ruiz de Zarobe and Jiménez Catalán, 2009; Cenoz, Genesse and Görter, 2013; García Mayo, 2015). Considering Schmidt's (1990, 2001) noticing hypothesis, the present study explores the nature of corrective feedback in a CLIL setting in Spain, addressing two research questions: (a) to what extent teachers' corrective feedback occurs in CLIL classrooms; and (b) whether teachers' corrective feedback triggers learners' noticing of language and content. A total of twenty five 10-minute oral presentations were video recorded where 16 year-old teenagers reported information on artists' characteristics and major works. First, a data driven approach was followed to identify sequences of teachers' corrective feedback. Secondly, learners' uptake in relation to degree of explicitness of feedback was coded (Lyster, 2001, 2004). Finally, learners' noticing of language and content was analyzed by means of teacher and student stimulated verbal reports.

Findings from the study show that: (a) corrective feedback is more oriented to meaning than to form, with recasts being the most frequent type; (b) type of feedback has an impact on learners' noticing; (c) the orientation of corrective feedback episode (meaning/language/language and content) is not in line with students' noticing; and (d) involvement in corrective feedback episodes rather than type of feedback triggers learners' noticing of language and content. Taking into account the findings of the present study, we suggest the need of training CLIL teachers on the use of strategies that draw learners' attention to language when curricular content is taught through the medium of an additional language.

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Loreto Aliaga-Salas (*University of Leeds, United Kingdom*)

## **In the footsteps of teacher trainers and trainees' language teaching and learning in an integrated curriculum**

*Author keywords: pre-service language teacher education, teacher trainers' beliefs, teacher trainers' practices, CLIL, integrated English language learning*

In this presentation, I will speak about a pre-service English language teaching programme in Chile. This five-year programme has an 'integrated curriculum' which aims at training proficient and critical teachers of English who, through language teaching, promote social changes and reduce inequality in the school system and the Chilean society. The curriculum has four strands: integrated English language (IEL), methodology, practicum and education.

I followed up four teacher trainers teaching in the IEL, which accounts for over 60% of the curriculum hours, divided in nine courses along the five years. IEL merges different language teaching trends as CLIL, task-based and lexical approach. Teacher trainers work in small groups to organise their work, using mostly academic papers as language input as of first year, compiled in a dossier divided into topics, e.g. identity, ethics, storytelling, citizenship and teenage issues. Trainees are asked to read before classes, which are mainly based on peer and group discussions on the readings. However, observations revealed that language awareness moments, where trainees reflect on language aspects of the readings, are scarce. Language is corrected or brought up as it emerges in the classroom.

Teacher trainers think that trainees are very fluent, yet not accurate, and that they do not know much about the language/meta-language, which may influence on trainees' future decision-making when teaching. A trainer also questioned their own expertise to deal with more complex aspects of the language.

I will draw on the classroom observations, teacher trainers and trainees' interviews referring to their perceptions of how language is learned/taught in the integrated curriculum. I will also reflect on the implications that the IEL may have in trainees' future practices as language teachers in the school classroom, as the current model may hinder the overall achievement of the Integrated Curriculum goals.

Derya Altınmakas (*Istanbul Kultur University, Turkey*)

## **University students' acculturation to academic writing in English: An introspective case study from Turkey**

*Author keywords: EFL writing, Academic writing, Acculturation, Conceptualisation of writing*

In EFL contexts, L2 writing at university level is no longer a mere tool to reinforce and practice the target language due to the requirements of the particular academic discipline (Hyland 2002; 2007). Starting from the freshman year, students recognize the necessity of reviewing and/or reshaping their existing metaknowledge about writing. Adopting academic literacies approach (Lea & Street, 1998), the current study reports the findings of a case study that investigated two groups of EFL students' writing development and acculturation processes to academic writing in English from students' own perspectives. The participants of the study were twelve freshman and seven senior year students studying English in Istanbul, Turkey. The data was obtained from: (1) semi-structured interviews that examined students' conceptualizations of academic writing, and (2) elicited narratives (i.e. two reflection paragraphs in English (L2) and in Turkish (L1) about two different three-minute short films with similar themes respectively) and stimulated recall interviews that investigated students' writing development during the prolonged engagement in the academic context. The findings suggest that the role of academic context in students' academic writing practices is threefold: students deconstruct and reconstruct their conceptualizations of writing in English and academic writing, reframe their writer identities, and develop newer ways of writing strategies with different purposes. The findings also corroborate previous research that attested more engagement with L2 writing leads novice and experienced writers to utilize different strategies when composing their L2 texts (Manchón & Roca de Larios, 2007), and that writers use their evolving repertoire of writing knowledge more purposefully in constructing their texts (Kobayashi & Rinnert, 2012). The implications of the study will be discussed in relation to the writing instruction in Turkey and similar cases in other EFL contexts.

Derya Altinmakas (*Istanbul Kultur University, Turkey*)

Sevdeğer Çeçen Besimoğlu (*Istanbul Bilgi University, Turkey*)

Hande Serdar Tülüce (*Istanbul Bilgi University, Turkey*)

Şebnem Yalçın (*Bogazici University, Turkey*)

## **The influence of conceptual transition from EFL to ELF on business professionals' communication strategies**

*Author keywords: ELF, (B)ELF, Conceptual transition, Communication strategies*

English is taught and learned as a foreign language in Turkey, an expanding circle context. Business professionals, who are using English language in their daily interactions at global corporate companies in Turkey, have been educated within the paradigm of teaching and learning of English as a Foreign Language (EFL). Therefore, these professionals can be expected to 'defer to NS norms of using the language' through 'imitation' and 'adoption' at beginning of the process of their socialization with the requirements of global business world (Seidlhofer, 2011, p. 18). However, as most of their internal and external interactions/communication in business world take place with non-native speakers of English (NNS) in multilingual/cultural settings, in different domains with diverse communicative purposes and outcomes, these professionals' use and conceptualizations of English were observed to display a paradigm shift from EFL to English language as Lingua Franca (ELF) (Cecen, Altinmakas, Tülüce, Yalcin, 2013). The present study investigated to what extent business professionals' conceptual transition and awareness of this paradigm shift exert influence on their communication strategies in their internal and external interactions with their colleagues. The data for the study was collected from 15 NNS business professionals currently working at global advertising agencies in Istanbul by using multiples sources: a) background questionnaires, b) semi-structured interviews, and c) focus-group interview. The main findings of the study are twofold: (1) ELF oriented professionals report to employ more intended and effective communication strategies aligning their communicative knowhow with their business knowhow (Kankaanranta & Louhiala-Salminen, 2013), and 2) EFL oriented professionals report to set a barrier to effective communication and consecutively to the utilization of their business knowhow. The findings suggest that conceptual transition from EFL to ELF is crucial for business professionals operating in international contexts.

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Ahlem Ammar (*University of Montreal, Canada*)

## **Talk about language: effects on second language acquisition**

*Author keywords: Attention to language form, Languaging, talk about language, second language writing*

Experiential teaching has been found to result into low grammatical competence indicating therefore the importance of attention to form (Schmidt, 2001). Form-focused instruction (FFI) emerged as a means to draw learners' attention to form (Spada, 1997). FFI can be initiated by the teacher or by the students while they engage in tasks where they have to talk about language. The interaction that arises during such tasks (languaging, Swain, 2010) is believed to contribute to learning (Storch, 2013). Most of the research about such interaction sought to describe the nature of the language related episodes that arise and the extent to which learners engage in them. Among other things, research findings indicate that low proficiency learners engage less than high proficiency learners in resolving language related problems (Fortune, 2005). Research also shows that writing favors talk about language more than speaking (Niu, 2009). Large scale research about the effects of talk about language while writing on L2 learning is scarce. The question that follows : can low proficiency learners benefit from talking about language form while writing. The research question will be addressed by looking at the effects of negotiated dictation (dictation in which learners can discuss all their doubts about language form while writing) on the acquisition of French as a second language.

Two grade five and two grade six primary school teachers of French as a second language and their respective 79 students participated in the study. Two classes (one from each grade level) served as the experimental group and participated in negotiated dictation tasks for 300 minutes. The other two classes served as a control group and engaged in traditional dictation tasks for a comparable time period. Four noun-phrase and verb-phrase grammatical morphology forms were targeted because of the problems they pose for learners of French (Ammar et al. 2015). A traditional dictation task was administered one week before the intervention started (pre-test) and one week after it ended (post-test) to measure the participants' knowledge of the target features. Proficiency level (high vs. low) was determined based on pre-test scores.

Multivariate analyses of variance indicated that overall the experimental group significantly outperformed the control group and that the effects of the experimental condition varied across proficiency levels with the high proficiency learners obtaining the highest gains.

Tanja Angelovska (*University of Salzburg, Austria*)

## **Cross-linguistic Awareness of Third Language Learners of English**

*Author keywords: L3, crosslinguistic awareness, explicit metalinguistic knowledge, language reflection*

Cross-linguistic influences (CLI) seem to be particularly important in explaining the interplay of different languages during third language (L3) learning. An issue in L3 research that has remained a scarce area, is how learners detect and make conscious use of cross-linguistic similarities and differences when engaged in writing. This paper attempts to account for the types of cross-linguistic awareness displayed by L3 learners of English through using stimulated recall and whether their cross-linguistic awareness increases as they get more proficient in the L3. Data is reported from written text productions (ca. 300 words per text) of young adolescent L3 learners of English, at different L3 proficiency levels, various L1s and a constant variable of L2 German acquired before English. Thirteen stimulated recall sessions of approximately 30 min each were transcribed, coded and analyzed with the software MaxQda.

The analysis of results shows that L3 learners make use of their prior languages in specific ways. The majority were aware of the activation of either their L1 or L2 in L3 production. When reflecting on their cross-linguistic influences in written English, L3 learners showed a very high level of explicit knowledge and elaboration of grammar rules, recognition and identification of parts-of-speech, word order structure, (non)existence of articles and word-building rules and application and awareness of phonemic rules. Although there is a great variability in the data, some L3 learners were able to reflect on the reasons for their CLIs and reported application of L1 or/and of L2 rules subconsciously and when consciously, then as a strategy employed not only to search for equivalents, but also to confirm uncertainties through specific translation patterns or to compensate for gaps in their L3 knowledge. The paper offers implications for raising language awareness when teaching English as a second foreign language.

Carmen Arbonés (*Universitat de Barcelona, Spain*)

Isabel Civera (*Universitat de Barcelona, Spain*)

Theresa Zanatta (*Universitat de Barcelona, Spain*)

## **The teacher I want to be: Language Awareness and self-Identity representations of pre-service teachers**

*Author keywords: self-identity, teacher language awareness, teacher education, reflective learning, creativity*

This paper presents the results of a qualitative analysis of a task carried out by pre-service English teachers in which they reflect upon their own beliefs and attitudes towards language teaching and learning.

The task analysed here was part of the English Language Teaching Methodology Course taught in the last year of a four-year teacher education degree for students intending to teach English in primary and infant schools. It involved over 80 students from the Faculty of Education at the Universitat de Barcelona.

The main aim of the ELT Methodology course design was to improve the quality of the students' learning behaviour and to develop in them an awareness of the benefits of reflective, self regulated learning – an awareness that would later be transferred to their classroom practice.

The task “The teacher I want to be”, in which students had to present themselves as a future teacher, allowed students to think more explicitly about, become aware of, and articulate their beliefs about language teaching and learning. At the same time, since the task did not have a required content or set format, it provided for an opportunity for self-expression and a mean to describe the emergence of their professional identities.

The analysis of the results suggests that the task studied here engaged teachers in a productive examination of their beliefs. The concept of identity reflected how pre-service teachers saw themselves and how language awareness played a key role in the development of their identities. The pre-service teachers' language awareness involved reflection upon knowledge of teaching methodology and language proficiency.

The data provides a basis for further research and understanding of the role of reflection on teacher language awareness in initial teacher education programmes.

Elizabeth Bailey (*The University of York, United Kingdom*)

Emma Marsden (*The University of York, United Kingdom*)

## **Teachers' perspectives on implementing Language Awareness activities using bilingual pupils' home languages in UK primary schools with a monolingual majority**

*Author keywords: English as an Additional Language, UK primary school language education, Teachers' perspectives*

To date we have a relatively poor understanding of teachers' perspectives on implementing Language Awareness (LA) activities which utilise bilingual pupils' home languages. Whilst research has advocated the use of home languages, it has largely a) focused on multilingual schools, b) used observational, non-interventionist methods and c) investigated benefits for EAL children (e.g. Kenner et al. 2008 Conteh, 2007). However, an LA approach could also enhance monolingual pupils' linguistic knowledge and foster inter-cultural understanding, particularly in monolingual, monocultural contexts. It is, therefore, necessary to ascertain whether it is feasible and useful to introduce LA activities in such contexts.

The current study, conducted in primary schools with low EAL numbers, aimed to investigate teachers' perceptions of implementing LA activities, by conducting questionnaires and discussion-based training sessions with practising teachers. Questionnaires included measures of teachers' willingness and confidence to implement suggested LA activities, and the training sessions explored factors which may also influence the likelihood of teachers implementing these activities in their classrooms.

Preliminary results indicate that the teachers' willingness and confidence is affected by many different factors. For example, teachers showed greater willingness to implement aural, vocabulary-based activities rather than more "formal", written activities using home languages. Areas which affected teachers' confidence and willingness included: the pressures of the National Curriculum; a reluctance to allow children to provide (potentially incorrect) knowledge to the rest of the class and insecurities about their own linguistic capabilities.

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Ewa Bandura (*Jagiellonian University, Poland*)

## **How to encourage Critical Cultural Awareness (CCA) development in TEFL: The challenge of conceptualisation and operationalisation of CCA in teacher education.**

*Author keywords: Critical cultural awareness, Pedagogic competence, Experiential approach*

This paper addresses the challenge of conceptualising and operationalising CCA by the students working towards their MA degree in applied linguistics. Assuming that foreign language education aspires to provide an opportunity to acquire transversal and transferable competences, which facilitate communication across cultural barriers, CCA seems necessary in TEFL curricula. As argued by Byram at the ALA conference in 2010, both linguistic and cultural critical awareness embody 'the educational dimension of language teaching' (2012: 9). In the way similar to critical language awareness, CCA involves sensitivity to hidden values expressed through language and reflection on identity. In teacher education, it is equally important to help students understand the concept and translate it into teaching objectives and activities.

CCA, central to Byram's model of intercultural competence (2012), poses specific problems to both teachers and learners, which include the question of managing value judgment (Houghton 2012) and the shift to a more politically engaged foreign language pedagogy (e.g. Young & Sachdev 2011). Therefore, incorporating CCA development among the explicit teaching goals appears challenging to most TEFL students. This paper examines the outcomes of a small scale study, which has aimed at developing students' critical intercultural pedagogic competence. The problems with conceptualising and operationalising of CCA diagnosed in my previous studies (e.g. Bandura 2015) have made me propose to combine cognitive and experiential approaches to let the students explore CCA, including the possibilities of its implementation in a foreign language class. An overt explanation of theoretical aspects should be followed by a project work, an opportunity for the students to design and pilot classroom activities that encompass CCA. The results of the study, carried out in two groups of graduates, will be presented, yielding insights in respect to leading students to be more critical and reflective towards integrating culture and language teaching.

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Sandro Barros (*Michigan State University, United States*)

## **Multilingualism without citizenship: Theorizing the perils of language rights legislation**

*Author keywords: Language Rights, Citizenship, Critical Discourse Analysis*

For citizens immersed in the quotidian transactions that characterize the social life of the United States, multilingualism constitutes a fact of life. As was the case during the colonial and modern eras of the nation's history, speakers of languages other than English (LOTE) were actively engaged in the construction of the United States as an imagined community (c.f. Potowski, 2010). To this date, the concept of multilingualism as an expression of US citizenship rights remains a subject alien to public policy discussions. Indeed, language rights debates often center on immigration issues and how to best support immigrant children in public schools in achieving effective communication in the dominant language. There continues to be a significant divorce between the reality of United States' multilingual history and its language policy decisions, which at the federal level suppress the emergence and development of any ethnolinguistic democratic project. The reconceptualization of citizenship-- now cast outside a traditional liberal purview-- obviates the cultural dimensions and pervasiveness of minoritized populations' multifaceted representations of citizenship (Rosaldo, 1994; Stevesson, 2010). Concurrently, language minorities' articulation of citizenship now highlights the illiberal and exclusionary character of democratic nation-states' policies, which covertly demand the protectionist expression of citizenship through monolingual directives. The purpose of this paper, therefore, is to examine how the discursive nature of language rights decisions in the US tends to lead to the dis-citizenship of LOTE speakers. Through a critical discourse analysis framework (Fairclough, 2001) applied to court decisions on language rights, I intend to show how multilingualism becomes systematically de-legitimized, at the federal level, as an authentic expression of citizenship within the democratic principles of the US's liberal Constitution.



Joana Batalha (CLUNL, Portugal)

## **Developing linguistic awareness in the classroom: relations with reading comprehension**

*Author keywords: linguistic awareness, reading comprehension, educational linguistics*

Reading comprehension is a complex phenomenon involving different processes, from access to the meaning of words to the construction of a text representation (Grabe & Stoller 2002, Cain & Oakhill 2009). In order to achieve a good level of comprehension, a reader has to automatically process lower levels of the text, which may require, with late acquired or complex linguistic structures, a knowledge that must be explicit. From a perspective of language learning and teaching that aims to promote students' linguistic growth, from implicit to explicit knowledge of their language, language should be learned and developed as an autonomous object of study and, simultaneously, as an instrument for the development of oral and written skills, such as reading (Duarte 2008). Our research, based on studies that have been establishing a positive relation between linguistic awareness and reading, tries to investigate the benefits that an explicit teaching of structures that involve referential dependencies (anaphor pronouns) may bring for an improvement of reading comprehension. An experimental study, divided in three stages (diagnosis, intervention, evaluation) was conducted in the classroom, involving 91 students of Portuguese L1 from grades 4, 6 and 8 (aged 8-13), who were first tested on their ability to identify antecedents of pronouns in a reading comprehension task. A group of these students received explicit teaching on certain pronouns and were tested again in a reading task similar to the first. The teaching intervention was based on discovery-learning methods (Hudson 1992). A comparison between results obtained in stages 1 and 3, showing a better performance of the students that participated in stage 2, allow us to sustain the hypothesis that developing linguistic awareness in L1 has a positive impact in reading comprehension.

Christina Bazant-Kimmel (*University of Vienna, Austria*)

## **Teaching reading in Chinese as a foreign language: Raising students' awareness of literary function words at an early stage**

*Author keywords: Chinese as a foreign language, Teaching reading, Action Research, Function words, Reading strategies*

Learning to read in Chinese as a foreign language constitutes a particular challenge, not only because of the morphosyllabic writing system, but also because of the Chinese written style manifest even in the most basic Chinese practical writings.

Global comprehension of basic functional texts (e.g. commercial websites) is regarded a realistic goal in second-language learning at the basic user level, yet, in Chinese this is impeded by the pervasive use of vocabulary and structures typical of the literary style. Therefore, reading texts in textbooks often render written spoken language only, excluding the particular features of the authentic written style.

In this research project I am attempting to break through the traditional curriculum by using a specially designed “reading module”: a compilation of authentic texts reflecting the widespread use of literary function words. The goal is to raise students’ awareness of the Chinese literary style in functional texts through various awareness-raising activities, enabling students to comprehend the common literary structures, recurring not only in the most basic functional texts like signboards, but also in more elaborate text types like academic abstracts. Ideally, students will be able to transfer their comprehension of literary functions words and structures and use this knowledge strategically when reading other kinds of authentic Chinese texts.

The material is currently being used with second-year sinology majors having had Chinese language instruction of 240 teaching hours and a reading ability of about 500 characters. The trialling phase of the “reading module” follows the principles of action research and consists of several action-reflection cycles including regular student feedback and teacher-reflection leading to continuous material adaptation.

In my presentation I will report results of this project, which intends to further our understanding in how far awareness-raising focused on literary function words can support students’ reading comprehension of Chinese functional texts.

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Andrea Kleene (*Institut für Deutsche Sprache*)

## **Confronting Subjective and Objective Linguistic Data in the German-Austrian Border Region**

*Author keywords: Folk Linguistics, Language Attitudes, Language Contact, Language Border, Lexis*

Political and territorial borders have an influence on both language use and language awareness. Research findings have attested that political borders, drawn through former linguistic landscapes, often initiate a diverging trend (cf. Auer 2004; Smits 2011; Harnisch 2010 etc.). This is also true for the German-Austrian border (cf. Scheuringer 1990 among others). Nowadays, however, there is some evidence that the consolidation of Europe has impacted the language dynamics in the German-Austrian border region in that increasing language contact can be observed (cf. Bülow/Schifferer/Dicklberger in press; Scheuringer 2013).

In our talk, we look specifically at language dynamics in the German-Austrian border region, focusing on the border town of Passau. We approach real time language changes from two different perspectives. Firstly, we consider how lay linguists evaluate the language on both sides of the political border: Do they perceive the national border between Germany and Austria as a language border? Which linguistic differences are noticed? Are there any connections between Germans and Austrians living on either side of the border? These questions are answered by using in-depth interviews, conducted with people from Passau (Germany) and Schärading (Austria), and mental maps.

Secondly, we present data from an onomasiological study which tested the lexical use and knowledge of more than 140 informants at eight survey points (e.g. Passau and Schärading) on both sides of the border and two control survey points in the interior of the countries. The lexical use and knowledge of individuals and groups is highly dynamic and flexible. Therefore, we might observe real time changes especially in lexis.

Bringing these two studies together, subjective and so called objective linguistic data do not necessarily reflect language dynamics in a similar manner, even if we assume that language use is strongly interwoven with language attitudes and language awareness. Our research suggests that political borders seem to bias our language attitudes more than our language use.

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Katharina Brizić (University of Freiburg, Germany)

## The poetics of resistance. Language awareness in interviews with refugees

*Author keywords: biography, forced migration, Kurdish*

In my research, the term *resistance* builds on the sociolinguistic concept of *voice*, referring to the ability to make oneself understood in a globalized world (Blommaert 2005). I use *resistance* twofold here:

First, I will present a conversation between a researcher and a female Kurdish refugee from the Turkish-Syrian border. The refugee woman is asked to recount her (minority-language) biography. At the core of the interview, the woman narrates the most formative experience of her life: the day when she - then a 10-year old child - was watching her village being burnt down by the Turkish army. The narration culminates in a powerful demonstration of the Kurdish village *resisting* the destruction with divine help.

Second, I will talk about the researcher's role and her perception of the narration at stake. As an interviewer she successfully accomplishes her task of not only listening, but also sensitively asking for details now and then. And yet, the strategy successful so far proves to be inappropriate when it comes to the burning-village narration: here, the narrator does not tolerate any interruption nor request. The reason becomes evident only after analysis: the burning-village narration is in fact a poem as frequently found in predominantly oral cultures, with lines and stanzas. As I will show, it is only the woman's *resistance* against established interviewing methods which reveals this structure and its sheer beauty.

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## **The scientific text competence of pupils using the concept of Textprozeduren**

*Author keywords: scientific text competence, Textprozeduren, prescientific paper (Vorwissenschaftliche Arbeit), didactical intervention*

While German scientific text competence of university students has been the focus of scholarly attention (eg. Steinhoff 2007, Pohl 2007), it has hardly been investigated at a school level, despite the fact that in Germany and Austria the writing of a prescientific paper (Facharbeit or Vorwissenschaftliche Arbeit) plays an important role during school leaving examination. Thus, the question arises which scientific text competence pupils possess to master this task and how, if necessary, it can be increased. Current writing research has identified Textprozeduren (TP) as an important aspect of writing competence and as a tool for teaching writing (Feilke/Bachmann 2014:7). TP can be described as routinized combinations of acts and salient text surface phenomena (Feilke 2012:11), such as lexical collocations (Feilke 2014:14). For example, "laut X" ("according to X") represents the surface structure of an act of quoting. Due to their context and text genre specificity (Feilke 2014:14) TP might be used to increase language awareness for different registers, such as scientific writing. The presented project investigates scientific text competence of pupils before and after a didactical intervention using TP. Moreover, the relationship between TP and text quality is investigated. For this purpose, a mixed-methods approach was chosen. Writing samples of 80 pupils during their 11th year of schooling were gathered before, immediately after and a few weeks after the intervention. These were analyzed using MaxQDA. The text quality was determined through a rating by 32 university students and analyzed with SPSS. The results indicate that after the intervention TP were used extensively, with the effect decreasing after a few weeks. Overall text quality seems to not be influenced by the frequency of TP. It can be concluded that TP can successfully be used to increase scientific text competence. However, intensive long-term training is needed for a long-lasting effect.

## **The construction of the plurilingual competence. The perspective in Catalonia through a case study of a teacher in training**

*Author keywords: Plurilingualism, Initial teacher training, Language learning trajectory, Multimodal narratives, Teaching and learning languages*

Catalonia is a country with a long tradition on implementation of bilingual education programmes, specifically the immersion. The efforts were made on the promotion of the coexistence of two official languages, Catalan and Spanish, and teaching of a foreign language. In the European Community the linguistic situation has changed, so it is necessary to bank on a plurilingual approach. Students should develop their own repertoire of languages and linguistic diversity has to be encouraged. This change of perspective does not prioritize dominant or school language and it engages the Council of Europe to create resources (CEFR, ELP and FREPA) on language education policies. These tools are not useful if future teachers do not receive an initial training adapted to new guidelines. Previous researches have shown that there is a disagreement between CEFR proposals and teachers' representations.

The aim of the study is to analyze representations on plurilingualism of a teacher's in training language learning trajectory. The specific purpose is to enquire into its projection in her future practices. Multimodal narratives –linguistic life story and linguistic self-portrait– about language learning trajectory are used as methodological tools.

Results show that, inside language learning trajectory, we find rooted representations and other representations that are more susceptible to be destabilized. Regarding the first type, it should be pointed out that language learning is carried out through social experiences and that there are relations between language, culture and identity. Representations that have been destabilized are related to traditional perspective, which is based on the existence of the 'ideal native speaker'. The subject has built new interpretative frameworks about language education. The focus on proficiency in a language has been displaced by the notion of linguistic repertoire development. The study demonstrates that it is necessary to develop a framework for plurilingual education in the initial teaching training.



Wasył Cajkler (*University of Leicester, United Kingdom*)

## **The impact of SPAG tests on the teaching and learning of language awareness in primary schools in England**

*Author keywords: SPAG, tests, backwash, primary school, language awareness, teachers and pupils*

Language policy in England has undergone numerous changes since the 1989 National Curriculum, with increasing focus on grammar teaching notably in the National Literacy Strategy (DfE 1998) and the primary modern languages curriculum (DfE 2005). Acquiring specific knowledge about language (KAL), including the learning of grammatical concepts, remains an important part of the 2014 primary schools curriculum (DfE 2013), which makes the claim that explicit knowledge of grammar gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others.'

How is this vision realised in practice? Early materials associated with 1990s curriculum developments were uninformed by any known theory of how language works (Sealey 2000; Cajkler 2004, Wales 2009) and were riddled with inaccurate guidance. While the new specifications and associated guidance are much more accurate, a new challenge has emerged. Since 2013, the spelling, punctuation and grammar (SPAG) of 11-year olds have been explicitly assessed in SPAG tests developed by the Standards and Testing Agency. These are reported to have a significant backwash effect on teaching (Safford et al. 2015) and are the subject of critical discussion and controversy (Rosen 2015).

This presentation offers a detailed systematic content analysis of the SPAG tests, in particular the specific aspects of KAL they test and how, leading to a discussion of their impact on the development of teachers' and pupils' language awareness (as defined by the Association for Language Awareness, [http://www.lexically.net/ala/la\\_defined.htm](http://www.lexically.net/ala/la_defined.htm)).

The analysis considers what preparing for the tests might contribute not only to children's emerging awareness but also the backwash on teacher practice, in relation to the conference sub-theme of Language Awareness in Language Learning and Teaching (LALT) and the challenges posed to teachers.

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Sevdeger Cecen (*İstanbul Bilgi University, Turkey*)

## **Effects of WM capacity, task modality and task stimulus in assessing L2 morphosyntactic attainment: Advanced L2 learners in an instructed setting**

*Author keywords: Working memory, Task modality, Task stimulus*

Research on second language (L2) has recently focused on the construct validity of the measures of explicit/implicit knowledge (Bowles, 2011; R. Ellis, 2005; Granena, 2013; Gutierrez, 2013; Loewen, 2009; Suzuki & DeKeyser, 2015). There has been an interest to see whether the knowledge type measured by grammatical and ungrammatical sentences reflect implicit and explicit knowledge respectively. Similarly, task modality (aural vs. written) has been hypothesized to interact with different types of L2 knowledge. Additionally, individual learner differences, such as WM capacity, can play an essential role in this complex relationship between task modality and task stimulus. The present study aims to investigate the role of different levels of WM capacity (high vs. low) under different task stimulus (grammatical vs. ungrammatical sentences) on assessing L2 users' morphosyntactic attainment with two different tests claimed to tap implicit knowledge in different modalities i.e., aural (elicited oral imitation) versus written (timed grammaticality judgment test). Participants were 70 moderately proficient late adult learners of English. They completed a timed grammaticality judgment tests, an elicited oral imitation test and a reading span task administered in L2. Results of a 2x2x2 mixed analysis of variance showed significant main effect for all three factors. There was a significant interaction between WM capacity and task modality but the analysis yielded no significant relationship neither between WM capacity and task stimulus nor between task modality and task stimulus. There was no significant interaction among three factors. The findings will be discussed in relation to the implications for assessing implicit and/or explicit knowledge.

Marc Chaliier (*University of Vienna, Austria*)

Ioana Nechiti (*University of Vienna, Austria*)

## **Constructivism and Positivism: An endless Dialogue of Deaf - An attempt to bring together two – quantitative and qualitative – methodological approaches on 'language awareness'**

*Author keywords: Language Awareness vs. Language Knowledge, Positivism vs. Constructivism, Quantitative vs. Qualitative Approaches, Cross-language Study*

The term language awareness is often used to express both conscious and unconscious representations and attitudes about language(s) and varieties and has for instance – due to this apparent terminological contradiction – turned into an intensively discussed concept in sociolinguistics. In this paper we will therefore deal firstly with the different conceptual implications of this term and question in how far it can be used for unconscious representations or language attitudes and propose further terms (especially language knowledge).

Secondly, we intend to bring together two theoretical approaches that have been regarded as contradictory so far, the quantitative positivistic and the qualitative constructivist approach to show the importance of converging the two research methods in order to be able to achieve reliable results regarding language knowledge (i.e. language representations and language attitudes). Furthermore, we plan to argument the fact that only when combining the two methods and comparing the achieved results from each of them one is able to access exhaustive research data that reflect both the language habitus and the language representations.

We will argument thereby that this agreement of methods is necessary not only when dealing with different fields and subjects of research but that it is also suitable for the (contrastive) investigation of different language communities. The compatibility of the two methods should therefore be illustrated with reference to the quantitative and qualitative data analysis of our two dissertation projects: Marc CHALIER investigates language representations regarding the norm in three different French-speaking communities and Ioana NECHITI deals with language representations in the context of language shift (minority vs. majority language) of two unrelated endangered minority languages (Sephardim and Kalmyk). Our examples represent results of our research data that we collected in Kalmykia and Istanbul (Nechiti) and Quebec, French-speaking Switzerland and Paris (Chalier) and complemented with phonetic and orthographic transcriptions.

Hang Chan (*Hong Kong Baptist University, Hong Kong*)

## **Assessing learners' awareness in a multiword approach: What do they notice about that they learnt?**

*Author keywords: Multiword patterns, strategy use, transfer of knowledge, stimulated recall, learners' voices*

The phenomenon of larger grain-size multiword patterns such as formulaic language and collocations in language use is not only well-attested but has been a subject of research in the last two decades. Experimental studies on acquisition of such patterns have generally produced results supporting the use of explicit teaching or attention-drawing techniques for raising learners' awareness of these vocabulary items. While the quantitative results of these studies often demonstrate big pictures of changes, few have analyzed how learners perceive of and cope with the multiword input given by teachers and experimenters. This presentation reports a section of data from a larger study (Chan, forthcoming) in an attempt to give fuller attention to these learner issues. The EFL learners in this study were first given multiword input and their ability to notice new multiword patterns was tested by a transferability test which asked them to identify meaningful patterns in unseen texts. Stimulated recall interviews were conducted to find out what they noticed in these patterns and this first part of the presentation aims to reveal problems and highlight issues with regard to the learners' transfer of multiword knowledge. The second part of the presentation proceeds to look for reasons. By reporting further interview data and it presents four factors that can meddle with multiword learning. Throughout the presentation, the link between the learners' vocabulary knowledge, their awareness of what they learnt, and their learning outcomes will be examined. The aim of this presentation is to promote a discussion of learners' strategies in learning multiword patterns which is crucial when the ultimate goal of learning is that they can operate independently to make self-discoveries of these patterns. Teaching implications of these findings will be discussed.

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Howard Chen (National Taiwan Normal University, Taiwan)

## **Raising Teachers' and Learners' Awareness of Collocation Errors by Using Learner Corpus**

*Author keywords: Collocation Errors, Learner Corpus, Awareness of Collocations, Corpus Comparison, Language Teachers*

Collocational knowledge is widely recognized as a very important knowledge for second language learning (Lewis, 2000). Many second language teachers and students, however, are not aware of the importance of collocations. Language teachers might notice students' error when grading students' writing assignments. However, it is difficult for them to keep record of various collocation errors since it is difficult to remember these errors. Students might often encounter difficulties in using proper verbs or adjectives with nouns, but they were often not aware that they have made some collocational errors.

To help teachers and student raise their awareness about the importance of collocations, it seems useful to have a comprehensive list of common collocation errors made by students. Using corpora has been an interesting approach to raise both teachers and students' awareness of various linguistic features (Allan, 1999; Bolitho, 2003 et al.; Farr, 2008; Flowerdew, 2012; Hunston, 1995). This paper thus proposed an innovative approach which uses a robust computer tool to automatically compare NS and NNS corpus. A corpus processing tool called Sketch Engine (SKE) was used to extract miscollocates from an EFL learner corpus. The EFL learner corpus is a 1.3-million-word College Entrance Examination essay produced by Taiwanese students. The essays were produced by Taiwanese high school students when they took the college entrance exams. The learner corpus was uploaded onto the SKE for automated comparison with 100-million-word BNC (British National Corpus).

Through this computer-aided corpus comparison method, more than 150 types of V-N common collocation errors were identified. This list of collocation errors was then distributed to teachers and students. Based on teachers' feedback, it was found that the research outcomes could help teachers better understand EFL learners' difficulties. With the help of this error list, students could also improve their own weaknesses and avoid producing these errors. The same research method can also be applied to many other different languages.

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Theresa Zanatta (*Barcelona University, Spain*)

## **Languageing with visual narratives in teacher education**

*Author keywords: Languageing, Teacher education, reflective inquiry, Visual narratives, EFL*

This paper reports on a sociocultural, ethnographic research project conducted at the Faculty of Education at the University of Barcelona involving visual narratives as a tool for reflective inquiry and for teaching methodology. The findings presented here represent a continuation of a research project originally sponsored by the British Council, in collaboration with the University of Leeds and the University of Barcelona (Borg, 2014).

“Visual narrative inquiry is an intentional, reflective, active human process in which researchers and participants explore and make meaning of experience both visually and narratively” (Bach, 2008). Both written and oral student narratives have been used in teacher education programmes to provide opportunities for students to articulate and reflect on their own personal experiences and make meaning of their learning experiences. These narratives play a critical role in teacher development (Johnson and Golombek, 2002).

A third kind of narrative, the visual narrative (Kalaja 2012) is a less traditional research methodology in teacher education, and in particular in the education and professional development of English language teachers. Within the field of visual narrative inquiry, students create visual images as a means of expressing their personal stories through drawings.

We will define the field of visual narrative inquiry and reveal how visual narratives have been used as both a research tool and a language awareness activity in an undergraduate primary teacher education programme. Using student drawings conducted during class time over the ELT Methodology course, and the students’ written and oral reflection and analysis of the changes in their drawings, our presentation will show how when students engage in verbalising the meaning of their drawings and in providing explanations to themselves and to others, they develop a deeper understanding of their beliefs, and at the same time they shape their knowledge of the English language in a professional context (Swain 2006).

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Marcelo Concário (*Universidade Estadual Paulista "Júlio de Mesquita Filho", Brazil*)

## **Attempts at raising awareness of language and learning through collaborative writing in college**

*Author keywords: collaborative writing, content and language integrated learning, language awareness and autonomy*

A course of English was offered in the second semester of 2015 to a class of Radio/TV Communication undergraduates over a period of 16 weeks (60 hours). All the 29 students in the group shared Portuguese as a first language and had previously completed at least 60 hours of content-based reading in English as a foreign language as part of the required credits in their program. A classroom study was designed to be conducted in the more recent course in order to investigate: (1) group cooperation/collaboration in the writing of two texts assigned throughout the course, both of which required interaction online; (2) students' comments about the language (e.g. vocabulary, sentence and paragraph structure) and strategies they practiced and learned; and (3) the perceived impact of the tasks on student motivation and/or the challenges they experienced in doing the job. By participating in each of the 6 groups that were set up for online interaction, the teacher-researcher was able to monitor the cooperation/collaboration in the writing of both texts. Comments and discussions about student learning, motivation and the challenges they had to deal with were shared with the researcher in a final presentation/portfolio produced by each group. Interpretive analysis of the data suggest that cooperation is the preferred strategy among students, that the learning of language is perceived to be more organized and systematic because online tools make it possible to record and review correction and editing, and that challenges are greatly reduced if the groups are allowed to work online during classroom time. The findings are consistent with results obtained by the researcher in other investigations: (a) different levels of awareness and engagement work best for particular students, (b) the premise that language learning in content-based language courses is incidental does not mean that teachers are not expected to teach and correct overtly, and (c) at least in the context of this classroom case-study, students have developed a dislike for study-work outside the class - this could be a serious frustration for advocates of autonomy in language learning.

Marcelo Concário (Universidade Estadual Paulista "Júlio de Mesquita Filho", Brazil)

Mário Augusto Tombolato (*Universidade de São Paulo, Brazil*)

## **Who should awareness be for? A case for raising awareness among proponents of professional education programs**

*Author keywords: language awareness, professional education, writing skills*

This paper results from a shared experience as teachers/speakers in an MBA program run by a foundation linked to a major public university in Brazil. Since 2013, we have answered invitations to teach a short, 5-hour module titled "Final Assignments and Academic Writing". The MBA coordinators expect that those five hours should meet the needs of graduates in different fields in order for these students to be able to submit a "good" business plan at the end of the program. By analyzing the exchange of messages with coordinators, the discussions we have had with students on the three occasions we have offered the modules so far, and some samples of texts produced by the students, we should be able to demonstrate that graduate students in MBA programs have special needs and difficulties regarding language that can only be dealt with and overcome as they experience continued education, be it academically or professionally oriented. However, at least in the case our paper is based on, the proponents and coordinators of the MBA do not seem to understand that professional writing skills should not be taken for granted, and that the competencies aimed at towards the end of graduate education cannot be dismissed as a requirement to be met when such a level of education has not yet been achieved. In other words, the main goal of this paper is to illustrate the need for language awareness in the planning of continued education programs. It is hoped that, through cooperation and a genuine interest in interdisciplinary work, professional education can benefit from knowledge and traditions in language teaching. This, of course, would mean that an MBA program should include more opportunities to build and refine language and communication skills, either through a more significant participation of language specialists in tutoring students or through a collective effort in order to make sure that language study be included in specific-content modules under the responsibility of professionals who do not see themselves as teachers of language. Additionally, it could be speculated that MBA programs can signal to universities and secondary schools that the teaching at these previous levels is not producing the competencies and skills required for more specialized training.



Agnès Costerg (Université de Montréal, Canada)

Daniel Daigle (Université de Montréal, Canada)

Élisabeth Demont (Université de Strasbourg, France)

## **Orthographic awareness development: The case of lexical boundaries**

*Author keywords: orthographic awareness, lexical boundaries representation, spelling acquisition*

Learning to read and write constitutes a great challenge for all children. To spell French correctly, children must develop orthographic awareness. Indeed, phonological processing is not sufficient: specific visual knowledge about orthographic structure is also required, including knowledge about lexical boundaries (the beginning and the end of words). However, we still do not know how these specific knowledges develop during spelling acquisition. To investigate this question, this study describes the lexical boundaries representations of 172 children from kindergarten to Grade 4. Children were all French-speakers and were all registered in the French school system in the Montreal area (Canada). None suffered from deficits that could impede normal literacy acquisition. All participants performed a general cognitive ability test (Raven, 1998) and had to achieve three oral and written tasks. Kindergarten children completed only the oral tasks. The first task (lexical decision task) consisted in 48 items, half of which were one real word and half were pseudowords or two words (e.g. avec crème - with cream). In the second task (lexical identification), participants were asked to count the number of words in 18 sentences. In the last task (lexical permutation), children had to permute the first and the last word in 12 sentences. Each task was analyzed. Success for each task and for each level was calculated. The results indicate that participants score higher for tasks with less cognitive constraints than for complex tasks and they show that older children perform better than younger children. Findings showed that the formal teaching of reading and spelling is an important step in the development of orthographic awareness. The role of orthographic awareness in spelling development and the importance of well-defined lexical boundaries representation are raised.

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Josep M. Cots (University of Lleida, Spain)

## **Focusing on the C stage of the ABC model: strategies for constructing the Other (TRANSABC symposium)**

*Author keywords: discourse, strategies, otherisation, intercultural, communication*

The focus of this presentation is on the C stage of the ABC's method proposed by Schmidt & Finkbeiner, (2006), that is on the stage in which students are asked to reflect upon the differences they have found between themselves and their partners. The aim of the study is to explore the discursive activity of a woman describing another woman by approaching it as process of 'otherisation' (Holliday, Hyde & Kullman, 2004), which I interpret as a discursive activity of presenting somebody as culturally different. After introducing the notion of 'otherisation strategy' and the particular academic context in which the ABC was implemented, I will analyse the discourses constructed by three adult female participants in their attempt to represent another woman from a different cultural origin. More specifically, the analysis will focus on the students' adoption of particular discourse strategies through which they construct their interlocutor as somebody 'different'. Two different analytical frameworks will be introduced and exemplified: (i) factors affecting intercultural communication (Scollon & Scollon, 1995) and (ii) politeness theory (Brown & Levinson, 1987). The analysis of the data will show, in the first place, what aspects of the other person's culture are brought to the fore by the ABC's students and, secondly, their efforts to display face-saving strategies to attenuate the process of otherisation intrinsic to the activity.

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## **Language awareness in English-medium business education: On making disciplinary learning accessible**

*Author keywords: English-medium instruction, Disciplinary language, Higher Education, Business*

Generally regarded as relevant to speakers' cognition, language awareness has been established as important influence on the practices of teachers and learners. While traditionally the focus has been on language teachers as such, this has been widened to content teachers engaged in the many education programmes that make use of a language different from the mainstream educational language or the native language of the majority of teachers and learners. In the context of internationalising higher education, the arguably most prominent case in point is the rise of English-medium instruction (EMI) at universities that have a strong tradition of using their national languages for these purposes. This situation has presented university lecturers with increasing demands on their ability of making relevant disciplinary language in English accessible to their students, as well as on their confidence in using it themselves.

Based on a data set of 8 full length lectures in two subjects, (i.e. Financial Accounting and Consumer Behaviour), from the INTER-LICA research project, this contribution presents an in-depth analysis of the content teaching of two Spanish lecturers in EMI at a Business Faculty. The data shows how their language practices encapsulate a partially implicit, but nonetheless enacted awareness of the disciplinary nature of language. By drawing on socio-constructivist and conversation analytical approaches to classroom discourse (Evnitskaya & Morton 2011; Sharpe 2008), the analysis focuses on all episodes of 'guided construction of disciplinary talk', which fall into three categories: firstly, episodes with an explicit language focus; secondly, those of teachers developing disciplinary reasoning and, finally, episodes of co-constructing academically appropriate discourse.

By embedding the study in a recently developed conceptual framework, known as ROAD-MAPPING (Dafouz and Smit 2014), the findings will be critically discussed as regards their institutional and disciplinary anchoring. Additionally, we will also suggest implications for teacher education in EMI contexts.

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Samúel Lefever (*University of Iceland*)

## **How to develop Language Awareness through a pluralistic approach? Results from the Baltic and Nordic Countries**

*Author keywords: Language Awareness, Pluralistic approaches, Plurilingualism, Baltic and Nordic countries, Quantitative and qualitative data*

The paper will present findings from a project called “Developing the Language Awareness Approach in the Nordic and Baltic countries” (DELA-NOBA), funded by Nordplus Horizontal.

The language awareness approach has been designed 1) to support language acquisition in general, 2) to recognize the diversity of languages, among them languages already spoken by students and 3) to provide a framework for the development of metalinguistic competences amongst students by exposing them to the theory and practice of different languages (Balsinger et al. 2012, Candelier forthcoming, Candelier & Castelletti 2013). The objectives of the DELA-NOBA-project were to integrate and further develop the approach in the Baltic/Nordic context and to examine and explore students', parents' and teachers' attitudes, knowledge and skills regarding plurilingualism. In the project teaching activities derived from previous European projects (e.g. Evlang, Ja-Ling, FREPA) which focus on language awareness and language diversity were implemented in primary and secondary pilot schools in the participating countries (Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, and Sweden).

Quantitative and qualitative data were collected through the use of questionnaires with parents and teachers and focus group interviews with teachers and students (Daryai-Hansen, Meister & Tonello 2015). The project results indicate that parents, teachers and students usually have positive attitudes towards language awareness activities in schools and plurilingual teaching activities contribute to students' reflection on languages and cultures. However a number of challenges can be identified, e.g. recognition of minority languages and integration of plurilingual teaching activities in other areas of the curriculum are areas that need more emphasis in the participating schools.

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## Teacher Language Awareness on Pluricentricity of Dutch

*Author keywords: Teacher Language Awareness, Pluricentric languages, Qualitative study, Foreign Language Teaching*

Pluricentric languages, i.e. languages with several norm varieties, often in different national settings, have been a topic in linguistics since Michael Clyne coined the term in 1984. Recent research focuses on what pluricentricity means in the context of research on non-dominant varieties (Muhr and Marley 2015, 7). The focus of this talk is on what this pluricentricity means in the context of teaching those languages, in casu Dutch. Dutch is widely recognised as a pluricentric language since it is being spoken in the Netherlands (dominating variety), in Flanders (Belgium) and Surinam (non-dominating varieties).

Teaching pluricentric language might ask for a specific Language Awareness. Teacher Language Awareness (TLA) is described as an essential professional attribute for all teachers, allowing them to see more options and that thus has to be an essential component in the teacher's 'tool kit' (Svalberg en Askham 2014, 123). Svalberg (2012, 383) remarks that the focus of research in Language Awareness (LA) so far has been primarily on grammar, and encourages LA research with a wider perspective, including "how LA is applied in language learning classrooms" (385).

In a qualitative survey including one-to-one semistructured interviews with teachers of Dutch in tertiary education in Europe (Austria, Wallonia (Belgium), France, Germany, Poland and Switzerland), questions as to what extent teachers act according to the five main features of a Language Awareness methodology (Borg 1994, discussed in Svalberg 2007) are raised. What teachers consider as good practice is contrasted with Andrews' and McNeill's study on 'good' language teachers (Andrews and McNeill, 2005), with a focus on the reflection of the teachers on the pluricentric character of Dutch and the factors that limit the teacher's free choice.

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## **Improving Chinese EFL teachers' metapragmatic knowledge: Does study abroad help?**

*Author keywords: requesting, sociopragmatic, pragmalinguistic, study abroad*

The importance of English as a global lingua franca has led Chinese policy-makers to implement two initiatives to improve their citizens' communicative abilities in English: inclusion of pragmatics as a course objective in EFL curricula and offering opportunities for study abroad in English-speaking countries. We present the results of an investigation of the development of L2 metapragmatic knowledge by two groups of English teachers from China. One group (n=19) participated in a five-month special program for foreign teachers in Canada (SA) while the other group (n=19) stayed at home (AH). As the SA program did not include any content about pragmatics, it allowed us to examine whether pragmatic knowledge can develop through environmental exposure alone.

Both groups of teachers provided pre-post-test data from a range of measures including a background questionnaire; a measure of self-efficacy in teaching pragmatics, a written discourse-completion task and a listening task. The latter two instruments assessed meta-pragmatic knowledge of how to make requests in English. In addition, the teachers completed a paper-based exposure log twice during the five-month period of the study.

The analysis of the questionnaires revealed that, at the outset, the two groups were comparable in terms of their education, teaching experience, and self-rated English proficiency. The exposure log revealed that, as expected, the SA teachers reported engaging in more interactive activities in English than did the AH group. They also reported exposure to a greater number of different speech acts.

Compared to the AH group, the SA teachers demonstrated greater improvements in some but not all aspects of pragmalinguistic and sociopragmatic knowledge. Although their knowledge gains were relatively modest, the SA group did make greater gains in terms of their confidence about teaching pragmatics. Discussion will focus on the implications of this study for EFL teacher education and professional development.

Colette Despaigne (*Benemérita Universidad Autónoma de Puebla, Mexico*)

## **The adaptation process of transnational children in Mexican schools: A theoretical approach from critical applied linguistics**

*Author keywords: Transnational youth in Mexico, fonds of knowledge, multi-competencies, pluralistic approach*

The Mexican Nation State has been created upon the Doctrine of Mestizaje which includes one single language, Spanish, and one single identity, the mestizo. This doctrine hides social practices of discrimination (Gómez Izquierdo, 2008). Although multiculturalism in Mexico recognizes diversity and difference, it still perceives them as problems to be solved through assimilation policies (Díaz Polanco, 2006) towards the single identity and Spanish-language use. Traditionally, these assimilation policies have been carried out by the Mexican National Education System. Originally, in Mexico, the “other” referred to indigenous people, but today, the global financial crisis and the U.S. American immigration policy have created an additional “other”, which are Mexican children who grew up in the United States, and who have been deported or repatriated to Mexico with their parents. The Mexican National Education System reported 307,000 foreign children in schools in 2013, 98% of which were born in the United States (Jacobo Suárez & Espinosa Cárdenas, 2015). Most of these children went to school in the US; therefore their adaptation in the Mexican education system offers many important challenges that schools have to take into account.

This theoretical presentation aims to analyze the educational challenges binational children have to face by integrating into Mexican schools. On one side, the work will focus on critical applied linguistic theories which evaluate the multilingual subjective realities (Kramsch, 2009, 2011) that impact their learning process; and on the other, it will focus on theories that may offer transnational children possible solutions to create a third space (Bhabha, 1994) in which they may negotiate their multiple identities.

By integrating into the Mexican school system, these children and adolescents face linguistic and identity challenges. In other words, they must assimilate to an educational system based on a monolithic paradigm (i.e., one identity, one language) (García & Sylvan, 2011) that does not recognize students’ funds of knowledge (González, Moll, and Amanti, 2005) or linguistic and cultural multi-competences (Cook, 1992, 2002). Transnational children feel discriminated against because their multiple identities are not accepted. In addition, even though most of them possess Basic Interpersonal Communication Skills in Spanish because it is their heritage language, they do not possess Cognitive Academic Language Skills that allow them to succeed in school (Cummins, 1979, 1981). They need time and scaffolding instruction in Spanish to become proficient in academic areas.

Hence, the growing research body in this area aims to support Mexican schools to shift from a monolithic to a pluralistic approach that would recognize all students’ linguistic and cultural multi-competences. By acknowledging diverse students’ funds of knowledge, schools could create ecological plurilinguistic and pluricultural spaces where all languages and cultures are perceived as resources. This would permit transnational children to create imagined communities (i.e. communities of the imagination that allow them to expand their identities and change their sense of self) (Norton, 2000) that would support them to integrate their lived experiences in their learning process, and to resist and contest their marginalization by repositioning themselves as no longer marginalized (McKay & Wong, 1996).

Marina Dodigovic (XJTLU, China)

## **Language matters? Communication between taxi drivers and their foreign customers in China**

*Author keywords: Language, culture, communication, taxi service industry, attitude to language*

It has been widely assumed that language is essential for communication among humans. In fact, functional linguistics views language mainly as a vehicle of communication. However, it has been recognised that human-to-human communication can be both verbal and non-verbal. In the arena of business, commerce and a number of other service-oriented professions, the interest in the role of non-verbal communication has been growing (Gkorezis, Bellou, & Skemperis, 2015; Butt & Shafiq, 2013). An aspect of non-verbal communication is found in gesture. According to Ekman (1975), gestures called “emblematic” can have a fixed meaning which is known to all members of a cultural group. Especially Chinese culture has been found to abound in such emblematic gestures (Poortinga, Shoots, & van de Koppel, 2001). The question this raises is to what extent the existence of such gestures might be indicative of a decreased importance of language.

This paper examines the perceptions of communication success between the local taxi drivers and their foreign customers in Suzhou, a cosmopolitan city in Eastern China. The impetus for this mixed-method study, relying on interview and survey, has been the anecdotal evidence of expatriates experiencing communication breakdowns or severe difficulties in taxi call situations. The study has indeed shown that the expatriates in Suzhou view language as essential to communication. Thus, lacking what they deem to be adequate Chinese skills leads them to assess their communication efforts as unsuccessful. Moreover, they frequently delegate the more challenging communication tasks, such as placing taxi service phone calls, to native speakers of Chinese. However, Suzhou taxi drivers neither perceive any communication breakdowns in their dealings with foreign customers, nor do they believe that language is essential for communication. This paper will examine the study results and attempt to interpret them in light of current research in language, culture and communication.



Kristina Dziallas (LMU Munich, Germany)

## How sexist and homophobic is the Spanish language? A cognitive semantic and sociolinguistic approach

*Author keywords: discriminatory language, insults, sexism, homophobia, gender, metaphor, metonymy, online questionnaire, language awareness, differences between sexes*

To what extent is the Spanish language discriminatory towards women and gay men and to what extent are male and female native speakers aware of such language use? In times of women's and homosexuals' increasing quests for gender equality it is crucial to comprehend what the exact differences in language awareness are amongst the two sexes. That way steps can then be taken to promote non-discriminatory language use. In my paper I compiled a corpus of 436 degrading metaphors and metonymies for women and gay men and analysed them based on the cognitive metaphor theory by Lakoff/Johnson 1980. Unlike postulated by García Meseguer 1994, I focused on discrimination on the semantic rather than the syntactic level for the following reason: This kind of language use happens in the subconscious mind of the speaker to the same degree as that on a syntactic level and thus is just as discriminatory. For that reason it needs to be investigated more thoroughly. To be able to conclude on both the intensity of an insult and the perceived frequency of its appearance in everyday language, I designed an online questionnaire in which 36 Spanish speakers of both sexes participated and rated the expressions. The major findings showed that both sexes feel women are more intensely and frequently degraded than homosexual men. Additionally females find insults for both women and gay men more intense than males and feel that they encounter both of them more often in everyday language use. The latter correlates with Gauger 2012, who explains that it is men rather than women who provide language of sexuality. Since they are the 'creators' of such language they perceive it as less degrading and frequent.

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Renata Emilsson Peskova (*University of Iceland*)

## **Attitudes of plurilingual children towards their heritage languages: Five exemplary cases from the Greater Reykjavík Area.**

*Author keywords: heritage language instruction, plurilingualism, linguistic repertoire, qualitative research, research with children*

Heritage language instruction (HLI) has received increased recognition worldwide (Cummins, 2014; Trifonas & Aravossitas, 2014). In Iceland a parent-run NGO (Móðurmál – the association of bilingualism) provides non-formal HLI in 25 heritage languages. This study is a part of an ongoing project at the University of Iceland that explores plurilingual children's experiences in compulsory schools, whose purpose is to discover how plurilingual children who receive HLI in non-formal settings (Boeren, 2011) think about their heritage languages (HL) and what attitudes they have towards keeping and developing them.

The theoretical framework of the study includes critical multiculturalism (Banks, 2009; Gay, 2000; Nieto, 2010), second language studies (Arnbjörnsdóttir, 2006; Cummins, 2000) and heritage language education (Trifonas & Aravossitas, 2014).

The method was qualitative. Semi-structured interviews were analysed with a generic approach to coding (Lichtman, 2013). The sample was a group of five plurilingual children who attended compulsory schools in the Greater Reykjavík Area and who received HLI in a non-formal setting.

The first findings show that the plurilingual children appreciate knowledge and literacy in all their languages. They are aware of the importance of their HL and have a good connection with the countries of their parents. They are also aware of other benefits of having good knowledge of more than one language. At the same time the children believe that Icelandic is very important, as Iceland is their country of residence and schooling. However, they see little or no connection between their knowledge of HL and their formal study in school.

The value of this research is in listening to children's voices and in empowering the participants to express their positive attitudes towards their HL. The research uncovered serious discrepancies between children's needs to develop their HL and the vague interest of school teachers in their backgrounds. The children need realistic opportunities to benefit from their linguistic repertoire in the school settings.

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Claudia Finkbeiner (*University of Kassel, Germany*)

## **Promoting Cultural Awareness through the ABCs: Results and Findings from an International Research Study**

*Author keywords: cultural awareness, cultural survey, ABCs of Cultural Understanding and Communication, international research study, Transcultural competence scale, perceptions, attitudes, xenophobia*

This presentation will give an overview of the two-year long TRANSABCs, an international intercultural literacy project funded by the European Union and the United States government through a FIPSE/Atlantis grant. Overall results across different project sites will be presented.

The findings suggest across project sites, that the ABCs helped present and future teachers and business majors become more knowledgeable about communicating and connecting with culturally diverse students or co-workers. Of particular interest, the ABCs made the most significant impact on the group that was least open towards cultural heterogeneity at the beginning of the ABCs intervention. This was tested with the cultural survey (Schmidt & Finkbeiner, 2009) which was administered before and after the ABCs treatment. Factor analyses were conducted, and the Transcultural Competence Scale (TCS) was developed. The scale allowed us to examine students' perception and their change over time. In order to find out about certain profiles we sub-divided the whole sample into national samples, gender groups and finally into four main quartiles: the highest, the second highest, the second lowest, and the lowest 25% according to values in the paired t-test in the TCS scale (Finkbeiner, 2015). The sub-group of the lowest 25% which can be characterized as rather xenophobic and less open towards cultural heterogeneity (n= 129 out of the n=557) is particularly interesting to examine. Their change between pre- and post-test toward more cultural heterogeneity is highly significant ( $p<.01$ ). The study clearly suggests that the ABCs made a significant difference in changing the perspectives of the study participants especially those who started the project with xenophobic tendencies.

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Kara Fleming (*University of Hong Kong*)

## **Diversity as homogenization: Discourses of language and race in Hong Kong**

*Author keywords: linguistic diversity, language and race, language ideology, Hong Kong*

Promoting awareness of linguistic and racial diversity seems to be part of positive efforts toward ensuring greater social acceptance for minority groups. However, this paper will argue that given particular understandings of “diversity”, such awareness-raising activities can in fact homogenize racial groups, reinforce racial boundaries and help rationalize social stratification. This research traces these processes in relation to South Asians in Hong Kong, a group who are constructed as occupying a disadvantaged socioeconomic position primarily for linguistic reasons (a supposed lack of Cantonese). Through ethnographic research at a multiethnic Hong Kong secondary school as well as analysis of Hong Kong media and policy, this paper demonstrates that South Asians’ position in Hong Kong is fundamentally based on class and racial factors, and that discourses of language and diversity are part of the ideological processes which help make these structural inequalities seem acceptable. Theoretical approaches are taken from work on language ideology and metadiscursive analysis (Irvine and Gal 2000, Jaworski, Coupland and Galasiński 2004). “Diversity” is shown to depend on an understanding of society as composed of distinct and homogenous blocks, and thus to cast South Asians as a unified and exoticized group who are permanently “diverse.” In this way educational efforts and media programs meant to inform people about diversity and the situation of Hong Kong South Asians ironically reinforce the problem they ostensibly seek to address. This paper joins with other work which takes a critical perspective on what it means to talk about diversity (Urciuoli 2010), in order to consider how awareness of Hong Kong’s linguistic and racial diversity could be supported in ways that are truly productive.

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Online Gage (*California State University, Monterey Bay, United States*)

## **Examining language ecologies: Affordances for Language Awareness in a classroom context**

*Author keywords: Language Learning, Language Teaching, Policy*

Building on van Lier's sociocultural perspective of Language Awareness, this paper reports on a doctoral study which examines affordances for Language Awareness in classroom settings. Affordances for Language Awareness are defined as possibilities available to access relevant information to make meaning of language. As an ecologically inspired account, this study contributes to understanding how multilingual children use and learn language in classroom settings. The research questions for this study ask: How are affordances for Language Awareness constructed in the classroom context by multilingual students? What factors mediate potential affordances for Language Awareness? How does the broader ecology of the school, and federal government language education policy influence the construction of affordances for Language Awareness? To answer these questions, the researcher employed a qualitative design, collecting classroom interaction data focused on episodes of meaningful exchanges and case study data. The unit of analysis is Language Awareness Related Episodes (LAREs), defined as episodes of conversational exchanges containing ideas contributing to students' Language Awareness in the construction of meaning. The LAREs were inductively coded, revealing four emerging categories. Students engaged in affordances for Language Awareness while: 1.) constructing understanding around metalinguistic elements such as morphology and polysemy; 2.) exploring shared experiences in analeptic discourse that allowed for affordances for Language Awareness; 3.) co-constructing inference in texts guided by instructional language puzzles through prolepsis or; 4.) experimenting with register shifts. The case study findings showed that students demonstrated a range of language practices within the classroom. This study offers a lens on how a particular policy context may impact classroom language learning, on ways in which students and the instructor may circumvent disruptive policy, and on considerations for classroom practices which foster affordances for Language Awareness.

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Erwin Maria Gierlinger (*Pädagogische Hochschule, Austria*)

## **Language awareness and CLIL: Two uneasy bedfellows and how to CALM them**

*Author keywords: Language awareness, CLIL, implicit language acquisition, explicit language learning, academic register, methodology*

CLIL, an approach for the learning of content and a target language within educational contexts, has since its inception in the mid-90s been lauded by the European Commission for its potential to promote language learning and linguistic diversity (Eurydice, 2006). Despite its almost mainstream popularity in various European countries, the role of awareness in CLIL teaching is a highly controversial one within the community.

In my talk I will critically address the attitudes of educators, who do not see themselves as language specialists. Furthermore, supported by an immersive tradition of implicit and “natural” language acquisition (Krashen & Terell, 1992), CLIL teachers’ alleged primary role as providers of practices will be discussed (Hüttner, Dalton-Puffer, & Smit, 2013).

I will then compare this to recent research pointing out that L2 acquisition is limited in its success (Ellis, 2015) by implicit means alone, a sentiment that is also increasingly noticed in CLIL research (Lyster, Quiroga, & Ballinger, 2013).

Bearing this in mind, I will present a language awareness model for teacher training in CLIL that has constituted the driving force and guiding line for the CLIL module at the College of Education of Upper-Austria. It was named CALM, which stands for CLIL Appropriate Language Methodology, and is built on the following premises:

- Language and content represent a unity: Most school-based learning is language learning and hence all teachers are also language teachers.
- School-based language learning is primarily expressed through an academic register and subject-specific registers.
- At the heart of any, CLIL teaching is therefore the identification of language-sensitive features that are characteristic of the target register.
- The awareness and explicit use of all language resources is beneficial for CLIL.

Possible methodological consequences for the teaching of CLIL will be discussed.

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Ralf Giessler (*Bergische Universität Wuppertal, Germany*)

## **Promoting lexical awareness in teacher education by using lesson videos – Results from a multiple case study with EFL student teachers**

*Author keywords: Teacher Language Awareness, teacher education, lexical awareness*

Although the use of lesson videos in teacher education is a common practice in university-based teacher training, studies with EFL student teachers on domain specific knowledge (e.g. teaching lexis) are basically non-existent. The study therefore aims at developing student teachers' ability to notice and interpret relevant features of lexical learning in class by using lesson videos. By analyzing a concrete lesson sample, teachers have to reconstruct "the decisions and choices the teacher makes in mediating or shaping the language input that is made available to learner the classroom" (Andrews 2007: 39).

In a design experiment with Master students, lesson videos with prototypical teaching situations of lexical learning are used to (1) illustrate key concepts of lexical learning and (2) to stimulate knowledge-based reasoning on teaching and learning lexis. Prompted by four questions, student teachers have produced written analyses of five different videos taped lesson clips. A deductive coding scheme that was fine-tuned on the verbal data revealed three levels for explanations, predictions and alternatives in the texts. Results indicate that by the end of the course, student teachers have deepened their understanding of key concepts such as negotiation of meaning and retrieval. As student teachers are able to explain particular situations from the video by referring back to theoretical key concepts of lexical learning, the design experiment undertaken in this study contributes to the integration of theory and practice. Results of this qualitative study can also be interpreted in terms of gains in teachers' language awareness: Teachers who are trained this way are also prepared to raise their learners' lexical awareness and to increase their "understanding of the ways in which vocabulary is used for a whole variety of purposes" (Nation 2008: 167) and "of seeing that [...] that words are labels that can shape the way we view things" (173).

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Ksenia Gnevsheva (*University of Canterbury, New Zealand*)

## **Listener Comments on Extra-Linguistic Cues in Accentedness Rating Tasks**

*Author keywords: speech perception, variety identification, accentedness judgments, sociolinguistic awareness*

Researchers use perception experiments with linguistically naïve listeners in many sub-fields of linguistics; however, we know little about what raters rely on when participating in such perception tasks as their qualitative comments are rarely scrutinized (Hayes-Harb & Hacking, 2015). At the same time, we know that there are intricate connections between (assumed) social and perceived linguistic information (e.g., Drager, 2010). This study investigates rater attitudes to and stereotypes about speakers of different varieties of English, through exploration of qualitative comments about the speakers' accentedness and origin.

In the task 30 native speakers listened to 24 native and non-native speakers of different varieties of English and (1) rated them on an accentedness scale, (2) attempted to identify their origin, and (3) commented on what features influenced their responses to the preceding two questions.

Unsurprisingly, the listeners were found to mention linguistic features in the clips: segments, intonation, and grammar, but the listener responses also revealed their engagement with social categories. The examples illustrated the listeners' use of 'speaker models', or comparisons of clips to 'ideal' speakers of certain varieties (Hayes-Harb & Hacking, 2015). Sometimes the listeners did not limit themselves to the discussion of speakers' origin, but elaborated on their image of the speaker, commenting on their assumptions about the speaker's ethnic, socio-economic, and educational background. Finally, the listeners commented on the content of the clips and the speakers' paralinguistic behavior as something that provided them with a clue.

To sum up, the listeners' comments on the social features of the speakers suggest that the raters relied heavily on their social knowledge in identifying and / or constructing the geographic/ socio-cultural origin of the speaker.

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Susanne Gundermann (*University of Freiburg, Germany*)

## **I would say I unimproved my English'. Language attitudes in English-medium instruction**

*Author keywords: English medium instruction, English as lingua franca, Higher education, international classroom, native speaker, non-native speaker*

English-medium instruction is continuously gaining ground in higher education in non-English speaking countries. This use of English as classroom lingua franca among predominantly non-native speakers (both students and lecturers) works reasonably well as various studies have shown (Björkman 2013, Hynninen 2013, Kelly & Studer 2010, to name but a few).

Yet, if we look into stakeholder attitudes towards the use of English in the university classroom, the picture is different. Despite the various benefits of studying and teaching in English, students as well as lecturers frequently complain about linguistic deficiencies or even fear a deterioration of their own English (e.g. van Splunder 2010, Jenkins 2013). A recurrent discourse in English-medium instruction contexts is the conviction that lingua franca interaction requires the presence of a native speaker authority (in persona or as an abstract ideal), otherwise speakers will lose (part of) their language competence (Gundermann 2014).

Based on insights from an in-depth case study of an English-medium instruction programme at a German university, I will argue that negative language attitudes are not necessarily related to actual linguistic challenges. Instead, these are rather indicative of both native speaker ideologies and of practical challenges in the classroom that go beyond language use and are frequently overlooked by the stakeholders involved. The latter are particularly vital in contexts where English-medium instruction has been introduced in an attempt to internationalize higher education and attract international students and teaching staff.

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Maria Manuela Guilherme (*Universidade de Coimbra, Portugal*)

## **Critical ‘Glocademics’: Language, intercultural and communication awareness in epistemological negotiation**

*Author keywords: language, intercultural communication, critical intercultural awareness, epistemological negotiation*

This paper will discuss linguistic and intercultural issues related to epistemological communication between research teams and their members, involved in international projects. It will be based on empirical and theoretical research carried out in Brazil (Universidade de S. Paulo and Universidade Federal da Bahia) within the scope of a Marie Curie Research Fellowship (<http://www.ces.uc.pt/projectos/glocademics/>). Theoretical inputs on language awareness, critical intercultural awareness and intercultural ethics will shed light on the discussion of concepts introduced and developed along this project, such as ‘glocal languages’, ‘intercultural responsibility’ and ‘glocademics’, which will also be contextualized by postcolonial studies on North-South epistemologies. This paper will also discuss different sociological and cultural perspectives of current terminologies, which are commonly used as ‘universal notions’, such as multiculturalism, interculturalism, interculturalidade(e), and transcultural. The discussion above clarifies and supports the idea of ‘glocal languages’ that also responds to the claims of ‘language awareness’, in relation to every language, and contests the over-usage of the term *língua franca*, applied exclusively to English as global language. This presentation will rely on data gathered from language syllaby, for English, Portuguese, Spanish and indigenous language classes, developed by individual teachers as well as data collected from research groups working internationally in the Social Sciences and the Life Sciences. Finally, this paper will question the lack of professional development programmes available for young researchers on “Languages for Life in Educational, Professional and Social Contexts”.

Mandira Halder (*University of Geneva, Switzerland*)

## **Teacher language awareness and perceptions of code-switching in a foreign language classroom**

*Author keywords: Teacher language awareness, code switching, target language, instructed setting, perceived communicative inadequacy*

In this paper, we investigate how language awareness of teachers affect their perceptions of code-switching (Levine, 2011) in the foreign language classroom. Our research participants are 8 pre-service francophone speaker-teachers, teaching German as a first foreign language to pupils aged between 8-9 in Swiss French primary schools. The research methodology revolves around case studies involving in-depth analysis of pedagogical practices of these teachers. Data was collected from multiple sources including self-assessment grids, direct observation of 8 teaching sequences as well as individual interviews which were then triangulated. All participant teachers answered multiple choice questions in the self-assessment grid related to their general as well as professional language teaching proficiency in German. Subsequently, they were interviewed individually before and after the video recording of 8 teaching sequences under observation. The self-assessment grid provided information about the perceptions of code-switching of teachers which were triangulated to their effective code-switching strategies during various classroom tasks and activities, observed during the teaching sequences. The interview data obtained shed light on the process of teacher preparation, reasons for language choice in the classroom and teacher language awareness (Andrews, 2001, 2003) of our research participants. The results reveal a high level of metalinguistic awareness in teachers about the underlying linguistic system of German as well as metacognitive awareness about potential obstacles (Andrews, 2007) that their pupils face. The results also show contradictions in teachers' perceptions of language choice between German, the target foreign language and French, the first language in the primary classroom. While some teachers adhere to monolingual principles, excluding first language use in the target language classroom, others recommend the use of bilingual instructional strategies (Cummins, 2007, 2009) or alternating German in instructional discourse and French in meta-level explanations to support learning in pupils (Cameron, 2001; Turnbull, 2009). Indeed, the choice of language is crucial to support primary pupils as they get little or no exposure to German outside the instructed setting of the classroom. However, most teachers state that they consider their content knowledge of German as insufficient, perceiving it as a hurdle affecting their optimal use of this target foreign language in the classroom. It is hypothesized that this perceived inadequacy stems from pedagogical insecurity of teachers related to their insufficient pedagogical content knowledge of the target foreign language (Schneuwly, 1995; Watzke, 2007). Consequently, our research challenges assumptions of teachers' perceived communicative inadequacy in the target foreign language stemming either from their insufficient linguistic knowledge (Sangster, Anderson, & O'Hara, 2013) or their negative self-perceptions as failed natives (Cook, 1995, 1999, 2004; Hall & Cook, 2012).

Holly Hansen-Thomas (*Texas Woman's University Department of Teacher Education, Bilingual ESL, United States*)

Langman Juliet (*UTSA, United States*)

## **Language Awareness in science and math: Teachers leveraging language opportunities through translanguageing**

*Author keywords: Teacher Language Awareness, Math, Science*

This presentation examines the ways in which both Spanish/English bilingual and monolingual English-speaking teachers leverage language opportunities in math and science for their adolescent students through translanguageing. Translanguageing is a way of understanding bilinguals' interactions and multiple language usage in many settings and situations. Translanguageing, or drawing across all one's languages in order to make meaning (Garcia & Li Wei, 2014), is considered a transformative practice teachers should understand and utilize with bilinguals (García & Menken, 2015). Researchers maintain that translanguageing can be used as a flexible language pedagogy (Garcia & Li Wei, 2014; Creese & Blackledge, 2010; Sayer, 2013) insofar as students can further their linguistic repertoire and its functions (Canagarajah, 2011). A language awareness perspective-- inclusive of translanguageing-- in teaching content to multilingual learners can promote conceptual development and academic language and literacy.

We present data from two science and two math classes in Texas in which teachers promote translanguageing practices. This presentation highlights four teachers: one bilingual and three monolinguals, as they promoted and facilitated use of the first language (L1) in their classes. What we found was that the teachers engaged in a range of practices that varied according to not only their own language proficiency but also their understanding of second language awareness and pedagogy. These practices fell along a continuum and ranged from simple vocabulary translation, to relying on the student as content expert, to promotion of group interactions in the L1. Of the four teachers, two (monolinguals) had received considerable training in second language pedagogy, and indicated having high language awareness. Overall, we found that the teachers trained in language awareness used translanguageing practices to a similar extent (although not to the same degree) as the bilingual teacher. Implications maintain that math and science teachers can benefit from language awareness training.

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Florian Hiss (*University of Tromsø, Norway*)

## **Varying metalinguistic contextualizations of linguistic diversity at work**

*Author keywords: Multilingualism, Workplace, Metalinguistic contextualisation*

The paper draws attention to the multiple ways in which linguistic diversity is contextualised metalinguistically in a variety of workplaces. All data are collected in Northern Norway, a region which hosts a traditional diversity (including Norwegian, Sámi, and Kven) as well as an increasing number of immigrant languages (used by immigrant workers and refugees from other parts of Europe and the World). Multilingual encounters in work and economy have taken place in the region throughout centuries. This tradition also contributes to a special awareness vis-à-vis the currently ongoing diversification.

The paper draws on interview and ethnographic data collected as part of a postdoctoral research project ("Linguistic and Cultural Diversity at Work", 2014-2017) and historical materials to sketch the diverse ways in which multilingualism is contextualised in work-related settings. It shows how language awareness was expressed in historical workplace settings, and how such historical conditions are recontextualised in current accounts of, e.g., corporate social responsibility. A set of interviews with representatives from regional business companies illustrates how statements of metalinguistic awareness merge the public, private, institutional, and professional spheres. Cases range from explicit expressions of awareness to not treating diversity as a relevant topic at all, from the discursive construction of coherence to pointing out differences and difficulties. Many statements relate diversity to language ideologies as well as particular work practices. Comparing such diverse expressions of metalinguistic awareness in and around the workplace with ethnographic observations of multilingual work practices, the paper offers new perspectives on the synchronic and diachronic complexity of multilingual practices and their metalinguistic contextualisation in work and economy.

Christoph Hofbauer (Vienna University of Economics and Business, Austria)

Martin Stegu (Vienna University of Economics and Business, Austria)

## **Awarenesses of and (folk) attitudes towards gender-fair language: general aspects and the case study of WU**

*Author keywords: gender-fair language, folk attitudes, language policy, German language, WU*

In languages that systematically differentiate between genders, it has become commonplace to pay attention to gender-fair language use. Gender-fair language can be used as a tool to counteract gender discrimination from a language policy standpoint, and, consequently, as a contribution to gender equality. For some decades specific feminist and later queer-influenced approaches in applied linguistics have tried to suggest the implementation of different variants of gender-fair/gender-inclusive language. Such forms are becoming increasingly established in German, at least in formal communication and language use. Nonetheless, there are very different opinions on the resulting complex and ‘artificial’ morphological forms like “Sprecherinnen und Sprecher”, “Sprecher/innen”, “Sprecher\_innen”, “Sprech\_xx” that often lead to very emotional private and public discussions.

Based on two studies of gender-fair language conducted at the Vienna University of Economics and Business (WU) involving more than 1,300 participants – both students and staff –, we will discuss selected aspects of how (mostly) non-linguists think about gender-fair language use in general and its different more and less radical solutions. The plural of “awareness” in the title emphasises that there are various ways of dealing with gender-fair language and becoming ‘aware’ of its use or non-use. Besides the empirical results, the presentation will also reflect on a theoretical level on which types of “awareness” (including “attitudes”) are relevant in this and other contexts and should therefore be focused on by language awareness research.

Banu Inan-Karagul (*Kocaeli University, Turkey*)

Dogan Yuksel (*Kocaeli University, Turkey*)

## **EFL teachers' awareness levels of their own error correction practices in Turkey**

*Author keywords: Error correction, Teacher awareness, EFL*

This study investigated the awareness levels of EFL teachers of their own error correction practices in Turkey. 10 university-level English teachers answered questions about their error correction practices in semi-structured interview format. Following Hendricksen's (1978) study, the interviews included questions about error correction such as the need for correction, correction time, error types requiring correction, and the type of the correction teachers mostly employed. After the interviews, 1 course hour of each participant teacher was video-recorded to be able to compare and contrast their opinions with their actual practices. One day after the video-recordings, stimulated recall protocols, which asked further questions about the error correction episodes of the teachers, were conducted with each teacher. The results of the study indicated that roughly 50% of the teachers' answers given in the interviews and their actual practices corresponded. The teachers were more aware of their practices in terms of the need for correction and correction time; however, the analyses yielded contrasting results about the type of the correction used by the teacher and error types requiring correction. The results of the stimulated recall protocols illustrated that the teachers made some of their correction practices subconsciously without really realizing that they were treating student errors. Detailed analyses of the findings with examples will be provided during the presentation.

Karol Janicki (*University of Bergen, Norway*)

## **Peaceful communication; a study in language awareness**

*Author keywords: peace, non-aggression, communication, lay*

Main research question: What aspects of language do the lay people perceive as contributing to peaceful communication?

I assume that the lay people's views of 'peaceful/non-aggressive communication' may be helpful in the linguist's research on such communication. I further assume that research on non-aggressive communication can contribute to peaceful cooperation among people.

Hypothesis 1: People such as Nelson Mandela, Martin Luther King and Mahatma Gandhi will be mentioned as exponents of peaceful communication.

Hypothesis 2: Most respondents will not be able to list any language/communication-related characteristics associated with the people they mention.

The talk first places my project in a larger context of language and conflict research. Subsequently I discuss an empirical study in which about 180 lay speakers of English, Polish, Norwegian, German, Italian and Spanish were asked whose language they associate with non-aggressive/peaceful communication, as opposed to the aggressive language of many others. If a respondent was unable to identify any such person, they were prompted to think of politicians, journalists, artists, and other public figures of the past and present. After the respondent mentioned a name, the question was asked whether s/he could point to any specific language/communication-related features that prodded her/him to mention the name. Such features were later to be translated into linguistic terms.

The lay language users' comments on peaceful communication were to point to the phenomena that linguists may not have been concerned with.

The data have been collected through simple written tasks and structured interviews.

The results indicate that for language/communication to be labelled as peaceful/non-aggressive, in the opinion of many lay people, vocabulary, prosody, speed and body language are most salient.



Luise Jansen (*University of Vienna, Austria*)

## **Phonological Variation in Southern French: Perception, Production and Representations of the accents of Marseille and Toulouse**

*Author keywords: Southern French accents, Perception, Awareness*

Studies have until now shown that people from the south of France usually state that there are major differences between southern French accents. However, when they participate in accent identification experiments (cf. Woehrling/Boula de Mareüil 2005, Coquillon 2005, Pustka 2010) in which they have to identify speakers from different regions of southern France, they usually perform rather badly. The aim of my project is to contrast the accents of Marseille and Toulouse, the two major cities in the south of France. These two accents are particularly interesting to analyze because they play a key role in the representations of French-speakers. Notably the accent of Marseille is very well known (cf. Kuiper 1999, 260), due to its prominence in the media and popular culture (e.g. the films of Marcel Pagnol, cf. Binisti/Gasquet-Cyrus 2003, 112). However, the accent of Toulouse is also very present in the speakers' minds because of Toulouse's high status in various fields, such as Rugby (cf. Pustka 2010, 138).

The reason for the discrepancy between claiming a difference and not being able to discern it can be explained by the fact that accents are represented in the speakers' minds as the accents of prototypical speakers (cf. Kristiansen 2008, Pustka 2009) and that the authentic voice samples that were used in perception experiments until now were recordings of speakers who do not correspond to these prototypes. My approach is to record a representative sample of toulousains and marseillais (80 speakers in total) and then to use perception experiments, questionnaires and interviews in order to find out whether prototypical marseillais- or toulousain-speakers can still be found and whether the clear distinction between those two accents that exists in the speakers' minds is actually discernible.

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Paula Kalaja (*University of Finland*)

## **“English is a way of travelling, Finnish the station from which you set out”: a discursive and longitudinal study of beliefs about L1 and L2**

*Author keywords: beliefs, discursive study, longitudinal, students, interpretative repertoires, dilemmas*

This paper is about holding beliefs about (or assigning subjective meanings to) two languages, L1 and L2. It is based on a study carried out as part of a project From Novice to Expert, and it is discursive in its starting points (Kalaja et al. 2015: 8–12) and longitudinal in its research design.

A group of university students were asked to do sentence completion tasks of the type “In my opinion, English is ...” twice, while they were studying on a five-year MA degree programme: at the beginning of their studies and just before or after graduation. The first time data was collected while the students were taking an introductory course on learning to learn skills (N= some 120) and the second time online (N = some 40). The sentence completions varied from a few words or sentences to half-a-page of text.

Overall, the students resorted to a total of four interpretative repertoires, a unit of analysis adopted from discursive social psychologists, e.g., Edley (2001), when comparing and contrasting the two languages: 1) Affection, 2) Aesthetics, 3) Vitality, and 4) Challenge repertoires. Some dilemmas within the repertoires were resolved over a period of four or five years, and the students’ identities evolved from learners of EFL to users of ELF, and even to multilingual individuals (but with some hedging).

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Charlotte Kemp (*University of Edinburgh, United Kingdom*)

## **How aware of translanguaging are master's students in a Language Awareness grammar class?**

Translanguaging has famously been defined as “the dynamic process whereby multilingual language users mediate complex social and cognitive activities through strategic employment of multiple semiotic resources to act, to know and to be” (Garcia and Li Wei, 2014).

This paper is an exploratory study of the use of translanguaging in the classroom discourse of a workshop on a Language Awareness option course (module) for master's students studying in the UK to be language teachers. The focus of the session is on teaching grammar, the medium of instruction is mainly English, and the students use Mandarin Chinese and some other languages for pair and groupwork. This multilingual environment is intended to enable all workshop participants to use their whole repertoire in thinking and discussing about grammar.

In this paper I discuss the role of translanguaging in class, and how aware students are of the translanguaging in our classroom interaction. The data are interviews with three class members after the end of the course, together with my insider reflections of the workshop.

I conclude that the students are aware of translanguaging when another language is used overtly, e.g., an example is written on the board. However, they are unaware of translanguaging when features of one language are meshed with another, both when they know the languages, and when they only know one of them. As a result of their studies the three students value translanguaging, but are aware of the social context of teaching and learning when they return to their home countries, and that bi- or multilingualism is considered of value where the languages are used (apparently) separately there, but not when they are overtly meshed together.

Sara Kennedy (*Concordia University, Canada*)

Pavel Trofimovich (*Concordia University, Canada*)

## **Do they know where the trouble lies? Users of English as a lingua franca analyze communication breakdowns**

*Author keywords: English as a lingua franca, difficulties in understanding, trouble spots*

English as a lingua franca (ELF) is often viewed in an active sense, involving the exploitation of linguistic resources between “speakers of different first languages [L1s] for whom English is the communicative medium of choice” (Seidlhofer, 2011, p. 7) in order to successfully communicate. To effectively exploit their resources, ELF users must have some awareness of when and why their communication is unsuccessful. In this study, we explored ELF users’ awareness of the source of difficulties in understanding, addressing two questions: (1) Are particular kinds of trouble sources (e.g., lexical, pragmatic) more frequently identified and repaired by ELF users than other kinds? and (2) Are ELF users’ (in)actions to resolve difficulties in understanding linked to their identity expressions (Sung, 2015)? Data were collected from 13 pairs of second language (L2) English university students from different L1s, who completed interactive tasks while being video-recorded. Students later performed individual stimulated recalls, watching their interactions and discussing difficulties in understanding, specifically describing the source of the difficulties. Video and voice data were transcribed and coded for trouble sources, repair sequences, and students’ expressions of identity (e.g., reference to speakers’ native/nonnative status, expertise, personal attributes), either referring to the student or to his/her interlocutor.

Findings show that ELF users most frequently identified phonological and lexical trouble sources, but were more successful in resolving difficulties related to lexical, compared to phonological, sources. Additionally, while many ELF users expressed their shared status as L2 speakers and attempted to resolve communication difficulties, several users who attributed lower language proficiency to their interlocutors or higher subject expertise to themselves showed a pattern of abandoning topics or repeating previous utterances when confronting communication difficulties. Results are discussed in light of Philp, Walter, and Basturkmen (2010) and Mortensen’s (2013) findings for the importance of linguistic and contextual factors in interaction.

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Zuzanna Kiermasz (*University of Łódź, Poland*)

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## **The use of language learning strategies in a second and third language**

*Author keywords: Language learning strategies (LLS), Second language acquisition (SLA), Third language acquisition (TLA)*

Language learning strategies (LLS) are a well-researched topic in the field of second language acquisition (cf. Cohen & Macaro, 2007; Oxford, 2011). However, despite numerous studies investigating different variables influencing the use of LLS, there is a scarcity of research which would compare the employment of LLS in a second (L2) and third language (L3). Such a gap is surprising in light of the fact that this issue is worth examining because it may shed light on the differences between L2 and L3 acquisition as well as the nature of LLS themselves, for example with respect to the transfer of strategic devices across the studied languages. The paper reports the results of a study which investigated the application of LLS in L2 and L3 in a group of 120 first-year English philology students in a foreign language context. The data concerning strategy use in both languages were collected by means of the Strategy Inventory for Language Learning (Oxford, 1990) and semi-structured interviews, and they were subjected to quantitative and qualitative analysis. The former involved calculating the means for the entire battery and specific categories of strategies (i.e., metacognitive, social, affective, memory, cognitive and compensation) and determining whether the differences with respect to L2 and L3 were statistically significant by means of paired-samples t-tests. The latter consisted in identifying dominant patterns in strategy use in L2 and L3 in the interview data. The analysis demonstrated that the use of LLS in L2 is more frequent than in L3, with the major difference, however, concerning the application of specific categories of strategies (e.g., metacognitive strategies). It also indicated that the preferred strategies are likely to be used irrespective of the language that the students are trying to master.

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## **The impact of cultural artifacts on the students' perceptual acuity and communication awareness in intercultural encounters**

*Author keywords: Material culture, communication awareness, cross- cultural sensitivity, linguistic landscape*

Material culture, including cultural artifacts and linguistic landscape, shapes the process of intercultural communication and affects its final outcome either positively or negatively. Literature review (Aronin 2012, Cole 1996, Knappett 2011) indicates that artifacts are differentially defined by particular communities. Additionally, they play an active part in forming and giving meaning to social behaviour. Hodder (1982: 2) states that cultural 'similarity' reflects degrees of interaction. Consequently, lack of awareness and lack of knowledge about cultural constraints often leads to miscommunication or communication failure.

The paper examines the students' perception of cultural artifacts and their role in intercultural communication. In particular, it analyzes the students' familiarity with behaviours and actions that are encoded in everyday objects and things. The paper also describes what social consequences the lack of knowledge on cultural constraints brings and what impact it has on social interaction. In addition the purpose of the paper is to establish a correlation between the students' perceptual acuity and their achieved communicational success or failure. The study was conducted among advanced students of English. The data collection techniques include: students' written narratives and scales measuring their cross- cultural sensitivity.

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## Learners' metacognitive knowledge about L3 writing

*Author keywords: Foreign language learning, Third language learning, Foreign language writing, Metacognition in language learning, Language learner strategies*

Metacognition, initially defined as “knowledge and cognition about cognitive phenomena” (Flavell 1979:906), has been reported to positively influence various areas of learning, e.g the quality and effectiveness of learning (McCormick 2003; Schraw 1998; Wenden 1998) or the use of learner strategies and self-regulated learning (Wenden 2002). The role of metacognition has also been acknowledged for writing (Dimmitt & McCormick 2012; Hacker et al. 2008, 2009; Harris et al. 2009; McCormick 2003; Sitko 1998). The two main components of metacognition, metacognitive knowledge and metacognitive regulation processes, are crucial in handling the multiple cognitive constraints in writing, especially in a foreign language. In my study, I investigated what kinds of metacognitive writing knowledge foreign language learners display. Seven students wrote 33 texts throughout the period of an L3 writing intervention in a German class at upper secondary school. Each writing session was screen-recorded and followed by a stimulated recall interview. The transcripts of these interviews were analysed deductively according to what different categories of metacognitive knowledge students showed in their reflections. The results indicate that the learners displayed a wide variety of metacognitive knowledge, which, for example, sheds light on how they conceptualize and deal with the task of L3 writing, but also how the perceived image of themselves as learners influences their strategic decisions while writing.

The findings of the study will contribute to a deeper understanding about the relevance of awareness raising teaching methods such as metacognition in the foreign language classroom.

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## **Metalinguistic awareness in L3 phonological acquisition: The case of young instructed learners of Spanish in Germany**

*Author keywords: metaphonological awareness, L3 phonology, L3 learner, multilingual acquisition*

In the field of third language (L3) acquisition, metalinguistic awareness is posited to be a significant component of multilingual competence and a key factor facilitating the acquisition of additional languages (e.g. Cenoz 2003, Herdina & Jessner 2002). The present paper aims at exploring its role in the acquisition of L3 phonology, a largely under-studied area of the new field of linguistic enquiry. Building on Bialystok's (2001) model of attention and control and Wrembel's (2015) research into metaphonological awareness in adult L3 learners, this study examines the role of awareness and noticing in the acquisition of Spanish phonology by young instructed L3 learners. The 20 multilingual participants (aged 13), who were native speakers of German with intermediate knowledge of English as their first foreign language (L2) and pre-intermediate Spanish as their second foreign language (L3), were subjected to a think-aloud protocol in German; they were asked to attend to, improve and comment on their own Spanish pronunciation in a reading task from three years ago, i.e. their initial attempts at L3 speech production. The protocol was audio-recorded, transcribed and coded for quantity and quality of self-repair, correction and reflective comments on both segmental and suprasegmental features of their L3 speech. The findings provide evidence for different degrees and types of phonological awareness in the group of young L3 learners, including intuitive phonological awareness manifested by instances of self-repair and self-correction of L3 pronunciation as well as explicit analyses of primarily L3 consonants, word stress and intonation. The occurrence of phonological cross-linguistic influence from L2 to L3 in particular appeared to be of a special concern to the learners during the initial stages of their L3 learning. The findings will be discussed from the perspective of both L3 speech learning and teaching.

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## **Phonological working memory, vocabulary and narrative competence in monolingual and bilingual 4-year olds from different socio-economic backgrounds**

*Author keywords: Language acquisition, Socio-economic status, Bilingualism, Phonological working memory, Vocabulary, Narrative competence*

Phonological working memory capacity, vocabulary size and narrative competence are factors that are closely related to language awareness in children acquiring their L1 or their early L2. On the other hand, socioeconomic status (SES) and parental input are crucial for children's language acquisition, both in monolinguals and bilinguals, as parents from high SES backgrounds are more likely to provide their children with language-stimulating home environments: Therefore, children from high SES (HSES) families have larger vocabularies, greater working memory capacities as well as higher narrative competences than children from low SES (LSES) families.

To examine the impact of SES on phonological working memory, lexical and narrative development in young children, we investigate test data of 55 typically developing 4-year old kindergarten children from two SES and two language backgrounds: 29 children (15 HSES, 14 LSES) are monolingual German-speaking, 26 children (13 HSES, 13 LSES) are successive bilinguals, speaking Turkish at home and learning German in kindergarten. The tests comprise a non-word repetition task testing phonological working memory, a receptive vocabulary test and a narrative task, namely the Frog Story (Mayer 1969).

Results indicate that SES is the most significant factor in all three tasks in the monolingual children, but not in the bilingual children. Although the items of the non-word repetition task follow German phonotactic structure, LSES L2 children do not differ significantly from their monolingual LSES peers, demonstrating that there is no bilingual working memory disadvantage in the LSES group. However, the bilingual group scores lower w.r.t. vocabulary in each language compared to the monolingual group, but these differences can be attenuated when investigating the total vocabulary in both languages. Comparing the narrative competences, we find group differences in the establishment of reference and coreference, which depends on progress in theory of mind capabilities.

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## **Stability and Variability of Language Attitudes towards Regional Varieties of Russian**

*Author keywords: language attitudes, matched guise, verbal guise, solidarity, status, dynamism, Russian regional varieties*

Research on language attitudes, which relies on indirect methods, employs two main approaches: the matched guise method going back to Lambert et al., and the verbal guise method (cf. Garrett 2010). Using the matched guise technique, researcher control for speaker's voice, linguistic material, and linguistic variables. Normally, only a few linguistic variables are realized in a matched guise design. Therefore, the method leads, in fact, to stereotyped speech data. In contrast, verbal guise studies lack of a high-level control for voice and language material. They base upon rather ecological, more individualized speech data that normally is not reduced to presupposed salient variants. Against this background, the question arises as to what extent both methods lead to the same results. Do people display the same attitudes towards certain varieties regardless the manner of speech data confronted with? The more general question beyond concerns the power and genesis of linguistic stereotypes.

To examine these questions, I will compare the results of two language attitude studies on Russian Regional Speech. Andrews (1995, 1996, 2003) conducted the first study on language attitudes in Russian applying the matched guise technique. In 2010, Krause & Podrušnjak modified Andrews' research. They used the same categories for evaluation but relied on verbal speech data from a previous perceptual study, which met the characteristics of a verbal guised study (Krause et al. 2003, Krause et al. 2006). Three kinds of attitudinal categories have been explored: categories relating to status, to solidarity, and to dynamism (cf. Zahn, Hopper 1986). As the analysis reveals, ascriptions that relate to status categories turned out to be quite robust against the different research designs (matched vs. verbal guise). Categories, which are related to solidarity and dynamism, show more dependency on the linguistic material and its degree of individualization. Nevertheless, a minimal ethnic auto-stereotype becomes apparent.

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## **Language and communication awareness through the use of communication strategies**

*Author keywords: language awareness, communication strategies, Turkish Language Learners*

This paper explores the interaction of language and communication awareness through the use of communication strategies applied by Turkish university students studying English in the United States of America. The paper is based on a qualitative research analysis of communication strategies. Tarone's, Dorneyi's and Nakatani's typologies were used for identifying communication strategies. Data include information from communication tasks both in English and in Turkish. Findings show that, Turkish university students mostly use strategies such as appeal for help, appeal for confirmation, and approximation to reach their communicative goals or intended goals. In the light of these findings, some teaching implications are proposed for more effective communication in English language learning.

David Lasagabaster (*University of the Basque Country, Spain*)

## **When and why do students resort to their other languages in English-medium instruction? An analysis of beliefs and practices**

*Author keywords: English-medium instruction, multilingual repertoire, L1, L2, L3*

The use of students' previous linguistic repertoire in the foreign language classroom has always been fraught with controversy due to the dominance of the "target language only" principle (Ballinger 2013; Cummins 2014; McMillan & Turnbull 2009). In many contexts (Lee & Macaro 2013; Swain et al. 2011), English-only language policies are still implemented based on two main beliefs: firstly, that the L1 may interfere in the English learning process, and, secondly, that by increasing exposure to English, the learner will become more proficient. This also seems to be the case in the burgeoning English-medium instruction (EMI) courses launched in many European education systems during the last decade, as the reluctance to allow the use of students' other languages seems to have transferred from the foreign language classroom to EMI courses. This paper intends to delve into this issue by letting students involved in EMI programmes have their say, sharing their learning experiences, and reflecting upon when and why they resort to the other languages that make up their linguistic repertoire in their EMI classes.

The study was carried out in the Basque Country, a bilingual community in which students learn Basque and Spanish before being introduced to English. Three discussion groups were organized in three different schools, as this method serves to capture and analyse ideological discourses and encourages participants to express their perspectives and unearth contradictions. The same 15 students took part in group discussions held during the last term of the academic year throughout a three-year period with a view to examining whether their beliefs and practices lingered or changed over time. The results indicate that students' stance is influenced by different factors such as the teachers' attitudes to code-switching or their own beliefs. Interestingly, some students' practices evolve over time, whereas others remain unchanged.

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Samúel Lefever (University of Iceland)

## Language awareness and identity of multilingual students in Iceland

*Author keywords: language identity, transcultural multilingualism, language awareness*

This paper will discuss how language knowledge, in particular English, affects the self-identities of young immigrants in Iceland. Upper-secondary students and recent graduates of immigrant background were interviewed about their language learning and use in order to explore the place of their mother-tongue, Icelandic and English in their lives.

Results draw attention to the prominence of English in the students' daily lives. Although it is a third language for many of them, it is the language they frequently use at school, work and in social contexts. Upon arrival in Iceland – particularly among those who arrived as teens – many students relied on English for communication, and to some extent for learning at school. In addition, many of the students had part-time jobs – often in the service industry – and spoke English with both coworkers and clients. For some of the students, knowing English increased their social status in their interaction with peers and may have accelerated their use of English for social interaction. In some cases students actually leapfrogged the official language, Icelandic, using it only infrequently in comparison with English.

The findings of the study indicate that multilingualism is an integral part of these students' lives and their self-identities. Knowing a number of languages increases their self-esteem and benefits them in a variety of ways, from building self-confidence to giving them a new outlook on life. Students talked about how their identity shifts between languages, and in some cases they use their languages to 'mask' their identity. They reject the notion of 'national identity' and prefer to be seen as individuals rather than being judged according to origin or heritage language. In this way they are becoming 'transcultural' and, in the words of Slimbach, "allowing for a chameleon sense of self without losing one's cultural center" (2005).

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Alexandra Lenz (University of Vienna, Austria)

Wolfgang Koppensteiner (University of Vienna, Austria)

## **Language Variation and Change from the Perspective of Teachers – Attitudinal Data from Austria, Germany and Switzerland**

*Author keywords: Language Attitudes, Language Variation and Change, German*

The main focus of the presentation will be on the language attitudes of German language teachers in secondary schools in Austria, Germany and Switzerland. The discussion is based on an on-going extensive study into language attitudes that focuses on “Variation and Change of German and its Varieties”. This comprehensive study explores the question of teachers’ attitudes in each of the three countries towards variation and change of German and its varieties. The resulting data will provide answers to the following questions:

- What are the attitudes of German teachers in the three ‘centers’ (cf. Clyne 1989) towards variation and change of German and its varieties? Do teachers in Switzerland and Austria have more negative attitudes towards language change phenomena than teachers in Germany on account of the asymmetrical relationship among the three centers?
- Can interindividual attitudinal patterns be found? If so, do these correlate with extra-linguistic variables (such as nationality)?
- How do the language attitudes of German teachers compare to those of other groups of speakers in the German-speaking area as they have been ascertained by, for example, the IDS study conducted by Gärtig/Plewnia/Rothe (2010)?

In addition to the quantitative and qualitative analysis of the data, the contribution has the goal of using the classification technique of cluster analysis to ascertain interindividual attitudinal patterns and, in a further step – their sociodemographic composition.

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Oihana Leonet (*University of the Basque Country, Spain*)

Jasone Cenoz (*University of the Basque Country, Spain*)

Xabier Etxague (*University of the Basque Country, Spain*)

## **Translanguaging as a pedagogical practice: arising students' metalinguistic awareness**

*Author keywords: Multilingual education, translanguaging, metalinguistic awareness, vocabulary learning strategies*

In recent years a new trend toward adopting a holistic approach in multilingual education has arisen against the tradition to separate languages. This multilingual turn highlights the necessity to seek new pedagogical approaches that soften boundaries between languages. Translanguaging is a developing concept that refers both to pedagogical strategies that use two or more languages and to spontaneous discursive practices with shifting boundaries between languages (Cenoz and Gorter, 2015). In educational context, translanguaging offers new opportunities to language instruction encouraging teachers to focus on similarities and differences between languages. Metalinguistic awareness, understood as “the ability to focus on linguistic form and to switch focus between form and meaning” (Jessner, 2014), is an essential skill for the acquisition of literacy that could be explicitly taught so as to promote comparison among languages.

In this paper we explain a study that is part of a larger research project to develop primary school students' communicative and academic competences in Basque, Spanish and English. The current study aims to analyse the development of students' metalinguistic awareness while they explicitly learn translanguaging strategies for this purpose. The intervention was implemented for 12 weeks and participants were 72 bilingual students from 5th and 6th grades with Basque and/or Spanish as their first language and English as their third language. Students worked in different activities for word formation and cognate identification that aimed to enhance students' metalinguistic awareness. This paper analyses the rationale for the materials used and classroom practices using these translanguaging materials. The paper finishes by analysing the advantages and challenges of teaching translanguaging based strategies in the context of multilingual education.

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Beth Lewis Samuelson (*Indiana University Bloomington, United States*)

## **Transcultural awareness through storytelling exchange**

*Author keywords: translingual literacy, transcultural awareness, critical ethnography, storytelling*

This study examined transcultural literacy practices employed by Rwandan and US participants in the Books & Beyond storytelling project. The introduction of unfamiliar translingual and transcultural literacy practices—particularly themes of death and violence not considered appropriate for children's stories in many Western cultures—produced tensions that needed to be resolved in editing meetings. Although their first inclination was to severely edit or drop the stories, with the help of input from cultural and linguistic mediators, such as selected movies and representatives of East African cultures who were able to speak about different norms for children's literature as well as different social norms and life experiences contributing to the Rwandan children's choices of topics, the undergraduates reached agreement about how to publish the stories in their annual anthology without censoring them.

This study is based on observations of editing meetings during the second year of the project (2009-2010) in which the stories slated for inclusion in anthology were discussed. The primary data record included participant observation field notes, field journals, transcriptions, and primary documents such as story drafts, manuscripts and proofs. The dialogical data record includes interviews with participants in the editing meetings. I first analyzed these materials using low-inference coding to establish a record of areas of intercultural tension and cultural alignment (Carspecken, 1996). These episodes quickly become focal points of analysis due to the lively discussions they contained about the inclusion of material that many of the US students considered inappropriate for children's stories. Two of these stories, in particular, became the focal point for analysis due to the shared concerns that the students voiced over them, and due to the opportunity for contrast that they provided in discussions about violence in children's stories.



Chiara Liberio (*Trinity College Dublin, Ireland*)

## **Language awareness in the CLIL classroom: CLIL teachers' views.**

Author keywords: CLIL, CLIL teacher language awareness, CLIL teachers' attitudes and views

This paper discusses CLIL teachers' views on how to promote language learning in the CLIL classroom. Findings are part of a broader research project aimed at investigating CLIL teachers' experiences and attitudes in a CLIL mainstreaming context. Italian secondary school CLIL teachers (N=11) took part in semi-structured interviews on different aspects of CLIL. Since language awareness is considered a central element in the integrated learning of content and language, participants were asked about the ways in which they focus on language in the CLIL classroom.

Teachers articulated their views on the attention to be given to the foreign language in the classroom as well as on the relationship between L1 and L2. Participants' views diverged in a number of areas, such the language structures that need attention, implicit and explicit learning and the cultural dimension attached to the use of a foreign language in the classroom. Code switching emerged as an area of particular interest because of the need to tend to both L1 and L2 in a secondary school context. Since teachers' views and attitudes can influence pedagogical action, findings are relevant to inform further training.

Kerrilee Lockyer (*University of South Australia*)

## **Transforming brands across cultures: employees' linguistic construction of Australian wine brands**

*Author keywords: Branding, thematic discourse analysis, multinational corporation*

In today's multinational corporations, branding has become a key focus of employees' day to day work practices. In the business literature there is agreement that successful branding improves company performance, company culture and consumer perception of company practices (Hollis, 2008; Powell, 2011). However, despite broad acknowledgment of employees' importance to the success of brands (Vallaster & Lindgreen, 2013), there has been little research that has focused on the employee perspective on the accomplishment of branding in everyday workplace practices. This paper reports on a study that seeks to address this gap. Taking a multi-perspectival approach (Candlin & Crichton 2011, Crichton 2010) the study explores how employees accomplish branding across the sites of a multinational corporation. An ethnographic study was conducted across four international sites of an Australian wine distributor, including Angaston, Australia; Auckland, New Zealand; Harpenden, the United Kingdom; and Napa Valley, the United States. The data includes observations on office and company events, interviews with 36 staff members and collection of brand collateral over a six-month period. The analysis utilised theme oriented discourse analysis (Roberts and Sarangi, 2005) across the data sets. This approach revealed how the participants use linguistic resources to frame the construction of brands in their talk. These included metaphors (Cameron & Maslen, 2010; Lakoff & Johnson, 1980) and narratives (Riessman, 2008; Ricoeur, 1990) that in combination transformed the brand. The study exemplified the methodological challenges raised by this kind of research across sites and professions. The paper reports on preliminary findings that to accomplish branding, the participants of the international subsidiaries routinely 'translate' the brands in their interactions externally with consumers and internally with other employees. In doing so, participants adapt their wine talk to meet the perceived wine knowledge of their audience, to suit the local context of their interaction and the particular goals of the communication. This translation of brands to local conditions is further complicated by the head office's requirement for 'brand alignment' and the participants' attempts to make the brands understandable across cultures.

Viviane Lohe (*Goethe University Frankfurt, Germany*)

## **Developing Language Awareness in Primary School Children - Results of an Empirical Study in Frankfurt, Germany**

*Author keywords: Language Awareness, Multilingual Materials, Primary Schools*

The research project is embedded in the EU-funded project MuViT (Multilingual Virtual Talking Books). Multilingual Talking Books are computer based storybooks for young learners in five different languages (English, German, Russian, Spanish, and Turkish) with corresponding tasks. The stories as well as the tasks aim at language sensitivity and the development of Language Awareness.

The study analyses if and how the software MuViT (independent variable) fosters the development of Language Awareness (dependent variable). Language Awareness is defined as “explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use” (ALA 1992). It is believed that the MuViT Software can enhance Language Awareness on both the cognitive and the affective level. To evaluate the hypothesis, a pre-post-comparison design has been elaborated. A random sample consisting of an experimental and a control group was tested before and after receiving the treatment (MuViT). The test is divided into two parts:

1. A performance test that assesses the cognitive level of Language Awareness (awareness of phonology, morphology, syntax, semantics, lexicology and orthography, as well as metalinguistic competence)
2. A questionnaire that evaluates the affective level of Language Awareness (attitudes towards languages and multilingualism, interest in languages and language learning).

The study was conducted in Frankfurt, Germany in 2014. 49 Primary pupils with very heterogeneous linguistic backgrounds were tested. Eventually, the pre-test and post-test results of both the experimental and the control group have been analyzed and compared.

The poster will visualize the research question, the design of the study, and most importantly, the results of the study with regards to the affective and the cognitive level.

Márta Lois (*Pázmány Péter Catholic University, Hungary*)

## **Inconsistent and changeable beliefs about language learning – a qualitative study among language teachers in Hungary**

*Author keywords: beliefs, language teaching, Grounded Theory*

Whether teacher beliefs are stable or dynamic have both found proof in research (cf. Gabillon 2012: 194–195). I argue in favour of dynamism and changeableness in my talk: based on interviews with language (L1, L2) teachers on beliefs about language learning I will demonstrate that some teacher discourses frequently contain inconsistent beliefs (that is, self-contradictions within the interview). On the other hand, stable views are not easy to find, either: personal theories tend also to be formed or modified during the interview situation. Another factor influencing beliefs, that of the teacher community in the school, will also be discussed in my talk. The results are based on semi-structured interviews about the situation of English language learning in Hungary with language teachers (L1-Hungarian, working in a secondary school in the capital). The corpus (N = 30 interviews) is analysed with the help of the Grounded Theory method (Creswell 2013). The changeableness of beliefs is presented by discussing the most characteristic topics in my corpus, e.g. the beliefs about the difficulty of the English language or the beliefs about the modest success of foreign language learning in Hungary (cf. Eurobarometer 2012: 5).

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Sandra Lopez-Rocha (*University of Bristol, United Kingdom*)

## **Intercultural Communicative Competence: Beyond Linguistic Awareness and Cultural Knowledge**

*Author keywords: Intercultural, Communication, Competence, ICC, Awareness*

In the last decades Intercultural Competence was re-introduced as Intercultural Communicative Competence (ICC) as the result of its impact on foreign language teaching. The distinction between the two needs to be understood when we make decisions on the 'intercultural' content in the curriculum. As such, intercultural competence refers to individuals' 'ability to interact in their own language with the people from another country and culture' (e.g., British-born nationals speaking in English to visiting students from Spain), whereas ICC centers on the 'ability to interact with people from another country and culture in a foreign language' (Byram 1997, p. 71), which refers, for example, to students of Spanish in a UK university speaking in Spanish to Spanish-born nationals.

With regards to ICC, one of the key questions for language tutors is whether or not we are preparing students for this challenge. Are we providing information hoping they will develop the necessary skills to communicate more efficiently and understand cultural tendencies? Or, conversely, are we creating the conditions for students to develop those skills in a way that better prepares them for the intercultural challenge?

Recent research (Hennebry, 2014; López-Rocha & Arévalo-Guerrero, 2014) has shown that oftentimes the materials included in books and what we discuss in our classrooms is not enough, and it may indeed be constraining or perpetrating stereotypes, instead of helping students understand diverging cultural practices. Students need to be further challenged and guided in order to develop critical communicative skills. This session aims, first, at addressing key needs in the language classroom with regards to fostering the development of Intercultural Communicative Competence among foreign language students, and second, providing practical ideas for us, as tutors, to help students develop their Intercultural Communicative Competence.

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Jessica Lueth (*King's College London, United Kingdom*)

## **Language awareness and its possible implications for European language education policy**

*Author keywords: language learning in primary education school staff's language awareness, pupils' linguistic diversity, language education policy, Barcelona objective (L1+2), maintenance of linguistic diversity*

When we talk about English as a subject in primary schools, do we all mean the same thing? Probably not.

The proposed presentation briefly introduces my PhD project that explores how European language education policy is interpreted and implemented in different European contexts. Since language education policy is a term of wide comprehension, the project focuses on the following two objectives proposed by European institutions:

1. The Barcelona Objective, also known as one-plus-two (L1+2). It refers to the objective that all European citizens should have the opportunity to learn at least two languages in addition to their first language – if possible from an early age on. [1]
2. Maintenance of linguistic diversity. Languages are a part of our European cultural heritage and therefore need to be maintained. [2] Furthermore, it is also widely recognized that the first language (or languages) of speakers – either European or not – needs to be respected and supported, so the speakers are able to retain an affinity with their cultural roots.[3]

I will present my case study of six primary schools in London (UK), Hamburg (Germany), and Madrid (Spain), and findings from interview data which show that the understanding of certain terms related to languages and language education as well as the interpretation of objectives in language education policy highly depends on the surrounding context. In order to compile a European language education policy that truly aims to meet the needs of pupils in primary schools in all EU countries, I argue for an integration of an awareness addressing these issues.

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- [2] see e. g. the Introductory statement to the European Parliament by European Commissioner Tibor Navracsics: [http://ec.europa.eu/commission/sites/cwt/files/commissioner\\_ep\\_hearings/navracsics-statement\\_en.pdf](http://ec.europa.eu/commission/sites/cwt/files/commissioner_ep_hearings/navracsics-statement_en.pdf) (accessed 15.11.15).
- [3] see e. g. Council of Europe. (2008). Council Resolution of 21 November 2008 on a European strategy for multilingualism. Official Journal of the European Union, C 320, 1–3. Retrieved from <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32008G1216%2801%29> (accessed: 15.11.2015).

Masaki Makino (*Kinki University, Japan*)

## **Action Research: Improving Low English Proficiency University Students' Listening Skill by Using Songs**

*Author keywords: Action Research, Listening Skill, Songs*

Japanese approach to English education is generally teacher-centered, teaching grammar and translation rather than teaching English communication skills. Thus, many students dislike English at an early stage and their English communication skills are not cultivated. Subsequently, demotivated students lose confidence in English learning and stop attending class. In fact, the presenter's prior research revealed that Japanese students having low English proficiency are eager to enhance their English communication skills despite their dislike for English. Moreover, they believe that they will be motivated to learn English if the class is well designed and student-centric; hence, students would become interested in learning English if the teachers develop teaching methods that meet the student's requirements. However, Japanese learners at university meet difficulties in the comprehension of English communication. Being in a formal context of language learning, they need to develop language awareness to compensate for insufficient exposure to the English language. In this study, the author carried out an action research of first-year Japanese low proficiency university students on their listening abilities in class. English songs were brought into class in preparation for the listening exercise and students were keen to listen to them. As a result, they were motivated and actively participated in the listening exercise. After six-week action research was over, students continued listening to English songs as a main listening exercise in class once a week for seven months and their listening ability improved at the end of the term. This presentation introduces the way students worked in class and the result of their improvement.

Xavier Martin-Rubió (*Universitat de Lleida, Spain*)

Josep Maria Cots (*Universitat de Lleida, Spain*)

## **Language awareness and empowerment amongst study abroad students in an English as lingua franca university**

*Author keywords: English as a lingua franca, study abroad, higher education, discourse analysis*

Native-speaker competence has traditionally been considered as the ultimate target of foreign language education, and therefore increasing the learner's exposure to the target language as used by its native speakers is an important aspect of learning a FL. In this same line of thought, it is also considered that a stay abroad in an environment where the target language is spoken as L1 is one of the best ways to maximise language gains. In this paper, we explore the extent to which a stay abroad in a highly internationalised university in Denmark with English as the medium of instruction can be a very suitable context for developing the learners' awareness of their communicative skills and their confidence in them. The data analysed come from a pre- and a post-stay focus group with study-abroad students and another focus group with teaching and administrative staff. An initial exploration of the data through the discourse-analytic methods of Positioning and Membership Categorisation Analysis, reveals, in the first place, that the 'global space' nature of the university environment, with students from more than 40 different nationalities and most of the teaching staff being non-native English speakers, represents an opportunity for the students to reflect upon their idea of correctness in language use and consider instead language use in terms of efficiency and effectiveness. The analysis also shows that, independently of the fact that English is the medium of instruction of the university, the lecturers' teaching style is an important element to take into account in order to understand the degree of empowerment that the students experience in connection with their English communicative competence.



Hedy McGarrell (*Brock University, Canada*)

## **Error correction in L2 writing classes – time for innovation**

*Author keywords: self-editing, error correction, autonomy, second language writing*

After over 25 years of debate around corrective teacher commentary in second language (L2) writing, research suggests that consistent focus on a small number of errors over the period of a course leads to uptake, that is, acquisition. As typically only 2-3 errors are focused on in each course and L2 learners are unlikely to take formal courses long enough for this selective approach to be useful, alternatives are needed. This paper explores the potential of developing L2 writers' self-editing skills to determine whether classroom practice in and focus on self-editing leads to fewer recurring errors in developing writers' texts. A pre- and post-test design was used to examine the research question in two parallel process-based writing classes that provided a treatment and a control group. Participants in both groups followed the same syllabus and received the same type of teacher commentary. All participants wrote the same pre- and post-test in weeks 1 and 11 of a 12-week program, but only the treatment group received explicit instruction in and practice of editing skills over a period of ten weeks. The time used for explicit instruction and practice in the treatment group was used as individual composing or revision time in the control group. Results show that all participants in the treatment group were able to reduce the number of errors in their texts. Overall, texts from members of the treatment group contained significantly fewer errors compared to those from the control group. Discussion consider theoretical and practical implications of the findings for L2 writing classes.

Manon Megens (*University of Innsbruck, Austria*)

Ulrike Jessner (*University of Innsbruck, Austria*)

## **Multilingual Awareness in Processes of Language Attrition**

*Author keywords: multilingual awareness, metalinguistic awareness, crosslinguistic awareness, language attrition, multilingual learners, LAILA-project*

Traditional models of first/second language acquisition have mainly worked with linear language growth models, and rarely accounted for negative or inverted growth. In their dynamic model of multilingualism (DMM) Herdina and Jessner (2002) consider the multilingual system as a complex dynamic system which consists of smaller, nested sub-systems. Language attrition, the non-pathological gradual decline of a language, language skills or portions thereof in an individual over time, is regarded as an integral and normal part of language development itself.

Since the development and maintenance of any language system requires effort and this language maintenance effort, as discussed in the DMM, is disproportionally larger where multiple subsystems compete for both time and cognitive resources, multilinguals can be considered as particularly vulnerable to language attrition. On the other hand, multilinguals are believed to develop additional (cognitive) abilities that are not found in monolinguals, or even bilinguals. It is possible that this multilingual awareness (metalinguistic- and crosslinguistic awareness) may inhibit or slow language attrition, or help language users to compensate for the effects of attrition more easily and effectively.

In the presentation the development of foreign language proficiency and production in their relationship to multilingual awareness in multilingual learners will be discussed. The data stem from the Austrian LAILA-Project (Linguistic Awareness in Language Attrition).

The study takes a DCT-approach, looking not at attrition in one, but in several formally acquired foreign languages (English, French, Italian, Spanish and Russian) in interaction and so aims at exploring whether attrition emerges after formal language learning ceases and, if so, how multilingual awareness comes into play in the attrition process.

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Roderick Neilsen (*Deakin University, Australia*)

## **Speaking to Diversity: language awareness in the Australian curriculum**

*Author keywords: English as an Additional Language, language awareness, language teacher education, intercultural awareness, language policy*

The multicultural nature of many modern nations requires teachers to possess a developed awareness of linguistic and cultural difference, in the interests of social cohesion. Such awareness is currently not being fostered in initial teacher education in Australia outside the language specializations (Lo Bianco & Slaughter, 2009). This paper describes a completed government-funded project that suggested directions towards best practice in raising language awareness, through a review of language-related components in education courses nationwide, and through interviews with ten pre-service teachers and twelve teacher educators about their views and experiences of language issues in education. The project found that policy changes over recent decades have led to confusion and inconsistency in dealing with language in both primary and secondary schooling. It also found that a deeper awareness of cultural difference provided a bridge to deeper understandings of the nature and structure of language. Recommendations included the introduction of obligatory language-specific modules, containing deep cultural elements, in all teacher education courses. These should be linked to observable language practices in teaching practicums. Another key recommendation was the strengthening of the presence and consistency of education for languages other than English.

The project employed a framework of language as social practice (Kramsch, 1993). A larger inter-institutional project has been developed from it, which seeks to establish cohesion between all language specializations and content-based language learning, using a sociocultural framework, and Luke and Freebody's (1999) Four Resources model of literacy.

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Vera Neusius (*Universität des Saarlandes, Germany*)

## **Language awareness and identity construction: Argumentative strategies in non-scientific digital discourse about language**

*Author keywords: language awareness, identity, digital discourse, social interaction, discourse linguistics, lay views, argumentation*

Discourse is a term frequently used in various domains of research. Discourse analysis from a linguistic point of view can be defined as “the study of language patterns above the sentence” (Widdowson 2004:3; cf. Fetzer 2014; Spitzmüller/Warneke 2011). Today computer-mediated Web 2.0 technology yields a vast range of electronic forms of communication and language uses (cf. Locher 2014:557; cf. Hardy/Herling/Patzelt 2015) and thus opens up new perspectives for discourse linguistics. In this field of research, social network sites and blogs constitute a new communication arena, where reflections and comments on language from “those who are not trained professionals in the area under investigation” (Preston/Niedzielski 1999: viii) play a vital part in the construction of folk beliefs about language. Considering language and language use on the assumption “that the language user encounters an increasingly complex communicative environment” and that there is not necessarily a clear distinction between scientific and lay views (cf. Wilton/Stegu 2011:2), discourse linguistics represent an appropriate applied linguistic approach to folk metalanguage, as one of its intentions is to describe “the relationship between language and identity as it occurs in the social context” (Edwards 1985: IX; cf. Spitzmüller 2005; Stukenbrock 2005; Wodak 1998). The objective of this paper is to analyze the use of specific argumentative strategies in “ordinary metalinguistic representations” (Beacco 2004; cf. Jaworsky/Coupland/Galisinski 2004) based on data drawn from French and German forums dedicated to different language issues. The aim is to reveal the construction of both language awareness through “perceptual norms employed by ordinary speakers” (Paveau 2007:93) and language-related identities through the use of specific argumentative layouts in social interaction.

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Kathrin Oberhofer (*University of Innsbruck, Austria*)

## **L1 Morphological and Lexical Awareness in Young Foreign Language Learners**

*Author keywords: metalinguistic ability, morphological awareness, child L2 learning, early immersion*

A large body of research has shown that individuals who know more than one language use, process, and understand language(s) differently from those who know only one. For instance, bi/multilingual children often demonstrate a more abstract and advanced understanding of what language is and how it works in areas such as the arbitrariness of the linguistic sign, morphology, or phonology. However, many such studies focused either on school-age L2 learners or on children who were native/proficient bilinguals, and only very few have looked at the development of these abilities over time.

The present study involved pre-school age children from German-speaking families, about half of whom were in regular German-language kindergartens (ML or monolinguals), and half of whom attended kindergartens with some form of intensive English immersion (YLL or young language learners). The majority entered the project around age 4 and were tested three times over a period of two years, but some were tested only once at age 6, in the children's final months of pre-school.

Tests of lexical and morphological awareness found no differences between YLL and ML among the once-tested children, but in the longitudinal cohort, YLL outperformed MY on tasks involving the manipulation of German pseudowords – albeit only at one out of the three test times. A comparison between the 'first-timers' and the 'third-timers' at age 6 also yielded interesting results. It will come as no surprise that children doing a task for the third time should perform better than a child of the same age doing it for the first time. However, while the YLL 'repeaters' outperformed the YLL 'novices' on some tasks, this difference was not found among the ML group. In other words, the young language learners may have benefitted more from repeated testing (practice effect) than the monolinguals.

Helena Özörencik (*Charles University, Czech Republic*)

Magdalena Antonia Hromadová (*Charles University, Czech Republic*)

## **Monolingual Mothers in Plurilingual Families: Ethnotheories of Language Acquisition and Development**

*Author keywords: plurilingual family, parenting ethnotheory, language acquisition, language development*

Recent developments of the language situation in the context of global migration (cf. Uherek, 2008) have led to increasing (both public and academic) recognition of phenomena related to plurilingualism traditionally present in Czech society (Nekvapil – Svoboda – Wagner, 2009). One such phenomenon are families where parents do not share the same linguistic background and often hold different culturally conditioned parenting ethnotheories that provide them with strategies they “use to help their children grow up to become successful members of their communities” (Harkness et al., 2009: 66).

The paper departs from a qualitative exploratory study of intergenerational language transmission in plurilingual families living in the Czech Republic. Analyzed data consist of ten biographically oriented narrative interviews led with mothers, who are monolingual speakers of Czech (or late bilinguals) and bring up their children in a family where Czech and at least one other language is transmitted. The aim of the paper is to sketch out the ethnotheories of language development and language acquisition that monolingual mothers construct when bringing up children in a plurilingual family.

Our data point to certain re-occurring interactions in which mothers’ parenting ethnotheories are contested and often reassessed. These interactions are typically related to the issues of language development and acquisition. Similarly to the findings of Aldridge and Waddon (1995) the data also suggest that mothers lack consistent and up-to-date information about social and individual plurilingualism and therefore build upon their language awareness informed mainly by personal monolingual experience and dominant monolingual ideology. This is why they often experience difficulties also in the management of intergenerational language transmission (cf. Nekvapil, 2009) they engage in.

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Manuel Padilla Cruz (*University of Seville, Spain*)

## **Awareness of Pragmatic Factors Motivating Responses to Complaints at the Hotel Front Desk by Spanish B1 Learners of English for the Tourism Industry**

Author keywords: Responses to complaints, Pragmatic awareness, Pragmatic factors, *Speech acts, Service encounter, Hotel front desk, Metapragmatic awareness*

Complaints in hotels may be critical and conflictive (Leech 1983; Edwards 2005) because guests express frustration, discomfort, dissatisfaction or indignation concerning the hotel facilities or services (Edmondson and House 1981; Laforest 2002; Edwards 2005; Yoon 2007). Dealing with complaints efficiently is, therefore, of utmost importance to offer a service of excellence and ensure customer's satisfaction.

Students of English for the Tourism Industry are trained to deal with complaints in order to avoid pragmatic mistakes conducive to misunderstanding and interactive conflict (Thomas 1983). However, many textbooks of English for the Tourism Industry only make suggestions about how to react to complaints. These include, for instance, (i) listening attentively to guests, (ii) empathising in order to show understanding of guest's feelings, (iii) apologising in order to show good intentions, (iv) reacting by giving different solutions, and (v) notifying a supervisor (e.g., Dubicka and O'Keeffe 2013; Strutt 2013). In so doing, textbooks seem to presuppose knowledge of the actual verbal strategies learners will have to deploy in order to re-establish guests' satisfaction and awareness of the pragmatic factors motivating them.

Data of Spanish B1-level (CEFR) learners of English for the Tourism Industry elicited through role-plays reveal that these learners do not deploy a wide variety of verbal strategies to respond to guests' complaints at a hotel front desk. This presentation will therefore delve into the reasons whereby learners use a limited set of strategies when responding to complaints. Through a qualitative analysis of learners' post-task verbal reports on their own performance, this presentation seeks to gain understanding of the actual pragmatic factors determining their behaviour and of areas posing difficulties. Finally, this presentation will draw some implications to foster learners' awareness of specific responses to complaints and of the pragmatic factors determining their usage in this service encounter.

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David Palfreyman (*Zayed University, United Arab Emirates*)

Afaf Al Bataineh (*Zayed University, United Arab Emirates*)

## **Translanguaging awareness in a bilingual university context**

*Author keywords: multilingual education, translanguaging, language awareness, language attitudes, graduate learning outcomes*

Translanguaging is defined by Canagarajah (2011) as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (p. 401). Garcia (2009) views translanguaging as a way of meaning-making, defining it as “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (p. 45). University students in our own working context have grown up in a multilingual society and study courses in both Arabic (their first language) and English (the main language of instruction). They encounter new concepts and perspectives in both languages; and when they graduate, the intention is that they will be academically and professionally prepared to use both languages in their future career. However, it is not clear how they “make sense of their bilingual worlds” or whether they feel able to “shuttle between languages” in a way appropriate to their future working context. This study focuses on students discussing a short written text on a topic relevant to their university courses, and how to explain its content to a speaker of their other language; collaboratively writing a short summary for this purpose; and finally listening to and commenting on the recordings of the previous tasks. In some cases the text is in Arabic and is summarised for an English speaker, while in other cases the text is in English and explained for an Arabic speaker. In this presentation we focus on the extent, type, causes and purposes of translanguaging in the discussions and written summaries, as well as the participants’ awareness of and attitudes towards their translanguaging both while engaged in the tasks and in reflection afterwards.

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Cornelia Paraskevas (*Western Oregon University, United States*)

## **A changing paradigm in the US classroom: The Language-Writing Connection within the Common Core Standards**

*Author keywords: Teachers' language knowledge for Common Core Standards, Writing and Language awareness, Common Core Standards for Writing and Language*

### Background

The newly established Common Core State Standards (CCSS) for Writing require that students be able to produce different text types (argument, informational, narrative) in a wide array of genres (reports, summaries, instructions, editorials, etc.) using a variety of techniques (definition, narration, description, etc.). In addition, the Standards acknowledge that if students are to successfully accomplish any writing task—and approximate a particular genre—they must make deliberate, purposeful language choices (both lexical and syntactic). The Standards “outline” the linguistic knowledge required in order to create texts that reveal specific writerly choices but also adhere to the conventions of Standard American English. In other words, the CCSS not only explicitly connect language knowledge with writing but also require particular awareness of language structures appropriate for different genres.

### Key issues addressed at the presentation

The standards posit specific knowledge about language for all students so that they can create texts that belong to various genres. Indirectly, then, the standards also place demands on the teachers who are to help students make purposeful language choices in their texts. So what are these “indirect” demands on teachers and how well prepared are they in terms of their conscious awareness of language?

The presentation will address the following interrelated topics: first, a ‘close reading’ and detailed discussion of the CCSS Language and Writing Standards for grades 6-12, as they relate to the various language features of text types (academic, ‘informational’, fiction). Second, the knowledge about language that teachers need to have in order to successfully guide students through the genre demands of various texts as well as the current evidence (drawn from surveys distributed by the researcher and from content courses required in various teacher preparation programs) regarding teachers’ conscious knowledge of language and writing.

Aneta Pavlenko (*Temple University, United States*)

Arto Mustajoki (University of Helsinki, Finland)

## **The rewards and challenges of mediation between East and West**

*Author keywords: applied linguistics, Russian, academic publishing*

The authors of this paper share a common experience of having been trained as applied linguists in the USSR (respectively, Leningrad/St. Petersburg and Kiev) and in the West (respectively, Finland and the USA) and of having published papers in Russian and in English (and in the case of Mustajoki also books in Russian and Finnish). In this presentation we will draw on both existing research and personal experiences (a) to discuss the intellectual scope and institutional status of applied linguistics in the three countries, (b) to compare and contrast assumptions that govern production of scholarly knowledge in different academic worlds, (c) to highlight the changes taking place in Russian academia with the advent of the impact factor and electronic publishing, and (d) to consider the rewards and challenges of mediation between East and West.

Miroslaw Pawlak (*State University of Applied Sciences, Konin, Poland*)

## **Seeking a relationship between English majors' beliefs about grammar instruction and attainment**

*Author keywords: form focused instruction, learner beliefs, learning grammar, foreign language attainment*

The effectiveness of form-focused instruction (FFI) is often considered only with respect to the use of concrete instructional options, such as, for example, deduction and induction, output-oriented and input-based teaching, or explicit and implicit corrective feedback (Ellis, 2008; Nassaji & Fotos, 2011; Pawlak, 2014; Loewen, 2015). Although determining the contribution of specific techniques is by all means justified, their real value in the classroom hinges upon the beliefs manifested by learners as to how formal instruction should best be conducted, since students' may not be equally responsive to all instructional options and engage with them to the same degree. The paper reports the findings of a study which investigated the relationship between the beliefs about FFI held by 420 advanced learners majoring in English and their attainment. The data were collected by means of a tool which contained 36 five-point Likert scale questions concerning: overall importance of FFI, choice of syllabus type, design of lessons devoted to FFI, introducing grammar structures, practicing grammar structures and ways of dealing with grammar errors, with Cronbach alpha values for the different subscales ranging between 0.7 and 0.83 (Pawlak 2011, 2013). The survey also contained four open-ended questions concerning participants' preferences. Attainment was operationalized as end-of-the-semester grades in a grammar course, self-evaluation and results of a final examination. Quantitative analysis of the Likert-scale items demonstrated that there is a positive relationship between beliefs and the importance of FFI, the way in which grammar is introduced and practiced, and the manner in which errors are treated. Qualitative analysis of the responses to the open-ended items showed that participants rely on traditional ways of learning grammar, which is illustrative of the predominant teaching and testing practices of their teachers. The results provide a basis for tentative pedagogical implications and suggestions for future research.

Linda Pelchat (*University of Kassel, Germany*)

## **"What did you just want to know?"\* Language awareness in a collaborative writing task**

*Author keywords: Collaborative dialogue, writing task, language related episodes, classroom setting, French learners, metalinguistic awareness*

The question in the title refers to the following situation: During a collaborative writing task, a German learner of French asks his peer to remind him what they have been talking about a moment ago. He is told that they have been looking for the French expression for 'from above'. His partner looks it up in the dictionary and suggests a term on which they can agree on. They have collaboratively resolved their problem.

This sequence, taken from one of my transcripts, is typical regarding two aspects: First of all, both learners are engaged in solving a linguistic problem: they ask and help each other (scaffolding) until they find a solution. Secondly, the learners deliberate on lexis. In a collaborative dialogue, questions about lexis are a predominant type of language related episodes (LRE). Talking about and reflecting on lexis, as on any other part of the language system, requires language awareness. The verbalisation of linguistic problems reflects the learner's level of language knowledge and awareness. This allows for drawing conclusions on his learning and his current competence level. That's why the analysis of these observable and quantifiable language related episodes is of major interest for analysing the relationship between learning and language awareness.

For my study, I collected data in a classroom setting to analyse how 11th grade French learners handle and realize language awareness. My study is designed to answer the following questions:

- Which indices of awareness appear in the learner's dialogue?
- What types of awareness can be observed?
- What impact does peer-interaction have on their problem-solving?

Susana Pereira (*Universidade Nova de Lisboa, Portugal*)

Encarnação Silva (*Escola Superior de Educação de Lisboa, Portugal*)

Mariana Pinto (*Escola Superior de Educação de Lisboa, Portugal*)

## Language awareness in the 1st grade of Primary School

*Author keywords: lexical awareness, L1 young learners, explicit instruction*

In line with the guidelines that resulted from the Curriculum reorientation in Portuguese first language teaching, grammar teaching is oriented by the following principles: (i) Grammar teaching makes the implicit knowledge explicit; (ii) Explicit knowledge about language should be constructed from observation, manipulation and systematization activities, leading to the development of metalinguistic competences; (iii) Explicit knowledge can improve other linguistic and discursive skills (cf. Reis (Coord.), 2009; Denham & Lobeck, 2010; Costa et al., 2011; Santos et al. 2014; i.a.).

In the light of these principles, in the context of a quasi-experimental research project, an intervention program was implemented in 1st grade classes of Primary School (aged 6/7) in the 2014-2015 school year. The program aimed at developing the students' language awareness, namely in the syntactic and lexical domains, by promoting the observation and manipulation of sentences, phrases and words.

In this talk, we present the partial results of this project. Concretely, we will discuss the implementation of a specific activity that aims to enhance lexical awareness.

The study involved the following stages: (i) Applying a pre-test – a verbal definition task (Sim-Sim, 2011) - to both experimental and control groups; (ii) Implementing the activity in five sessions of about 60 minutes (involving only the experimental group); (iii) Applying the post-test to both groups; (iv) Analysing data collected at both stages qualitatively and quantitatively (with the support of SPSS software tool).

The results show that there is a significant difference in the verbal definitions presented by the students in the two moments (pre-test and post-test) and that this difference is significant in the experimental group and not in the control group, which confirms the importance of developing an explicit and intentional teaching leading to early development of lexical awareness.

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Daniel Perrin (Zurich University of Applied Sciences, Switzerland)

## Language awareness in German and Anglo-American AL research: The Case of the Digital Literacy Shift in Professional Writing

*Author keywords: language awareness, digital literacy, research culture, progression analysis, focused writing vs. writing-by-the-way, text production research*

In cultural literacies investigated so far, the functions of writing as a distinctive mode of language use have developed and expanded from mnemotechnical to communicative and epistemic writing. Throughout this development, writing has become an increasingly focused activity: people decide to engage in writing with the intention of producing a text that helps them memorize, share, or elaborate their thoughts. With emerging digital media, however, this focused way of writing has been more and more interfered with by a new, fragmentary, and incidental mode of language use we term “writing-by-the-way” (Hicks & Perrin, 2014). In my presentation, I analyze the role of language awareness in this digital literacy shift by juxtaposing perspectives from the German language tradition of *Schreibforschung* and that of Anglo-American *writing research*. The comparison shows how and why Applied Linguistics research can benefit from mutual learning across research cultures.

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Ute Massler (*Pädagogische Hochschule Weingarten, Germany*)

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## **Shedding Light on Reading out Loud Training Listening Strategies and Listening Skills via the MeVoL-project**

*Author keywords: Metalinguistic awareness, language awareness, listening strategy training, multilingual language teaching, multilingual language learning, motivation, switching*

Listening has always been the central part in a language classroom, since communication practically bases on listening. Nevertheless, in language classrooms listening has primarily been tested, but not trained in foreign language learning contexts. (cf. Vandergrift & Goh 2012: 6; cf. Rahimi 2012: 550) Still, results show that explicit cognitive and meta-cognitive listening training have the potential to raise learning motivation, to create transfer processes between languages and to guarantee higher degrees of understanding. (cf. Vandergrift & Tafaghodtari 2010: 473ff.; cf. Modirghamene 2006: 280ff.) However, some questions were left open, e. g. does intentional code-switching in combination with specific training procedures positively influence the development of multilingual listening skills and how may a language instructor include this knowledge in a language classroom?

MeVoL's research group wants to investigate on these issues more and focuses on a rarely analysed target group: language learners aged 12-14 in nine language classrooms in Austria, Germany and Switzerland. MeVoL's approach to enhance multilingual listening competences is reading out loud to pupils in more than one language in combination with explicit cognitive and metacognitive strategy instruction. This training comprises teaching, training and learner self-reflections methods combined with modelling and think-alouds of the teacher which is analysed using a mixed-methods approach. (cf. Vandergrift & Goh 2012) Via switching between languages during reading out-loud activities and intentionally instructing learners through life-like scaffolding tasks to cope with the multilingual setting, complex listening processes as well as multilingual awareness might be initiated. (cf. Garrett & Coots 2013: 383; cf. Jessner 2006: 40) These complex learning sequences give the researches the possibility to shed light on effective multilingual listening training which could lead to rethink teaching listening in a language classroom. Likely, these conscious articulations of and reflections on listening strategies might be transferable to further languages, which could facilitate further language learning.

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Bojana Petric (Birkbeck, University of London, United Kingdom)

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## **Knowledge about language for language teaching: TESOL students' views and development**

*Author keywords: Knowledge about language, Language teaching, TESOL, Students' views*

While it is generally agreed that knowledge about language (KAL), a key component of teacher language awareness (TLA), plays an important role in language teaching and should be part of language teacher education (e.g., Andrews, 2007; Bolitho et al, 2003; Wright & Bolitho, 1993; Wright, 2002), there is a debate about the specific nature of the linguistic knowledge teachers need. It has been argued, for instance, that the descriptive knowledge of the language system is of limited use due to the difficulty of applying it to teaching (Bolitho et al, 2003). Furthermore, important gaps remain about (a) students' views on the importance and role of KAL in language teaching and whether their views change as they acquire KAL through instruction, and (b) the effectiveness (or otherwise) of intensive KAL instruction. This study aims to address these gaps. The participants were 24 students at a British University doing a Master's programme in TESOL. The study compares the students' views on the relevance of knowledge about English and the role it plays in English language teaching as well as their level of knowledge about English prior to and after completing a module on language description as an obligatory part of their MA programme. The language description module was delivered online in the form of ten units covering topics in phonology, morphology, semantics, and syntax, each consisting of explanatory text and language analysis interactive tasks. The students' views on the role of KAL were investigated via two open-ended questionnaires. A sub-set of the participants was also interviewed to obtain a more in-depth insight into their views. Knowledge about language was assessed by means of pre/post tests over a 10 week academic cycle. This paper will report the findings on the extent and nature of changes in students' views on KAL following the acquisition and consolidation of KAL content. The implications of the study for Master's courses for language teachers will also be discussed.

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Marina Platonova (*Riga Technical University, Latvia*)

## **Decoding Terminological AWARENESS: Developing Terminological Competence**

*Author keywords: terminological awareness, terminological competence, terminological responsibility, language planning, LSP teaching, translator training, cultural sensitivity*

In the dynamically changing scientific and academic environment it is rather difficult to imagine efficient professional communication without profound terminological awareness of the parties involved. Promoting terminological awareness among the professionals in the respective field and across the domains requires developing:

- Availability of the terms and other elements of professional jargon to the participants of the communicative act;
- Work (ongoing and intense) at all levels of terminology management, resource planning and language policy;
- Acceptability of both the terms created over controlled mechanisms of term formation and emerging ad hoc in the LSP texts;
- Responsibility to be taken by the corresponding authorities and the users of the terms;
- Erudition in the professional field and across the domains;
- Needs analysis to be performed to identify the domains with less developed, poorly structured professional glossary;
- Elaboration mechanisms to be investigated to ensure both the efficient coinage of new terms and their registration in the monolingual and multilingual terminographic resources;
- Sensitivity and tolerance towards the created and/or borrowed terms and other elements of professional jargon demonstrated by participants of the communicative act;
- Scientific approach to terminology creation, registration, harmonization, standardization and alignment across the languages.

Therefore, development of terminological competence is an essential part of curriculum at all levels of tertiary education, fundamental and/or applied research as well as vocational traineeship. It especially concerns the design of the contemporary translator, language trainer, localizer and editor profiles, which require developing terminological competence addressing the issues of cultural sensitivity and domain knowledge.

The present paper aims at decoding the notion of terminological awareness and comparing it against the number of the relevant terminological competences a user should possess. The study focuses on the set of competences taught within the framework of the courses on terminology, terminography (including terminotics) and text linguistics at Riga Technical University.

John Plews (*Saint Mary's University, Canada*)

Kim Misfeldt (*University of Alberta, Canada*)

## **Reviewing language learning journals in study abroad, or engaging students' language awareness.**

*Author keywords: Language learning journals, Study abroad, Pedagogy*

Journals have an illustrious history in study abroad (SA) for second language (L2) acquisition research. One of the field's first investigations by Schumann & Schumann (1977) is a personal diary study of their experiences learning Arabic in Tunisia and Farsi in Iran. Ding (2013), Kinginger (2008; 2011; 2015), Pellegrino (1998), Polanyi (1995), Shively (2008), and Siegal (1996) are a few of the many more recent examples of studies concerning a range of L2s and sojourn locations that draw on participants' journals. All of these studies use journals to generate qualitative data (often in the first language) on the experience of being and doing in SA contexts as related to L2 acquisition. Rarely do researchers consider the journals in their own right as pedagogical interventions that students could use intentionally to enhance their own linguistic and intercultural awareness (cf. Byram & Fleming 1998) and assist acquisition, although this might be an obvious outcome. Rarely is it clear whether the journals are a normal part of a program or just added as a research tool. By contrast, our paper re-examines journals from the perspectives of SA curriculum/pedagogy and raising students' own awareness of their language use and learning. First, we discuss structured reflective language learning journals written in the L2 as part of the coursework of an intensive short-term SA program in Germany. Briefly, journaling was to facilitate the curriculum goal of developing students' sense of subjective, affective, and creative use and ownership of the L2 through real-world tasks. Second, we review the journals for evidence of L2 ownership and for the ways students elaborate self-reflectively on their learning process and progress. We find that students recount the successes or failures of what they have said and done in everyday interactions, but more importantly also distill how they have said and done in those interactions into personal linguistic insight to support motivation, confidence, noticing, and self-correction. We thus encourage researchers to regard journals as articles of acquisition or places of "languaging" (Swain 2006, 2010) in their own right.

Galina Putjata (*Westfälische Wilhelms-Universität Münster, Germany*)

## **Multilingualism for Life: Societal beliefs and their effect on language and culture awareness in migration. A case-study with Russian-speaking Israelis.**

*Author keywords: language beliefs, self-perception / identity construction, multilingual development*

Recent inter-disciplinary studies suggest that language acquisition and language maintenance in life span are influenced by attitudes towards languages (Baker 1992; Montrul 2007; Ben Rafael et al. 2007). The key issue in multilingual research is how linguistic and cultural awareness develop in migration. The results of the studies to date have been contradictory. In some studies, the new generation opts for expedient assimilation, rejecting the heritage language, others emerge as self-confident bilingual individuals (Steinbach 2001; Remennick 2003; Waldinger 2005).

The purpose of this study was to investigate how language beliefs affect linguistic and cultural awareness of Israeli immigrants in second generation. The qualitative analysis draws on data from an ongoing research project on multilingualism as capital in language biographies (2015-2018). The selected corpus consisted of 18 interviews with Hebrew-Russian speakers, who were socialized in Israel in the early 1990s and after 1995. These years were chosen, because since 1995 Israeli society has experienced a range of social and political changes, which have led to a shift in the status of Russian language from a minority language to a societal accepted capital (Kopeliovich 2011; Niznik 2015; Putjata 2016). Both groups had been socialized between the ages of 1 and 17 and had lived in Israel for at least 20 years.

The findings indicate that the age or length of socialization has no influence on the linguistic and cultural awareness. Even those participants who immigrated at the age of 17 changed their names and refuse speaking Russian to their children. By contrast, there is a clear correlation between the year of socialization and self-perception. All subjects who went to school after 1995 retained their Russian names, have a positive attitude towards Russian and don't see it as contradiction to their Israeli identity.

These findings have implications for our understanding of language and culture awareness in identity construction and future research in this area.

Leila Ranta (*University of Alberta, Canada*)

Joanna White (*Concordia University, Canada*)

## **Where are we? Where have we been? Where are we going? Twenty-odd years in the life of the Language Awareness journal**

*Author keywords: language, awareness, research methods*

While the field of language awareness initially concentrated on the teaching of English as a mother tongue in Britain, its scope has become much broader, encompassing a wider range of languages and contexts as well as theoretical orientations. This breadth is reflected in the 400-word statement of the aims and scope of the Language Awareness journal. It invites contributions dealing not only with the traditional topic of explicit knowledge about language, but also the areas of language beliefs and attitudes. Both qualitative and quantitative studies are welcomed, as is research focused on any language and investigations across the lifespan. Scholarship need not be limited to educational settings but may also consider communication-sensitive professional fields and communication in wider communities and cultural settings where societal issues such as sexism and racism can be addressed. Finally, a broad vision of the potential scope of language awareness scholarship is offered: “contributors should not feel restricted by existing disciplinary boundaries, especially where their work seeks to build innovative and symbiotic bridges between language and communication sciences and other disciplines within or outside the educational context”. But how has language awareness research become more diversified? Have topics not covered in the journal’s aims and scope emerged? Have interdisciplinary bridges been built?

In this presentation, we extend and broaden the content analysis of papers published in Language Awareness by Svalberg (2014), who focused on the period 2010–2014, by examining all the papers that have appeared since the inception of the journal in 1992. The goal of this presentation is to provide an overview and analysis of the topics, research methods and theoretical orientations of language awareness scholarship. In particular, we will identify examples of work that serves to build interdisciplinary bridges and we will make recommendations for future research.

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Svalberg, A. (2014, July). The Eric Hawkins Lecture: Language Awareness research: Where we are now. Plenary address at the meeting of the Association for Language Awareness, Hamar, Norway.

Lilia Ratcheva-Stratieva (*Institute for Youth Literature, Vienna, Austria*)

## **Selected Resources for Language Awareness and Language Learning as Reflected in the European Educational Project We are Europe**

This interdisciplinary project develops a concept for innovative teaching modules for 10- to 14-year-old students seeking to deepen students' knowledge on Europe. The project is to some extent a follow-up to the ABC for cultural understanding and communication project and proposes activities for children.

The consortium consists of eight partners from six EU countries (Estonia, Finland, UK, Austria, Poland and Portugal – universities and research institutions, libraries, associations and schools.)

The project aims to:

- encourage the examining of students' own cultural identity; promote cultural and intercultural understanding; promote respect for the culture and achievements of others;
- develop specific skills necessary for living in an inclusive globalised world and for respecting the difference of others.

In this context the problem of language awareness and language learning is paramount. The project participants have selected about 150 resources, mainly online sources, but also books, games and other media in the different languages represented in the project, many of which deal with language awareness and language learning. They stimulate students' interest, mainly in the form of games or other activities, in studying the languages both of neighbours and of faraway countries. This is achieved through an interdisciplinary approach, cross-curricular themes and activities designed to complement the current school curricula. Language awareness is thus transmitted not only through specific language-learning resources but through almost all other topics in the project, such as fashion, sport, music or culinary traditions.

The paper presents selected activities for language awareness and language learning for primary and secondary school levels used in the We are Europe project.

Sandra Reisenleutner (*University of Nottingham, United Kingdom*)

Insa Hartung (*University of St Andrews, United Kingdom*)

## **Etiquette in the foreign language (classroom): a project to foster awareness and reflection**

*Author keywords: etiquette, German as a foreign language, language awareness, language reflection*

Etiquette in intercultural contexts often sparks discussion and therefore, it makes for an interesting topic to include in the foreign language classroom, especially in international groups. Etiquette frequently reflects itself in language, such as formal or informal address, but also in non-linguistic elements like various forms of greetings. Some textbooks for German as a Foreign Language have adopted this topic at different levels.

Our project seeks to explore this topic more in detail in the teaching of German as a Foreign Language at the Universities of Nottingham and St Andrews during the academic year 2015/16. The cohort taking part in this project comprises students who have been learning German for at least 1.5 years and are at CEFR A2 to B1 language level.

In order to foster critical thinking about etiquette and trigger discussion about the term “culture” and “intercultural”, German native speakers and students in Nottingham and St Andrews have to fill in a questionnaire about how they would react in various situations. Then, they are asked to predict how German native speakers of their age group would answer the same questions by drawing on their (classroom) experiences. This is then compared with the results of the same questionnaires answered by German native speakers. During this process, outcomes are discussed with special focus on tendencies, but also on exceptions as they lead to reflections about etiquette and the term “culture”.

The aims of the project are to draw upon personal experience and to combine the use of the target language with reflection about linguistic norms and patterns. Another object is to raise intercultural awareness and enhance critical thinking skills about etiquette and cultures. To do so, the potential of native speakers is used and put into comparison with students’ own experience and cultural heritage.

Vicky Richings (*Kwansei Gakuin University, Japan*)

## **Interconnecting literature and language awareness activities**

*Author keywords: literature, learning tool, student perceptions ,classroom activities*

The benefits of using literature as a pedagogical tool in the language learning process of L2 learners as well as possible teaching practices have been proposed by many scholars in the field (Carter & Long, 1991; Chan, 1999; Hall, 2005). Literature is claimed to enhance L2 students' linguistic skills, cultural awareness skills, and critical thinking skills among others. This presentation explores students' demonstration of language awareness through their engagement in language activities which involve the usage of literature. In this study, an experiential approach was adopted to analyze learners' perspectives of literature in EFL context in a Japanese high school setting. One aim of the study was to implement language awareness through various classroom activities such as timed reading activities, story writing, and drama activities, connected to readings of literature. To investigate how classroom activities using literature can raise Japanese high school students' awareness of language, their activities and questionnaire answers were analyzed. The data collected are expected to illuminate the challenges of implementing literature as a learning tool to enhance language awareness learning in EFL environments at the secondary level.

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Maria Rieder (*University of Limerick, Ireland*)

## **Cant – language, slang or ...? Folk-views**

*Author keywords: Irish Travellers, Cant, Language Classification, Folk vs Linguist*

The Irish Traveller community is at heart a nomadic ethnic minority group, who have very much held on to their traditional lifestyle, traditions and values. An important component of their communicative repertoire is Cant, a communicative code which uses the Travellers' own lexical items in an English morphosyntactical framework. In the last decades, Cant has been given some attention in regard to linguistic classification. However, it has proven difficult to fit it into linguistic categories. This paper will, by pulling together results from ethnographic observation and discourse analysis, show how and why linguists' attempts to classify Cant and similar codes meet certain boundaries. A careful analysis of the folks' use of terms such as 'language' and 'slang' and of the underlying concepts of these terms the paper will show contrasts between folk and structural linguistic language classification, but also point out the potential for future questions of linguistic classification.

The data supporting this paper stems from a two-year ethnographic project among the Traveller community in Ireland and consists of ethnographic fieldnotes and eight focus group interviews conducted with a group of Travellers of mixed gender, age and social background.

Niedzielski & Preston (2000: 310) argue that most linguists "believe that language is a very abstract notion" and linguists have various opinions on how to classify Cant, based on its structural shape, historical development, and its social use. Makoni & Pennycook (2007: 18ff.) observe that language sciences have created a notion of language that postulates not only a dichotomy between structure and content, but also the existence of languages as separate entities and as linguistic systems with fixed rules. This view does not make sense in many traditional societies who associate 'language' with very different things and see the elements in their repertoire as fluid tools that are integrated in the environment (Mühlhäusler 1996: 328). The case of Cant underscores this contrast between folk and (structural) linguists in terms of concepts of 'language' and further shows the need for an incorporation of local knowledge in the study of language.

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Noemia Ruberto (*Université de Montréal, Canada*)

Agnès Costerg (*Université de Montréal, Canada*)

Daniel Daigle (*Université de Montréal, Canada*)

## **When does visual-orthographic awareness come into play in word production in French?**

*Author keywords: orthographic awareness, visual-orthographic, spelling, French*

Orthographic awareness involves knowledge especially about the phonological and the visual-orthographic properties of written words (Ferrand, 2007). Available empirical data indicate that phonological properties come into play early in the development of orthographic awareness (Sprenger-Charolles & Casalis, 1995; Sprenger-Charolles, Siegel & Béchenne, 1997). Phonological properties are also the source of fewer errors than visual-orthographic properties of words (Plisson, 2010; Daigle & Montésinos-Gelet, 2013). This may be explained by the fact that children are exposed to teaching methods focusing heavily on phoneme-grapheme correspondences (Ehri et al., 2001; Jaffré & Fayol, 2013; Martinet & Valdois, 1999). However, we still do not know much about when visual-orthographic properties come into play in word production in French. To investigate this question, researchers use either written narrative texts or dictation tasks. Neither method has led to a clear understanding of how those two types of errors (phonological and visual-orthographic) evolve over time. The main objective of this study was to test the relevance of a dictation task created to achieve this understanding. The task involves 24 words selected according to their complexity and length. It was used with 173 typically developing children between 6 and 11 years old (first grade to fifth grade). Results show that the proportion of visual-orthographic errors is greater than the proportion of phonological errors in first grade. This difference tends to increase in the following years, but it seems to stabilize eventually. During the discussion, we will present the possibility of using this dictation for formative evaluation to assess the orthographic awareness of students.

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Michaela Rückl (*Universität Salzburg, Austria*)

## Language awareness in tertiary language learning at school

*Author keywords: language awareness, typologically closely related languages, plurididactic approaches of textbooks, quasi-experimental study in school classes*

In the Austrian school context learning of the first foreign language English has not yet been completed when subsequent languages come in. Thus Italian and Spanish are taught as 2nd foreign languages after English or, in some cases, as 3rd foreign languages, mostly after English and French or Latin, which means that typologically closely related languages are learned at different levels of competence in a biographically short period of time.

As a consequence school curricula have increasingly referred to the specific demands and potentials of tertiary language didactics for the last decade. This meets the requirements of a modern Europe, where multilingualism and cultural diversity are considered as an asset and a shared commitment (Commission to the European Parliament 2008) and corresponds to the psycho- and neurolinguistic findings, which confirmed that interlingual transfer does exist and can support learning (cf. Peal & Lambert 1962, Ben-Zeev 1977, Grosjean 1982, Bialystok 1988, Cummins 1991, Paradis 2000, Herdina & Jessner 2002, Cenoz 2003).

Most textbooks nowadays do integrate reflective tasks and conscious recourse to previous experience and (language) knowledge in order to promote language awareness, but in a very different way as far as the intensity and degree of the cognitive demand are concerned.

The paper presents the research findings of a quasi-experimental study carried out in 16 Austrian schoolclasses, whose aim it was to investigate the potential of textbooks to promote language awareness as well as (plurilingual) communicative competence.

The mixed-method design considers the predispositions of the pupils, as well as the classroom routines and attitudes of the teachers involved. The presentation will focus on the analysis of tasks regarding reading and listening comprehension, writing, vocabulary and grammar. Consequences for didactic approaches of textbooks will be brought up for discussion.

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Matteo Santipolo (University of Padua, Italy)

## **Native speakers' attitudes towards teaching their languages to foreigners. A comparative study of English, Spanish and Italian**

Change and variation are an essential, constituent and physiological part of every living language, so much so that sometimes its degree and amount of variability are taken as an index of its very vitality. Nonetheless, when teaching a language to foreigners such variability, especially geographical, may and often does represent a disturbing factor to teachers and to authors of teaching material who must make decisions that necessarily include some features and leave out others, sticking to some kind of standard. The aim of this investigation, conducted by designing and administering three different but comparable questionnaires, is to compare the attitudes the native speakers of three languages – English, Spanish and Italian – have towards what should be included and what, on the contrary, should instead be left out when their languages are taught to foreigners. In particular, the intention was to verify whether there are differences in the opinions of speakers of two extremely polycentric languages as English and Spanish are (with the former being not only polycentric, but also spoken by more non-native speakers than by native ones) and those of a relatively little spoken language like Italian as an L1. For all the three languages, informants came from the “periphery” of the areas where they are used, i.e. away from where the standards of each of them are traditionally set: Australia for English, Argentina for Spanish and the Veneto for Italian. The results of the study lead to some interesting and unexpected conclusions that would definitely deserve consideration and should be taken into account in producing teaching materials and in teaching the languages to foreigners.

Claudia Saraceni (*University of Bedfordshire, United Kingdom*)

## **Rethinking Language Ownership through Culture Awareness Development**

*Author keywords: Native speakerism in ELT, Anglocentric focus to ELT, Culture and Language, Language Ownership, Language and Culture Awareness Development, Context-driven approaches to ELT*

One of the main, basic concepts in the literature and research on Language Acquisition and Learning is related to the distinction between native, or L1, speakers and non-native, or L2, speakers. These two concepts are generally considered separately and have also contributed to creating two academic areas of study and research related to First Language Acquisition (FLA) and Second Language Acquisition/Learning (SLA/SLL). FLA and SLA/SLL are also very often considered separately and in relation to different principles and practical applications. For example, FLA is mostly based on the acquisition of what is commonly considered as the native or first language, whereas SLA/SLL is very often associated with a combination of acquisition and learning also in relation to its possible applications to the language classroom.

However, due to their open-ended characteristics, the above distinctions and categorisations seem rather simplistic and generic, whereas they need to be considered as multifaceted concepts. These issues also involve a number of rather complex cultural issues which cannot be considered separately from language hence from language learning and teaching.

On the other hand, English language teaching and learning, as typically reflected in L2 materials produced for ELT purposes, seem to be rather standardised, often following a one-size-fits-all approach to make materials, and language teaching in general, universally applicable and suitable. One main characteristic of this somewhat stilted, standardised approach to ELT in materials development is to be found in its tendency to emphasise a rather anglocentric focus to English language learning and teaching.

This interactive session explores ways of reconsidering the above issues related to the concepts of native/non-native speaker, culture and language in the area of language learning and in the context of potential implications in materials development, and also possible applications to the language classroom in general. The main purpose of this session, therefore, will be to revisit the above mentioned concepts and critically evaluate them, to reconsider their role(s) from the point of view of language learners, teachers, researchers and materials developers. More specifically, we will consider and evaluate a few examples of materials to discuss and question certain concepts such as language ownership and culture awareness development, in view of analysing their potential role in language teaching and learning in general. The main aim of this paper will be to explore different ways of enhancing language teaching and learning with more context-driven approaches and the development of Culture Awareness.

Eider Saragueta Garrido (*University of the Basque Country, Spain*)

Miren Jasone Cenoz Iragui (*University of the Basque Country, Spain*)

Durk Gorter (*University of the Basque Country, Spain*)

## **Primary students' awareness of the minority language in a trilingual school**

*Author keywords: Minority language awareness, Trilingual school context, Ethnography*

This presentation reports a study conducted in a trilingual school and focuses on a minority language, which is the main language of instruction in this context. The theoretical approach adopted in order to accomplish this study is "Focus on Multilingualism" developed by Cenoz & Gorter (2011, 2014) and highlights the need to use a holistic approach in research and language teaching in school contexts. The model has three dimensions: (i) The multilingual speaker. (ii) The total linguistic repertoire. (iii) The social context. The aim of the study is to analyze participants' language awareness about the three school languages and particularly regarding the minority language. The study is based on classroom ethnography and data have been collected through observations, interviews and documentation. The classroom is located in the Basque Autonomous Community where Basque, Spanish and English are included in the curriculum. The information was gathered from a group of primary students (fifth and sixth grade) and was categorized to analyze it in depth. Preliminary results of the investigation suggest that even though students were aware of feeling emotionally connected to the Basque language they found English more attractive and valued it more positively for their future careers in spite of their limited proficiency in this language. The study also analyzed the information obtained through observation and reports the divergence between the actual use that multilingual students make of the minority language and their awareness about its use.

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Masatoshi Sato (*Universidad Andres Bello, Chile*)

## **The origin of language awareness during peer interaction and its effect on L2 development: The impact of learners' mindset**

*Author keywords: peer interaction, corrective feedback, learner engagement, classroom-based experiment, social interdependence theory*

Amid the burgeoning evidence of interaction between L2 learners on language development (Philp, Adams, & Iwashita, 2014), researchers have operationalized language awareness as interactional behaviors such as corrective feedback (Sato & Ballinger, 2012) and collaborativeness (Storch & Aldosari, 2013) among peers. While those interactional behaviors may account for learning, it is yet unknown why some learners exhibit such interactional behaviors or how learners' mindset finally affects L2 development. Hence, the current study explored empirical links among learners' mindset, interactional behaviors, and L2 development, in the context of peer interaction.

The participants were two Grade 10 intact English classes in Chile. Three data sets were collected: (a) mindset data based on individual pre-task interviews with focus groups (five learners each) from each class ( $n = 10$ ); (b) interaction data pertaining to communicative tasks of the focus groups; and (c) pre-post L2 development data from the two classes ( $N = 53$ ) consisting of oral and written production tests on grammatical (past tense) and lexical (tokens and type-token ratio) aspects. The interview data (180 minutes) were qualitatively analyzed to examine learners' dispositions towards peer interaction tasks and their conversation partners. Then, language awareness during the tasks (320 minutes) was codified as corrective feedback and language-related collaboration. Finally, the proportional correct uses of English past tense as well as the number of tokens and type-token ratios were submitted to ANOVAs.

Results indicated that one of the groups was more positive towards peer interaction and their partners prior to the tasks. This group exhibited more corrective feedback and collaborative patterns during the actual interaction. The statistical analysis showed that only this group achieved significant improvement both for grammatical and lexical aspects. It is concluded that L2 development was mediated by learners' mindset which in turn affected their interactional behaviors. Pedagogical implications will be discussed.

Jennifer Schilling (*Leibniz University of Hanover, Germany*)

Ariane Steuber (*Leibniz University of Hanover, Germany*)

## **Academic Language and Students' Linguistic Resources - Up-to-Date Findings from two Dissertations**

*Author keywords: Academic Language in the Classroom, Students' Linguistic Resources, Linguistic Diversity in the Classroom, Developmental Model for Language Learning*

Being aware of languages' impact is crucial in educational contexts, as sensitivity for the learners' diversity is essential to adapt lessons to learners' needs. The project „Qualitätsoffensive Lehrerbildung“ aims at revitalising the German educational system, thus preparing future teachers for the commonly neglected challenges of socioculturally, linguistically and socioeconomically diverse classrooms.

The currently discussed register academic language (see Cummins' concept of BICS and CALP) proves to be highly influential. In the German education system, particularly students learning German as a second or foreign language have difficulties in mathematics and reading, as was shown by educational comparative studies such as PISA. Current studies reveal that children from families speaking a language different from German and children from families with a low socioeconomic background find it the most difficult to understand the classroom language, resulting in a lower level of understanding, worse grades and iniquitous chances on the job market. Without intervention, these students will hand down their educational disadvantages to their future children, leading to a downward spinning spiral of educational inequity.

The planned presentation will introduce findings of two currently executed dissertations. The first will present data on linguistic diversity and the usage of academic language in school, described from students' and teachers' perspectives and collected via schoolbooks, questionnaires and interviews. The second puts forward a developmental model for language learning from a theoretical-conceptual background that conciliates the sphere of academic language and informally acquired linguistic resources of the learners of whom they are occasionally oblivious.



Jennifer Schilling (*Leibniz University of Hanover, Germany*)

Ariane Steuber (*Leibniz University of Hanover, Germany*)

## **Action Plan 2: Preparing Future Teachers for (Linguistic) Diversity**

*Author keywords: Teacher Education Programs, Language Awareness in the Classroom, Linguistic Diversity in the Classroom, Academic Language*

Being aware of languages' impact is crucial in educational contexts, as sensitivity for the learners' diversity is essential to adapt lessons to learners' needs. The project „Qualitätsoffensive Lehrerbildung“ aims at revitalising the German educational system, thus preparing future teachers for the commonly neglected challenges of socioculturally, linguistically and socioeconomically diverse classrooms.

The currently discussed register academic language (see Cummins' concept of BICS and CALP) proves to be highly influential. In the German education system, particularly students learning German as a second or foreign language have difficulties in mathematics and reading, as was shown by educational comparative studies such as PISA. Current studies reveal that children from families speaking a language different from German and children from families with a low socioeconomic background find it the most difficult to understand the classroom language, resulting in a lower level of understanding, worse grades and iniquitous chances on the job market. Without intervention, these students will hand down their educational disadvantages to their future children, leading to a downward spinning spiral of educational inequity.

Addressing this phenomenon, action plan 2 of aforementioned project focusses on transforming the teacher educating degree programs:

- A lecture to sensitize the future teachers for (linguistic) diversity
- Seminars to instil in the prospective educators knowledge of first and second language acquisition and learning as well as methods to survey their students' linguistic resources; awareness of the linguistic potential of their students; attentiveness to their teaching materials' complexities as regards content and language, in order to ensure every students' understanding irrespective of their mother tongue.
- A support system for university lecturers and professors focussing on enhancing their didactic skills concerning linguistic diversity by presenting linguistically sensitive teaching methods.

The poster will highlight the objectives, structure and up-to-date findings of action plan 2.

Jennifer Schluer (*University of Kassel, Germany*)

## **Investigating L2 readers' lexical and conceptual awareness through a video-based approach**

*Author keywords: Language Awareness, Cultural Awareness, Collaborative Strategic Reading, Video analysis, Qualitative content analysis*

During L2 reading, words and the concepts they denote frequently serve as an important vehicle or obstacle to meaning construction and comprehension. Despite their importance, these two constructs have rarely been explored from a language awareness (LA) perspective as compared to grammar and other modes of communication (cf. Svalberg, 2014). To fill this gap, the current research tailors the novel constructs of lexical and conceptual awareness to L2 reading contexts by using a video-based approach within a text-based cooperative learning environment. Specifically, a re-analysis of the ADEQUA video corpus (e.g. Finkbeiner, 2006, 2008, 2012; Ludwig et al., 2013) has been performed to examine EFL learners' comprehension processes when reading authentic texts in the target language. The corpus comprises data from 156 students in 9th grade at German schools engaging in collaborative strategic reading (e.g. Bremer et al., 2002). The results of the qualitative content analysis point to the multidimensionality of the two major constructs and provide insight into L2 learners' degree of awareness of as well as need for further support. In particular, not only aspects of target lexis and concepts need to be borne in mind, but also the cross-linguistic and cross-cultural dimensions arising from the learners' knowledge of other languages (notably German in this case) and their prior life experience within a specific sociocultural environment. A comparative LA approach to raising learners' level of L2 lexical and conceptual awareness therefore seems to be advisable. On the whole, however, there is an urgent need for more research on lexical and conceptual aspects of language learning as well as on their interconnectedness or separability (see e.g. the discussion by Pavlenko, 2009). In that regard, recommendations for future research in the emergent field of lexical and conceptual awareness will be presented which have been derived from the present exploratory study.

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## English Everywhere? Raising Awareness about Extramural English in Austria

*Author keywords: Extramural English, Out-of-school language contact, Vocabulary acquisition, Learner awareness, Language Awareness beyond the classroom*

In the last two decades the status of English in Austria has changed enormously. As a global lingua franca English has gained entrance into many parts of our daily lives so that Austrian learners of English are now exposed to varied language input outside school (for data on comparable German contexts see Berns et al. 2007; Grau 2009). Although it can be expected that this changed language landscape offers new affordances for learning, relevant applied linguistic research is needed as regards the actual engagement of adolescents with Extramural English (EE) and beneficial effects on language proficiency (Sundqvist 2009; Verspoor et al. 2011; Sylvén & Sundqvist 2012).

This applied linguistic study therefore aims to investigate the use of Extramural English and its potential for language learning among Viennese upper secondary school students; more particularly the focus is on vocabulary acquisition as research suggests that lexical knowledge is a good predictor of overall language proficiency (Alderson 2006, Milton 2009). In order to map students' EE environments, data on the amount and type of out-of-school exposure will be collected with the help of a questionnaire survey, language diaries and follow-up focus group interviews.

Given that learners can only benefit from EE input when and if they notice language around them, it is of crucial importance to this study to learn more about how aware learners are of the amount of English in their surroundings. It is to be expected that Viennese students will display a wide range of levels of awareness depending on a dynamic constellation of factors. In addition, taking part in this research project might in itself have an effect on participants' awareness of EE, which could be used as a basis for further enhancement. This paper presents initial results from a pilot study and discusses recommendations on how awareness of Extramural English could be raised among Austrian students.

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## **Language awareness, language regimes and translanguaging in cross-cultural high-stakes encounters**

*Author keywords: monolingual norms, translanguaging, availability of linguistic resources, immigration contexts, language awareness*

In the era of (super)mobility and (super)diversity, people's communicative resources increasingly have to be able to mediate cognitively and socially complex activities across linguacultural boundaries. As a result, both linguistic laypersons and (applied) linguists are confronted with communicative exigencies that challenge received notions of what it means to 'know a language' and 'use it successfully'. A particularly clear instance of this presents itself in the communication between refugees and locals as it has evolved in parts of Europe over the last year or so.

We report on a case study investigating the availability of linguistic resources in communicative encounters of refugees and locals in Vienna. Interviews conducted with members of these groups based on their language diaries indicate that language choices assume different meanings for them in different communicative spaces. In particular, a correlation was perceived between degrees of language awareness and the way in which speakers consciously or subconsciously conform to or de-construct legitimized language regimes >> standard language ideologies/ established concepts of language. The meta-linguistic comments of the participants indicate, however, that it is not only the specific communicative space that restricts language choice, but also a dominant monolingual conceptualisation of 'language' and a reductionist understanding of 'German' and 'English'. In consequence, the potential of the available linguistic repertoires is not fully exploited. Driven by their primary interest to genuinely get to know 'the other', the participants nonetheless negotiate between traditional concepts of language and the reality of translanguaging.

The observations emerging from this study suggest that Applied Linguistics as the mediation between experience of and expertise about 'language' has to transcend received notions of 'communicative competence' and 'multilingualism'.

Zohreh Seifoori (*Islamic Azad University, Iran*)

## **The Impact of Metalinguistic, Interactive, and Peer-feedback on Accuracy and Organization of Writing: The Case of Post-graduate ELT Student Teachers**

*Author keywords: Accuracy, Interactive feedback, Metalinguistic feedback, Organization, Peer-feedback, Writing*

Although research into the role of attention to form and metalanguage awareness during the last two decades (Field, 2004; Fuente, 2012; Kurita, 2012; Yantis, 2004) seems to accentuate the role of these two variables in second and foreign learning processes, the debate over the extent to which knowledge about formal features of language should be caught implicitly or taught explicitly has not reconciled yet. A closely related critical issue concerns the quality of teachers' feedback: should it be explicit enough to assist adult learners develop metalinguistic knowledge or can it take the form of implicit scaffolding comments offered by the teacher or their peers? In an attempt to answer this research question, I examined the comparative impact of these three feedback types on the accuracy and organization of postgraduate ELT student teachers' writing. The participants were fifty seven postgraduate students in three intact classes who were recruited from a population of seventy postgraduate students. Having verified the participants' initial homogeneity via a modified version of the paper-based TOEFL test and a writing test, I randomly assigned the three groups as the metalinguistic feedback (MLF) group, the teacher interactive feedback (TIF) group, and the peer-feedback (PF) group based on the focus of the presentation and the feedback type they would receive during the fourteen-session treatment. A hybrid process-oriented and genre-based methodology was employed to teach the identical teaching materials to all the groups with a focus on grammatical features and relevant grammatical exercises in the MLF group, on reflective and interactive negotiation of form and meaning in the TIF group, and on individual peer-editing of the peer's writing in the PF group. All the groups were required to write a text on one of eight different topics every other week. The type of feedback they would receive was compatible with the focus of the treatment. That is, in the MLF group, I would merely specify the error types which were to be checked and revised by the participants based on an agreed-upon supplementary grammar source while short written questions were added next to erroneous forms, without supplying any corrections, in the TIF group so that they could answer the questions and revise the forms. In the PF group, however, peer-feedback would be offered to the participants by their classmates. The revised versions of all the texts would be returned to the teacher. At the end of the program, the groups participated in a final writing test. Two scorers scored the papers and measured overall grammatical accuracy as the percentage of error-free clauses in overall performance. Organization was quantified based on the organization component of the scoring profile of ESL composition profile developed by Jacobs, Zingraf, Wormuth, Hartfiel, and Hughey (1981). Statistical analyses of the research data revealed significantly higher levels of accuracy in the MLF group with no significant difference in the organization of writing. The findings underscore the role of MLF in enhancing accuracy.

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## **Comparing the Impact of Three Feedback Types on Recognition and Use of Relative Clauses: The Case of Iranian Learners**

*Author keywords: Accuracy, Explicit feedback, Implicit feedback, Metalinguistic feedback, Relative clauses, Writing*

Minimum structural differences between relative clauses in Persian and English have made them one of the most ubiquitous errors. The difficulty might be scrutinized typologically with regard to slight structural differences between the constructions in the two languages. To solve the problem, many Iranian learners at varying levels of proficiency tend to either avoid or minimize the use of these structures. Majority of these learners are reflective and seem, at least covertly, to opt for a conscious awareness of language rules. Iranian EFL teachers are well aware of this common propensity and sensitive to the difficulty that students face in learning relative clauses. Particular characteristics of the educational context leave the teachers with no option but to emphasize form in presentation and feedback stages when teaching these structures. Nonetheless, Iranian learners usually fail to extend their knowledge of these structural features to meaning-focused instances of language use. This failure, in turn, calls into question the effectiveness of feedback types offered in directing learners' attention to the formal features of intended structures. To investigate the problem more closely, we conducted this quasi-experimental study to compare the impact of teachers' explicit corrective feedback (ECF), metalinguistic feedback (MLF), and teachers' implicit corrective feedback (ICF) on Iranian English learners' recognition and use of relative clauses in writing. The participants included fifty nine homogeneous intermediate learners who were recruited from a population of seventy five learners based on their scores on a focused grammar test and a writing test. They were further randomly assigned as MLF, ECF, and ICF groups and matched for the amount of instructional time. During the six-session treatment, the participants were required to write compositions on predetermined topics that called for the use of relative clauses and received feedback employing the three feedback types. Right after the treatment, they wrote another short paragraph and took part in two parallel multiple-choice grammar tests one during the same session and the other with a two-week interval. The t-test and ANOVA analyses of the post-test scores displayed similar levels of improvement merely from the pre-test to the immediate post-test in all groups. The MLF group, however, achieved significantly higher levels of accuracy on the written post-test. The results reinforce the need for engaging learners in production of grammatical forms and underscore the effectiveness of metalinguistic knowledge in consolidating knowledge of formal features.

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## **Language Awareness: Are Pre-Service English Teachers Aware of ‘Language Awareness’ and its Implications?**

*Author keywords: language awareness, pre-service teachers, qualitative*

The language awareness of teachers is defined as ‘the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively’ (Thornbury, 1997: x). English language teacher education curriculum involves several courses which focus on the language which aims to improve language awareness. The question is whether pre-service teachers know and think about language awareness and more importantly, what it means to them. This paper aims to investigate the knowledge of pre-service English teachers about what Language Awareness entails in a Turkish state university. The overall approach is qualitative, drawing on interviews conducted with the pre-service teachers. The paper concludes with discussion of the scope pre-service teachers have on Language Awareness.

Maria Skejic (*University of Kassel, Germany*)

## **Communicating Cultural Identity: Negotiating the self in the primary foreign language classroom**

*Author keywords: diversity in the Primary EFL classroom, culture and language in identity construction, intercultural communication*

The increase of cultural and linguistic diversity in our globalized world and in today's classrooms, raises new demands on students and teachers. At the same time it offers opportunities of intercultural encounters and appreciation of differences.

The presentation will report on an explorative study that aims at assessing how young learners communicate their cultural identities to peers while participating in cooperative classroom activities. Furthermore, the importance of language use in identity construction will be discussed.

The ABC's of Cultural Understanding and Communication (Schmidt 1999, Schmidt & Finkbeiner 2006, Finkbeiner & Lazar 2015) is a student-centered, biographical method. In this method, A stands for Autobiography, B for Biography and C's for the process of Comparison of A and B and an in-depth self-reflection. It is grounded in sociocultural theory (Vygotsky 1978) and uses a multi-perspective approach (Finkbeiner 2009) to trigger cultural awareness.

The study represents an adaptation of the ABC's model in German primary classes which have a high proportion of students from immigrant families. It contributes to the conferences theme by investigating new approaches to research in intercultural awareness and communication in the EFL classroom. In the approach presented here, the ten year old participants first are asked to compile a so-called Me-book in which students describe their biographical background, habits and attitudes as well as their perceptions on their own selves and others. Secondly, each student is asked to compare her/his Me-book with those of other students. Students write down their results in so called We-books and present their findings.

The qualitative analyses of the study are based on students' biographical data and complemented by video-taped student interaction and semi-open interviews, all of which are subject to qualitative content analysis. The findings indicate that students' concepts of self and other are complex and dynamic and yet offer coherent insights. Single cases will be presented and implications for teaching and learning will be discussed.

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## **Student Language Profiling at Canadian Elementary Schools: Awareness of Bilingualism and Multilingualism in the Educational System**

*Author keywords: bilingualism, multilingualism, language background profiling, native speaker, first / native / mother language*

Canada's linguistic landscape is comprised of two official languages (English and French) as well as numerous heritage and indigenous languages spoken by immigrant and aboriginal communities. Within this rich local context, and in a broader global environment of growing awareness of bilingualism and multilingualism as common rather than exceptional phenomena, I explore language background profiling practices at Canadian elementary schools. The goal of the study was to examine the number, type and combination patterns of language background questions asked by publicly-funded school boards in predominantly English-speaking regions of the country. Such questions are included in incoming students' registration forms and, in addition to serving as a basic tool for gathering and reporting language demographics, may also be used by educational institutions in preliminary identification of English language learners (ELLs) and in allocation of support services for such student populations. The research questions were 1) to what extent public school language profiling reflects the linguistic diversity of incoming students and 2) whether educational institutions are aware of phenomena such as bilingualism from birth, language shift and language dominance. A sample of 96 school registration forms was collected from school boards in Canada's three largest English-speaking provinces (Ontario, Alberta and British Columbia). An analysis of the data indicates a high degree of variability in terms of the number, type and combination patterns of the language background questions asked. While school boards recognize various aspects of sequential bilingualism and multilingualism, most registration forms do not allow explicitly for the possibility of a child having more than one first/native language (simultaneous bilingualism), a surprising finding in an officially bilingual country. The results are discussed further in terms of what I call chronological-nativist (focused on the notion of a person's first/native/mother language) and synchronic-functional (focused on a person's current language abilities) approaches to language profiling.

Tatjana Smirnova (*Riga Technical University, Latvia*)

## **Linguistic Aspects of Branding: Case for Linguistic Iconicity**

*Author keywords: Linguistic iconicity, meaning representation, international marketing, branding, LSP training*

Globalization of world economies and integration of markets call for necessity to educate and train marketing professionals capable to transfer information internationally, to reach wider audiences in a mode that is universally comprehensible and appealing. Thus, the students specializing in marketing have to be aware of expressive and manipulative resources not only in their mother tongue, but also in any other language that is actively used in the market where they seek employment opportunities.

Linguistic resources applied in marketing include phonetic, lexical and syntactic stylistic devices and expressive means. In the present paper, particular attention is paid to manifestations of linguistic iconicity as a means to perform operative function and ensure international recognisability of brand names and advertising slogans. Linguistic iconicity is used as an umbrella term to denote instances of sound imitation and sound symbolism manifested through the use of sound symbolic words and intentional arrangement of phonemes aimed at communicating meaning iconically.

Students majoring in marketing should not only appreciate the potential of iconic resources of the language as a tool providing the opportunity to localize and integrate marketing messages across the markets, they should also develop thorough understanding of the universal, culture and language specific features of linguistic iconicity to use it efficiently in performing professional functions.

The study is based on the data of the pilot survey conducted among the students of Riga Technical University majoring in international marketing. The survey was aimed to identify the level of awareness of the students with regard to meaning representation potential of manifestations of linguistic iconicity in English, Latvian and Russian as well as the degree of their universality, compatibility and localisation capacity across the working languages. The results of the pilot survey yield comprehensive results regarding the level of awareness of the potential of linguistic iconicity as a marketing tool among LSP learners in Latvia.

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## **Compulsory CLIL at Austrian technical colleges ('HTL'): the role of English in practices and perceptions**

*Author keywords: CLIL in technical subjects, Austrian educational language policy, classroom practices, teacher and student language awareness*

Similar to many other European countries, CLIL (Content and Language Integrated Learning), i.e. content-subject teaching in a foreign language with the fused learning objective of content-cum-language, has become a highly popular educational approach in many Austrian schools. In a shift away from the generally voluntary nature of CLIL regulations in Austria so far, upper-secondary level technical colleges (Höhere Technische Lehranstalten – HTL) are now subject to a clear CLIL policy, which compels all students to take part in at least 210 CLIL lessons in their school career.

Commissioned by the Austrian Ministry of Education (BMBF), the research project reported on here aims to provide insights into the challenges and possibilities of implementing this new CLIL policy in the HTL classroom. To meet these aims, the data, which are currently being collected, will comprise around 25 lessons video, recorded at 4 schools with 5 teachers. In addition, the stakeholder responses of teachers and selected student groups will be elicited through question guides and lesson-extract stimulated interviews.

Based on a qualitative content analysis of the interviews and a pedagogically informed discourse analysis of the classroom transcripts, this paper will focus on the language awareness the participants reveal towards English as learning aim and tool, and, more specifically, to the role of English vis-à-vis German within the CLIL practices they are co-constructing. In view of a previous study focusing on CLIL in HTL, which came to the conclusion that CLIL practices were largely considered successful precisely because of the flexibility with which participants could view and enact their CLIL practices (Dalton-Puffer et al 2008), this study will offer important insights into the contingencies of this new, more strictly managed CLIL policy and its impact on the role given to English in the teaching and learning process of technical subjects.

Rebekka Studler (*University Basel, Switzerland*)

## **A language for life? – High German in Switzerland from a folk linguistic perspective**

*Author keywords: High German, Switzerland, attitudes, identity, culture, folk linguistics, mixed methods*

In the German-speaking part of Switzerland High German is an essential ingredient of the every day life: Although Swiss German is the common language for almost all situations, High German is omnipresent not only as educational language from kindergarten on but also in the professional and social life. Nevertheless, the attitudes towards High German are often negative. After all High German is not the primary colloquial language but is seen as the language of achievement in school (see Sieber/Sitta 1986, Sieber 1990, Häcki Buhofer/Studer 1993). Moreover the attitudes towards High German are intertwined with the somewhat conflictual relationship between Swiss and Germans in general (see Schläpfer et al. 1991).

A new study using the framework of mixed methods (see e.g. Teddlie/Tashakkori 2009) shows that current folk linguistic beliefs about High German in Switzerland are not only negative. The study with quantitative and qualitative data collected through questionnaires with 750 participants and in-depth interviews with a small subsample suggest that High German is considered as „a language for life“ in its broadest sense. The data bring to light that despite their stated negative attitudes Swiss German speakers are fully aware of the importance of High German (competences) for educational, professional and private purposes and—even more striking—that High German is not as unpopular as assumed up to now (see for a similar outcome Christen et al. 2010) and that—outright against the diglossic view—an increased blending of the two varieties is desired. Though Swiss German is an integral factor for finding a Swiss identity, High German is seen as a key to experiencing a pan-German culture.

The talk will not only address the conflicting attitudes towards High German as a normative standardized language and the existing strong stereotypes of High German and its speakers but will focus on the importance of folk linguistic research (Niedzielsky/Preston 2000, Hundt 2009) to find explanations for the attitudinal climate in general and to draw conclusions for language political strategies in particular.

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## **Language awareness research on ‘engagement’; current state and future directions.**

*Author keywords: engagement with language, complexity, language learning, research approaches*

Educators generally consider learner engagement essential for learning; Ainley et al. (2006), for example, discuss task design and engagement with maths. The literature on language learning likewise attaches great importance to learner engagement. It has been discussed extensively in relation to corrective feedback (e.g. Ellis 2010; Han and Hyland 2015).

What is meant by ‘engagement’ may, however, differ depending on the authors and their research purposes. An example of the growing literature on this feature in the field of second language teacher education is Coffey (2015) who, analysing language portraits by plurilingual teachers, uses ‘engagement’ to mean how speakers invest in and appropriate languages. In relation to Language Awareness (LA), I have proposed Engagement With Language (EWL, Svalberg 2009) as a model of the cognitive, affective and social process through which conscious language knowledge is created.

In this paper I briefly review definitions of and approaches to ‘engagement’ in language teaching and learning. I then place research on EWL within a Complex Dynamic Systems framework involving a consideration of factors both internal and external to EWL. How the EWL construct has informed research, for example young children’s engagement with foreign languages (Kearney and Barbour 2015), engagement with ludic language play (Ahn 2016) and engagement in technology enhanced language learning (Baralt et al. 2015; Gauthier 2013) is discussed along with suggestions for future research directions. Finally, some questions are raised concerning limitations of the proposed EWL construct, and how it might be further developed.

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## **Fostering language awareness in the student nursing context: bridging the professional and the educational.**

*Author keywords: reflective writing, academic nursing genres, developing language awareness provision, L1 academic literacy*

The academicisation of nursing in the UK has led to the need for targeted academic language support for many 'non traditional' students who choose to enter the profession. Nurses' language in a professional context has been investigated (Candlin, 2000), and the importance of nurses' language awareness when communicating with patients has been highlighted (Irvine et al., 2006). The particular academic genres that student nurses might need to produce have also been explored (Nesi & Gardner, 2012). However, there has been little attention paid to student nurses' awareness of the linguistic means of theorising the professional into the academic through written assignments. This paper reports an ongoing initiative to increase language awareness in order to help (mainly L1) student nurses transpose professional experience into an academic context. Student needs and language awareness were ascertained through analysing one-to-one tutorial data. This, and consultation with subject lecturers, allowed the development of bespoke language awareness workshops. One important need identified was for provision focused on making explicit the move from commonsense description to uncommonsense meanings in academic discourse (after Halliday & Martin, 1993), an area that proved particularly problematic for student nurses in their reflective writing.

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## **Raising interculturally-oriented ELF awareness of EFL teachers in Thai universities**

*Author keywords: interculturally-oriented ELF awareness, EFL teachers, ASEAN, Thai universities*

The establishment of the ASEAN Economic Community (AEC) in December 2015 removes/d the economic borders between the ten member states of the Association of South East Asian Nations (ASEAN) and emphasises/d the need for intercultural communication (IC) within and beyond the ASEAN region. Given a) the very large number of languages spoken in these countries (Indonesia alone has 700+ languages), b) the acknowledged utility of a widely-accepted lingua franca within the region, c) the official language status of English in the association, and d) the current global status of English, it is likely that much of the aforementioned IC within and beyond the ASEAN region will be conducted through English as a lingua franca (ELF). This has major implications for teachers of English as a Foreign Language (EFL), but, as evident in our ongoing work for EFL teachers in Thai universities, the new ELF-EIC (English for Intercultural Communication) dimension is largely unfamiliar to practitioners. This paper outlines how we are working to raise their awareness of this dimension and what it might mean for their practice. The paper begins by exploring some of the ASEAN and Thai policy documents which articulate the overall ASEAN vision regarding intercultural communication as well as delineating the intercultural and English language skills needed by Thai graduates. We then present our understanding of this ELF-EIC dimension, linking it to worked examples showing how these teachers might become more aware of: i) the aspects of their existing materials and activities which resonate with the suggested approach; ii) how these aspects might be further strengthened; iii) the aspects supportive of the suggested re-orientation which seem to be absent currently; and iv) how they might design new materials, methods and activities to fill the gaps identified.

Shelley Taylor (*The University of Western Ontario, Canada*)

Colette Despaigne (*Benemérita Universidad Autónoma de Puebla, Mexico*)

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## **Always running, but never quite getting there: International perspectives on transcending folk belief about language learners**

*Author keywords: folk beliefs, plurilingual/pluricultural & intercultural positioning, learner-users*

Students are often positioned as “language learners who are merely practicing or demonstrating knowledge of the language, rather than expressing their identities and speaking as themselves through the language” (Ushioda, 2011, p. 16). This viewpoint reflects an all-or-nothing understanding of second language development, and leads to (holy grail-like) quests to become ‘balanced bilinguals’; a goal that is not in sync with the notion of plurilingualism. Rather, plurilingualism stresses the legitimacy and value of partial competences and incremental language gains (Coste, Moore & Zarate, 2009; Council of Europe, 2001). Neither is a “monolithic construct” of language development (‘getting there’) in sync with Cook’s (1992) notion of multi-competences, García and Sylvan’s (2011) dynamic view of language development, García and Li Wei’s (2014) notion of translanguaging, or González, Moll and Amanti’s (2005) notion of language as social capital (one of learners’ many funds of knowledge). These notions share an emphasis on learners’ prior competences and knowledges (including competences in, and knowledge of, their L1/s), and the validity of the lifetime of experiences that led them to those competences and knowledges. Teachers frequently frame learners (who also frame themselves) as perpetually in the process of ‘becoming’ (i.e., never quite ‘there yet’ in terms of desired ‘mastery’). This practice symbolically positions language learners as impostors until they meet idealized (folk) criteria allowing them to claim a legitimate speaker identity.

In this talk, we illustrate how folk beliefs held by both language learners and teachers can constrain conceptualizations of learners, leading them to internalize ascribed identities. These same folk beliefs may lower teacher expectations of language learners, and learners’ self-expectations. Seen thus, the onus is on learners as well language teachers to problematize ‘truisms,’ heighten their awareness of plurilingual development, and hold a critical lens up against (disabling) beliefs and ideologies (e.g., ‘modernity’) that delegitimize their linguistic repertoires. The three contexts in which language learners’ and teachers’ beliefs and ideologies are investigated in relation to plurilingual/pluricultural and intercultural positionings are Canada, Hong Kong and Mexico. The Canadian case involves a longitudinal investigation into plurilingual development in migrant adolescents struggling to find ‘spaces’ to maintain their identities; it follows them during bilingual schooling, and later as young adults in ‘multilingual’ Canada. The Hong Kong case involves the silencing of plurilingualism in an adult EFL context where learner backgrounds are not explored, and differentiated instruction is not provided. Finally, the Mexican case highlights the EFL learning process and beliefs of Indigenous and minority students in Mexico who have varying competences in Spanish, Nahuatl, and English. The findings support Cook’s (2002) claim of the inadequacy of only viewing students as language-learners, not whole people who draw on different facets of their linguistic repertoires to meet their communicative needs (p. 275). By raising awareness of disabling folk beliefs, alternative practices can be introduced that frame learners as language-users with unique competences, enabling them to ‘become’ rather than always trying to meet someone else’s goals, but never quite getting there.



Bernd Tesch (*University of Kassel, Germany*)

## **The construction of meaning in the language classroom. New insights to second language learning and teaching through reconstructive methods**

*Author keywords: construction of meaning, networks of meaning, language classroom, reconstructive foreign language research, sociocultural theory of learning, social practice, documentary method*

Dimensions of cooperative creation of language and meaning have been examined in the context of a sociocultural theory of learning (e.g. Allwright 1984, Van Lier 1984, Lantolf & Poehner 2008). In this context, interactional analyses are mostly limited to brief extracts, to a few 'turns'. The context of these utterances is often ignored. Reconstructive foreign language research, by contrast, takes the overall development of discourse over one or more sessions as a focal point. Many interpretation attempts can only achieve their objectives in the context of the overall discourse.

The reconstructive foreign language research sees the practice of foreign language learning and teaching as a social construction embedded in classroom interaction. Reconstructive foreign language research that examines this practice can be called, according to Bohnsack (2014), "second degree construction", or the reconstruction of a construction. Hence, the research practice as a whole becomes an object of reconstruction. From the fact that the underlying rules of everyday communication and social practice are the same as the rules of research practices it examines, Bohnsack derives claims of validity of reconstructive social research.

The lecture uses a Spanish lesson as an example to introduce the methodological concepts of reconstructive foreign language research (cf. Bonnet 2009, Tesch 2010) and shows new qualitative findings (Tesch in prep.) about the networks of meanings: the intended meaning (or meaning of the task), the communicative meaning (common grounds), the documentary meaning (underlying implicit or tacit knowledge) and the meaning of the interlanguage (cf. Selinker 1972) in the context of language awareness. Knowing about these networks facilitates the teacher to deal with the needs of the learner according to the individual construction of meaning.

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## **Complimenting as a rapport-building positive politeness strategy in online communities**

*Author keywords: linguistic politeness, complimenting, positive politeness, face threat, online community, asynchronous computer-mediated communication*

Over the past 25 years, the Internet has become a global communication network connecting millions of users, who form myriad online communities. The paper intends to explain how members of asynchronous online communities, discussion boards, cooperate by means of complimenting, which is a powerful positive politeness strategy used to express mutuality and claim common ground. Compliments have a primarily social function creating and/or enhancing solidarity and rapport; they are even referred to as “social lubricants”.

The communities under examination discuss “women’s” topics, such as dieting, infertility, pregnancy and mothering. The quantitative and qualitative analysis of a self-compiled corpus consisting of several discussion threads on these topics has shown that complimenting is one of the most frequent strategies applied by interlocutors. It has also revealed distinct semantic and syntactic patterns, as compliments are highly formulaic and rather poor in their linguistic realizations. Further on, attention will be paid to the context of compliments to find out whether the fact that Internet users communicate merely via text will be of significance here. Traditionally, women are said to compliment on appearance, whereas men on performance or possessions. The last part of the presentation will touch upon responses to compliments, representing the second part of an adjacency pair, again in comparison with face-to-face communication. Contrary to compliments, responses to them represent a severe face-threat and are related to negative politeness.

Pavel Trofimovich (Concordia University, Canada)

## **Do they know where the trouble lies? Users of English as a lingua franca analyze communication breakdowns**

*Author keywords: English as a lingua franca, difficulties in understanding, trouble spots*

English as a lingua franca (ELF) is often viewed in an active sense, involving the exploitation of linguistic resources between “speakers of different first languages [L1s] for whom English is the communicative medium of choice” (Seidlhofer, 2011, p. 7) in order to successfully communicate. To effectively exploit their resources, ELF users must have some awareness of when and why their communication is unsuccessful. In this study, we explored ELF users’ awareness of the source of difficulties in understanding, addressing two questions: (1) Are particular kinds of trouble sources (e.g., lexical, pragmatic) more frequently identified and repaired by ELF users than other kinds? and (2) Are ELF users’ (in)actions to resolve difficulties in understanding linked to their identity expressions (Sung, 2015)? Data were collected from 13 pairs of second language (L2) English university students from different L1s, who completed interactive tasks while being video-recorded. Students later performed individual stimulated recalls, watching their interactions and discussing difficulties in understanding, specifically describing the source of the difficulties. Video and voice data were transcribed and coded for trouble sources, repair sequences, and students’ expressions of identity (e.g., reference to speakers’ native/nonnative status, expertise, personal attributes), either referring to the student or to his/her interlocutor.

Findings show that ELF users most frequently identified phonological and lexical trouble sources, but were more successful in resolving difficulties related to lexical, compared to phonological, sources. Additionally, while many ELF users expressed their shared status as L2 speakers and attempted to resolve communication difficulties, several users who attributed lower language proficiency to their interlocutors or higher subject expertise to themselves showed a pattern of abandoning topics or repeating previous utterances when confronting communication difficulties. Results are discussed in light of Philp, Walter, and Basturkmen (2010) and Mortensen’s (2013) findings for the importance of linguistic and contextual factors in interaction.

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Antonella Valeo (*York University, Canada*)

Khaled Barkaoui (*York University, Canada*)

## **Teachers' Awareness of their Use of Feedback in L2 Writing: Case Studies of Teachers in ESL Classrooms**

*Author keywords: Feedback, L2 Writing, Teacher Beliefs*

Feedback on L2 writing occupies a great deal of time and energy for teachers in ESL classrooms. The decisions teachers make about how, when and what kind of feedback to provide are mediated by their beliefs about teaching and learning and the contexts in which they work (Ferris, 2014; Goldstein, 2006; Lee, 2008). In this paper, we draw on data collected as part of a large-scale research project examining teacher beliefs and practices relevant to L2 writing assessment; we focus specifically on findings relevant to teachers' beliefs and practices about feedback on L2 writing in the ESL classroom.

A case study approach was adopted to investigate the beliefs and practices of six ESL teachers concerning L2 writing feedback in two language teaching contexts for adults: pre-university EAP and undergraduate credit-bearing ESL. We examined how and why these beliefs and practices varied across instructional contexts, and the degree to which teachers were able to articulate their beliefs and practices concerning feedback on L2 writing. A case study was constructed for each of the teachers using data from (a) classroom observations of teacher feedback practices; (b) analyses of teacher feedback on students' L2 writing; (c) stimulated recalls by teachers about students' papers with teacher feedback; and (d) in-depth interviews with teachers. We examined teacher's educational and professional background and experiences, and their beliefs about feedback and its relationship with learning, teaching and assessing L2 writing. We also explored the individual experiences and contextual factors that have shaped teachers' beliefs and practices concerning feedback.

Preliminary findings suggest that teachers' beliefs about L2 writing feedback are complex and multidimensional and that teachers are aware of and consider various aspects of writing, including content and form, but also the writing process and the social aspects of writing when providing feedback to their ESL students.

Ingela Valfridsson (*Umeå University, Sweden*)

## **Writing with the reader in mind: an intervention study**

*Author keywords: writing, foreign language, linking words, intervention*

One characteristic of an excellent writer of informative and argumentative texts is a high degree of reader awareness. This includes several aspects – from an ability to foresee what pieces of information the targeted reader needs and ordering these in a clear way, to using different kinds of cohesive elements to make logical connections transparent.

In the Swedish syllabi for all languages – first and additional ones –, the ability to adapt 'the use of language to different situations, purposes and recipients' is one of the explicit aims throughout compulsory and upper secondary school. Although good writers can transfer some text production skills between languages, the language specific aspects have to be practised in foreign language teaching.

In course books and other types of teaching materials, however, there is usually no clear progression concerning reader awareness in the writing tasks. One often disregarded aspect is how to use signposts and other cohesive elements like subjunctions and adverbs.

In the presentation some results from a small scale intervention study lasting one week will be discussed. The aim of the intervention was to enhance upper secondary school students' awareness of different kinds of 'linking words' in argumentative texts in English. The study included two different ways of working: one more inductive and one more deductive. In a post-intervention interview many students reported having become aware of 'this kind of words' and their use. In the revision session they tried to improve their texts by inserting linking words. Others, however, had already found other rhetorical means and preferred to use these in their texts.

During Spring 2016 another intervention study with a somewhat changed design is planned.

Ellen van den Broek (*Radboud University Nijmegen, Netherlands*)

Ans van Kemenade (*Radboud University Nijmegen, Netherlands*)

Paulien Meijer (*Radboud University Nijmegen, Netherlands*)

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## **What do Dutch EFL teachers know and believe about Language Awareness?**

*Author keywords: language awareness, foreign language teaching, EFL teachers, upper secondary education, knowledge and beliefs, qualitative interview study*

The communicative language approach in modern foreign language teaching devotes much attention to the development of the four language skills, but considerably less to the language learning process, and the analytical and (cross-)linguistic aspects of languages (Hawkins, 1984; Van Essen, 2010). Consequently, students do not learn how to think about and reflect on language and the process of their learning (Alderson, Clapham, & Steel, 1997), and teachers do not always possess the appropriate knowledge and tools to transfer language-analytical skills in their teaching practices (Candelier et al., 2012; Hawkins, 1984). These skills, however, will become of great importance for students in order to prepare them to function in today's globalising and multilingual society.

This study presents the first stage of a larger project regarding Language Awareness (LA) in Dutch upper secondary foreign language education in which we will investigate how an LA approach can enhance the existing language teaching methods (Bolitho et al., 2003), and how LA can contribute to the development of teachers' and students' language-analytical skills, on the one hand, and teachers' classroom practice, on the other. The objectives of the larger study are to investigate the concept of LA and to design, implement and evaluate an LA approach to Dutch upper secondary foreign language education.

The aims of this poster are to explore how EFL teachers identify the concept of LA in the Dutch upper secondary school context, how they think about LA in their teaching practices, and whether differences can be observed between teachers. This poster will present (preliminary) findings of several interviews conducted with EFL teachers in which they were asked about various aspects of LA and about their beliefs regarding the implementation of an LA approach in foreign language teaching. Implications for future research on LA in the Dutch upper secondary school context will also be presented by elaborating on what teachers perceive as the key areas needing support regarding their own LA.

Nicole Venegas Torres (*McGill University, Canada*)

Susan Ballinger (*McGill University, Canada*)

## **Still waters run deep: Giving poetic voice to the silent struggles of academically successful immigrant students**

*Author keywords: immigrant students, teacher awareness, social and cultural integration, identity, poetic inquiry*

Typically, newcomer students who must learn the school language as their second language (L2), tend to become conversationally fluent and socially adept in their L2 rather quickly (after one or two years), but continue to struggle to use their L2 in more cognitively complex academic tasks for up to five years (Cummins, 1979; 1984). Teachers who work with L2 learners in mainstream classes may be accustomed to this pattern and therefore aware of the additional academic language support that these students require. However, not all immigrant struggles are academic. This study focuses on a different subset of immigrant students in North America who may fail to receive support for their needs, namely, students who have previously attended elite English immersion schools in Latin America where they have already reached high academic proficiency in their L2, but where they have had few opportunities to use their L2 socially. While thriving academically in their new schools, these students may still struggle with social isolation.

For this ethnographic study, I conducted semi-structured interviews with six participants who immigrated to either the United States or Canada between the ages of eleven and nineteen from Colombia and Mexico. They had all previously attended elite bilingual schools. I used poetic inquiry to examine the common themes in their immigration experiences. Specifically, after analyzing my data for themes, I recombined fragments of individual's interviews to create 'found poetry' on each theme (Butler-Kisber, 2010), thus using participants' own voices to express their common experiences with language, culture, identity confusion, and social isolation as they adjusted to their new society (Butler-Kisber & Stewart, 2009). Based on findings from the study, I will emphasize the need to heighten teachers' awareness of immigrant students' academic and social needs, and I will outline measures that educators can take to support social integration.

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Aleksandra Wach (Adam Mickiewicz University, Poland)

## **Trilingual learners' awareness of the role of L1 in learning target language grammar**

*Author keywords: Trilingual learners, L2, L3, L1, grammar*

The role of the L1 in learning a target language has recently been reconsidered in the context of both L2 and multilingual learning and teaching, and researchers now see it as a vital resource for enriching and facilitating the process of constructing the system of another language in a learner's mind (Butzkamm & Caldwell, 2009; Hall & Cook, 2013). The L1 can serve as a useful point of reference and a cognitive basis for understanding how a grammatical system works in another language and for discovering the form-meaning connections. In the case of multilingual learning, the role of the L1 appears to be even more complex, because an interplay of all languages known to the learner seems to impact the learning processes (Cenoz, 2013; De Angelis, 2007). A high level of metalinguistic and cross-linguistic awareness often noticed in multilinguals (Jessner, 2008) is another relevant issue involved in their efficient learning of additional languages.

The presentation looks into the perceptions of trilingual learners about the role of the L1 (Polish) in learning L2 English and L3 Russian grammar. Seventy-three learners, university students, participated in the study, and the research tool was a questionnaire consisting of a series of open-ended questions. The elicited data concern the participants' opinions about the usefulness of the L1 in learning the grammatical system of the target languages, with a special emphasis on the differences between its perceived role in learning English and Russian, the application of translation as a grammar learning strategy, and the L1 as an affective tool in the learning of L2 and L3 grammar. Teaching implications derived from the findings include a need to further and more purposefully shape multilinguals' awareness of the available learning resources through cross-linguistic learning strategies and teaching techniques.

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## **Chinese Students' Development of Intercultural Awareness**

*Author keywords: intercultural awareness, Chinese university students, value orientation, lifestyles*

This paper explores the development of intercultural awareness among university students in China by conducting a survey of Chinese students' changes in value orientations and lifestyles. After more than ten years of learning English as a foreign language, the Chinese university students have consciously or unconsciously developed their intercultural awareness, especially in the past few years when great emphases have been placed on the cultivation of the foreign language learners' intercultural sensitivity and awareness not only by the foreign language instructors but also by China's national administration of education (the Ministry of Education). It officially issued national guidelines for foreign language learning, among which the development of intercultural communication competence has been placed on a higher position than ever before. The survey was conducted among 197 engineering students at Harbin Institute of Technology, one of the top nine universities in China. And the results clearly show that Chinese university students are not just learning a different language and its culture, but rather they want to compare, follow, accommodate and assimilate different cultures. That is, with the explicit development of intercultural awareness in Chinese students, there are some internal changes in their value orientations and lifestyles. However, their culturally programmed mentality is still deeply rooted and they continue to stick to some traditional Chinese values and beliefs.

Michiko Weinmann (*Deakin University, Australia*)

Rod Neilsen (*Deakin University, Australia*)

Ruth Arber (*Deakin University, Australia*)

## **Navigating the languages education policy landscape: An exploration of teacher practice**

*Author keywords: Languages education, Languages policy, CLIL, Language teacher education, Professional learning*

This paper reports on a pilot project that explores the ways in which leaders and teachers in languages education understand the languages policy landscape in Victoria, Australia. Current policies reiterate notions prescribed in education documents produced by the EU, the British Council and a number of European and Asian countries. Keeping up with the changing languages education policy landscape can be seen as part of teachers' commitment to upholding professional standards, with adequate support and structured scaffolding provided for teachers to engage with these changes. However, current policy, leadership and practitioner thinking surrounding this issue collectively highlight a serious lack of attention to this dimension of professional learning, especially in the preparation of pre-service teachers and the provision of adequate professional development opportunities for in-service teachers. As an example, recent Victorian government policies on pedagogic practices have been based on principles of Content and Language Integrated Learning (CLIL). However, little is known about how much language teacher education courses and subsequent professional learning, and professional skills and experience equip language teachers to effectively utilise CLIL principles in their teaching practices.

Focus group sessions involving leaders and teachers in languages education were recorded and transcribed. A thematic and discourse analysis approach was used to reveal understandings of the current languages policy landscape both at state and federal levels. Analysis revealed the complexity and diversity of interpretation in policy in the various school sectors, but also added new depth and richness to our understanding of key concepts such as culture, cognition and language in relation to languages education policy and practice.

Marlies Whitehouse (*Zurich University of Applied Sciences, Switzerland*)

Daniel Perrin (*Zurich University of Applied Sciences, Switzerland*)

## **Financial analysts as professional writers – Between mechanical text production and language awareness**

*Author keywords: transdisciplinarity, financial analysts, cross-domain communication, intra-lingual translation, writing coaching*

Against the backdrop of an increasingly regulated financial sector where cost cutting measures, tough competition, and growing time pressure rule the environment, financial analysts are professional writers who need to act as cross-domain translators between the different stakeholders. The trend to mechanical text production, reflected in recycling and rebranding text material, and the low financial literacy of investors require financial analysts to have heightened language awareness to be intra-lingual mediators between specialists and laypersons.

Even though financial analysts play a key role in the financial markets, the analysts as professional writers and the texts are widely under-researched, as a review of the state-of-the-art research reveals. This is the gap our research project on financial analysts' written communication aims to close. Based on a context-annotated corpus of roughly 1500 financial analysts' company reviews (German, English, Japanese), we investigate the cultural, organizational, and individual variety of the texts' communicative potential for investors. The final goal of the entire research project is to identify critical situations and situative good practices to increase the language awareness in the financial community.

In the present paper, we focus on one specific genre, a small qualitative sample, a product-only approach, and on one research question from the financial communication project: to what extent do equity analysts' company updates for investors fulfil their requirement to inform investors? We begin by contextualizing the genre in the light of the research question (part 1). Based on a qualitative Japanese and German sub-corpus (part 2), we then explain how pragmatic text analysis was used to investigate the texts' comprehensibility and comprehensiveness in cross-domain communication (part 3). The results suggest that these texts bear the risk of partial communicative failure (part 4) and what actions can improve their communicative potential as well as the analysts' organizational and individual language awareness (part 5).

Nina Woll (*Université du Québec à Trois-Rivières, Canada*)

## **Investigating dimensions of metalinguistic awareness: What think-aloud protocols revealed about the cognitive processes involved in positive transfer from L2 to L3**

*Author keywords: Third Language Acquisition, Positive Transfer, Metalinguistic Awareness, Think-aloud Protocols*

Moving away from a long-standing research tradition in which “interlanguage” was considered a deficient system inherently contaminated by crosslinguistic interference, the focus of the present study was on the positive interaction between non-native languages and the specific role of metalinguistic awareness (MLA) in the L3 learning process. Even if multilingualism research stresses the positive influences of previously acquired languages in foreign language classrooms (e.g., Cenoz & Gorter, 2015), it remains a methodological challenge both to identify the felicitous use of a given target as an effect of crosslinguistic influence (e.g., Falk & Bardel, 2010) and to firmly establish the crucial role of MLA for the conscious activation of related words or constructions across languages.

The present study aims at meeting this double challenge by using think-aloud protocols (TAPs) to investigate positive lexical transfer from English (L2) to German (L3) by French-speaking Canadians (n=66) after five weeks of formal L3 instruction. The participants were asked to think aloud while translating unknown words from German (L3) into French (L1). Correct translations that were related to an English cognate counted as instances of positive transfer. Levels of MLA were measured by means of the THAM (Test d’habiletés métalinguistiques) (Pinto & El Euch, 2015) and complemented by the TAPs.

A fine-grained analysis of the TAPs revealed inter- and intra-individual variability in the conscious activation of related L2 vocabulary while allowing for an identification of distinct levels of awareness. Besides the fact that this applied dimension of MLA was the strongest predictor of positive lexical transfer, our observations point to the invaluable contribution of introspective data to complement findings based on language-inherent characteristics of crosslinguistic influence. Our analyses highlight the complexity of metalinguistic processes and individual strategies related to learner and context variables, in line with a dynamic view of multilingualism (e.g., Jessner, 2008).

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Mary Latisha (*University of Lorraine, France*)

## **From solitudes to synergies: fostering the learning and well-being of young emergent bilinguals through sensitivity in language use and teaching**

*Author keywords: emergent bilinguals, language sensitive teaching, early childhood education*

Despite scientific evidence on the benefits of bilingualism and the importance of supporting the development of children's home languages as well as the language of the school (Bialystok, 2011; Cummins, 2014), many pre-primary teachers in France continue to view multilingualism as a threat to national identity and an obstacle to the rapid acquisition of the national language, French, often fearing that the presence of any additional languages, including children's home languages will interfere with this process (Mary & Young, 2010; Young, 2014). However, given that young emergent bilingual children already possess a wealth of competencies in their home languages which can foster and support their learning (Cummins, 2009, 2015), it is essential that teachers be sensitive to, recognize and value these competencies in order to value and make full use of children's linguistic repertoires in the classroom.

This paper presents a case study of one French pre-primary classroom of 3-year-old emergent bilingual children in their first year of formal schooling and provides examples of one French teacher's sensitivity to children's home languages and examines how and why she drew on the children's multilingual repertoires in order to foster their learning and well-being.

This longitudinal study (September 2014 to June 2015) analyses data (primarily video recordings of interactions and activities involving the teacher, teaching assistant, pupils and their families and field notes and recorded interviews with members of the community of learning), collected at regular intervals, in situ, throughout the school year.

The data reveal how the teacher harnesses the children's language repertoires as resources and the ways in which her awareness and understanding of how children learn languages and of the importance of drawing on their home languages influence her practices. Her inclusive linguistic approach appears to facilitate the children's learning and adjustment to the school context.

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## **The effects of type of the error, proficiency level of the learners and nature of the recast on the uptake of learners and noticing of the corrective feedback practices**

*Author keywords: Recast, Corrective feedback, Error correction*

This current study examined the effects of type of the error learners made (i.e., phonological, lexical and grammar), proficiency level of the learners (i.e., A1, A2, B1, B2 and C1) and nature of the recasts (i.e., long and short) on the uptake of the learners. We also examined the effects of the type of the corrective feedback on the learners' perception and awareness of the errors with a stimulated recall protocol. The data of this study came from the video-recordings of A1, A2, B1, B2 and C1-level Turkish as a Second Language (TSL) classes and 60-hour data have been transcribed and analyzed by the researchers. Stimulated recall protocol was set up to identify learners' perceptions and awareness regarding the type of the feedback their teachers gave to the errors. The preliminary analysis of the study revealed that the learners had a higher percentage of uptake rate against phonological errors (and the difference was significant); C1 level learners had the highest percentage of the uptake rate (but there was not any significant different among the proficiency levels) and long recasts yielded a higher percentage of the uptake (and the difference was significant). Analysis of the stimulated recall protocols demonstrated that the learners could remember most elicitation requests and clarification requests however recasts and repetitions were noticed least.

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## **The contribution of metaphorical reflection to university students' explicit knowledge about ELT methodology**

*Author keywords: metaphor, ELT methodology, metalinguistic awareness*

Over the past three decades there has been observed a growing interest in metaphor as one of the most promising areas of language research. Its findings have been benefited from by applied linguistics which continues to seek the possibilities of incorporating metaphor into L2 classroom and drawing on its centrality in language use.

The aim of this study, relying on Lakoff and Johnson's (1980) perspective on the locus of metaphor, is to examine the relationship between metaphorical reasoning and a group of English students' awareness of and engagement with various ELT methodology issues (feedback, induction, error etc.). The study, conducted on 118 EFL students from three Polish cities, was based on the triangular approach intended to yield both quantitative and qualitative data from a questionnaire and student diaries respectively. The subjects' responses and descriptions were combined into distinct classes of metaphors entailing a variety of colourful, yet very specific metaphorical expressions. The analysis of obtained results reveals the ontological correspondence between the concrete source domains from which the respondents derived their comments and the abstract target domains referring to various ELT concepts that they tried to explore and understand. An overall conclusion is that metaphorical thought can be viewed as a constructive tool for transforming language students' implicit beliefs and assumptions into the explicit and thus more meaningfully as well as effectively exploited system of knowledge about L2 pedagogy ideas and principles.

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## **Correlation between Chinese phonological awareness and Hanzi reading among Chinese native speakers: A meta-analysis**

*Author keywords: meta-analysis, phonological awareness, reading, Chinese character, Hanzi*

A large number of studies have documented the correlation between Chinese phonological awareness (PA) and Hanzi (Chinese character) reading in native Chinese speakers. To gain a clear understanding of the extent of the correlation, in the current paper, a meta-analysis of these studies is undertaken. A set of 54 independent samples ( $N=5,468$ ) in 36 studies were analyzed. The main findings are as follows. (1) Chinese PA is moderately correlated with Hanzi reading skills (coefficient of .33). (2) The effect size of PA for reading Hanzi in Chinese is significantly weaker than the effect size of PA for English real-word reading performance. (3) Of the different Chinese PA levels, syllable has the strongest effect on Hanzi reading, followed by onset, tone and rhyme, with phoneme having the weakest effect. (4) The number of PA levels tested in a PA questionnaire is significant moderator, and it negatively correlates with the effect size of Chinese PA for reading Hanzi. (5) Educational stage and the experience of learning Chinese phonetic system do not affect the effect size of PA for Hanzi reading. This meta-analysis is helpful for us to understand how PA contributes to reading differently in different types of writing systems.



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### **To what extent are multilingual students aware of their translanguaging practices while writing master's dissertations?**

The development of the ability to write academic texts for assessment together with the actual process of academic writing requires time, focus, and feedback, and all the resources that the writer can muster. Multilingual writers use their various languages as a resource in support of the writing process, even when the final output is required to be in one language.

In this study we investigate five multilinguals' use of their repertoire of languages to enable thinking and language production during the process of writing their master's dissertations in English. Dissertation drafts were systematically analysed for overt instances of translanguaging (i.e. interweaving and meshing languages, Garcia & Li Wei 2014) and these data were collected as a basis for interviews with the five writers.

The written data indicate that the multilingual participants translanguage to take notes, outline, and draft their writing. The interview data show that participants are aware of their practices and strategies of meshing and interweaving languages and of using them as cognitive tools to enable them to produce better writing in English. Participants explained that they value the pragmatic function of their languages to produce these long texts. However, they are also concerned that their use of their multilingual repertoire may influence their texts in a way that they and the markers perceive negatively, and that using their other languages affects their acquisition of English. Participants stated that they purposefully remove all overt translanguaging from their dissertations before submission.

We conclude that teachers supporting students in producing academic texts should encourage writers to use their repertoire of languages as a cognitive tool if it helps them, and that they should be aware of learners' positive and negative perceptions of using their languages to support themselves in an academic setting, as well as their own perceptions.

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