Applied Linguistics Association of Australia (ALAA)
annual conference 5-7 December 2016
Monash University

List of Abstracts

Plenary Keynotes ........................................................................................................................................... 2
Themed Panels ................................................................................................................................................ 10
Papers ............................................................................................................................................................. 18
Lightning Plenaries ....................................................................................................................................... 156

Please note that this electronic document will not be supplied in printed format.
We recommend that delegates who wish to have a copy on hand during the conference bring a copy on their own electronic device. Please consider the environment before printing this document.
Thank you for your understanding.
Plenary Keynotes

NOTE:
All plenary keynotes are held in Building K on the 3rd floor, in room K309.

Monday Dec 5 (Day1) Plenary Keynotes:

11:30am – 12:30pm
Motivation and making connections across the multilingual mind
Ema Ushioda (University of Warwick)

1:50pm – 2:50pm
*Inaugural Christopher N Candlin memorial lecture*
Mapping applied linguistics
Tim McNamara (University of Melbourne)

Tuesday Dec 6 (Day2) Plenary Keynotes:

11:00am – 12:00pm
Classroom interaction research for the early years
Rod Gardner and Ilana Mushin (University of Queensland)

3:30pm – 4:30pm
Critically connecting the complexity of communicative repertoires, curriculum and (national) culture
Howard Nicholas (La Trobe University)

Wednesday Dec 6 (ALAA/ALS Joint Day) Plenary Keynote:

11:30am – 12:30pm
Money talk and conduct from Cowries to Bitcoin
Asif Agha (University of Pennsylvania)

Abstracts in this section are listed in order of presentation.
Ten years ago, David Graddol (2006) observed that ‘Global English’ might mean the end of ‘English as a foreign language’. As he predicted, numbers of EFL learners would start to decline through the second decade of this century, as more and more countries introduce English as a basic educational skill (alongside literacy, numeracy and ICT skills) at primary level. As he further noted, in a global job market where English language skills have thus become common place, monolingual and even bilingual English speakers may lose out to multilingual competitors. Such a scenario would seem to provide a strong rationale for developing skills in additional languages. However, the extent to which the global spread of English may motivate people to diversify their language skills seems limited. The research evidence within Anglophone and non-Anglophone settings appears rather mixed, with global English impacting in complex and often negative ways on motivation to learn other languages, even within our increasingly pluralist and culturally and linguistically diverse societies.

In this talk, I will review this research evidence and explore the tensions among language globalization, multiculturalism and multilingualism in today’s changing social world. I will examine the mixed messages communicated for language education in general and for language learners in particular. I will then consider whether the impact of Global English on motivation to learn other languages might be more positively construed by shifting away from its traditional SLA frames of reference, grounded in a deficit view of L2 learning as a less successful enterprise than L1 learning. Drawing on the concept of the multilingual mind, I propose instead an alternative approach to framing this motivation in the context of ‘linguistic multicompetence’, defined by Cook (2016) as the overall system of a mind (or community) that uses more than language. As I will conclude, such an approach may lend itself to more positive and constructive messages for motivating language learning. This talk is based on a paper-in-progress for a forthcoming special issue of The Modern Language Journal.

References

Biography
Ema Ushioda is Director of Graduate Studies and an associate professor at the Centre for Applied Linguistics, University of Warwick, where she has responsibility for the PhD programme and for overseeing postgraduate provision. She has been working in language education since 1982, has taught English in Japan, Ireland and the UK, and has conducted workshops
on motivation and autonomy for language teachers from many countries. Her main research interests are motivation for language learning and intercultural engagement, learner autonomy, sociocultural theory and teacher development, and she has published widely in these areas. Recent books include International Perspectives on Motivation: Language Learning and Professional Challenges (2013), Teaching and Researching Motivation (co-authored by Z. Dörnyei, 2011) and Motivation, Language Identity and the L2 Self (co-edited by Z. Dörnyei, 2009). She is currently co-editing a special issue of The Modern Language Journal focusing on motivation for learning languages other than English.
Mapping applied linguistics
Inaugural Christopher N Candlin Memorial Lecture
Tim McNamara (The University of Melbourne)

What does a mapping of the field of Applied Linguistics look like? It has a chronological as well as a spatial dimension, providing a guide to the evolution of thinking in the field as well as tracing its contemporary breadth, in terms of the topics it deals with, the professions to which it is relevant, its methodologies, and the disciplines from which it draws. The portrait is many faceted; no single perspective can do justice to the reality of applied linguistics. It proposes five mutually reflective vantage points for understanding the character and development of the field: Individuality, Interpersonality, Identity, Institutionality and Interculturality.

Biography
Tim McNamara is Redmond Barry Distinguished Professor in the School of Language and Linguistics at The University of Melbourne, where he was closely involved in the founding (with Terry Quinn) of the graduate program in applied linguistics and (with Alan Davies) of the Language Testing Research Centre. He is best known for his work in language testing, where his research has focused on performance assessment, theories of validity, the use of Rasch models, and the social and political meaning of language tests. He developed the Occupational English Test, a specific purpose test for health professionals, and was part of the research teams involved in the development of both IELTS and TOEFL-iBT. His work on language and identity has focused on the impact of poststructuralist approaches. His other research interests include the teaching of languages for specific purposes, and the scope and history of applied linguistics as a field. He has published extensively in each of these areas, including three books in the area of language testing, and most recently edited a Special Issue of Applied Linguistics on poststructuralism in relation to applied linguistics; his book on Language and Subjectivity with De Gruyter is due to appear in 2017. Tim is currently 1st Vice-President of the American Association for Applied Linguistics (AAAL) and is the Conference Chair for AAAL 2017 in Portland, Oregon.

The Christopher N Candlin Memorial Lecture has recently been instituted by ALAA as a tribute to the memory of Professor Candlin and his profound and ongoing contribution to the field of applied linguistics. It is to be delivered at the ALAA conference every second year in the form of a named plenary lecture and to focus on a theme of relevance to his work. The presenter is invited by the executive of ALAA in consultation with the conference organisers and the Candlin family.
Historically, the dominant concern in Applied Linguistics has been language learning and teaching, especially of English. Language, however, plays a crucial role in all classrooms and education settings. In the Australian context, recent studies have focused on language issues facing Indigenous children (e.g. ACLA Projects 1 and 2, and the ARC COE for Dynamics of Language). This research has exposed a range of ways in which Indigenous children who speak a language variety other than English (traditional, a creole, or a variety of Aboriginal English) may be impacted in classrooms where teachers are non-Indigenous and the classroom language is Standard Australian English.

In this talk we will focus on our work in early years classrooms – Indigenous, multicultural and ‘mainstream’ – in which we are investigating aspects of epistemics and learning using the tools of Conversation Analysis to better understand how children from different language backgrounds develop ways of engaging with the school curriculum. Evidence is emerging not only of the importance of language, but also embodied actions of children that reveals their level of their engagement with learning. These observations provide us with evidence for when children may be additionally challenged by their home language environment in successfully demonstrating curriculum understanding, and where other factors may be more important.

**Biographies**

**Rod Gardner** is Honorary Associate Professor at the University of Queensland. His major field of research is conversation analysis, in particular of response tokens and second language conversation. He is author of *When Listeners Talk* (John Benjamins, 2001) and co-editor (with Johannes Wagner) of *Second Language Conversations* (Continuum, 2004). More recently he has collaborated with Ilana Mushin in ARC funded investigations of early years classroom interaction and engaging with the curriculum using CA methodology, with a major focus on Indigenous learners.

**Ilana Mushin** is Associate Professor and Director of Research in the School of Languages and Cultures at the University of Queensland. Her research focuses on the role that the status of knowledge plays in the way people design their conversational turns in ordinary social interaction and in early years schooling. Her major fields of research include Australian Aboriginal languages, especially Garraya, interactional linguistics and language typology. She is author of *A grammar of (Western) Garraya* (De Gruyter Mouton, 2012), and *Evidentiality and Epistemological Stance* (John Benjamins, 2001) and is co-editor (with Brett Baker) of *Discourse and Grammar in Australian Languages* (John Benjamins, 2008).
Critically connecting the complexity of communicative repertoires, curriculum and (national) culture.

Howard Nicholas (La Trobe University)

Making connections between applied linguistic research, language education research and practices in classrooms, educational jurisdictions and nations requires thoughtful engagement with ideas of ‘the nation’, ‘the individual’ and ‘language’. Applied Linguistic writing is redolent with critical analysis of each of these constructs. It is easy to find claims that each construct has passed its use-by date. Yet nations continue to fund education, individuals continue to learn and teach (or reject) their and others’ language(s) and these same languages are used as gatekeepers in the negotiation of power and privilege. In this paper I will explore the potential of the Multiplicity framework of the communicative repertoire (Nicholas & Starks, 2014) as a means of addressing some of these tensions and indicate some of its consequences for research and teaching practices as well as curriculum.

Reference


Biography

Howard Nicholas is Associate Professor in the School of Education at La Trobe University where he teaches in the areas of applied linguistics and language education. His particular expertise is in different aspects of language development and multilingual education. His research includes the areas of child and adult second language acquisition (German and English) and the acquisition of German as a first language, as well as the use of mobile technologies in education.

He has worked in Germany on various research projects and has undertaken Visiting Professorships at various institutions internationally. He has consulted to State and Commonwealth agencies on issues of teacher supply, languages and bilingual education as well as curriculum and funding for languages education and English as an additional language.

Howard was Vice-President, President and Immediate Past President of the Applied Linguistics Association of Australia between 2000 and 2008.

His recent publications include:

Money talk and conduct from Cowries to Bitcoin
Asif Agha (University of Pennsylvania)

What role do forms of money play in social life? What kinds of sociocultural variation do they exhibit? What variety of things do people do with varieties of money? How are activities involving money differentiated into registers of money-conduct in specific times and places? How are specific forms of money-conduct recognized and differentiated from other cultural routines by those who encounter them? It has long been understood that money is intimately linked to varied forms of discursive semiosis (whether oral, written, numerical, algorithmic, customary, or law-based; whether manifest as fiscal policy, computer code, or common sense) through which distinct forms of money are created and endowed with distinct use characteristics; that specific forms of money are readily linked to (or appropriated by) group-specific interests or ideologies; and that differences in types of money-conduct readily differentiate social roles and relationships among persons and groups in social history. Yet the role of discursive semiosis in the existence and use of money is not well understood, a lacuna that links most descriptions of “money” to voicing structures (or discursive positionalities) that are not grasped for what they are by those who offer such descriptions (e.g., “speaking like the State” without knowing it). The paper clarifies the role of discursive semiosis in the social life of money. It shows that such clarification is a prerequisite on ethnographic answers to the questions listed at the beginning of this abstract. It presents a comparative framework for reasoning about forms of money in forms of life.

Biography
Asif Agha is professor of Anthropology at the University of Pennsylvania. He previously taught at the University of Chicago, Vassar College and UCLA. His research interests include:

Linguistic and cultural anthropology; sociolinguistics; semiotics; language and social relations; metaphor and tropes; registers of language; speech style; rhetoric; language ideologies.

Mediatization in complex societies; bureaucracies, legislatures, and the State as discursive installations; the making and unmaking of institutions; mass media, advertising and the public sphere; public relations and consumer-citizens; electoral campaigns and candidate-politicians.

Language structure and function; grammatical and indexical categories in language; language typology and universal grammar; discourse analysis; meaning and reference; language and cognition; speech as action; deference systems; evidential categories; modality and deixis; animal communication; Sino-Tibetan and Indo-Aryan linguistics.

Professor Agha has published extensively in these areas including his 2007 volume on ‘Language and Social Relations’.
Themed Panels

Monday Dec 5 (Day1) Panels

9:30am – 11:00am Assessment/Testing
English language teacher based assessment: Ensuring trustworthiness
Chris Davison, Alan Williams, De Phung, Janet Saker, Michael Michell, Sara Mashayekh, Susanne Stanyer (University of New South Wales)

3:00pm – 5:30pm Multilingualism/Translanguaging: Heritage language education
Boundary crossing: Reimagining heritage language education for the 21st century
Louisa Willoughby (Monash University), Una Cunningham (University of Canterbury), Jeanette King (University of Canterbury), Niru Perera (Monash University), Daina Gross (Monash University)

Tuesday Dec 6 (Day2) Panels

9:00am – 10:30am Motivation
Motivational development of Japanese language learners and their learning experiences inside and outside the classroom
Naomi Kurata (Monash University), Toshiyuki Nakamura (Monash University), Tamami Mori (UNSW Australia), Miho Inaba (Cardiff University)

Wednesday Dec 6 (ALAA/ALS Joint Day) Panels

2:00pm – 5:30pm Forensic linguistics
How to ensure language and speech evidence is used appropriately in court
Helen Fraser (Independent researcher), Diana Eades (University of New England), Georgina Heydon (RMIT University), Kate Burridge (Monash University)

4:00pm – 5:30pm Intercultural and intergenerational encounters
Rethinking Second Language Learning: Intercultural and Intergenerational Encounters
Hui Huang (Monash University), Marisa Cordella (University of Queensland), Brigitte Lambert (Monash University), Colette Browing (Monash University), Ramona Baumgartner (Monash University)

Abstracts in this section are listed in order of presentation.
The international movement towards the more effective collection and use of assessment information to improve learning in schools (Darling-Hammond & McCloskey, 2008) has led to a number of recent developments in teacher-based English language assessment, including the recent launch of the Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language (TEAL) project, an online assessment advice and ‘toolkit’, http://teal.global2.vic.edu.au/, based on Vygostkian and Assessment for Learning principles, for use by all teachers of students learning in and through English as an additional language (EAL) in Australian schools.

For such tools to make a difference to learner achievement, teacher-assessors need to be able to confidently and accurately assess the learner’s language output, and even more importantly, ‘test’ their own informal judgments of students’ language levels and achievements. More formal summative/formative assessment tasks are also needed which encourage the teacher to stand back and reflect on their implicit or explicit assumptions about individual students’ capacities, compare those assumptions with careful analysis of examples of students’ actual performance, and then subject their judgments to explicit scrutiny and challenge, or confirmation by others. However, as Wiliam (2001) argues, “in order to maintain trust communities will have to show that their procedures for making judgements are fair, appropriate and defensible (i.e. that they are valid), even if they cannot be made totally transparent” (p.173-4). To do this, it is necessary to establish common understandings of tasks, publicly agreed and explicit assessment criteria, and strong moderation among teacher-assessors, but this creates many areas in which there may be threats to validity and/or reliability, or, in assessment for learning terms, trustworthiness.

This colloquium consists of four short papers of 15 minutes evaluating different aspects of the trustworthiness of the TEAL project. The first paper looks at the validation process, comparing the psychometric versus teacher expert judgments on the computer-adaptive test of reading and vocabulary, identifying problematic aspects of assessment which cannot be accurately predicted by psychometric analysis alone. The second paper looks at the nature of the oral assessment tasks, and the interaction between those elements of the tasks which can be “designed-in “ and those elements which are contingent upon student response, and the effect of this interaction on trustworthiness. The third paper looks at the assessment attitudes and practices of the teacher – assessors when benchmarking secondary student samples of oral language interaction, and explores the extent to which the teachers use the explicit assessment criteria to make their judgments. The final paper looks at the meta-linguistic awareness of teacher–assessors and the relationship of this to
their self-efficacy when evaluating primary student writing samples. There will be time set aside for audience discussion and comments.

**Keywords:** Assessment, English language, trustworthiness, validity, reliability

**References**


Boundary Crossing: Reimagining Heritage Language Education for the 21st Century

Louisa Willoughby (Monash University)
Una Cunningham (University of Canterbury)
Niru Perera (Monash University)
Daina Gross (Monash University)

The multilingual turn in Applied Linguistics invites scholars to reflect on the porous boundaries between languages and the ways in which speakers draw on their varied communicative resources to instantiate identities and achieve communicative ends. In this session we explore some of the consequences and applications of these views to heritage language education contexts.

Papers in this session will extend or question our traditional understanding of what heritage language education looks like. Some questions our panel will explore include:

- In a world of shifting and hybrid identities what does it mean to say something is a ‘heritage language’?
- How are families from small/isolated HL backgrounds managing language transmission in the absence of formal HLE programs?
- How might the aims or audiences of heritage language programs be changing in response to heterogeneity in migrant populations?
- What kind of linguistic and cultural knowledge do parents and students hope to gain from HLE?
- What novel methods or program designs are educators using to build the multilingual abilities of students who are HL speakers?

The papers in this session form two parts. Part 1 presents 2 empirical papers that consider heritage language education outside traditional school contexts. In part 2 we explore spaces for heritage languages within schools; and also have time for wider discussion of the themes mentioned above.

**Keywords:** heritage languages, multilingualism, multilingual education

**Speakers and titles:**

Una Cunningham & Jeanette King: Myth-busting in the face of rumours, misinformation and propaganda: Empowering parents and carers with research-informed information on raising children bilingually in New Zealand

Niru Perera: Teens in the temple: Heritage language development in religious classes at an Australian Hindu temple

Daina Gross: Catering for transition from heritage student to remigrant - how education systems can help to ease integration

Louisa Willoughby: Heritage languages as Year 12 subjects: Recent Victorian trends and their implications

Discussion and audience comments.

*Individual abstracts for this panel can be found in the papers section of this document listed under first-author’s family name*
Motivational development of Japanese language learners and their learning experiences inside and outside the classroom

Naomi Kurata (Monash University)
Toshiyuki Nakamura (Monash University)
Tamami Mori (UNSW Australia)
Miho Inaba (Cardiff University)

This panel examines the motivational development of learners of Japanese, and discusses common themes that appear during this process, including the influence of learning experience in/outside the classroom on their current and future L2 self-image, and participation in a variety of communities where they were exposed to Japanese. The panel also discusses what factors contribute to the development of the learners’ motivation, and some pedagogical implications that our research carries.

**Key words:** Motivation, L2 self, L2 identity, situated learning, learning experiences

**Speakers and titles:**
Toshiyuki Nakamura: The dynamics of motivation for learning Japanese in Australia and Korea
Tamami Mori: Connecting peers and its effects on motivational development of Japanese language learners: A case of an intermediate learner's experience through a mentorship program
Miho Inaba and Naomi Kurata: Motivational profiles and L2 identity: A longitudinal case study of adult learners of Japanese in Australia and Sweden

*Individual abstracts for this panel can be found in the papers section of this document listed under first-author’s family name*
Wrongful convictions resulting from poor-quality forensic science have been widely publicised (Harris, 2012). In response, moves have been made, internationally, to formulate rules ensuring the reliability and validity of expert evidence admitted in criminal trials (LCGB, 2011; NRCC, 2009). Similar rules are gradually being accepted in Australian jurisdictions (e.g. FCA, 2013), and lawyers are being encouraged to cross-examine expert witnesses in ways that ensure weaknesses in their evidence are revealed (e.g. Edmond et al 2014).

The aim of this workshop is to encourage more linguists, including but not limited to those involved in forensic case work, to engage with this ongoing inter-disciplinary discussion.

Two issues seem particularly worthy of consideration by linguists.

1. Ensuring the rules are suitable for language and speech evidence

To date, most of the rules are based on the model of DNA analysis as the ‘gold standard’ of forensic evidence. However, characteristics of the language and speech sciences arguably make our situation somewhat different (e.g. Foxen & Bunn, 2015). For example, technical sciences typically prefer rules that admit only results of well-tested methods with statistically expressible error rates. However, while this is no doubt valid for many sciences, it is not always possible or even desirable for language and speech evidence. Indeed, insisting on it could have the effect of leading courts to prefer unreliable but ‘technical-sounding’ evidence over more nuanced or counter-intuitive explanations from analysts with genuine expertise in linguistics.

2. Ensuring results of expert analyses are communicated effectively to the jury

An important part of scientific evidence (from any field) is communicating the conclusion in a way that will be understood appropriately by the court. This is a particularly complex form of indirect communication, in which the expert must explain difficult concepts for the jury by responding to questions from a barrister who has limited understanding of the field. Linguists (e.g. Eades, 2016; Haugh & Liddicoat, 2009) have emphasised limitations of the ‘conduit’ metaphor of communication, and developed sophisticated concepts that can potentially offer helpful contributions to current topics such as (for one example) the relative effectiveness of expressing conclusions via numerical statistics (e.g. Likelihood Ratio), verbal scales (e.g. highly likely, somewhat likely etc) or a paragraph of plain language (see Edmond, 2013 and other papers in that special issue of AJFS).
References


Rethinking Second Language Learning: Intercultural and Intergenerational Encounters

Hui Huang (Monash University)
Marisa Cordella (University of Queensland)
Brigitte Lambert (Monash University)
Colette Browning (Monash University)
Ramona Baumgartner (Monash University)

The project introduces a model of intergenerational, intercultural encounters that is designed to deliver a number of pedagogical and societal benefits simultaneously. Specifically, it aims to promote the utilisation of community language resources, enrich the experiences of young language learners, foster greater understanding between young and old, break down cultural stereotypes, encourage appreciation of different cultures, and enhance the quality of life and community engagement of older people with a bilingual/multilingual background.

Keywords: Community resources, L2 learning, multilingualism

Speakers and titles:

Marisa Cordella & Hui Huang: Many cultures, many opportunities: Multiculturalism, language skills and community resources
Brigitte Lambert & Marisa Cordella: The Migration Experience and the Ethos of Self
Hui Huang, Marisa Cordella, C. Browning, & R. Baumgartner: An Innovative Model for Second Language Learning and Social Inclusion

*Individual abstracts for this panel can be found in the papers section of this document listed under first-author’s family name.*
The following section lists abstracts for papers held across all three days of the Applied Linguistics Association of Australia (ALAA) annual conference, including abstracts from the Australian Linguistic Society (ALS) annual conference that are scheduled for the combined day on Wednesday the 7th of December.

Abstracts in this section are listed in alphabetical order of first-author’s family name.

Please refer to the program schedule for session times and room numbers.
Madrassahs and Islamic education system is a reality that cannot be ignored considering Pakistan’s socio-religious set-up. At the same time, there is a need of re-examination and modernisation of Madrassahs’ infrastructure in order to bring reconciliation between Islamic ideology and progressive thought. Teaching of languages especially English language has a potential to help them connect with a global world and eventually reshape their world view. English in Indo-Pak has rich roots ranging from its introduction/induction during colonial India to recent nativised, Islamised, indigenous versions both in content and form. Despite all the socioeconomic advantages English language had to offer, resistance from religious orthodoxies, especially Muslims, in British India towards English has been a continuous characteristic that still seems to be prevailing in post-partition Pakistan. The Ulammas, not all, perceive teaching of English as a danger causing disturbance to social fabric of Islamic Pakistan. Most Madrassahs have no or very less explicit emphasis on English language teaching. To ensure inclusivity and to end with discrimination and patronising policies, it is important to value the main stakeholders i.e. Madrassah teachers and students. The present study aims at exploring perceptions and beliefs of Madrassah teachers and students regarding English language learning in Pakistan. It further reports on preliminary needs analysis derived out of Madrassah students and teachers’ needs and wants in teaching and learning of English language. For this purpose qualitative research paradigm was selected. Triangulation of data collection was done by finding the perceptions of the teachers and students via questionnaires and interviews. The results show an eclectic and ambivalent attitude of the teachers as well as students concerning the substance of English to survive in the current scenario in Pakistan.

**Keywords:** Madrassah, Language teaching, Perception and beliefs, Pakistan
Interpreting Translated Adverts: A Multi-Modal Approach
Mohammed Alhuthali (Taif University)

As advertising is inherently multi-modal, there is a significant challenge when translating from one language and culture to another. Conventionally the focus has been on achieving accuracy of language in the target language. However, speech or text is only one way in which an advert is understood and ensuring that imagery and the wider narrative is effective matters as much as accuracy of language translation.

Someone brought up in one culture may easily recognise certain iconic images as carrying a particular meaning. To an individual lacking this context, the image may be misinterpreted. In terms of the wider scenario, the interaction between the characters or between a character and the product may be realistic (or at least plausible) in one culture and seen as implausible in another.

This research reviews a short advertisement originally made in Arabic and translated into English. It notes that the rendition into the target language is effective but that the overall advert fails as little account was taken of the overall narrative and scenario presented being seen as plausible to an English-speaking target audience.

This suggests that to evaluate the translation of adverts means there is a need to take a multimodal approach.

Keywords: Multimodality, Advertising, Translation
Redefinition or linguistic makeover? Ageing and stereotypes in Australian English

Keith Allan (Monash University)
Réka Benczes (Monash University)
Kate Burridge (Monash University)

Ageing is currently undergoing a major redefinition. As baby boomers are reaching retirement age and wish to remain active for many more decades, they are redefining the concept of ageing considerably (Kalache 2012). This redefinition is all the more relevant in Australia, which has the third highest proportion of people aged over 65 in the world.

According to the Australian Longitudinal Study of Ageing (2006), the majority of the 2,000 people aged over 65 that participated in the study enjoyed an active and high-quality life, and the respondents had “a strong sense of psychological well-being […] maintained well into advanced old age” (p. 65). This proposed change in attitude, however, has brought about an onomasiological problem with it: how can this new approach to old age be expressed with the right words? McCallum (1997) emphasized the inadequacy of the language to express this change: “The old-age pensioner name tag is now as ill-fitting as the discarded grey clothes.”

In previous research we reported that the labels that Australian English uses for the category of “old people” are changing: the expression older Australians is showing dynamic growth rates in the media as compared to more established terms, such as the elderly, old people or even seniors. We reasoned that the preference for older Australians is partly attributed to the comparative suffix, which blurs the entry age of “senior citizenship” by overgeneralization. What is happening here, therefore, is that the boundary of the original category of “old people” has become substantially extended towards the bottom end of the scale, thereby merging it with the upper boundary of middle age. If this is the case, then ageing – and old people in particular – are indeed undergoing a redefinition or reconceptualization.

However, an alternative explanation can also be presented, whereby the popularity of older Australians can be accounted for by the “euphemistic treadmill” (Pinker 2002): when a concept that has a negative connotation is given a new name, the concept tarnishes the name over time; therefore, the effect of the new name wears off rather quickly, which means that new euphemisms need to be constantly generated. In other words, the referent (in this case, “old people”) ultimately remains the same; it is the lexical form (i.e., older Australians) that changes. In this scenario, we are simply dealing with a linguistic makeover – and not a redefinition.

Therefore, in order to settle the question, we have compiled a Survey Monkey questionnaire that contains a list of 25 stereotypical statements about old people (13 positive and 12 negative ones), with an “X” in the subject position. E.g.: “X contribute economically to society” and “X are forgetful”. For each statement, participants are asked to select which expression for “old people” – old people, older people, the elderly, seniors and oldies – is the most common for that particular statement and thus participates best as subject. We hypothesize that if no trends emerge in the selection of the expressions and the stereotypes associated with old people, and each expression can be used for any one of the stereotypes, then the terms can be viewed as more-or-less equivalent in
meaning, all describing the category of “old people”. If, however, trends do appear, and particular expressions for “old people” are associated with particular stereotypes, then it can be hypothesized that the terms for “old people” are used with different meanings. Thus, the expressions are labels for various subcategories of “old people” and a redefinition of ageing is indeed taking place in Australian English.

We are still in the data collection phase; a full account of the data will be presented at the ALS Conference. Yet the initial results suggest that 1) the expressions are not considered by language users as synonymous; and 2) age might be a significant influencing factor in the emergence of more nuanced distinctions among the subcategories themselves.

**Keywords:** AusE, stereotypes, euphemism, ageing, categorization

**References**

Acehnese, like other regional languages throughout Indonesia, is in constant and intense contact with Indonesian. Indonesian serves as the official and national language of Indonesia – the language of government, of education, of the law courts and of the media, whilst Acehnese serves as the language of the home and of the community. Whilst Acehnese is a relatively large language with 2-3 million speakers, even in the home there are signs that it is beginning to give way to Indonesian in some families living Banda Aceh or other large towns. The pervasive influence of Indonesian is beginning to show signs of altering the Acehnese phonological system for younger speakers with the loss of the unique dental sibilant /S/ as it is replaced by the alveolar sibilant /s/.

Not surprisingly under these circumstances, a great many Indonesian loanwords are flooding into Acehnese. There are some interesting sound changes affecting both consonants and vowels, phonotactics and stress. The sound changes affecting the vowels of Indonesian loanwords are most unusual. Standard Bahasa Indonesia has just six vowel phonemes plus three diphthongs (Echols & Shadily, 1989). Acehnese, by contrast has a much more complex vowel inventory with ten vowel qualities, oral and nasal vowels and many diphthongs (Durie, 1985: 9). North Acehnese has ten oral monophthong vowels, seven nasal monophthongs, twelve oral diphthongs and five nasal diphthongs (Asyik, 1987: 17-18), whilst West Acehnese has considerably fewer diphthongs (Zulfadli, 2014: 139, 151-2). Acehnese already has all the vowels of Bahasa Indonesia, yet when it adopts Indonesian loanwords various vowel substitutions are made, often involving a substitution of the back unrounded vowel /ɯ/ for Indonesian /i/, /a/ and /ǝ/ as well as other vowel substitutions. An epenthetic back unrounded vowel /ɯ/ is also inserted to break up consonant clusters. Different dialects of Acehnese behave differently in regard to these vowel substitutions.

The behaviour of the vowels in Indonesian loanwords is not a simple case of phonological assimilation, as usually occurs in loanword phonology but must be an expression of Acehnese identity. This paper will explore this topic in some detail, drawing on data from a range of sources.

Keywords: Acehnese, Language Contact, Loanword Phonology, Indonesian

References


Learning to produce expanded responses across time in English as an additional language

Anne-Marie Barraja-Rohan (Monash University)

This paper responds to the need of exploring longitudinal interactions in the wild using conversation analysis to increase our understanding of L2 interactional competence. It examines three interactions involving an adult Japanese student in an Australian university. Akiko was videoed using English as L2 outside of class in dyadic and triadic interactions with two Australian native speakers of English over seven months. She regularly interacted with one of them called John.

This study documents changes in Akiko’s L2 interactional competence by exploring how she gradually produced expanded responses to self-presentational questions. This type of questions occurs in first encounters and usually generates a sequence whereby the answerer produces an expanded response (Svennevig, 1999). The aim of these questions is to find common ground to engage in topical talk and usually conversationalists reciprocate these questions to get to know each other. In her first interaction with John, Akiko mostly remained in the listener role generally providing short turns. This meant that when answering self-presentational questions, she did not naturally expand and John engaged in active co-construction to achieve a more comprehensive response. This pattern still occurred two months later when she interacted with John for the second time. Five months later, self-presentational questions re-emerged when Akiko interacted with John and a newcomer. After clarifying a misunderstanding, Akiko produced an expanded response with post expansion without active co-construction, which indicates that learning occurred at a subtle interactional level (Nguyen, 2011).

**Keywords**: conversation analysis, interactional competence, longitudinal study

**References**


Most research into student academic writing has focused on research writing or essay/assignment writing in the initial years of university study. As a result, description of the essay writing of more advanced students available for EAP writing instructors and course developers is fairly limited. This paper reports a study that focused on the use of metadiscourse in argumentative essays, a key student written genre. Metadiscourse is an important resource writers can draw on to help them create reader-based prose and how it is used may be indicative of student writers’ developing competence in academic discourse. Metadiscourse is generally understood to comprise two distinct components - textual markers which enable writers to signal the organisation of text and how one text part relates to another and attitudinal markers, including hedging, which enable writers to signal their stance towards the ideas and information presented in text. The present study drew on a classification of textual and attitudinal metadiscourse in persuasive text (Dafouz-Milne, 2008) in a discourse-based study of year three/four undergraduate and postgraduate student essays across a range of disciplines compiled from the Michigan Corpus of Upper-level Student Papers (MICUSP). The study sought to identify ways the student writers had used metadiscourse and it searched for possible associations between the use of metadiscourse and level of academic study (undergraduate or postgraduate) and linguistic background (English L1 or L2). The presentation provides textual illustrations of some of the most common sub categories of metadiscourse used by the student writers as well as quantitative findings. Findings from the study are discussed in relation to targeted writing instruction in EAP.

**Keywords:** Metadiscourse, essays, advanced writing, EAP

**Reference**

Exploring and Developing Automatic & Computer-Assisted Term Extraction Tools for Translation
Jonathan Beagley (Monash University)

Natural language processing is, due to its link with machine translation (MT), seen as mutually exclusive with human translation by many translators. Nevertheless, machine translation is far from being the only conceivable application of NLP to the practice of translation. Computer-assisted translation (CAT) tools are perhaps the most obvious example of NLP being applied to translation. Indeed, for the 21st century translator, language technology and translation are almost inextricably linked due to the prevalence of CAT tools and the widespread use of search engines, such as Google, and other corpora-based linguistic resources, such as Linguee, both of which make heavy use of natural language processing.

At the same time, terminology is gaining in importance rapidly, particularly for translators specialising in new and emerging technical fields (Kageura and Murayama, 2013). Automatic and computer-assisted (or semi-automatic) term extraction are, thus, very attractive for technical translators who encounter new terminology on a daily basis. While search engines have undoubtedly revolutionised the practice of translation by providing easier access to reference materials, automatic and computer-assisted term extraction provide new opportunities for improving both translator productivity and quality by streamlining the process of terminology research (Papavassiliou et al., 2013).

At present, the use of such technology by translators is quite limited, and the tools available for corpus analysis and term extraction are often unintuitive for those without a background in computational or corpus-based linguistics. In this presentation, I will compare several existing solutions for term extraction before proposing and demonstrating a prototype for domain-specific, computer-assisted term extraction software (written in Python) that combines data mining (such as web/RSS crawling) and NLP.

Keywords: natural language processing, term extraction, corpus-based linguistics, translation, web-as-corpus

References
Kageura, K., Murayama, R., 2013. Web-based Archiving of Parallel and Comparable Documents for Online Translators.
This paper aims to describe and analyze the use of discourse markers in three English-speaking learners of Italian, in order to identify possible acquisitional sequences in relation to the development of learners’ pragmatic and interactional competence. Data comes from Italian language courses held by the author in Italy. All three learners were from the United States: Two of them started at B1 level, and at A1 level (CEF). They were chosen because they started in the same period, and they were observed for two years. This work harks back to the study made by Benatti (2009), which focused on spontaneous spoken output elicited from learners of different L1s. The same theoretical framework (Giacalone Ramat, 2003; Bazzanella, 1994) will now be applied to English-speaking learners, observed longitudinally for one year.

Lynn Moder and Martinović-Zic define discourse markers as a word or phrase that is relatively syntax-independent and does not change the truth conditional meaning of the sentence, and has a somewhat empty meaning (Lynn Moder and Martinović-Zic, 2004:117).

Bazzanella (2006) and Kachaturian (2011), among others, suggested that discourse markers cannot be classified on the basis of grammar. The only way to make a classification of them is by using a functional approach. This paper will be divided into three parts:

- The first determines what the functions of the forms used are;
- The second connects the use of discourse markers to the formal competence of the learners, especially in relation to verbal morphology;
- The third identifies transfer phenomena from English to Italian, in order to define a training consistent with the natural process of grammatical and socio-pragmatical competence development.

**Keywords:** Discourse, markers, Italian, language, acquisition

**References**


Variationist sociolinguistics has made substantial contributions to our understanding of language variation and change, but the focus has persisted on mainstream speech communities. With over 16 million persons of Indian origin residing outside India, the Indian diaspora is the world’s largest and features prominently in Inner Circle countries (Kachru, 1985). While language variation and change in the Indian diaspora has been well documented in the UK (Sharma, 2011; 2014; Sharma & Sankaran, 2011), the USA (Sharma, 2005a; b), New Zealand (Hundt, 2014) and South Africa (Mesthrie, 1993; 2013), the sociolinguistic landscape of the Indian diaspora in Australia remains largely unmapped. Furthermore, despite the growing body of research on migrant communities in English-speaking contexts (e.g. Hoffman & Walker, 2010; Meyerhoff & Schleef, 2013), we have yet to establish guidelines on how to accurately capture contextual information to better understand the linguistic and cultural ecologies of multilingual migrant communities.

In this paper, I draw on my research on English in the Indian diaspora of Australia to explore methodological issues I have encountered thus far. These include:

1. The delimitation of the speech community (accounting for substrate effects by ensuring homogeneity of speakers’ L1).
2. Capturing the complex range of sociolinguistic factors specific to multilingual migrant communities.

The typological diversity of the Indian subcontinent means that the term ‘Indian English’ encompasses an array of Englishes spoken across the sub-continent (Sharma, 2012). Correspondingly, I adopt a bottom-up approach by investigating language variation and change in a single group – the Marathi community in Perth, Western Australia – before generalizing about the sub-continental variety.

Central to the migrant experience is the construction of ethnic identity and, based on current research (e.g. Hoffman & Walker, 2010), I argue that to understand the complex interaction between language and ethnicity in multilingual migrant communities, we need to account for language contact in the homeland as well as the range of social factors in the migrant community, including age at migration, maintenance of heritage languages and strength of transnational ties. As such, I suggest the use of a modified Ethnic Orientation Questionnaire (Hoffman & Walker, 2010) as a reliable tool to capture this information, complemented and supported by interview data on the same topics to ensure accurate representation of the speech community’s cultural and linguistic profile (cf. Travis & Torres Cacoullos, 2016).

While this paper focuses on the Indian diaspora, these issues can be extended more generally to sociolinguistic inquiry into multilingual migrant communities around the world.

**Keywords:** Sociolinguistics, World Englishes, Indian English
References


Negotiating Ethnic Identity
Jessica Birnie-Smith (Monash University)

Research on ethnic identity has often highlighted the high school as the primary locus for identity work in relation to social identities and social groups (Bailey, 2013; Bucholtz, 2010; Drager, 2015; Eckert, 1989; Mendoza-Denton, 2008). However, identity work does not necessarily occur exclusively at the high school level across different cultural and linguistic settings. For instance, in the Indonesian context, a significant amount of identity work occurs during the transition to tertiary education and/or the workplace (Manns, 2011). The transition typically involves a shift from high to low density social networks, increased exposure to and understanding of wider socio-political paradigms as well as enhanced personal agency and engagement with different social groups, all of which influence individuals’ sense of identity (Eckert, 2002; Milroy & Milroy, 1992). The present study examines how these factors impact on the negotiation of ethnic identity amongst ethnic Chinese girls in tertiary education in West Kalimantan, Indonesia. Chinese girls’ negotiate their identity through their linguistic practices, sociophonetic variation as well as attitudes towards language and phenotype. The analysis draws on several data sets including recorded conversation, interviews and an experimental procedure. The results of the analysis reflect some of the patterns in linguistic practices and identity work observed in other ethnic minority communities at the high school level (Bailey, 2013; Bucholtz, 2010; Drager, 2015; Mendoza-Denton, 2008). The present study therefore demonstrates that in the Indonesian context, identities remain fluid after high school, and are subject to continued influence from changes in their sociocultural context. Individuals respond to changes in their sociocultural circumstances by continually repositioning themselves in relation to those around them through their linguistic practices.

**Keywords:** Identity, Indonesia, Ethnicity, Sociolinguistics

**References**


Why written corrective feedback can contribute to L2 development:
A theoretical model

John Bitchener (Auckland University of Technology)

The extent to which written corrective feedback (CF) may contribute to second language (L2) development has been controversial and the subject of a growing number of empirical investigations into its contribution. Research with an L2 development focus and an output focus (as opposed to a processing focus) has continued to show that learners can successfully modify their erroneous output but it has yet to fully explain why this is the case and also why some learners within successful groupings fail to benefit from the practice. Thus, there is a need, first, for theoretical proposals that might explain how and why written CF may play a role in L2 development and, second, for empirical investigations into the validity of such proposals. Responding to the call for theoretical explanations of how and why written CF might contribute to L2 development, this paper presents a model that considers the extent to which existing theoretical hypotheses in the SLA literature, about the role of input generally, may explain the role of written CF, specifically, in L2 development. In doing so, it seeks to make connections between established theoretical hypotheses about L2 development in the written context as well as in the oral context. The model describes (1) the different stages of cognitive processing of written CF that learners need to traverse in order to produce accurate output and (2) a range of individual difference and contextual factors that may moderate their progress at each of the processing stages. The model refers to processing that occurs within a single written CF episode and when the new knowledge is retrieved for use in the writing of new texts during the on-going consolidation phase of development. This is the first time such a model has been proposed.

Keywords: Written CF; L2 development; cognitive processing of written CF; individual and contextual moderating factors
Creating a digital shell for indigenous language and culture sharing

Cathy Bow (Charles Darwin University)

Aboriginal languages are largely invisible in Australian universities, with opportunities to learn only 6-7 languages currently available (University Languages Portal Australia, 2016). While many Australian universities are keen to enable Indigenous knowledge and culture to have a role in the intellectual life of the academy, the multiplicity and complexity of issues makes the development and delivery of language courses difficult, requiring careful local negotiation across many different groups.

An experimental and generative solution to the perceived problems, funded by the federal Office of Learning and Teaching, is developing an online ‘shell’ through which Aboriginal language owners can teach their languages, histories, art and other knowledge and culture forms to university students, on their own terms. The goal is to enable Australian university students to access the online study resources and engage with language speakers and owners, through arrangements negotiated on a case-by-case basis by their universities. Ideally this will create opportunities for students across different disciplines to access language materials to inform their studies in linguistics, medicine, education, environment, law, etc. and to equip those planning to work in Indigenous communities, as well as attracting those with a general interest in the area.

A pilot program is currently in development, working with one community which had already begun sharing their knowledge and language online. In second semester 2016, a group of volunteer learners are invited to participate in the online course provided via the digital ‘shell’ site. This presentation will include a description of the pilot program, including some of the negotiations involved with local authorities, some technical aspects of setting up the site and selecting resources, and preliminary results of the trial with feedback from volunteer learners. Lessons learned from the pilot project will inform further development of the resource, with a view to sharing the shell with other communities interested in developing their own courses.

Keywords: Indigenous, language, teaching, online, learning

References

Traditional conceptualisations of learning have framed it as a process of information transmission from expert to novice. These models have now largely been replaced with recognition of the role of collaboration, self discovery, and active learning. Within a situated learning perspective (Lave & Wenger, 1991), the method by which a student acquires competency in a given academic area can be understood as a process of academic discourse socialisation. This model frames learning as “developing the capability to participate in new discourse communities as a result of social interaction and cognitive experience” (Duff, 2007, p. 01.4). Thus, learning is not simply a matter of acquiring knowledge of facts, analytical techniques, or theories but rather a process whereby a newcomer learns how to become a member of a particular academic community. This process involves acquiring the discourse of the community; the particular ways of thinking and being associated with that group. In the academic environment, the student becomes familiar with the ways of thinking, norms, and language of the field under study. These are then internalised as the student moves from novice to full member of the academic community.

This presentation explores the nature of academic discourse socialisation and the role this plays in learning in the tertiary context. In particular, it discusses how this process may be nurtured and promoted in the higher education environment. It does so by considering how communities of practice (CoPs; cf. Wenger, 1998) may form in this context. Through the examination of an undergraduate linguistics course, we describe the emergence of a CoP within a tutorial classroom and discuss the benefits of this with respect to academic discourse socialisation. Finally, we consider ways in which the CoP framework may be applied, both to understand the dynamics of the tutorial context and to enhance student learning outcomes.

Keywords: academic discourse, discourse socialisation, learning as a social practice, classroom practice

References


Humour, Gender and Character identity in Chinese sitcom *Apartment*

Ying Cao (Western Sydney University)

This study intends to explore the interactions of gender, humour and character identity in fictional conversations in the Chinese sitcom, *Apartment*. While gender, humour and identity have been widely investigated in natural conversations (Hay, 1995; Holmes, 2006; Lampert & Ervin-Tripp, 2006), few work has been done in the genre of dramatic discourse (sitcoms in particular). This study intends to fill this gap, and to answer the following research questions: (1) what are the characteristics of the humour strategies used in the conversations of each single-gender group and in mixed-gender groups? (2) How do male and female characters contribute to the humour sequences, i.e. collaboratively or competitively? (3) How does humour unveil male and female characters’ identities? Using Norrick (2010)’s theoretical framework of conversational joketelling and Culpeper (2001)’s framework of character and characterisation in dramatic discourse, this study explores from the dimension of gender how the seven main characters in *Apartment* display their identities through conversational humour. Drawing on the data composed of 137 conversations of both single-gender groups and mixed-gender groups, this study found that humour strategies used by females and males do not present distinct differences. Humour strategies of teasing and irony are favoured by both genders. A significant finding is that, the character identities of females displayed in single-gender conversations in *Apartment* share some features with that in natural conversations, i.e. a mild and cooperative participant (Hay, 1995). However, in mixed-gender conversations, female characters are more often competitively contribute to previous humour sequences, and the identities they intend to display via humour are significantly different from what observed in natural conversations (Holmes, 2006). To be more precise, female characters in *Apartment* prefer to display their identities as independent, tough and dominant participants in mixed-gender conversations.

**Key words:** Humour, Gender, Chinese sitcoms.

**References**


Putting language teaching materials to the test– checklists for principled materials development

Simon Capper (Japanese Red Cross Hiroshima College of Nursing)

As the author / co-author of over a dozen ELT course books, the presenter has learned that a comprehensive and principled approach based on current theories of language acquisition and best practice is essential for the development of quality language learning materials.

With this in mind, drawing on Tomlinson's "universal criteria" (2013), the presenter created a context-appropriate checklist with which to evaluate materials currently being piloted in an intercultural communication course for university-level Japanese learners of English.

The aim of the checklist was to evaluate factors such as: Would the materials provide an achievable challenge? Would they provide learners with opportunities to personalize their learning? Would they provide an element of choice for learners, and engage them at an affective and cognitive level? Would the materials meet the needs of the learners and would the activities be adaptable to a variety of teaching and learning contexts? Would the activities and tasks be consistent with the goals of the course?

In order to identify the materials' envisaged strengths and weaknesses from the language teachers' perspective, a three-unit sample of the materials was evaluated by the author and by a small group of teachers. At the same time, a questionnaire for students, developed to reflect the evaluation criteria, was administered to obtain the perspectives of students actually using the materials, with a view to identifying potential discrepancies between the teachers' and students' points of view.

While the data inevitably contained elements of subjectivity, as with any evaluation of suitability or appropriateness, the use of a checklist and student-centered questionnaire provided an illustration of the value, both for materials writers and for language teachers, of a principled and critical approach to materials development.

Keywords: materials, development, evaluation, checklist

References

A sociocultural approach on the study of negative language transfer:
The effect of peer interaction on the acquisition of the Japanese noun modifier no

Sally Chan (University of New South Wales)

This presentation aims to investigate the effects of peer interaction on the acquisition of the Japanese noun modifier \( \circ \) (an ownership indicator) by Chinese L1 learners of Japanese as a foreign language as an early attempt to apply a Vygotskian Sociocultural theory (SCT) onto examining negative language transfer (-LT).

-LT is the impediment effect of a source language(s) on the recipient language. Chinese L1 learners of Japanese with an advanced proficiency have demonstrated -LT in the misuse of no (e.g. Chan, 2014). Although the study of no, and studies of -LT in general provide useful insights of the cause and effect of -LT within individuals’ in their second/foreign language acquisition, it is criticised for providing minimal insights into how learning occurs, i.e. the effect of the learning environment in promoting the acquisition of a linguistic feature influenced by –LT (Firth and Wagner, 1997).

SCT view language learning as a social phenomenon that occurs during interactions with others. Peer interaction research to date has demonstrated positive effects on learning grammatical structures (e.g. Aljaafreh and Lantolf, 1994). As little research has investigated the effect of peer interaction on the learning of a target grammatical structure influenced by -LT, this study will utilise peer interaction in examining the misuse of no and its acquisition by the Chinese L1 learners.

In this study, Chinese, Korean and English L1 learners of Japanese with an advanced proficiency and Japanese L1 speakers participated in four sessions (1. pre-test, 2. peer interaction, 3. immediate post-test and 4. 6-months follow-up post-test) and acquisition was measured using the grammaticality judgment task. The statistical analysis is underway and results on the statistical significance of the Chinese L1 learners’ performance pre and post-interaction will be reported in this presentation.

Keywords: Sociocultural approach, negative language transfer, peer interaction, second/foreign language acquisition, the Japanese noun modifier no

Reference

Transforming practice: Designing rubrics for cumulative and integrative assessment of disciplinary learning and development of students’ language communication

Honglin Chen (University of Wollongong)
Emily Purser (University of Wollongong)
Alisa Percy (University of Wollongong)

While it is widely recognised that university graduates should be good communicators in English language, and that close attention be paid to the development of students’ communication skills within their disciplinary learning contexts, it remains open to debate how an effective and sustained focus on language communication can be achieved within disciplinary curricula. In Australia, the past few years have seen major efforts to identify good practices in teaching English language communication, yet as Arkoudis (2014) notes, these are often fragmented and not explicitly linked to disciplinary assessment. The existing literature on language communication consistently points out that designing assessment tasks and rubrics with built-in language development will make a significant difference to students’ English language learning and development. However, current practice to integrate language into assessment rubrics tended to translate into a simplistic deduction of marks for superficial grammatical infringements.

This paper reports on a design-based research project that aimed to design, trial and evaluate a set of rubrics for promoting cumulative and integrative assessment of development of English language communication in a tertiary disciplinary context in Australia. Data comprised interviews with various stakeholders at various stages of consultation, development, implementation and evaluation. The paper discusses innovations and challenges in designing, testing and refining a set of SFL-inspired (Systemic Functional Linguistics) assessment rubrics that provide a clear, coherent pathway for students to develop language proficiency across different years of studies of an undergraduate course.

Key words: Assessment rubrics, English language development, disciplinary learning, design based research, higher education

Reference
A Case Study of Translingual Literacy: 
Intrasentential Code-Meshing in Personal Correspondence 
Ivy Chen (University of Melbourne)

‘Pinocchio’: Italian children’s novel, Disney cartoon, or … Korean TV show? Translanguaging has emerged as a more accurate way to describe the way ‘languagers’ language (García & Li, 2014), where writers and readers negotiate meaning and literacy is performative (Canagarajah, 2009, 2013). Within this framework, research on translingual writing has been explored in the academic genre, with a heterogeneous group of readers; writing where the writer has a specific reader in mind has not. In this study, a corpus of one year’s worth of personal correspondence (i.e. emails and messages) between a multilingual international student and her parents was analysed in order to (1) identify the difficulties in analysing translingual writing and to (2) explore the effectiveness of translanguaging in writing. Stimulated recall reveals that limited literacy skills of either reader or writer lead the writer to resort to transliterations, and participants utilized similarities between languages to facilitate understanding. This, along with lexical borrowings, makes it difficult to assign a ‘language’ to the code-meshing. In terms of effectiveness, even when writers are familiar with the intended reader’s linguistic repertoire, some instances of code-meshing were more rhetorically effective than others, such as providing the reader with too many clues (Canagarajah, 2013). The analysis points to issues in the analysis of translingual writing and the development of translingual literacy.

**Keywords:** translanguaging; multilingualism; writing; translingual literacy; code-meshing

**References**


The teaching of Chinese as a foreign language by China’s Confucius Institutes (CI) has a history of over a decade since 2004 when the first Confucius Institute was established in Korea. CIs have rapidly spread over many western countries, such as Australia, the United States, Canada, the United Kingdom, France, Germany, Sweden and so on. However, regardless of whatever intentions the CIs have, the CIs have been subjected to western criticism for several reasons. In particular, a number of universities in USA and in EU decided to cease their contracts with the Headquarter in Beijing in 2014. Western critics have worried about China’s influence of soft power which may jeopardize the integrity and the academic freedom of their universities.

This paper investigates three key issues related to teaching of Chinese as a foreign language by two CIs in Australian universities. The first, in the level of the institutional organization, there is a political concern about the institutional autonomy and the roles of CIs on Australian university campuses. Secondly, in the curriculum level, CI is using a different curricula from those used in the host universities. There is a gap between which cultural content is emphasized, namely, home culture of Australia or target culture of China? Thirdly, in the pedagogical level, the language teaching methods employed by the Australian academics and the teaching instructors invited by the CIs from China are not the same, which may cause cultural conflicts between staff in language teaching. The paper reports two case studies in Australia.

**Keywords:** Language, Culture, Teaching
Using critical realism to make connections between applied linguistics and the sociologies of knowledge and education

Chris Corbel (University of Melbourne)

This paper presents an example of making connections across disciplines and theoretical perspectives based on the transdisciplinary combining of notions from social realism in applied linguistics and social realism in the sociologies of knowledge and education.

The context is a study of knowledge and skills as key words in Australian vocational education policy over a forty-year period. The study sought to account for the apparent “weakening” of knowledge in educational policy, and so required a way of identifying whether such a weakening had indeed taken place and explaining linguistically how such a weakening occurs.

The paper begins by putting the case for critical realism as a metatheory for underlabouring educational research. Critical realism has been adopted by a handful of social realists in applied linguistics (such as Sealey & Carter, 2004) and the sociologies of knowledge and education (such as Young, 2008), but remains underdeveloped in both disciplines.

Critical realism is not a methodology: it calls for domain-specific methodological models to address research problems. The paper presents a domain-specific methodology for investigating vocabulary in education policy which is based on notions derived from social realism in applied linguistics, such as morphogenetic emergence, and the sociologies of knowledge and education, such as Bernstein’s (2000) ‘pedagogic device’.

The paper outlines how the resulting model contributes to empirical and theoretical advances in the understanding of the micro-level of cultural reproduction manifested in keywords and key phrases in discourse by extending Bernstein’s (2000) notion of the ‘language device’.

Keywords: critical realism, social realism, sociology of knowledge, sociology of education, methodology

References


This paper sets the scene by discussing issues around the three main themes of multiculturalism, healthy ageing and social inclusion, and second language learning in Australia. It starts to discuss the idea of multiculturalism, the arguments for and against it, the history of immigration in Australia, and the various government programs that have shaped the national character, from its ‘White Australia Policy’ at the beginning of the 20th century to the reforms after the Second World War that progressively ended the racial discrimination of immigration policies, introduced the term ‘multiculturalism’ into the vernacular, and led to a diverse and largely tolerant society. It then offers an overview of second language learning in Australian schools and describes the impact of various government policies on language education. Within the conceptualisation of situated learning, the project is then described, including its location, languages chosen, participants, data collection procedures, and the various studies undertaken within the project as a whole. The intercultural dimension of the project was achieved by matching L1 speakers of Chinese, German and Spanish with students of the target language, observing the similarities and differences between the three groups, and considering to what extent cultural variables could explain some of the findings.

This paper is being presented as part of the panel
Rethinking Second Language Learning: Intercultural and Intergenerational Encounters.
Political engagement and Intercultural Language Teaching practices

Chantal Crozet (RMIT University)

Within Modern Foreign Language Education, scholars such as Guilherme (2002), Byram (2009) and Kramsch (2014) have called for a more politically engaged pedagogy as part of the development of intercultural competence in an increasingly global world. However, recent case studies (e.g. Sercu 2006, Johnstone Young & Sachdev 2011, Diaz 2013) have shown that language teachers have mitigated views on the role political engagement ought to have in intercultural language teaching and learning. Taking into account teachers’ concerns from these studies, as well as drawing from concrete examples from a newly designed tertiary course in French studies in Australia, this paper considers what a politically engaged pedagogy involves from a teacher’s perspective in a tertiary context. It focuses in particular on the meaning of the ‘political’ from an intercultural perspective, what it means in terms of teachers’ knowledge and how it can pervade a teacher’s choices regarding the selection of class content, activities and assessment.

Keywords: political engagement, intercultural, language teaching

References


Immigrant Metaphors in American Presidential Elections
Ruiguo Cui (Nanyang Technological University, Singapore)
Peter Teo (Nanyang Technological University, Singapore)

Immigration has become a hotly contested and highly politicized issue in recent times. It is unsurprising that it is subjected to much political caricaturing, in which immigrants and are portrayed in various forms and figures of speech. This study focuses on the metaphors used to depict immigrants and immigration in the campaign speeches of American presidential candidates. Metaphor is a cognitive heuristic to facilitate understanding of abstract and less familiar concepts, therefore represents a potentially potent tool for politicians to peddle their political ideologies. By analyzing the speeches of the primary presidential candidates taken from the website of *The American Presidency Project*, this study aims to uncover ideological meanings beneath the metaphorical construction of immigrants and immigration. Informed by Lakoff and Johnson’s contemporary theory of metaphor and using Steen’s framework to identify and analyze conceptual metaphors, 17 speech texts and 11 immigration manifestos from the Republican and Democratic candidates were analyzed. The analysis shows that the Republican candidates tend to represent immigrants and immigration as a natural disaster and threat through ‘flood’, ‘pollution’, ‘criminal’ and ‘rival’ metaphors. The Democratic candidates, on the other hand, tend to use ‘family’ and ‘dreamer’ metaphors to portray immigrants as people like ‘Us’ who are pursuing their American dreams. These findings offer evidence of how language can be manipulated to serve political or ideological purposes. The study therefore raises awareness of the ideological nature of language as well as the linguistic nature of ideology. With more porous geographic borders made possible through globalization, the issue of immigration is likely to escalate, simultaneously connecting and polarizing people around the world. In a small way, this study contributes to our understanding of the important role of language in this process by showing how language is not only constituted in, but also constitutive of, society.

**Keywords:** Immigration and immigrants; Conceptual metaphor; American presidential elections
Myth-busting in the face of rumours, misinformation and propaganda: Empowering parents and carers with research-informed information on raising children bilingually in New Zealand

Una Cunningham (University of Canterbury)
Jeanette King (University of Canterbury)

Parents and prospective parents who speak a language other than English in New Zealand are in something of an information desert when it comes to how and why they might go about raising their children bilingually. While the official languages te reo Māori and New Zealand Sign Language have a special status among the languages of New Zealand, other languages are viewed very much as the responsibility of ethnolinguistic communities. Community language education is often organized by volunteers or with the support of foreign governments (e.g. Chinese).

After establishing that there is a dearth of information for parents we set about creating and disseminating research-informed material. In 2015 we conducted research amongst 60 migrant families and their bilingual teenagers to assess factors which aid intergenerational transmission in minority languages in New Zealand. Incorporating recordings from these interviews we created a website\textsuperscript{1} based on Cunningham’s book, \textit{Growing up with Two Languages}, and an associated Facebook page\textsuperscript{2}. In addition we held a series of lecture-workshops for parents and professionals which are being made available in digital form in our webpages.

Evaluation is ongoing and we have already seen a bilingual French class and a Swedish playgroup set up as direct results of the parents’ evenings. Individual parents have told of being empowered to make the decision to persevere in their efforts to raise their children as speakers of their language. The questions we are asked during these workshops help us select and prioritise the myths we need to bust in this outreach to irrigate and green the information desert. Our next project is to collate this information to produce pamphlets and conduct workshops for professionals such as speech-language therapists, early childhood educators, midwives, GPs, and Plunket nurses who work with families with young children.

\textit{This paper is being presented as part of the panel}

\textit{Boundary Crossing: Reimagining Heritage Language Education for the 21st Century.}

\textsuperscript{1} \url{http://twolanguages.canterbury.ac.nz/}
\textsuperscript{2} \url{https://www.facebook.com/Growing-up-with-Two-Languages-178389788862764/}
Learner autonomy in EFL learning: Investigating Indonesian university students’ beliefs

Daflizar Daflizar (University of Canberra)  
Eleni Petraki (University of Canberra)

Learner autonomy has been acknowledged as an imperative in language learning. Existing research has focused on the benefits of learner autonomy and strategies for promoting learner autonomy in the language classroom. Moreover, the concept of learner autonomy has been the subject of debate (Benson, 2001); some researchers (e.g. Pennycook, 1997) suggest that it is Western and has restricted applicability to Asian contexts, while others (e.g. Little, 1999) claim that autonomy is a universal human capacity and can be an appropriate educational goal in diverse cultures. Prior to any efforts aiming at promoting learner autonomy, it is vital to gauge students’ readiness to develop autonomous behaviour. To fill this gap, the present research investigated Indonesian EFL university students’ beliefs about learner autonomy; specifically their perceptions of their own and their teachers’ responsibilities in English learning and their ability to behave autonomously. A mixed methods approach was used in the present study. Questionnaires were collected from 402 undergraduate students in four different higher educational institutions in an Indonesian province, 30 of which participated in semi-structured interviews. The quantitative results showed that although the students believed that they had good ability to behave autonomously, the majority considered their teachers as being more responsible for many aspects of their learning. The interviews confirmed these results but revealed that students faced some constraints in developing autonomous behaviour, among others: limited resources available for English learning, unsupportive environment, and Indonesian students’ low motivation. Implications for the Indonesian language classroom and teacher training are discussed.

Keywords: learner autonomy, independent learning, student beliefs, tertiary education

References

Little, D. (1999). *Learner autonomy is more than a Western cultural construct*. In S. Cotterall & D. Crabbe (eds.), *Learner Autonomy in Language Learning: Defining the field and effective change* (pp. 11-18). Frankfurt am Main: Lang.
In the past 40 years, research on second language teacher education (SLTE) has undergone critical changes with growing recognition of teacher learning as “socially negotiated and contingent on knowledge of self, students, subject matter, curricula, and setting” (Johnson, 2009, p. 20). Teacher collaboration has become a key element, increasingly common in language teaching contexts. Nascent research has explored collaborative models in SLTE such as peer mentoring and co-teaching. Although paired-placement, an alternative model in which pre-service teachers (PST) work in pairs under joint supervision to co-plan and co-teach lessons, is gaining popularity in general teacher education this has yet to become the case in SLTE.

This paper explores the potential of the paired-placement in facilitating second language pre-service teachers’ construction of professional knowledge. The study asks two specific questions. First, does teacher learning occur in the paired-placement context? Second, if it does, what types of teacher professional knowledge are identified? It draws upon case-study research of four pairs of Vietnamese PSTs of English over their 15-week paired-placement. Data include individual interviews with the PSTs; observations of their co-taught lessons; video-recordings of planning meetings and lessons; and relevant artefacts. The study draws on Vygotsky’s (1981) sociocultural theory and third generation activity theory (Engeström, 2008) to conceptualise teacher learning, viewing ‘contradictions’ in the pair-work as sources of change and development.

The findings across the four pairs of PSTs reveal that the paired-placement was conducive to teacher professional learning, as demonstrated in PSTs’ growth in teacher professional knowledge. Their growth was most evident in terms of pedagogical content knowledge (i.e., knowledge about English teaching), general pedagogical knowledge, and knowledge of the learners and their characteristics. The study highlights the paired-placement as a promising model whilst offering a novel approach to conceptualise teacher learning in SLTE in collaborative settings.

Keywords: Vygotsky, sociocultural activity theory, second language teacher learning, paired-placement, teacher knowledge

References
The effects of written collaborative correction on EFL Vietnamese students’ writing performance and reflections
Trang Thi Doan Dang (Monash University)

Group work has been widely applied in language classrooms and regarded as useful to learning, yet the impact of written correction can be either beneficial or ineffective (Hattie & Timperley, 2007). Although previous research has investigated the value of teacher and peer feedback on learners’ perceptions and/or on their written output, the effectiveness of written correction remains debatable depending on its type and delivery. It is still not known whether the integration of cognitive and social elements into learning activities such as engaging multiple-ability groups in noticing/discovering the gaps in their collaborative writing, correcting errors, revising their first drafts, and comparing the revision with their initial writing can improve correction practice. To address this, this mixed-methods study (i.e., sequential exploratory strategy) aims to investigate the effects of collaborative written correction on secondary students’ writing performance but equally important to explore learners’ perspectives on these problem-solving sequences, a suggestion in recent literature. Intact classes, each with 31 students, were assigned a collaborative correction group (CCG) and a teacher correction group (TCG) in the primary treatment which lasted 8 weeks, 135 minutes each, with eight topics of correction; four letters and four descriptions. Following the primary stage, phase 2 looked in specific cases, using a qualitative method to better understand the dynamics of collaborative correction. Initial findings of the pre- and post-letter/description writing assessment indicated that although the CCG outperformed the TCG on letters, the performance of descriptions did not quite reach statistical significance. Thematic analysis from the semi-structured interviews revealed a strong concord with this collaborative practice. An obvious implication of this is that various scaffolding techniques from sociocultural views of language learning might be beneficial, and thus there is a need for teachers to execute scaffolding strategies in a specific class to promote collaborative learning.

Keywords: collaborative correction, problem-solving, scaffolding

Reference
Academic Language Support for At-Risk Students:  
**REACHing Further**

Ann Dashwood (University of Southern Queensland)  
Jeong-Bae Son (University of Southern Queensland)

In the Australian higher education context, academic language competence is a key to the success of degree programs. Students with underdeveloped academic language skills are at risk of not meeting minimum standards in their university courses. *REACH* (Retention – English for Academic Completion Help) is an academic language strategic support program, which was developed at an Australian university for students at risk of not continuing their participation through failure in a first-year course. (Baik & Grieg, 2009) This paper outlines a *REACH*-based project called *REACHing Further* and presents data collected as an evaluation of the approach while discussing academic language support in higher education. Findings indicate that those students who were engaged with the online *REACH* modules attached to their course disciplines passed and they generally valued the support and expressed the view that they would recommend other students to participate in the program although the overall engagement level of at-risk students was lower than those with higher grades. The examiners and tutors of the target courses also indicated that the *REACH* modules were well linked with the course materials and that the students should use them more actively. It is recommended that a more interactive, systematic and personalised approach needs to be considered to improve student engagement while researching effective ways of offering additional academic language support.

**Keywords:** Strategic academic language support, retention, online resource

**References**

Teaching and assessing English language learners in Victorian schools: What do teachers want?

Chris Davison (University of New South Wales)

Teaching and assessing English as a second or an additional language (ESL/EAL) learners in Australian schools is a particularly challenging area for most teachers. With so many students requiring systematic and regular English language support, all teachers need access to appropriate and useful assessment tools and advice to support learning and teaching. However, most assessment systems are imposed on teachers, rather than negotiated with them based on a contextualised and detailed understanding of their needs, thus leading to many problems with effectiveness and/or sustainability. Hence, in designing the Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language (TEAL) project, a commitment was made to involve teachers at every stage of development, implementation and evaluation.

An online assessment advice and ‘toolkit’, http://teal.global2.vic.edu.au/, TEAL is designed for use by all teachers to help assess their English as an additional language (EAL) students to improve learning and teaching. The website includes four main components: first, a set of sequenced teacher professional learning resources about EAL and assessment designed for small group or self-directed study; secondly, an assessment tool bank containing a range of assessment tools and tasks, secondly, an assessment tool bank containing a range of assessment tools and tasks, including computer-adaptive tests, organized around the three broad macro-skills (oral, reading and writing), three macro-functions (informative, persuasive, imaginative), three stages of schooling (early elementary, mid to upper elementary, and secondary) and a range of EAL proficiency levels; thirdly, a range of assessment-for-learning and teaching exemplars including a selection of annotated units of work across a range of subject areas and year levels showing assessment tasks with formative feedback embedded within a teaching/learning cycle, and finally, an online teacher discussion forum, including a password-protected area for teachers to share problems and strategies and to moderate or benchmark work samples. Strategies for evaluating students’ first language (L1) and literacy development are also included as part of the tool-kit. Within each component, the project has drawn on the specific professional knowledge of EAL teachers in collecting, evaluating and developing exemplar school-based assessment materials, tasks and strategies, writing and critical review of assessment tasks items, and in providing feedback on existing and recommended assessment practice. Now the tool-kit is being trialled across Victoria in order not only to find out whether it gives teachers what they want, but to continue to modify and adapt it so that it does.

More than 90 teachers from a range of government, Catholic and independent schools worked with the TEAL website and materials over a school term with professional input and guidance from leading teachers as part of the final field trials. Drawing on questionnaire, focus group and observation data, this paper provides a snapshot of the views of what teachers of EAL students K-10 are currently looking for, to more effectively support teaching and assessment in Victorian school contexts. The paper concludes with a discussion of the implications for professional learning and teacher support in English language education.

**Keywords:** Teacher development; assessment; English language
The English(es) to teach after study and life in Australia:  
A study of Indonesian English language educators

Anita Dewi (Monash University)

The study critically investigates perception of English amongst English language educators of Indonesian background who pursued their postgraduate studies in Australia. In particular, the focus of this study is on the participants’ expectations and experiences, both of which led to decisions on which English(es) to teach upon their return to Indonesia. Three periods of time are incorporated in comparing expectations and reality encountered, namely prior to coming to Australia, during their stay in Australia, and upon returning to Indonesia.

Through individual interviews, fourteen participants were asked about their expectations of the English language that they would encounter in Australia prior to their arrivals in Australia. This was followed by asking them about the actual English varieties they faced, both in academic and social lives as postgraduate students in Australia. Finally, the participants were asked to reflect on their experiences in Australia and suggest which English(es) to teach upon their return to Indonesia.

The results reveal that prior to their arrival in Australia, the participants most likely expected to encounter a single Inner Circle variety, either British English or Australian English. In reality, they communicated with diverse people in Australia using different varieties of English. This exposure to multi varieties of English, however, does not have similar impacts across participants. Upon returning to Indonesia, most participants would teach American or British English due to textbook availability, not because of their beliefs. Some suggested that they would also share information about other varieties of English and reinforce the importance of intelligibility in communication with their students.

**Keywords:** English teaching, perception of English, English as an international language
Aronin and Singleton’s (2012) model of affordances provides a powerful lens to capture complex relationships that impact on languages teaching and learning. In this paper it is applied to bi- and multilingual learning in remote Aboriginal communities in the Northern Territory now. Affordances come in all shapes and sizes; material, cognitive, evaluative and emotional (p. 319). The history of a speech community, its language and literacy practices and community and learner attitudes to these, along with local and official language status constitute affordances. In school settings, the inventory includes school policy and timetabling, curricula, the professionalization and status of language teachers and the availability of resources for learners. Affordances cluster together and impact on the languages teaching and learning at a given time.

The NT Bilingual Education Program provided an important affordance for bi- and multilingual learning during its 45 year history (1973-2008) (Devlin, Disbray, & Devlin, forthcoming). Now very few schools operate Bilingual Education or Indigenous Language and Culture programs, however collaborations with partners outside of schools are providing new affordances for multilingual teaching and learning. The burgeoning domains of digital technology, cultural and land management embrace and enhance local knowledge in remote contexts. Here educators, community members, through collaborations with diverse partners, identify and realise affordances that allow innovative bi- and multilingual language and cultural teaching and learning practices, in and out of schools. The legacy of the NT Bilingual Education Program underpins many of these and so acts an affordance for new developments.

References


Variationist sociolinguistics has offered us many insights into the study of language varieties, how languages change over time and how certain groups use specific features to index style or identity, all while adopting a rigorous quantitatively-oriented methodology (Bayley 2013). However, variationist sociolinguistics has tended to focus on ‘native’ or L1 speakers of a variety, either in monolingual or bilingual settings (see Sankoff 2013). There has to date been limited attention paid to ‘non-native’ or L2 speakers and how they negotiate a new and complex sociolinguistic environment, particularly in the context of migration (but see Adamson & Regan 1991; Corrigan 2015; Drummond 2012; Meyerhoff & Schleef 2014; Nestor 2013).

Taking a sociolinguistic approach to Second Language Acquisition (SLA), this paper draws on a corpus of over 50 hours of sociolinguistic interviews (Labov 1984) with 48 participants (21 Polish migrants, 20 Chinese migrants and 7 native Irish) recorded by the author in Dublin, Ireland in 2012. Taking discourse-pragmatic variation as its focus, the paper investigates the frequencies, functions and syntactic positions of over 2,800 tokens of the discourse-pragmatic markers (DPMs) ‘like’; ‘you know’ and ‘I mean’, as well as quotative complementizers such as ‘be like’ or ‘go’. While discourse-pragmatic variables have “not traditionally fallen under the remit of variationist sociolinguistics” it has been recognised that they “carry social meaning, perform indispensable functions in social interaction and constitute essential elements of sentence grammar” (Pichler 2010: 582). Moreover, they have been examined in migratory contexts to measure the degree to which migrants are integrated into the new community (see Hellermann & Vergun 2007; Sankoff et al. 1997). This paper examines how such variation is conditioned by both intra-linguistic and extra-linguistic variables, including nationality, sex, proficiency in English, length of residence in Ireland (LOR), level of education and reason for migrating.

Employing statistical tests such as mixed effects regression, the results show that after approximately three years LOR in Ireland, migrants begin to use DPMs at comparable rates to the ‘native’ Irish; however overall language proficiency does not have an effect. This indicates that degree of exposure to native speakers is a crucial aspect of the acquisition of discourse-pragmatic features. This may be compounded by the absence or ‘invisibility’ of DPMs in formal classroom discourse and English language textbooks (Liao 2009: 314), which was the primary context in which the migrants in this study had previously been exposed to English.

Variation was also constrained by the syntax, with the ‘native’ Irish, as compared to the Poles and Chinese, using significantly higher rates of ‘like’ in clause-final position, which has been reported to be a dialectal feature of Irish English and other ‘peripheral’ varieties of English, such as Tyneside English in the UK (Bartlett 2013; Kallen 2006). In this case, reason for migrating also had an effect, with migrants who had migrated to pursue employment more likely to use clause-final ‘like’ than those who had migrated to pursue further education, or those who were fulfilling a desire to travel and ‘see the world’. This suggests that certain discourse-pragmatic features may be used as a tool to integrate into local social and professional networks. As regards the quotative system, only
higher proficiency migrants had acquired quotative ‘be like’, demonstrating that the acquisition of ‘like’ at the syntax-discourse interface, which is at a “higher level” of language use (Tsimpli & Sorace 2006: 653) may be more complex when it functions as a quotative complementizer, as compared to its use as a DPM, where it may be acquired as a single lexical item.

**Keywords:** Sociolinguistics, Second Language Acquisition, Variation

**References**


Thematic competence in translator training:
An empirical investigation into students’ and translators’ translation text types
Thu Do (Monash University)

This paper seeks to make connections between the work that translators undertake and the learning tasks that trainee translators engage with. Analysis is based on a data set consisting of quantitative and qualitative responses collected in Australia and in Vietnam from both professional and trainee translators. The model of analysis employed is thematic competence, one of the component competencies within Kiraly’s (2016) dynamic model of translator competence development. The analysis draws on the proposition that translator training should provide authentic training materials from real translation situations to prepare graduate students sufficient thematic competence in the world of work (e.g., Dollerup & Lindegaard, 1994; Li, 2005; Chen, 2010). Based on the research’s exploration of translation text types from questionnaires and interviews, the findings show some congruence between text types that translators handle in their work and that students are taught at university translation programs, as well as a lack of congruence. In both countries, translators tend to work mostly with administrative and commercial texts, as well as a range of personal documents, while students are often assigned to translate text types within media/publicistic text category. Drawing on this exploration of translation text types, the paper attempts to revisit the translation pedagogy and provides implication of including relevant authentic text types in translation training. This empirical study of occupational and pedagogical contexts in two countries explores the linkages between translation in academia and in industry in what is now a globalised translation employment market.

Keywords: thematic competence, translator competence, authentic training materials, translation text types, translator training.

References
An acquisition of syntactic elements of repair in English learners’ conversational interaction: from the perspective of second language acquisition

Kaori Doi (Institute of Technologists)

This study analyzes conversational repairs in English learners’ interactions from the perspective of syntax and second language acquisition. Most of previous studies about “repair” have analyzed the types of repair, the organization of it and repair position in interaction. Relationships between repair and syntax have received relatively little attention except for the study by Fox, Hayashi and Jasperson (1996) that focuses on the relationships between syntax and repair and demonstrates the difference of repair between languages that can be attributed by syntax of both languages. However, most of previous researches on repair have not studied the relationships between repair and language acquisition. This study focuses on the syntactic features of repairs and investigates how learners of English acquire “how to use repairs” in English (their second language).

The data in this study consists of conversational interactions videotaped and transcribed in detail in which pairs talk about given topics freely. English conversation data in which Japanese speakers have to communicate only in English are analyzed. This study uses TOEIC as a criterion of English proficiency and conversation data by participants in conversation. The study divides learners’ level of English by TOEIC score into advanced and basic level learners of English.

This study investigates repairs in learners’ conversational interactions at two levels (advanced and basic level) and analyzes what kind of repairs they use in their second language from the perspective of syntactic elements. Furthermore, the study analyzes how learners acquire repairs and difficulty they have in acquiring them. This study also demonstrate which syntactic system learners use, whether they acquire the syntactic system of their second language or they use the one of their first language when they have to speak in second language.

Keywords: repair, Second language acquisition, conversation analysis

Reference

Diverging outcomes: The impact of study abroad on two Japanese learners of English
Levi Durbidge (Monash University)

Study abroad is often seen as way for second language learners to gain authentic, immersive contact with the target language, providing gains in language acquisition. However, many studies reporting on the outcomes of study abroad programs have shown that while some learners seem to flourish, others experience negative consequences (Kinginger, 2013). Indeed, exposure to the unfamiliar linguistic, cultural and social situations encountered during study abroad can have far-reaching impacts for a learner’s sense of self and their relationship with the target language (Block 2007).

This presentation will contrast the experiences of two Japanese high school students who participated in a short-term study abroad program in England and had vastly different learning outcomes. The students completed daily journals while in the host country and were interviewed both before and after the program. Extracts from this data will be presented to highlight critical experiences the students encountered and how they attempted to resolve them, resulting in changes to their cultural and second language identities. This presentation will also demonstrate how individual differences, including social histories and motivations for participating in the program, contributed to the way their relationship to English evolved during and directly after the program. Examination of these experiences help us to better understand how some participants in study abroad programs can struggle and fail to make gains in the target language.

**Keywords:** Study Abroad, Identity, SLA, Japanese

**References**


The art of language testing is a quintessentially applied linguistic exercise in that it promises practical solutions to language-related problems which, to be defensible, must be theoretically sound and procedurally principled. This paper will offer an example of how connections are made between principle and practice in proposing solutions to a particularly challenging problem involving proficiency testing across multiple languages.

A recent report proposing reforms for the National Accreditation Authority for Interpreters and Translators (NAATI) recommended that, prior to sitting the qualifying examination for their profession, potential candidates be advised to take on-line self-correcting proficiency tests in English and the other relevant language/s to ascertain that their bilingual skills are at the level needed to perform the language transfer tasks that they will face under examination and in the workforce. The paper reports on a study undertaken to explore the feasibility of this recommendation and outlines both the principles and practical challenges involved in implementing valid online testing procedures for the multiple languages currently assessed by NAATI.

A preliminary requirement for such an undertaking is to establish an agreed standard or statement of the nature and level of proficiency required to work across languages and to determine how this standard might differ for interpreting and translating. The paper proposes a principled means by which such a standard could be determined. A second, more challenging, requirement is that this standard should be applied consistently across the 60 languages serviced by NAATI. The paper considers the thorny issues surrounding the principle of test equivalence and the constraints this requirement places on which tests might be selected for the intended screening purpose.

These and other issues emerging from the study are discussed and related to the fundamental role of language testers as mediators between practical demands and the principles of their profession.

**Keywords:** Language proficiency testing, interpreting and translating
In Australia, approximately 1500 high school students take part in an exchange program each year. Most of the current research on Study Abroad focus on tertiary students, leaving a gap in our understanding of the high school experience.

This paper follows the story of Sylvan’s language learning experience, an Australian teenager who participated in an exchange to France for 2 months from December 2014 to January 2015, aged 17. Through the structure of Sylvan’s narratives, connections are made between Sylvan’s experience and his motivation to learn French and to participate in an exchange. Particular attention was paid to Sylvan’s developmental stage as late teenager. The content and structure of his narrative were analysed to highlight what could be seen as characteristic motives for participation in a Study Abroad program at that age.

The work presented here argues that a holistic perception of the person is essential in order to gain a better understanding of underlying motivation to learn languages (Coleman, 2013). It also argues that more research is needed on high school exchanges to better understand the teenage experience and to design better adapted programs.

Keywords: Study Abroad, Secondary School, Motivation

Reference
Despite the profusion of studies into self-assessment (SA) and peer-assessment (PA) in language learning, few of them have investigated the use of these two assessment approaches in the teaching of translation (e.g., Oscarson, 2013; Ross, 1998). Methodologically, most previous research adopted the Classical Test Theory (CTT) in data analysis (e.g., correlation, ANOVA), whereas few utilized the Many-Facet Rasch Model (MFRM) which has numerous advantages over the CTT in investigating the reliability and validity of SA and PA, as well as comparing them with teacher-assessment (TA) (Eckes, 2011). The present study was aimed at investigating and comparing the three approaches of assessment, i.e. SA, PA, and TA, in the teaching of translation in an EFL context. The participants in this study were 102 students and two translation teachers from a first-tier research university in China. Partially crossed rating design was adopted wherein each student rated their own translation script as well as four scripts from other students. In addition, the two teachers rated each script of the 102 students. An analytic rating scale was developed, consisting of seven criteria (i.e. understanding the source text, choice of words, vocabulary range, grammatical accuracy, variety of structure, mechanics, and style). A three-facet Rasch model was applied, including student, rater, and rating criteria. Results indicated that compared with TA, both SA and PA appeared to be lenient. However, SA, PA, and TA were all found to be internally consistent. Choice of words was the most difficult criterion, whereas understanding the source text was the easiest. Interaction or bias analysis indicated that teacher-raters assessed two criteria differently (i.e. understanding the ST and style), whereas no significant interactions were observed between the other two raters (i.e. SA and PA) and the criteria. The use of SA and PA in translation teaching is discussed.

Keywords: self-assessment; peer-assessment; translation teaching; Many-Facet Rasch Model

References

Intercultural and Native Speakers’ Casual Conversations: 
A Comparative Study of Involvement and Humour

Yusnita Febrianti (University of Adelaide)  
Elise Lopez (University of Adelaide)  
Thao Vu (University of Adelaide)  
Jie Yang (University of Adelaide)

Research on spoken language has mainly focused on spoken discourses in settings such as classroom and workplace. Another important use of speech, casual conversation, has received much less attention. Casual conversation is a functional and semantic activity. It is a site for the establishment and development of social identity and interpersonal relationships; a way of conveying who we are and of interacting with others in different contexts. This paper reports a comparative study on two casual conversations, which naturally occurred in two different settings; between international students from different language backgrounds and between native speakers of English. The texts were constructed in everyday social settings and reflect the role of language in the construction of social identities and interpersonal relations. The two settings display different uses of language to construct solidarity, intimacy and affiliation. The study uses Eggins and Slade’s (1997) functional and semiotic theoretical framework for analysing casual conversation, in order to describe and explain two aspects of casual talk; namely involvement and humour. Using a bottom-up approach, the conversations are analysed to look at the use of naming, technicality, swearing and slang for the purpose of involvement. Humour in each conversation is analysed through language devices that trigger laughter from participants. Situational and cultural influences on meaning-making are explored and compared in the analysis of involvement and humour in the two different settings. This paper has implications for applied linguists, social semioticians and teachers of English as a second or foreign language.

Keywords: casual conversation, humour, involvement.

Reference

The Fuzziness of Interlanguage (IL) Truth and Presuppositions

Marie Fellbaum Korpi (Sydney University)

In the latter part of the 19th century, Frege put forth the idea that no theory of meaning in language is complete unless it accounts for the connection between truth and the meaning of the words and larger linguistic units, and their reference to things in the world. Since the days of Aristotle, logicians and philosophers had appealed to logic to explain the truth conditions of propositions in natural language; truth in semantics is defined according to the truth in a proposition. Building on Frege and Aristotelian logic, 20th century model theoretic semanticists developed a system of explaining meaning by applying techniques from mathematical logic to the semantics of natural language Dowty, et al (1981). Kamp & Reyle (1993) further developed this in Discourse Representation Theory (DRT).

This paper investigates meaning and its connections to referents in the real world of IL discourse by using notions from DRT and model theoretic semantics. A task-based corpus of twenty-four hours of nonnative to nonnative learners (NNS-NNS) of English IL speech was analysed using this empirical data rather than pairs from semantic modeling. Utterances with non-referring reference within the discourse and between the real world of the four tasks were disclosed. Constraining the context using the information in the IL discourse, the tasks, and the set of presuppositions within the discourse and real world of the tasks, the truth of the utterances is investigated following Frege. This reveals patterns of truth values in IL speech which can be used for the foundation of the systematic study of presupposition in the study of the development of meaning for second language learners. Specifically, types of presuppositions are isolated in the data based on their relation to the discourse and information in the tasks.

Keywords: interlanguage, discourse, presuppositions

References

Teachers’ beliefs about creativity in EFL higher education: voices from Indonesia

Fitriah Fitriah (University of Canberra)
Elke Stracke (University of Canberra)

Research into teachers’ beliefs has attracted considerable interest for many years because beliefs are considered a basis for teacher action (Borg, 2011). This study explored teachers’ beliefs about creativity in English Language Teaching (ELT) within the context of Indonesian higher education, and, in particular, focused on how teachers define creativity in ELT and characterize creative teachers. While there is a growing body of research into creativity in language learning and teaching, studies on teacher creativity in ELT are limited (Chao, 2009). An exploratory mixed methods design was employed. We interviewed teachers in Indonesia (N = 20), and developed and administered a creativity questionnaire (N = 175). The teachers viewed creativity as a personal achievement within an everyday setting. They defined creativity in four categories: creativity as product, process, everyday practice and cognition. Teachers reported that creative teachers required a combination of both personal and performance creative abilities. Personal qualities such as being open-minded, willing to continue learning, brave to try new things, able to communicate well, and energetic were essential. Listening to these voices from Indonesia allows for insight into their understanding of creativity and the characteristics of creative teachers and can assist with the development of creativity in ELT.

Keywords: Beliefs, creativity, creative teacher

References

What happens when linguists are NOT asked for their expertise:
Why forensic transcription needs a pro-active approach from the discipline as a whole

Helen Fraser (Independent researcher)

Forensic transcription is often seen as a branch of phonetics. This is perhaps because, when the law seeks assistance in interpreting covert recordings (‘bugs’ or ‘wiretaps’), it is most often in relation to a ‘disputed utterance’. These are cases where a particular phrase is open to alternative interpretations. A colourful example (French and Harrison 2006) involves a recording in which a recording indicates the deceased died ‘after wank off/one cough’. Resolving issues like this clearly requires expertise in phonetics (in this case the experts opted for ‘one cough’).

However, covert recordings are obtained for nearly every serious crime. Many are very indistinct throughout, not just in particular utterances. Citizens are often surprised to discover that in these cases, expert opinion is not sought to help with interpreting what is said in the recording. Rather transcripts prepared by detectives investigating the crime are admitted to ‘assist’ the court, with determination of the accuracy of their interpretation of key phrases left as a matter for the jury. Many linguists, regardless of their specific expertise in phonetics, or even in forensics, would recognise problems with this process (see references) – and indeed numerous cases of actual and potential injustice are known.

This paper outlines the legal concepts that allow police transcripts to be used in court, shows how these concepts conflict with basic principles of linguistic science, demonstrates the injustice that can arise, discusses what is involved in creating a better system, and enlists the contribution of linguists (with or without a background in phonetics) interested in bringing about change.

Keywords: Discourse, transcription, forensic

References
Exploring the learning environment, discovering the teaching self: 
The value of a capstone subject as a reflective tool

Mark Fraser (University of Wollongong)

A capstone subject aims to help students integrate and synthesise students’ “knowledge and learning, going beyond the tacit message of curricular fragmentation in order to connect to their learning” (Huber and Hutchings, 2004, p.5). This paper aims to explore how international students make sense of their learning experiences in a postgraduate TESOL programme at a university in Australia through a capstone subject. Core to this capstone subject is a requirement that students devise and undertake a research project in any area of teaching and learning in a TESOL context that demonstrates a consolidation of their learning. This project provides many challenges for international students who often have limited experiences with research-based projects. However, the aim of the subject is not to transform students into researchers, rather its aim is to explore research approaches that can be embedded into teaching practices for the benefit of enhancing teaching practices and learning experiences. The capstone project is a reflective tool that benefits their own teaching practices as teachers of English.

Informed by a symbolic interactionist framework (Blumer, 1969), and a narrative inquiry approach (Barkhuizen, Benson & Chik, 2013), four returning Japanese school teachers were invited to participate in a semi structured interview to discuss the impact of the capstone subject on their transition back into their workplace as teachers of English. The interviews were transcribed and analysed thematically. The interview responses drew on student experiences of undertaking their unique projects which provided greater depth of understanding of areas specific to TESOL. The interview responses also shone light into corners of their identity as teachers of English that they had never explored, in particular, the impact on their levels of teacher empowerment and English language abilities.

Keywords: reflective practice, teacher empowerment, capstone

References

Catering for transition from heritage student to remigrant: How education systems can help to ease integration

Daina Gross (Monash University)

Heritage language learners learn a language for various purposes. For some learners the purpose is to be able to communicate with others of the same heritage either in the country they reside in or when visiting the country of heritage. The language is learnt to a proficiency level that is primary focused on speaking and listening. For others, the purpose for learning the language is with a view to remigrate to the country of heritage. This case study looks at government policy directed at remigrant pupils - heritage language learners - who are in the process of integrating into the school system of their country of heritage. What are the challenges teachers face in teaching heritage language learners? How does government policy in the heritage country cover the integration of heritage learners into the school system? Are teachers in the heritage country implementing this policy in their daily duties when teaching heritage language learners? Are heritage language learners living in the heritage country the same as immigrants who are in the same situation - learning to integrate into the country?

This paper is being presented as part of the panel Boundary Crossing: Reimagining Heritage Language Education for the 21st Century.
This study investigates narrative practices in advertisements on WeChat, one of the most popular Chinese messaging and communication platforms. It adopts both quantitative and qualitative analyses on a corpus of 100 advertising posts written by six independent WeChat users between 2015 and 2016. The posts, consisting of both texts and images, promote products they buy in Australia to prospective buyers in China. Unlike prototypical advertisement writing, these users embed product promotions within their personal everyday story-telling practice to create a promotional testimonial. Adopting Georgakopoulou’s (2007) small stories paradigm and recent studies on social media discourse (e.g. Dayter 2015, Page 2012), this study examines the characteristics of storytelling on WeChat and the linguistic strategies of persuasion in advertising. Three major small-story narrative patterns are identified in the mini-texts, namely Breaking News, Projections and Shared Stories (Georgakopoulou 2007: 78). Shared Stories is the most prominent of the three major narrative patterns identified. This narrative pattern serves the function of transferring values, as well as building rapport between the advertiser as a satisfied and empathetic consumer and prospective buyers. Our data suggests that WeChat users-as-advertisers merchandise Australian-made products, which are framed as healthy, trendy, status-enhancing high-end goods, over others, which are insinuated as being of inferior quality. WeChat users-as-advertisers present their products as “natural” while insinuating other products as “artificial”; the underlying presumption is that the former is valuable and beneficial for consumers, and the latter is undesirable or even harmful. They also portray themselves as ‘lab rats’ speaking from first-hand experience of the products, and as conscientious quality controllers who would never promote anything they themselves have not tested, or of which they do not approve. The findings of the study may contribute to small stories research in general and to the understanding of Chinese-language social media discourse and community in particular.

**Keywords**: small stories, WeChat, advertisement

**References**


Self-deprecation involves directing negative assessments at self, or alternatively, playfully understating one’s achievements or abilities in the course of self-disclosure sequences. In this paper we focus on analysing jocular and non-jocular forms of self-deprecation, and how it is managed by participants in initial interactions between American and Australian speakers of English. Drawing from approaches in interactional pragmatics and cultural discourse analysis, we analyse instances of self-deprecation identified from a corpus of more than 50 video recorded interactions involving Australians and Americans getting acquainted in both same and different nationality pairings. Our analysis reveals that despite claims in both popular and academic discourse that Australians favour modest forms of self-presentation, while Americans favour positive forms of self-presentation, the relative frequency of self-deprecation is largely consistent across the Australian and American participants. Differences emerged, however, with respect to the ways in which Australian and American participants responded to instances of self-deprecation on the part of another participant. While American participants frequently reciprocated prior self-deprecation on the part of another participant with further self-deprecation on their part, Australian participants tended to reciprocate with self-deprecation less frequently. We suggest that this tendency reflects the way in which self-deprecation is open to serious or non-serious interpretation by those participants. It is suggested that amongst American participants self-deprecation is more likely to be treated as potentially threatening to their ongoing attempts at positive self-presentation in initial interactions, and so the tendency to reciprocate with further self-deprecation constitutes a way of “neutralising” this potential threat, while amongst Australian participants self-deprecation is not evaluated as threatening to the same extent, and so a range of other responses to self-deprecation tend to arise. We conclude that while self-deprecatory practices are an important means of inviting relational intimacy in the course of getting acquainted, they are also a locus of potential misunderstanding or misconstrual in initial interactions amongst American and Australian speakers of English.

**Keywords:** self-deprecation, self-disclosure, American English, Australian English, pragmatics
Understanding Language learning motivation in the context of content-based instruction

Mairin Hennebry (University of Hong Kong)
Xuesong Gao (University of Hong Kong)
Angela Gayton (University of Hong Kong)

The implementation of Content-Based Instruction (CBI) and recent medium of instruction policy changes make Hong Kong a rich context for investigating the interactions between social and personal factors and motivation for language learning. Such investigation has important bearing on multilingual contexts and on language policy. Previous research has documented the effects of CBI on general academic motivation, but paid little attention to language motivation or to the interaction between such motivation and learners’ traits.

Working at the level of the individual and of the context, this study aims to provide a comprehensive insight into the language issues entailed in English language learning motivation in Hong Kong secondary schools, as a case from which to inform our understanding of the interplay between sociolinguistic context, psychosocial variables and students’ motivations for language learning.

The paper will report the findings of a large scale survey (N = 2700), conducted with students across age groups and across SES, examining students’ language learning motivation and its interplay with specific learner traits, e.g. general academic motivation, self-efficacy, coping approaches. Data from student interviews will provide richer insights into the lived language learning experiences of the students.

Findings of the project are intended to inform both policy development and teaching practice particularly in the field of language education. Specifically, they will provide important insights for developing motivational pedagogies that are specific to learning contexts and the needs of students. Importantly, the paper will consider the implications of the findings for current prevalent theoretical frameworks for language learning motivation.

Keywords: Motivation; Medium of instruction; Learner psychology
Brokers, dual-role mediators and professional interpreters: a discourse-based examination of mediated speech and some of the roles and interests that linguistic mediators serve.

Jim Hlavac (Monash University)

The advent of the professional interpreter over the last 30 years has occurred with a series of developments that have sought to define, articulate and delineate practices of behaviour so that interpreters are recognised as a distinct group. One development is the distinction that interpreting is inter-lingual transfer performed by paid and trained professionals, while the type of linguistic mediation practised by brokers, multiple-role helpers or volunteers is something else, eg. ‘lay mediation’. A hallmark of professional groups is a code of ethics, and in codes for interpreters, ethical principles such as accuracy, impartiality and even clarity of role boundaries appear regularly. Conference interpreting practices that are based on a conduit model and the fidelity of transfer of all source speech have imposed themselves on many codes of conduct and have shaped contemporary theory and pedagogy of interpreting. The ‘social turn’ in Interpreting Studies (cf. Pöchhacker, 2009) has not only kick-started investigations into macro- and micro-social dynamics that pertain to interpreting (and how linguistic mediation and linguistically-mediated situations re-shape social relations), but allowed a re-appraisal of phenomena that have hardly been absent from interpreter-mediated events: acknowledgement of social and power relations, advocacy and even activism.

This paper seeks to contribute to discussions on social relations by presenting a discourse analysis of three real-life interactions that feature mediators with different roles: (child) broker; dual-role (teacher/lay interpreter) mediator; professional interpreter. Examination of the three mediators’ forms and conventions of linguistic mediation reveals differences in the way others’ talk is re-presented: from private dyads and a recontextualisation of speech to variation in the strategies employed by mediators as they deal with varying senses of duty - to source speech, to their role to others, and to the interests of others and their own interests. The empirical data of this study attest to differences in communicative strategies adopted by the linguistic mediators. But at the same time, features such as socially-motivated alterations and mitigations are found not only in the speech of non-professionals, but also in that of the professional interpreter. Contemporary interpreting can be conceived of as verbal (or signed) positioning along continuums of practice that reflect occupational (role), macro-social (power) and micro-social (setting, context) relations. This ‘positioning’ that the interpreter is required to perform is itself something no less value-laden and pertaining to ethics than other concepts such as accuracy and impartiality which guide but which need not dominate discussions on ethics.

Reference

Despite theoretical assumptions about the necessity and value of involving test-takers in language test validation, test-takers remain modestly represented in validation practice. While the increasing use of language tests and assessments to make life-changing decisions about the test-taker calls for rigorous validation processes, the under-representation of test-taker voices in validation threatens validity judgements to be biased or superficial. Drawing on Messick's (1989) validity theory, this mixed-methods study empirically explores the extent to which test-takers can contribute to validating uses of high-stakes language tests.

It invites test-takers of the International English Language Testing System and the Test of English as a Foreign Language to contribute perception and experiential evidence related to test reliability and score interpretation and use. Data comprised 518 survey responses, 260 open comments, 28 semi-structured individual interviews and three focus groups. An adapted test-taker validation model featuring four validation steps - domain description, evaluation, extrapolation, and utilisation - informed data collection and analysis.

Results showed that test-takers are able to offer unique perception and experiential evidence concerning all the validation steps but their most important contributions are in evaluation and utilisation. Specifically, test-takers can provide valuable evidence related to test content, test structure, format, and test administration standardisation that are not frequently available from other stakeholders. Furthermore, test-takers provide substantial insights into the various positive and negative consequences of using language tests for high-stakes purposes. These include effects on their language learning, financial status, self-perception, psychological-emotional wellbeing, life opportunities and social relationships. However, test-takers with different demographic characteristics, experiences, or taking the tests for different purposes tend to hold different views. Therefore, challenges exist in making sense of test-taker voices and integrating them into validation. Implications for language testing development, validation, and research are finally discussed, focusing on ways to make the most effective use of test-taker input.

Keywords: language testing, validation, test-taker, impact

Reference
This paper will explore some features of a complexity approach to language and society, and its consequences for linguistic theory as applied to ELF classrooms. From complexity theory it takes the concept of far-from-equilibrium dynamics (Prigogine and Stengers 1984). According to this concept, far-from-equilibrium (chaotic) conditions are fully scientific but obey different laws from close-to-equilibrium conditions. Some rules for language use in close-to-equilibrium sciences like linguistics are less appropriate for far-from-equilibrium conditions.

In ELF classrooms, students have a limited grasp of the complexities of L1 English, but depending on age and background they probably have a grasp of the complexity of their L1 and its complex conditions of use, far beyond the complexity usually present in classroom problems and materials. This paper explores the truth of the complexity proposition: ignoring existing complexity multiplies its problems.

The paper adapts Brown and Gilman’s model of power and solidarity (1960) as a framework for using problematic joke texts in ELF classrooms. In Brown and Gilman’s model, signifiers of high solidarity in complex situations can produce the opposite, anger and non-solidarity. The model applies well to jokes, where jokes claiming high solidarity in ambiguous power relations can produce outrage.

The paper shows how to analyse an archive of texts around a joke to help ELF students to understand the dynamics of this highly complex and chaotic area of usage. Illustrations will come from an incident where media personality Eddie McGuire made ‘jokey’ threats of violence against a woman commentator. The teaching point, for intercultural classes, integrates study of social uses of simple language with the high complexity and instability of social relationships in classrooms as in the host society, Australia.

**Keywords:** far-from-equilibrium, complex classroom materials, ELF

**References:**

Brown, R and Gilman, A 1960 Pronouns of power and solidarity
Prigogine, I and Stengers, I 1984 Order out of chaos.
The paper brings together all findings of the project in a model of language learning and social inclusion that is designed to supplement formal L2 classroom teaching in primary and secondary schools. This innovative, empirically based model offers a framework for the collaborative utilisation of community language resources to enhance second language learning and social inclusion. The model’s fresh approach lies in its multi-faceted design, which integrates at least four dimensions and situates language learning within the broader objective of social inclusion. These dimensions can be summarised as: (1) second language learning; (2) cross-cultural understanding and multiculturalism; (3) development of intergenerational empathy; and (4) engagement of older people in community life. The model is built on a foundation of co-construction, in which L1 speaker and the L2 learner work together to develop the conversation in the target language for their mutual benefit.
A growing number of students have shown interest in studying Mandarin Chinese at tertiary institutions. However, it has been difficult to place the Chinese heritage language learners (CHLLs) into a programme because they show a wide range of Mandarin proficiency levels—some speak Mandarin fluently but cannot read or write; some can read/write Chinese characters but do not speak Mandarin because they speak Cantonese. Although it is widely accepted that CHLLs need to receive separate instructions, the budgetary constraints and diverse student profiles make it impossible to accommodate all of the CHLLs. The practical question then is, what courses a Chinese language programme should offer within their capacity to optimize the enrolment and the teaching quality.

This study collected course data from 10 top Chinese programmes in the United States and 10 top modern language programmes in Oceania, and analysed their programme curriculum with a special focus on how CHLLs are managed. The actual enrolment numbers were also considered if the information is available. The results show that the majority of the top U.S. Chinese programmes offer a separate heritage-learner track. However, they differ in terms of 1) whether other Chinese “dialect” speakers are separated, 2) the length of a separate track, and 3) the contact hours and credit awarded compared to the non-native track. On the other hand, in Australia and New Zealand, only a few programmes have a separate track for the CHLLs, which is likely due to the smaller number of CHLLs and the relatively rigid degree schedule compared to the U.S. liberal arts model. Instead, these programmes tend to accept CHLLs in the higher proficiency levels. To conclude, this study further proposes a step-by-step priority hierarchy in building up a separate CHLL track. This study is beneficial for language programmes that seek to develop a heritage language track.

**Keywords:** heritage language learning, Chinese, curriculum design, higher education
The recent higher education trend of Massively Online Open Courses (MOOCs) usually involves purpose-made pre-recorded online video lectures as a technological solution for replacing traditional live face-to-face lectures. Such pre-recorded online lectures create new pragmatic challenges for lecturers, because the MOOC environment asks them not only to engage with audiences from which they are physically and temporally disconnected, but also to bear heavier burdens in engaging with students from more diverse backgrounds and retaining these students throughout the course without the traditional institutional incentives of grades and course progression. Even before the advent of MOOCs, however, previous research on spoken academic discourse had already established the pragmatically problematic nature of speaker and listener interaction in university lectures. In particular, Lee’s (2009) functional genre analysis of lecture openings posited that lecturers in large classes display compensations for the reduced opportunity to interact with the audience in what is necessarily a monologic and largely non-interactive situation. These compensations are manifested in adaptations of genre structure that incorporate more interactive lexico-grammatical features, such as interpersonal pronouns with inclusive reference. This paper describes an application of Lee’s genre analysis framework to a corpus of MOOC promotional videos that aim to recruit students into the free courses. This analysis reveals multiple parallels with traditional lecture introductions, and uncovers some pragmatic resources lecturers draw on to meet the additional interactional challenges inherent in the MOOC environment. In particular, patterns of interpersonal pronouns, semantic reference and collocated verbs, are seen to function in building rapport with the unknown audience, inviting the audience to enrol, or justifying the lecturer’s authority. The paper concludes with suggested improvements to the analytical framework used in previous research on spoken academic discourse and suitable adjustments for considering data from the emerging environments of online learning.

Keywords: Academic discourse, lectures, pronouns, online learning, Corpus Linguistics

References

Investigating L2 speakers’ interactional features of language use at different proficiency levels

Naoki Ikeda (University of Melbourne)

Interactional competence is the competence to participate in interaction (Kasper & Ross, 2013) and constitutes a crucial part of real life communication.

Although features relevant to interactional competence are theoretically described in literature, only limited empirical information has been so far provided about distinct features of L2 speakers relating to their proficiency levels.

The current research thus aims to identify how features relevant to the construct of interaction, differentiate L2 speakers at different proficiency levels, in particular the two features confirmed by Al-Gahtani and Roever (2012): (a) how speakers organise pre-expansion (Schegloff, 2007) so as to project the speaker's upcoming requests and (b) how speakers' interactional behaviours affect interlocutors' interaction.

The discourse data were collected from 12 L2 speakers of English, including intermediate (with equivalent to IELTS 5.0 to 6.5) and advanced (IELTS 8) speakers, who completed three dialogue role plays simulating university settings. Contextual factors (imaginary interlocutor's relative power over the speaker, social distance and degree of imposition) were operationalised. Conversation analysis was employed to describe how interaction is organised and co-constructed by two speakers. The data were examined qualitatively.

The findings were consistent with the current literature in that more proficient speakers are likely to lay pre-expansion to mitigating imposition of requesting acts and face-threatening. Moreover, though not reported in the literature, the findings suggested highly proficient speakers' stronger sensitivity to the situation and ability to tailor the amount of pre-expansion depending on the context. Other speakers showed some features unique to them (e.g., redundant actions before the main request). The least proficient speakers drew noticeable amount of scaffolding from the interlocutor to complete the role plays.

The discussion will be made with relevance to L2 students' abilities to interact as an indicator of their readiness for university setting as well as to development of L2 interactional competence.

Key words: interaction, proficiency, conversation analysis

References


In recent years, motivation research has begun to re-theorise motivation in terms of identity-oriented frameworks, moving away from a prior focus on achievement-related goals. This new wave of research includes examination of the connections between our goal-directed behaviours and the identities that we pursue, and those between what we actually do and the kind of person we see ourselves as or want to become. In order to examine these connections, an increasing number of studies employ the L2 motivational self system (Dörnyei, 2009). However, most of them followed traditional, non-dynamic approaches, despite the nature of L2 self guides being inherently dynamic.

This paper reports on some findings from research on motivational profiles and L2 identity of intermediate learners of Japanese in Australia and Sweden with a particular focus on the dynamic nature of their motivation. Data were generated through a series of narrative interviews with a number of university students over 9 months to two years, including a period after the completion of their Japanese courses. Learning diaries that the students wrote about their L2 use and learning for a few weeks were also collected to supplement the interview data. Drawing on Ushioda’s (2009) theory called “A Person-in-context Relational View of Emergent Motivation, Self and Identity”, the L2 motivational self system, this study explores the complex nature of the learners’ motivation by considering the influence of some personal, social and contextual factors. These factors include the emergence of their ideal L2 self, Japanese learning as enjoyment, and their participation in a variety of Japanese (learning) communities which they can access. The study also discusses how the students’ motivation changed over time and how the above-mentioned factors contributed to this change.

References:


This paper is being presented as part of the panel Motivational development of Japanese language learners and their learning experiences inside and outside the classroom.
The effects of instruction on pronunciation: the case of an online course

Solene Inceoglu (Australian National University)

Pronunciation instruction has been shown to improve some aspects of second language (L2) learners’ pronunciation – though certainly not all, and numerous empirical studies have been conducted in laboratory settings (e.g., Thomson, 2011) and in traditional language classrooms (e.g., Saito, 2012). However, despite the increasing demand for online course delivery (e.g., Goertler, 2011), there has been no study investigating how online pronunciation instruction can affect second language speech development.

This study investigates the effects of a 15-week French oral communication course on the development of L2 pronunciation of 16 intermediate learners with various L1 backgrounds (American English, Chinese, Arabic, Malay, Spanish). The course targeted segmental and suprasegmental features (including liaisons) and fluency development, along with listening comprehension, cultural awareness, and vocabulary enhancement. The course was administered entirely online with weekly recorded lessons each focusing on one pronunciation aspects (e.g., nasal vowels, liaisons, occlusive…) and a variety of activities including phonetic transcription, conversation simulation (i.e., learners answered video-recorded questions), recordings of words, sentences, and short text, synchronous conversation with a classmate, and listening comprehension.

Pre- and posttest tasks included a picture narration task, a reading task, and a conversation simulation, and participants also completed a pre- and post- questionnaire on their pronunciation awareness. The results reported in this talk focus on the analysis of the participants’ pronunciation in terms of segmental errors, connected speech (use of liaisons and enchainements), and fluency.

Overall findings revealed that improvement in segmental production depended on the tasks, while fluency features (speech rate and pause structure) and the use of liaisons improved significantly over the course of the semester. Results will be discussed in regards to learners’ self-perception and beliefs about their pronunciation and in light of previous studies on (French) pronunciation instruction.

Keywords: Pronunciation, Foreign Language Instruction, French-as-a-foreign-language.

References

ELF Communication Strategies Adopted by University Students in Australia

Janin Jafari (Monash University)

The number of people who use English as a lingua franca (ELF) continues to increase with the acceleration of globalization (Seidlhofer, 2011). Over the last two decades, the number of international students who come to English-speaking countries and universities is increasing; therefore, within universities where most speakers are non-native speakers ELF is the default means of communication. This paper reports on an analysis of the communication strategies (CSs) used by university students in their on-campus interpersonal communication at Monash University.

The study adopts audio-recording of 63 participants in fifteen group sessions include 17 hours of naturally occurring student everyday talk on University campus as data. Each group of participants consisted of three to five undergraduate and postgraduate students coming from 22 different lingua-cultural backgrounds. Both quantitative and qualitative analyses have been carried out, resulting in a taxonomy of communication strategies used in ELF interactions. This classification comprises of five new instances which could not be categorized using previous inventories of communication strategies.

The results reveal that the common communication strategies that participants use in their everyday conversation are accuracy strategies, explicitness strategies, comprehension checks, confirmation requests, clarification requests, co-creating the message/anticipation which includes lexical item suggestion and word replacement strategies. These strategies can be divided into two main categories adopted from Björkman (2014): self-initiated and other-initiated strategies. The results indicate that self-initiated strategies occurred as frequently as other-initiated strategies in ELF interactions.

**Keywords:** ELF, Self-initiated CSs, Other-initiated CSs

**References**


Social variability in the spontaneous speech of 1970s Sydney teenagers: Revisiting Horvath’s analysis with acoustic methods

Caroline Jones (Western Sydney University) Catherine Travis (Western Sydney University)

In her seminal work in the 1980s on Australian English, Barbara Horvath (Horvath 1985, 1991; Horvath and Sankoff 1987) asked how migrants enter the speech community and what role they play in language change. To answer this question, she compiled the Sydney Social Dialect Survey, a corpus of close to 180 sociolinguistic interviews, recorded 1977-1980 in Sydney, stratified according to ethnicity (Anglo, Italian, Greek), age (teenagers, adults), sex, and socioeconomic status.

Horvath found that 2nd generation Australian teenagers of Italian and Greek heritage were leading a general contraction of the broadness continuum for the five diphthongs she examined (FLEECE (IY), FACE (EY), GOAT (OW), PRICE (AY), MOUTH (AW) (1985:94). In terms of social conditioning, she found that gender differences among the Anglo teenagers were absent among the Italian and Greek teenagers (1985:81).

Horvath’s analysis was based on auditory coding of 20 tokens of each vowel type per speaker. Modern analytical tools have impacted substantially the field of phonetics, such that today, acoustic methods are called for in production studies, and semi-automated methods of data extraction are becoming widely used. In this paper, we revisit Horvath’s study, and ask whether similar results are obtained applying these modern analytical methods.

We focus the analysis on the speech of 30 of the Anglo and Italian teenagers included in Horvath’s sample, evenly divided according to sex and ethnicity, and balanced for SES. We extract all tokens of the same five diphthongs examined by Horvath, utilizing semi-automated vowel extraction through the DARLA web interface (Reddy and Stanford 2015), based on the FAVE automatic vowel extraction program (Rosenfelder et al. 2014). We exclude unstressed tokens and those occurring preceding another vowel or approximant, leaving a total of 11,333 tokens for analysis (20-150 tokens of each vowel type for each of the 30 speakers). All tokens were Lobanov normalized (to remove physiological variation while preserving sociolinguistic variation) then rescaled into Hertz values, using the vowels package in R (Kendall and Thomas 2014). For each vowel, we use mixed effects models to analyse F1 and F2 values at 35% and 80% of vowel duration (approximately the first and second targets of the diphthong), with focus on the first target, which shows the most consistent sociolinguistic differences in Australian English in general (Bernard 1967; Cox 2012; Harrington et al. 1997) and in this dataset in particular (Horvath 1985:68).

Overall, the application of acoustic methods to a larger sample size replicates Horvath’s perceptually based results as regards sex and ethnicity, while at the same time, provides more detailed insights into the social patterning of individual diphthongs. As shown in Figures 1 and 2, first target values are ‘broader’ for males than females, but for all vowels except OW (in F2) and AW (in F1) this sex effect tends to be smaller for teenagers of Italian heritage than for Anglos: see AY (in F2), AW (F2), IY (F1), and EY (F2). Beyond these expected interactions of sex with ethnicity for the first target, the analysis reveals further main effects for sex in the second target: males end IY higher ($p=0.002$), and OW lower ($p=0.002$). We also find a near-significant ethnicity effect for IY (where Anglos tend to have longer onglide in F1 when F1 difference scores are computed per token, $p=0.053$).

In sum, the larger scale, acoustic analyses conducted here corroborate Horvath’s conclusions and reveal further detailed social patterning by individual vowels in 1970s Sydney.
References


Trends in Indigenous Language Usage 2011

Maria Karidakis (University of Melbourne)
Barbara Kelly (University of Melbourne)

There has been substantial research into trends in maintenance and shift of community languages among Australian migrants (Clyne, 2003; Clyne & Kipp, 1999; Karidakis & Arunachalam, 2015). However, similar studies for Indigenous language usage in Australia are scarce (Walter & Anderson, 2013). Studies of language maintenance and shift have tended to focus on language shift across specific languages. In this paper, we report on a study based on census data to identify reports of Indigenous language usage across three census periods; 2001, 2006 and 2011. The study examines the linguistic distribution of Indigenous language groups and identifies changes in numbers of speakers of specific Indigenous languages over the last intercensal period. It then investigates language use on the basis of the age and gender distribution of Indigenous language speakers. We conclude with a discussion of the motivations for some of the changes observed in the language landscapes of Indigenous languages in Australia. This analysis has highlighted the volatile state of Indigenous languages in Australia (McConvell & Thieberger, 2001). The main findings reflect this as there has been a decline in the proportion of Indigenous Australians who report speaking an Indigenous language at home (Biddle, 2012; 2014). However, that more people are identifying as Indigenous Australians is encouraging as there has been a sustained growth of the Indigenous population over the decade.

Keywords: Indigenous languages, language maintenance, language loss, language contact, sociolinguistics

References

This paper examines pointing gestures in spontaneous communications of children who are growing up acquiring Murrinhpatha, a polysynthetic Indigenous language of northern Australia. It investigates the range of pointing gestures found in interactions of pre-school and early school-aged children, focusing on those that co-occur with speech and those that have no accompanying speech.

While studies have investigated children’s finger pointing (Wilkins 2003), and reaching (Dixon 2015) the study reported here is one of few studies of children’s gesture in Indigenous Australia. Blythe et.al (2016) have shown that in Murrinhpatha co-speech pointing gestures accompanying demonstratives are a crucial part of the expression of spatial deixis. This study examines the range of pointing gestures used in the spontaneous communications of young Murrinhpatha users. The study addresses the following research question (RQs):

1. What pointing gestures are evident in Murrinhpatha-learning children’s communications?
2. Are children’s pointing gestures accompanied by co-occurrent speech or vocalisations?

Data for this study comes from thirty hours of carer-child interaction. Six primary carers and six children at different ages (3;8–6;0) who produced multi-morpheme utterances were recorded across multiple time points.

Findings for the study indicate that pointing gestures have an important role in children’s Murrinhpatha communications. Results for RQ(1) indicate a range of pointing gestures used by Murrinhpatha children, including: index point (extension of an index finger toward an object, often to draw an interlocutor’s attention to the object or its location, or to request it); hand extension point (open hand supine - palm up - with four fingers extended to mark a location or direction); lip point (extension of the lips toward a referent, typically accompanied with a gaze alignment). Findings for RQ(2) show that index finger points are used in multiple contexts across all children in the study and typically occur with a vocalisation (not always speech). Hand extension points and lip points are used by four of the six children and typically co-occurred with a vocalisation.

Despite employing different kinds of pointing gestures in combination with a typologically different language, the results of the current study are in line with studies of children’s index finger pointing gestures in languages such as English and Japanese in which speech and gesture are typically combined (Butcher and Goldin-Meadow 2000) with around only 10% of gestures occurring without speech (McNeill 1992). This study of gesture and speech combinations offer a window to the integration of linguistic, cognitive and interactional processes of the Murrinhpatha-learning child and contributes to our growing understanding of the role that gesture and speech combinations play in communicative development.

Keywords: Child gesture pointing indigenous
References


In the context of examining host-guest interactions in Korean celebrity talk shows, we analyze the host’s formulation practice (cf. Heritage 1985) with reference to its sequential imports for expanding on the question-answer sequence in a range of ‘culturally implicative’ ways. Using conversation analysis as the methodology, we analyze a set of practices that the host uses for formulating the upshot of the guest’s answer ostensibly as a matter to be further pursued. The host’s formulation-turn furnishes him/her with a resource for re-presenting the gist or upshot of the guest’s answer in his/her own terms (cf. Heritage & Watson 1980).

The seemingly ‘mundane’ character of the host’s formulation turn as a confirmation-request belies a subtle ‘category-transforming’ operation that undergirds it procedurally (cf. Reynolds 2013). This is manifested in the way the host, as a formulation-speaker, ‘saves’ the guest by scaffolding or replacing the latter’s potentially problematic (e.g., morally deviant) talk or conduct with a ‘safe’ version. For instance, the guest’s self-portrayed ‘volatile’ category-features (e.g., being an aspiring or downtrodden individual) may be tamed into a more ‘stable’ one (e.g., being a supportive family-member or an obedient child of a caring parent). The category-transforming work may proceed in a more ‘exposed’ fashion (cf. Jefferson 1987), as when the guest who has committed faux pas incidentally is accorded a negative category-feature (e.g., ‘unrefined’) and reminded of its negative import vis-à-vis a ‘better’ (e.g., ‘more refined’) alternative that the host proposes as the formulation-speaker.

The organizational features of the host’s formulation turn embody his/her identity as a cultural mediator who displays orientation towards being supportive of a particular set of values over another (e.g., ‘familial ties’ over ‘individual wish’). Micro-analytically revealed as grounded in culturally-implicative category-work, they are shown to be constitutive of the practice of ‘doing being the talk-show host’ as its omnirelevantly-oriented-to-features.

**Keywords:** formulation, sequence, conversation analysis, category

**References**


In the field of bilingual education, translanguaging—a person’s ability to draw on bilingual resources in his or her repertoire in order to flexibly and creatively achieve communicative goals (García & Li Wei, 2014)—is receiving attention as a concept that recognises the whole range of competencies that bilinguals bring to classrooms. While past studies have shown how translanguaging is used by teachers and students, how this ability can be developed through instruction has not been fully discussed (Canagarajah, 2011).

This paper, therefore, explores the effectiveness of dialogue interpreting activities as a means of developing bilingual learners’ ability to translanguage. To this end, it examines how six Japanese-English bilingual learners engaged in a dialogue interpreting activity, which they undertook as part of their secondary school advanced-level Japanese language class. By analysing data collected through stimulated recall interviews, this paper shows that the bilingual and communicative nature of the dialogue interpreting activity provided the students with bilingual spaces that allowed them to creatively use their bilingual repertoire, to draw on dependent and independent translanguaging strategies (García & Kano, 2014) and to learn to flexibly move between translanguaging and monolingual production. The paper also shows, however, that interpreting norms, which encourage monolingual production, may also function to reify the differences between languages and strengthen the students’ beliefs in the value of separate bilingualism.

**Keywords:** Translanguaging, bilingualism, education, interpreting, Japanese

**References**


Validating measurements of cognitive load during video processing by L2 students

Jan-Louis Kruger (Macquarie University)
Stephen Doherty (University of New South Wales)
Leidy Castro-Meneses (Macquarie University)

It is well-documented that learning through a second language poses a significant barrier to academic success. To provide optimal language support for students studying through a second language, universities have to find innovative ways to engage these students in a variety of teaching and learning activities that have the potential to enhance their learning. Video has long been an important mode of learning support, and it remains a powerful medium through which the language needs of students can be addressed. There is further substantial support in the literature for the use of subtitled or captioned video in this regard.

Knowing how different sources of information in educational video contribute to cognitive load will put us in a position to optimise educational subtitles to meet the needs of students studying through their L2 in Australia and elsewhere. This paper will present the findings of a study that was designed to validate the multimodal measurement of cognitive load in the context of educational subtitles. In particular, we will report on a combination of self-report measures, comprehension scores, EEG measures, and eye tracking measures. Although the measures have been used in isolation, or in combination for texts that do not combine video and text and audio, this suite of measurements will provide a validated multimodal measurement of this important concept. By presenting a series of short videos at different levels of linguistic complexity (as measured by means of an analysis of the readability scores and Lexiles based on word complexity and frequency as well as sentence length), we expect to find that more difficult videos will yield higher cognitive load scores on each of the measures.

Keywords: Cognitive load, L2 learning, subtitles
Loanwords (外来語・カタカナ語) are an integral part of the Japanese language, and are estimated to account for around 10% of the modern Japanese lexicon; examples include miruku (milk) and intaanetto (internet). Written Japanese utilizes a mix of three scripts, and while loanwords are conventionally written in katakana script, they sometimes appear in hiragana. Hiragana is usually reserved for words of Japanese origin, and has been noted to have a range of connotations including ‘traditional’ and ‘Japanese’. It is therefore argued that its marked use for words of foreign origin shows an aspect of ‘glocalization’ and/or a sense of ownership of these non-Japanese words.

This presentation will firstly describe the trend of loanwords in hiragana quantitatively through an analysis of a corpus of these words collected during fieldwork and through social media. The data is composed of a range of texts, including product packaging, shop signage, and social media posts.

The second aspect of the presentation will describe how Japanese people perceive this marked use of hiragana. This data was gathered through an online survey which investigated responses to these unusual transcriptions of loanwords, eliciting participants’ judgement on the appropriateness of selected examples from the corpus, and the reasons for these opinions.

This research project is the first to investigate loanwords in hiragana, and finds its place amongst the scholarship of a range of disciplines, including world Englishes, linguistic landscapes, social semiotics, and language play. It will investigate how a change in script is being used to add new layers of meanings to familiar words, and how this may be echoing a change in the status of English as a ‘foreign’ language in Japan.

**Keywords:** orthography, Japanese, “glocalization”, sociolinguistics, World Englishes
Contour signs in Russian Sign Language (RSL):
An analysis of the non-manual component

Maria Kyuseva (University of Melbourne)

This study analyses the non-manual co-articulation in Russian Sign Language contour signs (Zwitserlood, 2003), or, according to Supalla’s terminology (1986), tracing size and shape specifiers (SASSes). These signs describe the size and the shape of objects: ‘big’, ‘small’, ‘round’, ‘square’, ‘smooth’, etc. The hand configuration in these signs provides information about the dimensionality of the object, while the movement component traces its form (see examples in Fig. 1). Tracing SASSes are often excluded from grammatical analyses as highly unrestricted and pantomimic, because they change their form significantly depending on context (Fig. 2 illustrates RSL SASSes ‘thick’ in different contexts). However, on closer examination, there can be found some linguistic structure in these signs (Kyuseva & Moroz, 2015).

This project investigates the internal organization of contour signs in RSL. Usually they are treated as a homogenous set. At the same time, even the term itself presupposes that this group is not homogenous, but contains two subgroups – these of the size and the shape. The general question this study addresses is whether the semantic distinction between the signs depicting the shape vs. the size of objects is reflected in their formal linguistic characteristics.

The present analysis focuses on the non-manual (primarily, lips) co-articulation of the RSL contour signs. This co-articulation is not obligatory: the same sign can be accompanied by it in some contexts and be produced without it (i.e., with closed lips) in others. I hypothesize that the size signs tend to occur with the lips co-articulation more frequently than the shape ones. The rationale for this hypothesis is that the most widespread RSL lips co-articulations are mouth gestures with the adverbial function of intensifier (meaning ‘very’, ‘in a high degree’, see Fig. 3). This function is semantically more compatible with the size meanings: for example, ‘very thick’ is a much more natural characteristic than ‘very round’.

In order to check this hypothesis I carried out a statistical analysis of 108 RSL contour signs, collected on the basis of the Russian sign language corpus (www.rsl.nstu.ru). The sample contained 28 signs describing an object’s shape and 80 signs characterizing an object’s size. Such disproportion is due to the underrepresentation of shape specifiers in the corpus. All SASS items were annotated with respect to the presence/absence of the lips co-articulation. It was presented in the majority of analyzed signs (almost 70%).

A 2×2 Chi-square statistics was calculated, the result is significant: $\chi^2 (1) = 12.138$, p<.001. The effect size is moderate ($\phi = .358$). The table with observed vs. expected frequencies (Fig. 4) shows that the unequal distribution is in the predicted direction: there are more lips co-articulation with size specifiers, than with shape specifiers, and not vice versa.

The significant difference in the presence/absence of the lips co-articulation in the size vs. shape specifiers supports the hypothesis that this semantic distinction is reflected in formal characteristics of these signs. However, first, the non-manual component represents just one aspect of their linguistic features. If the size vs. shape specifiers indeed constitute two distinct groups, this should be evident from other aspects of their linguistic behaviour as well. For example, I estimate that as size specifiers are often used with intensifying mouth gestures they will be generally longer (i.e. it will take more time to produce them), than shape specifiers. Second, it may well be the case that the number of subgroups in the group of contour signs is more than two. Here the non-manual data can be of use as well. For example, different lips co-articulations may accompany big vs. small size signs. I will discuss the meaning of these hypotheses, as well as my original findings, for the theory of sign language lexicon.

Keywords: Sign linguistics, non-manual component, SASSes
Figure 1. American sign language: ‘rectangular flat object’ (a); ‘thick pole’ (b) (Valli & Lucas, 1995)

Figure 2. RSL SASSes ‘thick’ in the context of the nouns ‘wall’ (a), ‘tree’ (b), ‘rope’ (c)

Figure 3. RSL: ‘very long table’. The meaning ‘very’ is expressed with the mouth gesture /fu:/.

<table>
<thead>
<tr>
<th></th>
<th>shape specifiers</th>
<th>size specifiers</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>no lips articulation</td>
<td>observed</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>expected</td>
<td>9.1</td>
<td>25.9</td>
</tr>
<tr>
<td>lips articulation</td>
<td>observed</td>
<td>11</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>expected</td>
<td>18.9</td>
<td>54.1</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>28</td>
<td>80</td>
</tr>
</tbody>
</table>

Figure 4. Observed vs. expected frequencies

References
The Migration Experience and the Ethos of Self

Brigitte Lambert (Monash University)
Marisa Cordella (University of Queensland)

Of the studies on older immigrants, this paper is the one to explore the stance-taking acts of senior German- and Spanish-speaking participants in relation to the personal identities presented during talk about their life experiences. Analysis of the recorded data was facilitated by five non-grammatical categories of stance - expert, contextual, epistemic, comparative and affective -- which are identified as contributing to the seniors’ ethos of self. This study documents different patterns of stance usage between the two cultural groups as well as between individuals, and suggests reasons for the greater emphasis on language learning by the German and the stronger connection to homeland as expressed by the Latin American cohort. It is argued that the stances adopted by the seniors make them positive role models for the students, encouraging greater awareness of cultural differences and the challenges of building a life in an unfamiliar society.

This paper is being presented as part of the panel
Rethinking Second Language Learning: Intercultural and Intergenerational Encounters.
The policy of teaching English to young learners (TEYL), which as Johnstone (2009) notes, is “possibly the world’s biggest policy development in education” (p.33). The TEYL policy has widely been implemented in many non-English nations worldwide including Vietnam, the context of the study. Although the TEYL policy has been enacted in Vietnam for over five years, many concerned issues have emerged in relation to its implementation. Among these, teacher agentic responses to the policy are an important topic because they are deemed direct policy implementers. However, little is known about how English teachers, especially those in centralised education systems, respond to the policy. This qualitative case study aims to contribute to the gap by providing accounts of English teacher agentic practices. The participants included two English primary teachers in Vietnam who had implemented the TEYL policy for five years. The narrated data derived from interviews and classroom observations (with follow-up interviews). Thematic approach was employed for the data analysis. The tentative outcomes revealed that teachers constantly reconstructed their positions, responsibilities and teaching practices to accomplish their job requirements during the course of their professional practices. The study contributes to the understanding of teacher professional identity. The findings also, hopefully, contribute to the understanding of teacher change, teacher learning and teacher professional development.

Keywords: teacher agency, language policy enactment, TEYL

Reference
Developing grammatical accuracy in communicative contexts with form-focused instruction

Shzh-chen Nancy Lee (Temple University)

In research on enhancing communicative ability, form-focused instruction has been largely overlooked. Past studies conducted in content or task based learning and teaching contexts have produced positive results in the development of speaking proficiency. However, gains were mostly seen in fluency, with some improvements in syntactic complexity, and very little improvement in grammatical accuracy (see Yuan & Ellis, 2003 for an exception of increased accuracy). The failure to develop grammatical accuracy suggests a need to direct learners’ attention explicitly to certain linguistic forms as is emphasized in form-focused instruction. Over a period of seven weeks, approximately 100 first-year Japanese university students participated in a quasi-experimental study to assess the efficacy of form-focused instruction. Participants were divided into one baseline and two intervention groups. Once a week, all participants narrated a different four-picture cartoon in English. Participants in the intervention groups received form-focused instruction where their attention was explicitly directed to three past tense forms: past simple, past continuous and past perfect. Participants in the first and second intervention groups received 10 and 20 minutes of form-focused instruction respectively prior to their narration each week. Baseline group participants did not receive any instruction. Pretests and posttests were conducted one week before and after intervention and changes in participants’ grammatical accuracy were examined. It was found that participants in the interventional groups improved significantly in grammatical accuracy when compared to the baseline group. In addition, participants who received more instruction improved more than participants who received less. Weekly changes in the grammatical accuracy of selected participants will be qualitatively analyzed and presented. This study provides new insights into the understanding of grammatical accuracy development and the importance of form-focused instruction in communicative language teaching context.

Keywords: form-focused instruction, grammatical accuracy

References

This paper reports on a study of the provision of Chinese language bilingual programs (as immersion and as CLIL) in two multilingual primary schools in Australia. In the immersion program, Chinese language is used as the medium of instruction for two days a week for students from Prep to Year 6, while in the CLIL program, Chinese language is used as the medium of instruction for Science for a lesson per day for students from Prep to Year 2. The purpose of the study is to understand the practices that would best support expanding the provision of Chinese English bilingual programs in Australia.

This study incorporates qualitative approaches that include: 1) ethnographic research as conceptualized by a number of researchers (see for example Blommaert & Dong, 2010), using classroom observation, interview, and questionnaire; and 2) document collection and analysis, which allows triangulation with the ethnographic data. Data are analysed through thematic analysis, focusing on the nature of and pedagogical practices of Chinese language bilingual education.

In the current context of ‘super-diversity’ (Vertovec, 2007), the reality of growing multilingualism in schools, the complexity of linguistic interactions in classrooms, and the significance of translanguaging for bilinguals and bilingual education (García & Li, 2014), this study discusses the potential of expanded Chinese-English bilingual programs that go beyond the conventional separation of two languages. Instead there is reason to suggest that contemporary bilingual programs can be enriched with opportunities for translanguaging teaching and learning practices in ways that respond to changing needs of contemporary multilingualism.

**Keywords:** Chinese-language-bilingual-education, multilingual-primary-school, translanguaging, Australia

**References**


Social situation of teacher professional development in a reform context

Yuhua Li (University of New South Wales)

Research on curriculum reform has always focused on the effectiveness of a given reform by asking how it influences schools, and to what extent the enacted policy is aligned with the stated one. Yet, researchers have argued that the important role of teachers’ sense-making should be considered in understanding a curriculum reform, especially when the reform is mandated top-down (Splillane et al., 2002). Taking analysis of teachers’ sense-making of a curriculum reform as a point of departure, this study draws on sociocultural theory (Vygotsky, 1978) and Teacher Career Cycle Model (Huberman, 1989) to explore how a teacher’s particular stage (ontogenetic development) filters his/her construal of reform implementation and what influence it exerts on his/her classroom practice (microgenetic development).

To this end, this paper examines data collected from sixteen EFL teachers in one university of China through a three-stage sequence of initial background interview, classroom observation and follow-up interview. The data shows that the social situation of teacher professional development in relation to a reform policy involves the interaction among teachers’ sense-making, emotionality, and career positioning. More specifically, teachers’ personal and professional self mediated by the career stage in which they live and work, on the one hand, influence their capacity to make sense of the reform policy, hence resulting in different professional development trajectories. On the other hand, teachers’ disposition or emotionality strongly links to the degree of their perceptions of the reform policy. Findings suggest that timely provision of appropriate external training that meets teachers’ career stage can enhance teachers’ sense-making of new policies, thus contributing to understanding the relations among teachers’ learning, experience and the organizational context.

Keywords: professional development; sense-making; career trajectory

References

Hakka is one of the Chinese ethnic groups, they have scattered in Southern China, Hong Kong, Taiwan and regions of Southeast Asia. Hakka people seem be an orthodox and conservative group after a long history of diaspora, their language was the lingua franca among various Chinese migration in 1950s in Sabah State of Malaysia (Lee, 1965). Although the Hakka population remains majority in Chinese communities in Sabah, nowadays, the Hakka language is no longer the most common language.

Middle-aged Hakka people are capable of speaking various languages such as Hakka, Cantonese, Bahasa Malay, Mandarin, and English while the teenagers prefer Mandarin and English. Many younger Hakka participants do not have Cantonese proficiency at all although their parents or family speak Cantonese quite frequently. The language gap between two Hakka generations is marked due the development of media and the language policy. Hong Kong entertainment reached all Chinese Malaysian families in the 1980s (Cartens, 2005), people who were born or grown up since then are around age 30 to 40 by now. Cantonese was seen as a fashion or it is a medium for popular culture. Compare to the younger generation, Chinese TV programmes and Hollywood movies are sweeping over and filled in young Chinese Malaysian’s life. In addition, Malaysian Chinese schools have switched to Mandarin to adopt simplified Chinese writing system.

This study focuses on language use by ten to forty years old Hakka people in Sabah, forty participants were interviewed and observed. Based on the data, peer pressure are the most significant factors of Hakka language attrition. For example, the middle age Hakka participants speak Cantonese to build relationship network so does the younger generation. A Hakka community is facing difficulties of maintaining Hakka language while Mandarin and Cantonese is competing to replace Hakka. This study highlighted the boundary of Mandarin and Cantonese in two Hakka generations, the perspectives of language maintenance and language shift and media will be involved in the discussion.

Keywords: Hakka, Chinese Malaysia, Language maintenance and language shift, language competition, Language policy, Language and the media

References

Playing a salient role in the process of globalization, the global spread of English is not only a socio-cultural practice but also a politico-economic phenomenon. The dominant role of English in major international domains leads to developments such as the commodification of English (Rassool, 2007; Tan and Rubdy, 2008), the ever-growing business of ELT worldwide, and English as a key element of promoting and advancing international higher education, especially in the non-English countries. Englishization in higher education thus can be regarded as an important part of the global spread of English. It is not only an educational issue related to pedagogy and the effectiveness of teaching and learning but also a global trend that requires further empirical, contextual investigation.

Therefore, this research aims to investigate the process of Englishization in the Taiwanese higher education system in the context of Asia and to provide a study on the implication of this global phenomenon in the region. The focus is on phenomena and issues regarding Englishization of higher education, including the practices of English-medium instruction, Englishization in academia, and related measures and practices. It intends to examine the sociolinguistic and politico-economic implications of Englishization in higher education, and four different levels of Englishization of higher education in Taiwan are investigated: (1) global structures; (2) local structures and responses; (3) institutional factors; (4) individual perceptions. In order to explore the process and impact of Englishization in higher education institutions (HEIs), four different types of HEIs in Taiwan are selected as research targets, including public/national universities, private universities, public/national universities of technology, and private universities of technology. Institutional documents of the selected universities such as syllabuses, reports and advertisements are collected for documentary analysis, and individual participants in these HEIs, e.g. academic staff, administrative staff and students, are selected as informants for semi-structured interviewing.

Keywords: Englishization, higher education, Taiwan

References

The use of the English indefinite article: contextual factors that affect Chinese learners’ accuracy

Jiayan Lin (University of Auckland)

The acquisition of articles is often cited as one of the most difficult aspects of English grammar for second language learners. Previous studies show mixed evidence that learners’ use of articles is affected by both the semantics of the articles and the grammatical functions of noun phrases. The current study explored Chinese university-level learners’ knowledge of the indefinite article and whether the accuracy of the indefinite article is related to the semantic contexts of noun phrases (i.e. specific, non-specific and generic contexts), or the grammatical functions of noun phrases in a sentence (i.e. subject, object, and complement). To answer the research questions, the study used a Grammaticality Judgement Test and an article choice test featuring different contextual factors. A total of 112 second-year undergraduate students from a Chinese university took part in the study. The study found that:

1. The university students sampled in this study had an overall high accuracy with the indefinite article, but the accuracy in different contexts differed significantly.

2. The accuracy in the generic context was significantly lower than that in the non-generic context. Within the non-generic contexts, the accuracy in the semantically specific context was higher than that in the semantically non-specific context.

3. Noun phrases of different grammatical functions posed different levels of difficulty to EFL learners in terms of the accuracy of the indefinite article. The accuracy in the object position was lower than that in the subject position and the complement position.

The findings suggest that learners’ accuracy in using the indefinite article is affected by a combination of semantic and grammatical factors. The factors that were shown to be difficult may inform L2 classroom instruction.

**Keywords:** Indefinite Article, Semantic Contexts, Grammatical Functions
Language use and language attitudes in multilingual habitats: 
A survey among Filipino students

Loy Lising (Macquarie University) 
Pam Peters (Macquarie University) 
Adam Smith (Macquarie University)

Within the framework of World Englishes, attitudes towards varieties of English spoken in multilingual postcolonial contexts have been regarded as an important factor in the evolution of these varieties. Schneider’s (2007) stage 4 of his evolutionary model emphasises that for nativised structures to become accepted as local norms, and for an exonormative orientation to be replaced with an endonormative one, positive attitudes towards and endorsement of the local variety of English are essential. He also emphasises the close relationship between such acceptance of local norms, and the development of a local identity (Schneider 2007: 49).

A number of attitudinal studies in the framework of World Englishes have focused on the attitudes of speakers towards different varieties of English. Bernaisch (2012) and Bernaisch and Koch (2016), for example, focus on the attitudes of Sri Lankan and Indian users of English towards their own and other varieties of English. Hundt et al. (2015) carry out a similar analysis of attitudes towards different varieties of English in Fiji. These studies yield important attitudinal findings. However, they focus on attitudes towards different varieties of English only, with little emphasis on the relation between English and the other languages with which it coexists in complex multilingual settings. Other research, focusing on the multilingual repertoires of users of English in postcolonial settings, rather than on English only, sketches a complex picture of the interplay between language use, language attitudes, and identity (see, for example, Coetzee-Van Rooy 2012).

This paper combines these two areas of research, focusing on the Philippines as multilingual setting. It reports on the results of a language use and language attitude survey among a group of 40 Filipino private university students, extending similar work by, for example, Borlongan (2009). The survey investigated the multilingual repertoires of the respondents, focusing on contexts of use for and attitudes towards multiple languages in domains such as the home, at university, in social media, and in transactional settings. Attitudes towards different varieties of English, and the relation between language and identity were also investigated. The results demonstrate a complex interplay of English, Filipino, and other languages across different contexts. The choice of languages across these contexts is dictated to a certain extent by existing institutional language policies and varying social motivations, and although American English is still strongly preferred in certain academic domains, the respondents’ attitudes towards Philippine English are positive, consistent with Bautista (2001) and Borlongan (2009). A more detailed qualitative analysis of the data reveals that preference for language choice in specific domains is determined by a complex set of motivations with cultural identity highlighted as a compelling reason for choosing the Philippine English variety over the exonormative American variety. In the discussion, these findings are related to existing findings on multilingual repertoires and attitudes towards varieties of English in the Philippines and
elsewhere, so as to contribute to the broader understanding of the multilingual dynamics of World Englishes. Further study in this area can benefit from surveying students from public universities.

**Keywords:** Language attitudes, Multilingual habitats, Identity

**References**


The relation between language and power has drawn much attention in Critical Discourse Analysis (Fairclough 2015). Though having the merit of providing a holistic view of an issue, a quantitative study, however, is not a popular approach. Based on the Systemic Functional Linguistics, the present study investigates the issue of language and power of the discourse in a political event – a televised meeting between five government officials of the Hong Kong Special Administrative Region (HKSAR) and five student representatives of the Hong Kong Federation of Student (HKFS) during the Occupy Central Movement in Hong Kong. It examines the power relationships not only between the government officials and the student representatives but also the individual actors within each party and its influence on the linguistic choice in the discourse of the meeting, focusing on the interpersonal linguistic elements in a language (Halliday 2004). The paper intends to answer the following questions: First, what are the power relationships between the actors in the event? Second, how do their power relationships affect their discursive roles or division of labour in the interaction between the two parties? Third, how do their discursive roles in turn influence their linguistic choices?

**Key words:** language, power, Critical Discourse Analysis, Systemic Functional Linguistics, Occupy Central Movement

**Reference**

Developing EFL learners’ competence in oral academic discourses
Sabina Ho-yan Mak (Centennial College, Hong Kong)

Literature on the development of competence for academic presentations (e.g. Bankowski, 2010; Zappa-Hollman, 2007) shows that, apart from basic speaking and communication skills (i.e. the abilities to speak accurately, fluently and appropriately), university students are expected to develop advanced skills for intellectual exchange and construction of new knowledge, such as the skills and abilities in demonstrating personal voice through evaluations, making interpretations, evaluating, generating and organizing information from different sources, making judgements, explaining and drawing conclusions, and presenting ideas in a concise and precise manner while being prepared to elaborate on ideas. Yet, the importance of these advanced skills, which are essential for active enquiry and independent learning at university, is often neglected by ESL/EFL students in Hong Kong, as generally observed by EAP instructors in the local context. Though there has been some discussion on the potential factors inhibiting ESL/EFL learners’ development in Asian contexts (e.g. Confucian education values and exam-dominated culture), there needs more research on how EAP courses can be designed to cater for the learners’ needs (see Bankowski, 2010). To fill this gap, this presentation reports on the results of a needs analysis of a group of third-year undergraduates (N=40) in Hong Kong. Prior taking an EAP speaking course, a questionnaire was administered to both the students and content-based teachers to identify students’ learning needs, such as problems and challenges in engaging in oral academic discourses (e.g. oral presentations). Follow-up interviews with a representative sample of students and content-based instructors from different disciplines were also conducted. Based on the findings of the needs analysis, the presenter will propose an EAP course design framework for developing ESP/EAP learners’ competence in academic oral discourses and discuss the useful course components such as the selection and sequencing of task-types (e.g. awareness-raising activities), reflective elements, and types of feedback.

Keywords: presentations, EAP courses, ESL/EFL speaking

References
Repetition and resonance as politeness in Deafblind signing

Howard Manns (Monash University)
Louisa Willoughby (Monash University)
Shimako Iwasaki (Monash University)
Meredith Bartlett (Monash University)

This paper examines politeness through a frame of dialogic syntax, resonance and repetition. In doing so, it seeks to provide a more nuanced understanding of politeness strategies among Tactile Auslan users, and explores the relevance of dialogic syntax to sign languages.

Tactile Auslan is used by Deaf Australians who generally learned to sign early in life and subsequently suffered a significant sight loss. There are certain challenges in adapting a visual sign language for tactile delivery but these challenges are little understood by researchers and interpreters.

With this in mind, we analysed seventeen dyadic conversations between experienced Tactile Auslan users and examined politeness through the sequential perspective, and with an eye to dialogic syntax (e.g. Du Bois 2014). Dialogic syntax focuses on mapping resonance across utterances, such as in the following exchange:

(1) Sam: I don’t like those.
(2) Angela: I don’t like those either.

Du Bois (2007:159)

In this case, the repetition of *I don’t like those* in lines (1)-(2) creates resonance between the two speakers and the utterances as does the use of *either*.

In the current paper, we firstly show how a ‘traditional’ sequential perspective (e.g. CA) shows that, compared to spoken English, Tactile Auslan speakers draw on fewer ‘traditional’ face-mitigating forms, like discourse markers or address terms. At the outset, this can lead to a view of these speakers as more direct communicators in terms of politeness (cf. Hoza 2007).

Yet, a more sophisticated understanding of politeness in Deafblind communities emerges by appealing to resonance, dialogic syntax and repetition. For instance, while face-mitigating forms rarely appear, repetition of questions, in varied but related forms (i.e. resonance), hints at more subtle forms of politeness.

We close our talk by arguing the resonance mapping sheds light on the under-defined aspects of structures and their functions (e.g. politeness). Consequently, appeals to the broader text (e.g. Du Bois 2007, 2014) and beyond traditional notions of directness/indirectness (Silverstein 2010) can lead to a more a sophisticated understanding of politeness.
Keywords: Sign language, politeness, conversation analysis

References


Learners’ perspectives on the use of their linguistic resources in task-based interaction

Paul Moore (University of Queensland)

While there has been much survey research into teachers’ and learners’ perceptions regarding the use of the first language in second language learning, less research has investigated the actual use of the L1 in L2 classroom discourse. This research has found that the L1 can play a productive role in L2 learning; however, learners may or may not perceive, or even agree with these benefits, based on their experience of peer interaction. Their perceptions may be influenced by factors such as interpersonal relationships with peers, what they think teachers or researchers expect of them, or other contextual factors which may not be evident from analysis of transcribed discourse of peer interaction. This paper reports on an investigation into learners’ perspectives on the use of L1 (Japanese) and L2 (English), as they perform peer grammar-focused and oral production tasks, in a Japanese university context. Data include ten hours of digital video- and audio-recordings of peer-interaction, performance and stimulated recall interviews collected from English language majors (ten learners in five pairs) in a four-year university in Japan. Findings are expected to provide a rare insight into the relationship between learners’ perceptions of their use of L1 and L2 in task-based interaction, one the one hand, and research-informed discourse analysis of the same interaction, on the other.

Keywords: Code choice; task-based interaction; discourse; EFL
Connecting peers and its effects on motivational development of Japanese language learners: A case of an intermediate learner's experience through a mentorship program

Tamami Mori (UNSW Australia)

The L2 Motivational Self System (Dörnyei, 2009) proposes second/foreign (L2) language learners' motivation is a dynamic system driven by learners' possible selves, namely Ideal L2 self (i.e. what L2 learners want to become) and Ought-to L2 self (i.e. what they feel obliged to become), and their learning experience. However, how exactly learners' possible selves and learning experience interact is unclear in the theory, especially in the field of L2 Japanese. To further investigate the L2 motivational system, the current study applied the Communities of Practice (CoP) theory (Wenger, 1998) to the study of motivation. CoP consist of people who share common interests and strive to improve their knowledge/skills through regular interactions within their group. (Wenger- Trayner, 2015). The theory views learning as identity development through participation in CoP, therefore, providing another theoretical tool to explore the interplay between learners' identities and learning experiences.

The study investigated the motivational development of L2 learners, focusing on their emergent identities in a Japanese classroom at an Australian university, to find out if the learners’ emergent identities had any impact on L2 learning through interviews, classroom observations, and participants’ online journals. The participants were three intermediate learners of Japanese. All three acted as teaching assistants (junior teachers) in the beginner level classes at the university, under supervision of the senior teaching staff.

The presentation aims to discuss a plausible link between learner’s emergent identity as a mentor and their L2 motivation through one of the participant's learning experience as a junior teacher. The presenter will argue that the interactions with the beginner learners supported her emergent identity as a mentor, and that the further interactions seemed to change her awareness of the mentor identity from an Ought-to L2 self to an Ideal L2 self and, consequently, strengthened her L2 motivation.

References:


This paper is being presented as part of the panel Motivational development of Japanese language learners and their learning experiences inside and outside the classroom.
“Lucky enough to get the embrace”:
Get-constructions as an Irish inheritance in Australian English

Jean Mulder (University of Melbourne)
John Rice-Whetton (University of Melbourne)
Cara Penry Williams (University of Melbourne)

In understanding the development of Australian English (AusE) some but limited attention has been given to influences from Irish English (IrE) and its historical input (e.g. Jones & McDougall, 2006; Lonergan, 2003). There is a relative scarcity of clearly identified IrE features when viewed in the context of the 19th century, when the Irish were the second largest group of immigrants to Australia (Moore, 2008:90). The commonly held explanation of this fact is that the Irish formed a distinct out-group of low social status, and as such, identifiable Irish features were stigmatized and avoided, particularly by non-Irish people (Burridge and Musgrave, 2014). This leaves open the tantalizing prospect that there may be evidence of IrE influence in AusE on a subtle level, in features marginalised in the face of a codified AusE.

This paper investigates one potential example of IrE influence in the use of specific get-constructions. Nolan (2012) maintains that constructions, such as in (1), are distinctively Irish, not being found in Standard British English and perhaps due to analogy with Irish faigh ‘get’ constructions.

(1) She got the flu so he brought her to the doctor. (Nolan 2012:1144)

Similar uses of get are found in contemporary AusE. If this can be traced historically to people of Irish background, but not to people of non-Irish background, then there is good evidence that these particular constructions with get do, in fact, represent a feature present due to IrE influence.

To assess this possibility, we constructed a corpus of letters and diaries of Australian WW1 soldiers. This corpus of informal writings consists of approximately 71,000 words by 12 Australian soldiers who had parents and/or grandparents born in Ireland matched with approximately 40,000 words by 10 Australian soldiers of English descent.

Using this corpus, we firstly analyse the actual range of variation found in the get-constructions, which is often glossed over in discussions. Secondly, we demonstrate that indeed, the IrE get-constructions are used almost exclusively by writers of Irish, but not English, background.

This paper therefore provides both a thorough account of an under-researched syntactic construction and further evidence of IrE inheritances in AusE.

Keywords: 'get'-constructions, Australian-english, Irish-English, historical sociolinguistics

References


Lexical borrowing in the print media has been well investigated (Bell, 1984, 1991, 1997; Chan, 2000; Daulton, 2003a, 2003b, 2011; Mohideen, 2006; Shimada, 2003; Takashi, 1990). However, research on lexical borrowing and its relationship with aspects of the intended audience in print media is less developed. This paper reports a sociolinguistics analysis of lexical borrowings from English in Indonesia print media targeting different audiences in terms of gender and age. This corpus-based study used data collected from four magazines published in Indonesia targeting different gender and age categories. There are four different audiences examined in this study, teenage females, adult females, teenage males and adult males. For each category of audiences, two editions of magazines were chosen. Across all audience types, there is a common finding that English is by far the most commonly borrowed language with other languages contributing very little to lexical innovation in Indonesian publications. The study found that neither age nor gender seems to be associated with borrowing in Indonesian publications, which is different from similar studies in other languages. Takashi (1990), for example, has found that there is a strong relationship between lexical borrowings and the age and gender profile of the intended audience in the Japanese media. Rather than age and gender of the intended audience alone being associated with amount of borrowing in magazines, there is a complex relationship between age and gender categories in borrowing practices of Indonesian magazines.

Keywords: Lexical borrowing, English in media, audience design, gender, age, Indonesian print media, magazines.

References
Recent studies have shown that second language learners’ L2 self (desirable future self-images as competent L2 users) can be a powerful driving force of learning motivation (e.g. Dörnyei & Ushioda, 2009). However, while a number of studies which utilize the concept of L2 self have investigated motivations for learning English, there has been little research investigating the motivations of learners of other languages, such as Japanese, from L2 self perspectives. The purpose of this study is to examine the motivational development of Japanese language learners in two different contexts: Australia and Korea. In particular, it focuses on the relationship between their future self-images as Japanese learners and those related to other languages. Fourteen students from an Australian university and twenty students from a Korean university participated in the current study, all of whom were learning Japanese as a second language. Through analysis of interview data, this study identifies a number of dynamic trajectories in the learners’ motivation.

In the Korean context, participants’ projections of their future Japanese use tended to decrease, and thus, their ideal Japanese self-images became activated less often, which seemed to be related to a relative stability in their perceptions of greater future use for English. In contrast, many Australian learners take advantage of being native English speakers for their study of Japanese, and their future Japanese self-images appeared to become clearer with time. The results of this study can contribute to the understanding of motivation across two or more languages as well as the impact of Global English on L2 motivation.

References:

This paper is being presented as part of the panel Motivational development of Japanese language learners and their learning experiences inside and outside the classroom.
Exploring the relationships between identity negotiation and L2 academic literacy: A case study of Japanese university students in Australia

Hiroyuki Nemoto (Kanazawa University)

The sociocultural approaches to SLA have been actively employed to explore the ways students develop L2 literacy while engaging in discursive activities in overseas academic contexts. However, more sociocultural research needs to be undertaken to investigate how students’ negotiation of a sense of self influences their literacy development and vice versa, particularly focusing on not only study abroad contexts but also pre- and post-study abroad support systems. Based on the theory of language socialization (Duff, 2010), this study deals with the processes in which Japanese university students are socialized into L2 academic literacy while participating in an intensive study abroad program, which involves three separate components – a three-month pre-departure course, a five-week EAP program in Australia, and a three-month post-study course. Focusing on students who undertake a one-academic-year overseas study after experiencing this intensive program, this study further explores how they apply their previous study abroad experiences in socializing themselves into overseas discipline-specific courses. Using the L2 motivational self system (Dörnyei, 2009) and the identity approach to SLA (Norton, 2010), an in-depth investigation is made about how their ideal and ought-to L2 selves as well as the dynamic nature of identity and motivation affect their socialization processes. The data collection procedures involved a diary study, follow-up interviews, and a questionnaire survey with 24 Japanese students who participated in the intensive study abroad program. The further qualitative data was collected from three of the participants who subsequently studied as exchange students at an Australian university for one academic year. The findings suggest that students’ identity negotiation contributes to their evaluating various linguistic and cultural contact phenomena in the processes of their L2 literacy socialization. This study also indicates how home universities should preliminarily scaffold outgoing students’ socialization into host academic settings and consolidate their L2 academic skills after returning home.

Keywords: Identity negotiation, L2 academic literacy, study abroad

References


Tok Pisin and Hawai‘i Creole are treated quite differently in the academic literature in terms of the roles they play in their respective communities and in terms of the status they have acquired (cf. Tryon and Charpentier 2004, Siegel 2008).

While Tok Pisin is regarded as a successful lingua franca that facilitates communication within the linguistically fragmented state of Papua New Guinea, Hawai‘i Creole is often portrayed as a typical low-status variety, considered mere “broken English” by its speakers (Siegel 2008: 267). Yet, it is striking how Tok Pisin’s kinship to the lexifier English has prevented its breakthrough in education and literature. Many Papua New Guineans acknowledge it as a marker of identity, but reject it as inferior to English in formal contexts. It is equally interesting how productive Hawai‘i Creole has become in creative writing, despite its negative image.

In this paper, I argue that (a) the discrepancy between alleged status and actual language practices in both cases reflect language ideologies that are perpetuated within the academic discourse on these varieties, and (b) that the limited and very domain-specific status of both varieties can be traced back to what I term ‘academic interventions’, i.e. moments in history when linguists have made an effort to influence metalinguistic debates and promote a more wide-spread use of the creole in question. The paper thus aims to address misconceptions about the two creoles in the academic literature, and to encourage a critical discussion of linguists’ roles in public discourse.

Following Blommaert’s (1999) historiographical approach to language ideological debates, I will draw on a range of historical data that I have analysed qualitatively. This includes written data (newspaper articles, letters to the editor, official documents, etc.) that goes back to World War II, as well as semi-structured interviews conducted in 2014 and 2015.

**Keywords:** Language ideology, language policy, creoles

**References**


Teachers’ beliefs and practice of their roles in EFL Blended Language Learning at Vietnamese universities

Giang Hong Nguyen (University of Canberra)
Elke Stracke (University of Canberra)

Teachers’ perceptions and beliefs are important because the way teachers perceive teaching and learning shapes the way they teach (Borg, 2009). In a blended language learning (BLL) environment teachers play an important role in the success of the blend (Marsh, 2012). Far less is known about the teacher’s beliefs and practice of their roles on the teachers’ perspectives in a blended learning environment (Gerbic, 2011). Therefore, this study aims at providing a critical analysis of how Vietnamese teachers perceive and implement their roles in a tertiary BLL EFL environment.

In this paper we will present the integrated results of this mixed method project. We conducted an online survey with Vietnamese teachers (N = 256) at 14 Vietnamese universities as well as multiple observations and semi structured interviews with selected participants (N = 6) in two Vietnamese universities. The findings show that the participating teachers were fighting with difficulties when implementing an integrated blended learning and teaching environment. Furthermore, the teachers experienced tension in the adaptation of their roles in the new teaching environment. Based on a better understanding of teachers’ beliefs and practice of their roles the study allows for some recommendations for the successful development of BLL in Vietnam and similar contexts.

Keywords: Blended Language Learning, teachers’ roles

References

Consciousness raising in translation teaching in a Vietnamese tertiary English language program

Huong Nguyen (University of Queensland)

The past decades have seen the return of translation in language teaching as there have been various kinds of theoretical, empirical and pedagogical evidence for the inclusion of translation in language programs (Bonyadi, 2003; Cook, 2010; Laviosa, 2014). Translation is introduced to language classes to develop students' linguistic ability but it also enhances their translation competence. In this study, consciousness raising (CR) in second language acquisition (that is, the explicit teaching of a linguistic feature) is used a pedagogical means to improving translation teaching in English programs in Vietnam which have been reported to have fallen short of the social demand for translators. CR adopted in the study is an attempt to draw learners' attention to source text features of different types. Participants were thirty students who are beginners of translation from an English program at the tertiary level in the Central Vietnam. The translation processes of the students before and after CR workshops were explored and compared based on the qualitative and quantitative data from translation annotations and interviews in which they were asked to identify translation problems and justify for their translation choices. The results showed that after CR workshops, the students' awareness of features of source texts has been enhanced. Furthermore, the students have been more able to elaborate on their translation processes after the workshops, which means that their translation processes have been considerably enriched.

**Keywords:** translation teaching, consciousness raising, translation process.

**References**

Storytelling and Young Learners: Translanguaging Facilitates Learning English as a Foreign Language

Thao Nguyen (University of Queensland)

Children have a natural disposition for stories and storytelling and through storytelling children can experience vocabulary comprehension together with semantic development. Storytelling has a clear place in developing language and literacy in first language because it creates a positive learning condition and engages learners to have meaningful contact with the language, especially oral language. In English as a foreign language (EFL) teaching, the process of using storytelling may be similar, but how children learn a foreign language must be different regarding comprehension and language reproduction involving translanguaging between English and the mother tongue.

Translanguaging is an approach to the use of language as bilingualism and how learners learn a new language by ‘translanguaging’ the language in their mind. The study aims to gain an understanding about how storytelling as pedagogy may support children’s oral comprehension in English learning as a foreign language and how storytelling offers more than many second language acquisition approaches. This presentation reports on how translanguaging facilitates young learners’ language comprehension and use through storytelling. Workshops of storytelling and class activities were delivered to 8 year old children by a storytelling teacher and a practitioner-researcher. Through practitioner research, the practice of language instruction through storytelling was cyclically assessed and improved on a weekly basis for eight weeks. The findings show that translanguaging is pedagogical potential of facilitating understanding of learners in language learning process and indication of language comprehension and use. Implications for using storytelling in teaching English to young learners are discussed.

Keywords: storytelling, translanguaging, young learners, EFL learning, EFL teaching
Exploring the learner autonomy of undergraduate EFL students – a case study in a Vietnamese university setting

Vinh Nguyen (University of Canberra)
Elke Stracke (University of Canberra)

One of the major questions facing educational reformers in Vietnam is how to promote learner autonomy (LA) in students’ learning approaches in blended language learning (BLL). LA has been a growing area of interest in Vietnam for the past decade. Studies have focused on the rationale for promoting LA and implications for EFL teaching and learning. However, little is known about learners’ beliefs of their and their teachers’ responsibilities, students’ readiness for LA, and how they make best use of learning opportunities in and out of the classroom, especially in BLL.

Using an explanatory mixed methods design, this study addresses this gap by providing a critical analysis of how Vietnamese tertiary EFL learners perceive LA and take responsibility in a BLL environment. This paper highlights results of the second phase, an embedded qualitative case study focusing on four students at one Vietnamese university that uses blended learning. The study investigates how these learners take responsibility when in a BLL environment in which the use of face-to-face teaching, as a basic component of the learning experience, is enhanced and enriched by the integration of the Internet and other teaching and learning technologies into the students’ learning undertaken both in and out of the classroom. Qualitative data were collected through student learning journals, classroom observations and semi-structured interviews with the learners. Results showed that students tended to be more autonomous and active outside the classroom and in informal learning, while they were obedient and more dependent on the teachers in formal learning inside the classroom. Moreover, technology has become an indispensable part of their learning, especially in informal learning.

The study aims at providing learners, teachers and policy-makers with new insights into LA against the backdrop of educational reforms in Vietnam and adds to the body of literature about LA and BLL.

**Keywords:** blended language learning, EFL, learner autonomy, tertiary level, Vietnam
The benefit of adopting digital storytelling projects in language education is the capability to involve language learners in a wide range of language learning activities; reading websites and scripts, speaking with peers, and writing scripts using their target language. In particular, inclusion of collaborative learning in digital storytelling projects can engage learners in collaborative dialogue with their peers, which leads to language learning by using the learners’ target language (Nishioka, 2016). To enhance the efficiency of language learning during the project, it is important to examine the process of learner interactions and factors that impact on learner interactions while learning throughout the project. To date, scant empirical attention has been paid on investigating this topic.

Drawing on Activity Theory (Engeström, 2001), this study examined how Japanese language learners construct knowledge of Japanese in collaborative digital storytelling projects in Australian universities. In particular, the focus of the analysis involves the patterns of learner interactions, types of collaborative dialogue they engage with peers, and factors impacting on learner interactions and their language learning. The study identified that pairs with different orientations for collaborative learning engaged in different types of collaborative dialogue with their peers. The analysis also showed that learner interaction patterns were mediated by various factors in immediate and external learning environments. The findings highlighted the significance of providing appropriate pedagogical support, appropriate to the intended learning goals of collaborative digital storytelling project, by carefully considering these mediating factors.

**Keywords:** collaborative digital storytelling project, Japanese language learners, Activity theory

**References**


This paper is concerned with the opening phase of brief Swedish service encounters at theatre box offices and event booking venues in Sweden and Finland. The data consist of 260 service encounters drawn from a corpus of 1300 such encounters (nearly 50 hours), video-recorded in various locations in Sweden and Finland in 2013–2015. Typically, the openings involve a central customer request to purchase a ticket, or to collect pre-ordered tickets, which follow immediately after a greeting sequence. However, while this seems to be the standard format, there is variation both in the type of greetings used and in how the request is formulated. For example, the form goddag (lit. ‘good day’) is restricted to the Finland-Swedish data where it is sometimes used to greet an older person.

The aim of the paper is to document and explain the variation found in the service encounter openings. Previous research has suggested that Finland-Swedish is overall more formal than Sweden Swedish (e.g. Norrby et al 2015), but it is difficult to gauge how formal a certain expression is considered across speech communities. For example, goddag is viewed as a formal greeting in Sweden Swedish, but may not be perceived as equally formal by speakers of Finland Swedish. Instead, the variation is better explained as the outcome of several interacting contextual factors, such as perceived interpersonal relationships, the overall type of venue and theatre show/event, as well as macro-level factors such as age and region/nation.

The study contributes to the growing number of studies carried out within the framework of variational pragmatics, the study of how language use varies within one language as a result of macro-social factors (Schneider & Barron 2008).

Keywords: service encounters, variational pragmatics, Swedish

References


English spoken by Japanese students: its intelligibility for four cohorts of evaluators

Akiko Okamura (Takasaki City University of Economics)

As English becomes the global language, the crucial issue has become the intelligibility of the message and it has been argued that teachers should focus on the teaching of sounds that help to achieve this (Jenkins 2000). But we need to ask: intelligibility for whom? The question is whether intelligibility differs according to different types of evaluators. We should also investigate pronunciation problems to enhance intelligibility.

This study compared the evaluation of four Japanese speakers’ spoken English. Speeches of 2 minutes long were memorized and delivered by 2 upper intermediate and 2 lower intermediate proficiency level students. The presentation was recorded and played back to four cohorts of evaluators, which comprised: 25 native English teachers, 20 native non-teachers, 15 non-native English teachers and 20 non-native non-teachers, with B1 level on the CEFR. These evaluators listened to the speeches twice, first evaluating their intelligibility and second, analyzing areas where pronunciation could be improved to enhance speaking skills.

The results showed that three of the four cohorts agreed to the ranking order for the Japanese speakers’ intelligibility in English. The exception was the native non-teachers' group. They gave higher scores to a student who spoke passionately about the catastrophe of using atomic bombs, even though she lost fluency because she forgot some of the words in the middle of her rehearsed speech. By contrast the non-native non-teachers were less affected by the speech content and focused on the intelligibility, of which they were severe judges. In common with other cohorts, some of them also identified pronunciation problems such as consonant clusters. Non-native teachers were found to share the native English speakers’ evaluation approach, but tended to give more general advice such as “attention to linking sounds” than evaluators in other groups. The paper explores possible pedagogical implications of these findings.

Keywords: Speaking, evaluation, intelligibility, pronunciation

References

Global mobility has dramatically changed the demographic profile of universities in predominantly English-speaking countries. Many international students choose study abroad opportunities in countries such as Australia where there are also many local students with diverse linguistic backgrounds. However, the plurality of languages, cultures and knowledge systems are largely rendered invisible in higher education contexts where English dominates. This paper reports on a study that explores how undergraduate students experience a translanguaging approach (García & Wei, 2014) to develop their English language capability in order study through English. This is part of an on-going action-based research intervention which seeks to develop academic proficiency in both English and the primary language/s of students, and their intercultural capabilities, simultaneously. We do this through explicit encouragement of students’ use of their linguistic, cultural and knowledge repertoires, and their reflective engagement with the process. We report here on data and findings from student participation in three English as additional language courses during 2014 and 2015. Data include ethnographic observation of student engagement in classes, student interviews and diagnostic analysis of student writing. Drawing on multilingual teaching and learning pedagogies (Heugh, Li & Song, ftc.), including translanguaging, students are encouraged to build on their linguistic, cultural and epistemological resources to expand their academic language repertoires. The paper highlights how students do this while developing their metacognitive awareness of linguistic and cultural diversity and their multilingual repertoires. It draws attention to the pedagogical value of students’ academic proficiency in both primary language and English and this has implications for developing a more robust pedagogy and theory of translanguaging and intercultural communication. This is significant in the context of 21st century human mobility when we consider that many of these students will be required to communicate in their social and professional lives across multiple languages and cultures.

Keywords: Linguistic repertoires, multilingualism and translanguaging.

References
Heugh, K., Li Xuan & Ying Song (ftc. 2016). Multilingualism and translanguaging in the teaching of and through English: rethinking linguistic boundaries in an Australian University. Springer (forthcoming 2016)
In migrant-receiving countries such as Australia there is a growing need to communicate across diverse languages and cultures, yet monolingual and monocultural attitudes remain prevalent (Clyne, 2005). This paper reports on a narrative study which has explored how multilingual professionals, who have relocated to live and work in Australia, make sense of their movement between their languages and cultures. This includes how they interpret and manage perceptions of risk to their social and professional identities, how they understand the resources and skills that their linguistic and cultural repertoires afford them, and how they respond to broader social discourses which shape understandings of their social and professional worlds. The analysis of interview data draws on an innovative synthesis of Bourdieu’s notion of ‘habitus’ (1977), Ricoeur’s (1984) notion of narrative identity and Riessman’s (2008) dialogic/performance narrative approach. The findings highlight the ways in which these people reflect on their experiences of interacting across languages and cultures, manage reflexively perceptions of their social and professional identities, and develop ways of working, being and belonging that go beyond notions of competence and challenge monolingual understandings. Through their intercultural experience these people develop a socialised intersubjectivity, seen in internalised dispositions characterised by a high degree of reflection and reflexivity (Ricoeur 1984). This is significant when we consider how these people navigate the monolingual mainstream to position themselves favourably in a world where professionals are increasingly called to work and communicate across complex configurations of linguistic and cultural diversity.

**Keywords:** multilingual, professional, narrative, intercultural, reflexivity

**References**


Major questions in contact-induced language change are whether adults or children lead change, and what cognitive mechanisms are involved. Bickerton's (1981, 1984) view that children create a creole language from impoverished input continues to be debated. Often the sociolinguistic situation at the time of the change cannot be pieced together adequately, as the change took place long ago, and there is little documentation. Where we do have a reasonable amount of background data, we have seen that different age groups have each been agentive in promulgating change, in different contexts. Adults are believed to be responsible for the development of pidgins and creoles (Plag, 2008, 2009; Siegel, 2008), mixed languages (Thomason, 2003), and frequently the transfer of lexicon and structure from one language to another; adolescents have led development in koines (Amery, 1993; Kerswill & Williams, 2000); elementary school-aged children have created at least a creole (Kegl, Senghas, & Coppola, 1999) and multiethnolects (Cheshire, Kerswill, Fox, & Torgersen, 2011); and children have created a mixed language (O'Shannessy, 2012).

I present new data on the emergence of Light Warlpiri, a mixed language spoken in northern Australia, to illustrate that when children lead contact-induced change, they re-analyse and regularise patterns in the input provided to them, as child learners do in every context. It may be that often the input from adults (and maybe other younger speakers) was not known to the researchers, but provided the motivation for the re-analysis. A re-analysis and regularisation of a pattern from the point of view of the child learner can then result in a dramatic change in terms of language structure.

Specifically, in Light Warlpiri, a pronoun form in the input, im '3SG', was reanalysed as i-m '3SG-NONFUTURE', and regularised across other pronouns, creating a structure that was not in the input languages, in which past and present tense contrast structurally with future tense (or a realis – irrealis modal contrast). A past tense marker in the input bin 'PAST' was largely replaced by the new structure. In this paper I show that constructions such as im faind-im '3SG find-TRANS' (or, PRONOUN + PERFECTIVE) were already in the input the children received. The children re-analysed patterns they heard, in which perfective and past contexts could be realised without an overt past element, bin 'PAST'. The result is a radically different verbal structure in the new system, but the step of re-analysis is easily motivated by the input patterns.

The data show that children can lead language change, and when they do, their re-analyses can be motivated by the patterns in the input they hear. Researchers do not usually have access to adult-child interactions during the time of change, and tend to posit a greater change than may have in fact taken place. Adult patterns might already have differed from the documented language, e.g. through systematic code-switching. There is no need to posit mechanisms that involve children creating structure from lack of input. A better understanding of the input the children received may show that the children acted as child learners always do, but the result was more dramatic than in some other contexts.
Keywords: Change, contact, acquisition, Light Warlpiri

References


Analysing the motivations of adult Australian learners of Italian through the nexus of Community and Identity

Cristiana Palmieri (University of Sydney)

This paper presents the findings from a study on the motivations of adult Australians to learn Italian in continuing educational settings in Sydney. On the one hand, research on the motivations of this specific segment of second language learners is scarce and only recently mature language learners are becoming an increasing area of scholarly research. On the other, the number of adult L2 learners is a growing phenomenon globally and adult second language learning is expanding.

The study was conducted adopting a pluralistic theoretical framework which combines a social psychological approach with a post structuralist perspective. It employs several constructs, including integrativeness (Gardner, 2001), ideal L2 self (Dörnyei, 2009), language investment (Norton, 2000), and identity negotiation (Pavlenko and Blackledge, 2004).

The research was conducted on a sample consisting of adult Australians enrolled in courses of Italian at beginner, intermediate and advanced levels, using a mixed method. Overall, 124 students answered a statement type questionnaire, while 68 students participated in two rounds of semi-structured interviews.

The findings presented in this paper reveal the intertwined nature of two constructs, Community and Identity, as they emerge from the experiences of the participants. As a consequence, a model of L2 learning motivation is proposed, that identifies community and identity as interrelated dynamics. This indicates that the development of an Italian ideal self is interconnected with the desire to become part of a community of Italian speakers. The findings also indicate that learning a second language is a process that implies the development of self-identification trajectories with another cultural group. As a practical implication of the study, since L2 adult learner motivation appears to be influenced by local socio-cultural setting, it is may be possible to leverage on the presence of the community of Italian migrants as a resource to enhance the learning experience of adult Italian L2 learners.

Keywords: L2 learning motivation; Italian; adult learners; community; identity.

References


Intergenerational language transmission is a community-wide effort. In the case of an ethnoreligious migrant community, Sri Lankan Tamil Hindus, a range of separate programs and activities for the young generation complement each other by extending the domains in which children can use the Tamil language in their weekly lives. At the centre of heritage language transmission are the Tamil community language schools which have an academic focus and prepare students to take Tamil as a Year 12 subject. However, my study focuses on the work of the Hindu temple in providing a safe space for children to not only develop their language skills but also their religiosity, cultural knowledge and self-identifications.

I undertook an ethnographic study in the Year 9 class at the temple’s Sunday school. Their particular form of Hinduism, known as Saivism, is closely tied to the Tamil language so Tamil is embedded in the students’ religious education. However, partly because the goal of the school is to transmit religion rather than language, this manifests in a more flexible approach to the language medium of the classroom. Students draw on their full linguistic repertoires to help them interpret, question, challenge and position themselves in the Saiva religion and Tamil culture. I will provide examples of the teenagers’ translanguaging practices to show how this works in classroom interaction. I find that the religious school helps teens to forge a new path – one where they continue to be aligned with a Tamil Hindu identity, but they see the value of both Tamil and English in different domains and for different functions.

This paper is being presented as part of the panel

Teacher research engagement has recently been given a lot of attention in the field of English language teaching. The underpinning argument for this interest in encouraging teachers to be research-active is that teachers can draw on research evidence to make well-informed pedagogical decisions to improve the quality of both teaching and learning. Also, initiatives to promote productive research engagement among teachers are driven by the assumption that embracing the role of teachers as researchers can exert significant effects on teachers’ professional development. However, only a modest body of empirical studies on English language teachers’ research engagement have been conducted. The findings of these studies show a discrepancy between the expected potentials of teachers’ research engagement and the actual prevalence of this activity in real classroom contexts. Instead of presuming that all language teachers should be research-active, this study aims to provide empirical insight into the nature of teachers’ research engagement and the factors that shape it. Employing a mixed methods approach, the paper investigates the extent to which English language teachers are engaged with (by reading) and in (by doing) research, and the reported factors influencing their research activity. The analysis of both questionnaire results from 154 English language teachers who are teaching at eight universities in Vietnam and qualitative data from 10 follow-up interviews reveals modest levels of language teachers’ research engagement. Teachers reported low salary, lack of time for professional development activities, weak research knowledge and skills, and unsupportive institutional research culture as the key factors which restricted their research engagement. The study argues that understanding these internal and institutional obstacles to teachers’ research engagement in a specific local context is necessary before implementing any initiatives to promote teachers’ research engagement in that context.

**Keywords:** Research engagement, teacher professional development
Learner autonomy as agency in the Vietnamese context of English language learning

T. T. Huyen Phan (University of Queensland)

Learner autonomy (LA) has attracted increasing research interests in the context of language learning. It is generally accepted as an important goal in language education policies across polities. While various initiatives and learning strategies have been proposed to foster LA in the language classroom, little attention has been given to the context-bounded nature of this construct. The literature has called for more critical examinations into the sociocultural contexts in which LA is embedded and developed for an insightful understanding of the situated nature of autonomy. Drawing on a larger project, this presentation examines the social, cultural and political factors that have come to shape LA and its translation in practice in Vietnam’s higher education context. It explores how LA is actualised and mediated in a specific context under the lens of Vygotskian sociocultural theory. The study draws on data from classroom observation, student interviews and learning journals in a Vietnamese university. The findings suggest that LA is temporal, embedded in place and is mediated by both the individual learner and the sociocultural setting through learner agency. It can be argued that LA is a social manifestation of learner agency.

**Keywords:** learner autonomy; agency; language learning
Considering that language skills are integral academic and employment attributes for Higher Education graduates in Australia, there is a need for a systematic and practical approach to help students develop these skills. Hence, understanding students’ and their university teachers’ perceptions of the role and importance of academic language in the university context is crucial. Through questionnaires, interviews, Learning Management System (i.e., Moodle) monitoring, and the use of Academic Language Feedback (ALF) toolkit, we explored students’ and university teachers’ views on the effectiveness of established and newly introduced practices dealing with student language skills development at the Faculty of Education, Monash University.

The students and the teaching staff in the study viewed integrated academic language development process and the concept of academic language in different ways. Building on the data analysis results, Gee’s (2015) discussion of Discourses, and specific understanding of language ability as “a capacity that enables language users to create and interpret discourse” (Bachman & Palmer, 2010, p. 33), we argue that one’s views of the construct of academic language impact one’s understandings of the role of post-entry language development in tertiary contexts. This study adds to the limited body of empirical research on post-entry language development practices, including provision of language-focused assignment feedback, in Australian universities. The findings have implications for academic language feedback provision and development practices in universities in Australia and beyond.

**Keywords:** embedded language development, language-focused feedback

**References**


Plagiarism defined? An analysis of university policy documents in four countries

Kara Ronai (University of Jyväskylä)

Plagiarism scandals continue to proliferate academic writing in higher education contexts worldwide (e.g. Weber-Wulff, 2014). Against a backdrop of increasingly internationalised higher education, cultural differences are frequently cited as a major cause of plagiarism, often only based on anecdotal evidence and with little criticism of how plagiarism is defined and how writers are taught about it. Though typically conceptualised as the appropriation of others’ work without acknowledgement, this definition of plagiarism minimises the complexity of concepts such as authorship, originality, and source acknowledgment. As such, there is a strong need to further investigate how plagiarism is defined in academic contexts globally.

The aim of this study is to analyse how plagiarism is defined in the policy documents of universities from four countries: Australia, China, Finland and Germany. Deductive content analysis was utilised in examining definitions of plagiarism in seven documents, drawing on Pecorari’s (2001) “six elements” model, in that plagiarism is defined as 1) an object 2) taken 3) from a particular source 4) by an agent 5) without adequate acknowledgment and 6) with or without the intention to deceive.

Despite finding a generally shared understanding of plagiarism across institutions, this study revealed varying levels of detail in institutional plagiarism definitions, providing a challenge for writers attempting to avoid plagiarism. The findings of this study thus have implications for policy reform, as well as how academic writing and plagiarism avoidance are taught in higher education.

Keywords: plagiarism, higher education, academic writing, internationalisation

References

Can learning a second language contribute to students’ flourishing? This is the question at the origin of the *Flourishing in a Second Language (FL2)* project – a language curriculum for first-year University students which integrates positive psychology, transition pedagogy and CLIL principles.

The FL2 project - funded through a Seed Grant from the Australian Office of Teaching and Learning - involves re-designing some of the language learning activities typically found in beginners’ level classes, to include techniques and strategies that are believed to facilitate transition, as well as students’ psychological, emotional, and social well-being. By creating learning experiences that are personally relevant, and that facilitate alignment between learners’ interests, linguistic goals and cognitive challenges posed by the tasks, the FL2 project also aims to increase the perceived value of language learning, hence sustaining students’ motivation to persist in their study of the target language.

In this paper, we report on the design, development, trial implementation and evaluation of the FL2 activities. Two groups of first-year University students of Italian participated in the trials in two different Australian universities. Evaluation data includes surveys, and quantitative and qualitative measures of engagement with the project activities.

**Keywords:** language learning, motivation, positive psychology, CLIL, Italian

**References**


Kift, S. (2009). *Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian higher education: Final report for ALTC senior fellowship program.* Strawberry Hills, NSW: ALTC.

A central topic in multidisciplinary approaches to language is that of reference, whereby specific individuals are introduced into discourse (usually with a full noun phrase) and thereafter tracked across subsequent utterances (often with pronouns). Mastery of reference in a second language is considered fundamental to establishing coherent discourse, and has been the focus of numerous previous studies. To date, the prevailing wisdom has been that referent tracking (anaphoric reference) poses a substantial pragma-linguistic challenge for learners, but that adult second language learners experience relatively few problems with referent introductions. However, the latter conclusion warrants caution. In particular, previous studies have typically blurred the crucial distinction between recognitional and non-recognitional introductions (archetypally encoded by definite and indefinite NPs respectively), in which only the former prompts the addressee to recall a specific individual. A further limitation of previous studies has been the overwhelming focus on the noun phrase as the primary unit of analysis, obscuring the complex interactional practices used to introduce less accessible individuals (Smith, Noda, Andrews & Jucker, 2005).

This paper reports on a study designed to address these issues in an analysis of references by both native and non-native English-speaking university students engaged in a film retelling task. Through the use of stimulated recall interviews, the analysis also identifies which introductions were miscommunicated. The findings suggest that, for many language learners (IELTS 6.0-6.5), introductions represent a far greater communicative challenge than previously reported, with evidence of under-explicitness triggering frequent miscommunications and of learners adopting referential strategies not used by the native speakers. The findings highlight the value of analyzing how learner language is interpreted by interlocutors, and further suggest a need to address pedagogically the complex interactional practices and move structure required to introduce less accessible entities for recognition.

**Keywords:** reference, miscommunication, recognition

**References**

Developing students’ intercultural capabilities: a case study in higher education.

Angela Scarino (University of South Australia)
Jonathan Crichton (University of South Australia)
Fiona O’Neill (University of South Australia)

An increasing number of international students are studying in higher education in English-speaking countries, and many local students come from backgrounds where English is not their primary language. This is significant when we consider that as graduates, these students will be required to live, communicate and work with others both within and across multiple languages and cultures, in other words, *interculturally*, whether they choose to remain in their home country, or to live and work abroad. There exists the potential for learning through the exchange of linguistic and cultural resources and associated ways of knowing. However, the crucial role of languages and cultures in learning is poorly understood, and the ways in which students experience engaging with one another in their diversity could be enhanced (Tsui 2014). This paper reports on a semester long study which explored how undergraduate students and their teachers experienced an intercultural approach to learning, teaching and assessment in a core undergraduate course of 550 students. This was a collaborative, action-based research intervention which sought to enhance student engagement and experience through their intercultural learning, to see the world ‘through other eyes’ (Andreotti and Souza 2008). This involved designing learning and assessment activities that encouraged students to draw on their languages, cultures and knowledges and to engage with the course content and with each other through practices of reflection and reflexivity. Data gathered included students’ written texts, observations of routine teaching staff meetings, and interviews with students and teaching staff. The analysis involved thematic coding, focusing on students’ emerging capability to understand and act in light of their linguistic and cultural diversity. The findings highlight the nature and importance of intercultural capability and the need to rethink notions of ‘student experience’ and ‘engagement’ and to recognise the central role of language/s and culture/s in all students’ learning.

**Keywords:** Intercultural, learning, reflection and reflexivity

**References**


Literacy and Language Awareness in multilingual subject classes
Sabine Schmölzer-Eibinger (University of Graz)

The presentation will cover an ongoing project promoted by the EU in which concepts of language awareness with different focuses in 3 European countries are developed for the implementation in multilingual classes. At the center of the talk is the Austrian sub-project with its focus on literacy and the encouragement of the ability of reasoning and arguing. The aim of this sub-project is the development of a didactic model for subject classes on the basis of a theoretical concept which combines a literacy-based approach taken from L1-research (theory of ‘text procedures’, Bachmann/Feilke 2014) with the ‘focus on form’-approach (Long 1991) taken from L2-research. In so doing, the basal linguistic competence of second language learners as well as the literal competence of all pupils shall be encouraged. Within the scope of a translingual practice, the multilingual repertoire of the pupils shall be used for both the development of language awareness and the acquisition of literacy. The evaluation of the didactic model is done on the basis of videography, interviews with teachers and texts by pupils which will be examined with regard to their argumentative performances at the text procedural level. The overall results shall be made available for teacher trainers and teachers in a publicly accessible internet portal. During the presentation, the concept of this didactic model will be introduced and first practical implementations will be presented.

Keywords: Language Awareness, Literacy, Teacher Education, Writing Research

References
‘You've gotta get connected up with a research community … that's really important and doubly so for students who don't speak English.’ Multilingualism in research education as a problem

Britta Schneider (Victoria University)
Shem Macdonald (La Trobe University)

English is obviously the language used by doctoral students throughout the processes of researching and writing their theses at an Australian university. Or so it would seem from what some supervisors of students researching in English as an Additional Language (EAL) tell us. The fact that many students have access to other languages as their first or additional language is largely invisible to some of these supervisors. Either this or when it is noticed, it is defined as a problem to be overcome or a halfway step on the way to becoming ‘proficient’ or ‘native-speaker’ like in English. While applied linguists, familiar with theories of bi-multilingual education, see additional languages as an asset and critical of a monolingual norm as the organizing principle of language learning and use (Ortega 2014), this is not always the case for all supervisors. As the quote in the title suggests, connecting with a research community entails speaking English, and furthermore, speakers who are multilingual are seen as not speaking English. Both ideas reveal the monolingual focus of the supervisor who made this comment; strikingly similar views were voiced by many other interviewed as part of a project that explored views of EAL doctoral students and their supervisors. Drawing on data from in-depth interviews with doctoral students from a range of disciplines enrolled at an Australian university, this paper explores the connections they make between their use of their first language(s) and the imperative to operate mostly in English. We compare this to what supervisors say about their doctoral students’ use of language and use a model of translanguaging (García & Wei 2013) to understand how students’ multiple languages might be accommodated within potentially multilingual research supervision spaces.

Keywords: multilingualism, translanguaging, EAL, research, supervision

References

How well do children in mixed-language classrooms understand each other?
A case study in language planning from Vanuatu

Cindy Schneider (University of New England)
Charlotte Gooskens (University of Groningen)

The Vanuatu government has recently implemented a policy of vernacular literacy. Children are now to receive the first three years of schooling in a vernacular language. Needless to say, in a country with less than 300,000 people (Vanuatu National Statistics Office 2016) and more than 100 indigenous languages, some classrooms have more than one L1. In such cases, the language policy recommends that the variety with the most native speakers should be promoted. This is a good solution for those speakers of the majority language, but what impact does such a policy have on the children whose L1 is not included in the curriculum, and who are instructed in a vernacular language that is not their own?

To answer this question, we conducted intelligibility tests across closely related varieties of northern and central Vanuatu. We conclude that in villages where children already receive a good deal of exposure to other language varieties in their daily lives, implementation of the government’s language policy is a viable option. However, we make this point with the caveat that what is practical and beneficial for literacy education is not necessarily optimal for the preservation of small endangered varieties.

Keywords: Intelligibility, endangerment, planning, policy, dialects

Reference
Cognitive Design Techniques for EFL Speaking Courses
Adam Serag (Gifu Pharmaceutical University)

Japanese EFL learners face challenges in speaking fluent and accurate English due to various cognitive, linguistic and affective factors. This paper reports on an investigation of how speaking accuracy and fluency could be developed through the integration of Smartphones and traditional face-to-face English speaking classes. Furthermore, the paper proposes cognitive design techniques for English speaking courses that seek to promote EFL speaking skills and learner autonomy in Japan.

The cognitive psychological techniques were implemented in the form of writing imaginary dialogs and video recording assignments based on discussion prompts given to 96 of Japanese University students over a fifteen-week semester. Smartphones were used in class for various activities such as recording student discussions for each unit, topic and content research to develop background information, vocabulary development using online dictionaries and corpora, and writing original dialogs and role plays. Students showed a dramatic improvement in both their English speaking and critical thinking abilities. A self-report questionnaire was administered before and after the intervention to measure changes in students’ perception. The questionnaire results suggest that the intervention brought positive changes in the students’ perception and practice in terms of their English speaking accuracy, speaking fluency and autonomous learning. Finally, the paper discusses three effective models of teaching English speaking, and proposes a four-step pedagogical model for Japanese students in which activities are carried out through four stages; Pre-speaking, while-speaking, post-speaking and self-evaluation practice.

Keywords: Smartphones, EFL Speaking Courses
In the recently-reformed education system of Iran, English language has been viewed as the language developing knowledge, culture and communication with the world (Anabi-Sarab, 2012). The English textbooks at schools changed and teachers, therefore, have been required to employ a communicative teaching approach to help students learn to use the language for communicative purposes since late 2013. Nevertheless, the latest reports from the education system (Taherifard, 2016; Raeiszadeh, 2015) and literature (Safari & Sahragard, 2015; Memari, 2013) showed that these teachers have largely been teaching based on the grammar-based teaching approaches. This presentation looks into teachers’ practices while they implement a communicative-based teaching approach. In particular, this presentation focuses of three teachers’ task-based language teaching (TBLT) practices in a junior high school in the country. The purpose is to investigate tensions these teachers experience in their teaching while implementing TBLT Data was collected through some interviews and observations over a short intervention. Data was analysed using Engestrom’s activity theory model (AT) as a lens to investigate tensions, theoretically defined as contradictions, in the teachers’ teaching. The initial data analysis revealed some contradictions in the teachers TBLT teaching practices. The identification of those contradictions helped involve the teachers in collaborative efforts to restructure their existing teaching practices. The findings from this study can inform the professional development programmes in the country to improve teachers’ practices.

Keywords: reform; TBLT; AT; tensions; transformation.

References
L2 interaction processes at work:  
An ethnography of internationally educated nurses in Japan

Chiharu Shima (Akita International University)

Drawing upon the perspectives of community of practice (Lave and Wenger, 1991; Wenger, 1998) and language socialization in the workplace, this ethnographic study investigates the processes of how internationally educated nurses (IENs) interact with their colleagues and patients in a hospital in Japan. Based on the Economic Partnership Agreement (EPA), the Japanese government agreed to issue visas and allow residential status for nurses from Indonesia, the Philippines and Vietnam. Under the current system, those IENs who are recruited through the EPA (hereafter, EPA nurses) have to pass the national license exam by the end of their initial appointment of three years while working as nurses’ aides at their host institutions in order to maintain their residential status. Thus, they are required to develop two types of linguistic competencies at the same time: literacy necessary for passing the nursing board exam, and interactional competence necessary for navigating their work requirements. This study focuses on the latter.

The data were collected over the course of a year in a local hospital that accepted six female EPA nurses from Indonesia and the Philippines. The data consists of observations of the EPA nurses engaging in various work activities, video and audio recordings of interactions with their colleagues and patients, and interviews with the IENs and their Japanese colleagues. An analysis of triangulated data demonstrates the processes of how the EPA nurses develop their L2 skills and understanding of workplace norms through participating in different activities at work. In particular, the study highlights that there was a mutual relationship between the EPA nurses’ understandings of the language and their work content, and that their interaction was built on shared knowledge among participants about their work.

Keywords: international nurses, language socialization, workplace

References

Research shows the flipped classroom approach enhances student learning by creating a more interactive and dynamic environment with a greater flexibility of time, location, and pace of study. Different from the traditional pattern of teaching, students can access teaching and learning contents through online interactive videos and activities prior to class and prepare themselves for desired tasks. However, limited studies have been undertaken to investigate its impact on student learning outcomes in language acquisition. Currently, all the language units at Macquarie University are currently offered online except for Chinese. To bridge this gap, in 2013 a set of audio-visual materials were designed and developed to help students flip the classroom by adopting a functional model of language teaching. This current study expands on the previous study, aiming to investigate L2 learners’ use of captions while watching videos in Chinese and its impact on their expected learning outcomes. Both quantitative and qualitative research methods were employed to gain students’ perceptions of how the captioned videos have had an impact on their second language acquisition in the undergraduate Chinese language units and their learning experiences in a flipped class. The research findings have significant implications on how to provide both a theoretical and practical framework/model for language teachers other than Chinese to develop dynamic activities, enhance interaction, and enable flipped learning into class, which is in light of the current climate under which both technological innovations and pedagogical innovations are greatly advocated.

**Key words:** Language acquisition and learning; Language teaching; Technology innovations and pedagogy; Teacher education
Benefits of Institutional Email Writing Lessons
Katherine Song (Hiroshima University)

The presentation explores the short and long-term benefits of formal email writing lessons in Japanese university English language classes. The objective of the lessons was on Japanese university undergraduates noticing and intake of a select number of target sociolinguistic and pragmatic features for effective communication in institutional contexts.

Studies have shown without formal instruction the unlikelihood of learners developing institutional communicative competences even within higher education institutions in the target language communities. While learners studying at US universities have extensive modeling of status-equal and informal language from their native-speaker (NS) peers (classmates and friends). Thought NS peers vary their language register accordingly for email recipients, such varieties including features (e.g., indirectness, politeness markers, etc.) advantageous for high-stakes status-unequal communication contexts are not available for language learner to witness and emulate (Chen, 2006).

Based on repeated incidences of extraordinarily inappropriately emails from students, and with the understanding of both English language and email communication skills being necessary for their future careers, an action research was undertaken in order to explore the value of the lessons. Questions explored included whether appropriate email writing practices based on US standards will also be applicable to the workplaces in Japan and the whether the lessons in the learners’ foreign language will be effective. Follow-up assessment activities and post-lesson prompted and unprompted email communication efforts made by the learners were analyzed to address the questions.

Raising awareness of language choices that can negatively affect learners' academic and professional objectives is crucial for learners facing interactants who are less likely to be patient and understanding of their inappropriate use of the language albeit unintentional.

Keywords: email, pragmatics, workplace communication, CMC

Reference
The Translation Encounter: using Linguistics to reconstruct the “Violence of Translation”
during the Dakota-US war (1862-1878);

A cross-disciplinary study

Taylor Spence (Monash University)
Ruben Benatti (Universita' del Piemonte, Orientale)
Angela Tiziana Tarantini (Monash University)

Since Kripke’s seminal lectures Naming and Necessity (Kripke 1980), the discussion of the nature of names in language has always taken place within the framework of philosophy, rather than linguistics (Sainsbury 2005, Casalegno 1997). Our research utilizes Linguistics and Translation Theory to create new forms of historical evidence in order to illuminate “the translation encounter:” the moment when an agent of the government translates an Indigenous person’s name and records it. This paper builds on Spence’s article (forthcoming in The Journal of Social History) on the violence an Episcopal missionary committed against a Dakota girl named Tipidutawin and her community in the Dakota-US War (1862-1878). Spence argues that the Episcopal Church and the U.S. state translated Tipidutawin’s name into “Scarlet House” in order to create a persona that excused allegations of sexual violence on the part of the missionary.

In this paper Benatti analysis the issue of naming from the point of view of Semantics, Philosophy of Language, and Cognitive Linguistics. After a brief overview of the theory of reference, the authors compare and contrasts typological features of Dakota (such as word order), and cultural aspects such as the value of colours in the different cultures.

Building on Spence’s historical research, and on Benatti’s linguistic analysis, Tarantini examines the positionality of the translator within the uneven power dynamics between translators and indigenous peoples in the context of violence, and the dislocation of war.

Keywords: History, Cultural Linguistics, Translation Studies

References

A classroom based study of task-based interaction

Neomy Storch (University of Melbourne)

The use of tasks in second language (L2) classes has much support in the literature on second language learning and teaching. Yet to date, most of the research on tasks has been conducted in laboratories, where learners complete tasks for research purposes. Such studies cannot inform us about the realities of implementing tasks in the language classroom.

This paper reports on a classroom-based study that investigated the nature of task-based interaction. It was conducted in a discipline specific (commerce) EAP undergraduate subject, where the tasks formed part of the regular class work and were formally assessed. Students, working in self-selected small groups, completed a set of group presentation tasks over four weeks and their talk was audio recorded. Other sources of data were focus group interviews, conducted at the end of the study, and researcher observation notes.

Transcribed group interactions were analysed for the learners’ approach to the task and to working with peers, the amount of L1 used and the purposes it served, and the extent to which learners deliberated about L2 use. The study found that the learners formed distinct patterns of group interactions, some of which were not conducive to L2 learning. Use of L1 varied between groups, as was the purpose for which the L1 was used. In the case of some groups, there was very little L2 used and few deliberations about L2 use. Using activity theory (Engeström, 2001) as the theoretical framework, these findings are explained by reference to the learners’ goals and their attitudes towards the activity. The paper concludes with the implications of these findings for the use of tasks in L2 classrooms.

Keywords: Tasks, classroom-based study, activity theory

References

Dynamism of student teachers’ learning at a practicum course of L2 Japanese
Mitsue Tabata-Sandom (Massey University, New Zealand)

Studies of teacher belief and learning have entered a new paradigm of socio-historical and complex theory orientations. Research endeavours reflecting these new orientations in the context of less-commonly taught languages such as Japanese as a foreign or second language (L2) are not abundant, however. This study attempts to demonstrate the dynamism of L2 Japanese student teachers’ learning from such perspectives. Specifically, five student teachers’ practical and mental journeys during a one-semester-long practicum course were analysed with numerous variables including various agents, geographical characteristics, institutional tendency, a course coordinator’s characteristics, and different time phases being holistically examined. Data were collected from student teachers’ language learner autobiographies, lesson teaching reflection journals, reflection reports of video-taped lessons, end-of-course teaching philosophy writings, reaction to student evaluations, course coordinator’s journal writings, and individual/focus group interviews. They were then qualitatively analysed by the key agents, the five student teachers and the course coordinator. One main finding, ‘student teachers’ beliefs are resistant against change’, corresponds with what older individualist teacher cognition research claims on the surface. However, by including multiple variables into the analysis process and taking a reflective approach, the current study shows that student teachers’ beliefs went through dynamic journeys in the complex phenomenon. Therefore, their seemingly unchanged beliefs at the end of the course are not qualitatively equal to their initial beliefs. Although the context of this study is unique, a US university’s Japanese post-graduate practicum course, its findings serve to shed some light on unexamined practice, i.e., teacher education of less commonly taught languages. The obtained findings include the significance of peer support, the importance of balance between content knowledge education and teaching practice training, the influence derived from institutional objectives of a practicum course, the need of a teacher educator’s full-fledged disciplinary and mental security, and so forth.

Keywords: teacher learning, L2 Japanese teacher education, complex theory
A majority of studies have examined family literacy and family language policy within monolingual and bilingual contexts but little is examined on literacy practices and family language policy of home education families raising bilingual children. Singapore, being a multilingual society, provides a suitable context for this study as its Bilingual policy ensures that English language and the mother tongue language are taught in schools. The language ideology behind the Bilingual policy promotes the teaching of languages in separate domains and this has contributed to a language shift towards English Language as the dominant language. In this qualitative study, the family language policy of bilingual home education families in Singapore was examined. Semi-structured interviews were conducted with ten Chinese-English bilingual families. The interviews were transcribed and generated 7246 utterances which were coded and analyzed. It was found that all the families desired to promote bilingualism in their families for Chinese language maintenance and to prevent Chinese language loss. However, parents’ language ideology caused some tensions with their language practices. Participants believed that language mixing is undesirable for their children’s language development yet they reported different degrees of translanguaging practices used for instruction and interaction with their children. Home education affords a flexible space for bilingual development where translanguaging practices, such as the use of English language to assist in the learning of Chinese Language, could be used to promote bilingual language learning in a seamless way.

Keywords: Home Education, Bilingual development, Translanguaging
Developing the oral presentation skills of postgraduate engineering students with English as an additional language

Catriona Taylor (University of Wollongong)

Over the past 20 years, the need for practising engineers to be competent not only in technical skills but also in professional and communicative skills has been identified by industry (Male, Bush & Chapman 2010). In response, engineering curricula in Australian universities now include effective communication as a competency that requires development over the course of a degree, with the purpose to ensure that graduates are ready for the workplace. This paper reports on the effectiveness of a scaffolded critical and constructivist approach to the development of the oral presentation skills of a cohort of postgraduate engineering students with English as an additional language, enrolled in a workplace communication subject at an Australian university. The approach was guided by the notion of genre as a staged goal-oriented social process (Martin 2009), and used modelling and analysis of the L2 target genre and individual and joint construction of the target genre for formative assessment. Students were then provided with feedback to improve and accelerate their learning about the genre, underpinned by Nicol and Macfarlane-Dick’s (2006) seven principles of good feedback practice. At the conclusion of the subject, students were surveyed about their levels of confidence with the target genre before and after completion of the subject, and the pedagogical strategies they found most useful for supporting the development of their oral presentation skills.

Keywords: oral communication; pedagogy; feedback; engineering communication

References


The Queensland Department of Education and Training (DET) recently put major policy initiatives into place with respect to the teaching of LOTE. Its action plan for education in Queensland schools, states that learning a language helps equip young people to succeed in a globalised world. The DET action plan is committed to expanding the study of cultures and languages from P-12 in state schools, with a focus on Asian languages. The implications of this plan for teacher education are significant. Large numbers of appropriately qualified LOTE teachers will be required quickly for the plan to succeed. Yet, it currently seems that both schools and the teacher education sector have yet to catch up with these implications. One area in which there is an apparent mismatch between the policy goal and the reality is in the provision of opportunities for professional experience for LOTE pre-service teachers. Given that language is a key learning area in the Australian National Curriculum, the implications of this situation are serious, not only for teacher supply but also for teacher motivation and the development of LOTE teachers’ confidence in their professional identity.

This presentation reports on a study which explored the issues and challenges for pre-service LOTE teachers on professional experience placements and how these experiences affect their developing professional identity as language teachers. The participants were bilingual students enrolled in the LOTE specialisation on a Queensland pre-service teacher education program. They included non-native speakers of English and native English-speakers of other languages. In this presentation we discuss four key themes that emerged from our focus groups and interviews: (i) difficulties finding schools willing to accept LOTE placements; (ii) feeling welcome or unwelcome in the placement school; (iii) lack of confidence in L2 proficiency; and (iv) low tolerance of non-native accents, both in English and other languages. We discuss the implications of these themes in relation to the successful implementation of the DET action plan.

Keywords: LOTE, pre-service teachers, professional identity
Imperialism, the state and English hegemony in Papua New Guinea and Nauru

Amy Thomas (University of Technology Sydney)

In the context of worldwide economic integration through neoliberal globalisation, it is common to assume the erosion of national state power and the supremacy of supra-national Empire. It follows that the associated ideological hegemony of the periphery by powerful nation states may be an obsolete phenomenon. The linguistic commodity of neoliberal globalisation *par excellence* is English, as its pre-eminence in international business, academic, the internet and any number of global domains attests. Comprehending the force and breadth of English’s global spread must involve acknowledging its connection to economically hegemonic states—and the continued relevance of theories of imperialism and geopolitical rivalry—in economic globalisation.

This paper applies this argument to developing an understanding of the rapacious spread of English in the South Pacific. Both Papua New Guinea and Nauru are former Australian colonies, and have a continued strong economic and political relationship with Australia, the region’s foremost economic and military power. What has Australia’s role been in encouraging the apparent dominance of English as a language of power in Papua New Guinea and Nauru? How does colonial suspicion of linguistic diversity live on in the post-colonial era? Answers will be sought by establishing links between the historical patterns of language policy, English spread and Australian involvement in the two former colonies.

Such an approach embraces the call by Block, Holborow, Gray and others for applied linguists to further develop a political economy of language. It challenges a celebratory reading of global linguistic flows, instead, encouraging an interrogation of power relationships that drive English linguistic dominance in our region today—and insists upon the continuing relevance of the state form in understanding the relationship between language, capitalism, and inequality.

**Keywords:** Australia, power, imperialism, Papua New Guinea, Nauru
As this diverse world becomes interconnected, it is recognized as essential that higher education support the development of intercultural communicative competence (Byram, 2008; Deardroff, 2006). The aim of our study is to evaluate a course aiming at intercultural and metacognitive learning in a Japanese as a Foreign Language (JFL) environment.

In order to develop students’ intercultural knowledge, awareness and skills, it is crucial to incorporate intercultural pedagogical principles into curricula, and adjust course design. In our advanced Japanese course, students experienced the connection of intercultural interaction and self-reflection in a collaborative blended learning environment through a video-sharing project. Using Japanese as a lingua franca, we exposed students to world issues through the effects on Japan of globalization. We elicited their accumulated experiences and knowledge, and encouraged them to critically reflect thereon in order to transform the experiences and knowledge into awareness and comprehension of self and others, using teachers’ guidance and rubric tables as scaffolding.

In this paper, we present the results of evaluation of this course using the Community of Inquiry model (quantitative analysis) and journals written by participants (qualitative analysis). The results of the quantitative analysis suggest that the three key elements of Community of Inquiry, teaching, social and cognitive presences, improved overtime. At the same time, the results of qualitative analysis suggest that performance and reflection of individual students can be affected by many factors, including their linguistic and analytical skills, authenticity of course topics, and by students’ own motivation, awareness of self and others, cultural backgrounds and pre-existing knowledge and experience.

**Keywords:** Intercultural-competence, Collaborative-blended-learning, Community-of-Inquiry, Self-reflection

**References**


While there has been increasing international evidence about the impact of teacher research on teacher professional development, there is still limited research on how participation in teacher research affects the development of teachers’ research efficacy beliefs in planning, conducting, analyzing, presenting and writing up research. Using data collected (questionnaires, interviews, group discussions, group emails, research proposal, and research products) from a one-year study involving a collaborative ELT teacher inquiry group at a Vietnamese university, this presentation examines the developmental pathways of the participating teachers’ research efficacy beliefs. Drawing on activity theory and the notion of contradiction (Engeström, 1987, 1999, 2001), the study revealed that not all personal and interpersonal conflicts arising in the process of teacher learning to do research were resolved, but they were potential sources of changes and development in teachers’ research efficacy. Varying patterns of changes (positive, negative and no changes) were observed in teachers’ efficacy of performing specific research tasks. The study also identified constraining and facilitating factors of a collaborative research activity system that might lead to different directions of changes in teachers’ research efficacy. The presentation concludes by arguing that institutional policy makers, professional development program developers, and team research leaders should take into account the facilitative factors to bring about positive growth of teacher research efficacy.

**Keywords:** teacher research efficacy, collaborative teacher research, cultural-historical activity theory

**References**


The field of linguistic landscape (LL) research has as its major focus the written language and semiotic resources inscribed on billboards and signage in varied but specific public domains. As such, LL provides a good opportunity to explore understandings of place and space. Although the LL literature makes frequent mention of space and place, the use of these terms is varied and inconsistent with little explanation of how they are used in LL studies. This paper begins to unpack the notions of space and place in order to consider how these concepts can be used to help define LL as a semiotic resource that can be public, shared and private. We do this by exploring how inhabitants in a shared home construct the LL of their shared bathroom. We present this case to show the value of studying well-known, non-public locations. We gathered data through interviews with the residents in the different rooms in their shared home but restrict this analysis to the bathroom. The findings suggest that what is known about LL in public areas also applies to this shared bathroom but additionally they suggest that the landscapes of this shared room involve layers that have not normally been discussed in the literature. These additional layers reflect the inhabitants’ associations in this room with not only artefacts but also the activities that occur within it and the people who use it. We conclude by suggesting that LL should be seen as three-dimensional space that includes the viewer.

Keywords: Linguistic landscape, space, place, viewers.
Teacher educators’ professional learning in their communities of practice
– A situative perspective

Khanh-Linh Tran-Dang (Monash University)

Research on second language teacher education (SLTE) in the 21st century has increasingly drawn on Freeman and Johnson’s (1998) proposal for simultaneously looking into (1) teacher-as-learner, (2) social context of school and schooling, and (3) activity of teaching and schooling as a holistic framework to investigate SLTE knowledge base (Lee, Murphy, & Baker, 2015). However, SLTE community’s attention has been paid mostly to the pre-service or in-service teachers (ibid). In this paper, I would contend that a better understanding of the teacher-educator-as-learner could make equally significant contribution to “provid[ing] the foundation of language teacher education in TESOL” (Freeman & Johnson, 1998, p. 413). Informed by Freeman and Johnson’s socially situated framework, this paper discusses the professional learning trajectories of eight Vietnamese TESOL teacher educators in relation to their communities of practice at two colleges of education in Vietnam. Data were collected from individual interviews, demonstration classes observed by peer participants in conjunction with the researcher, and focus-group discussions among participant observers following each demonstration class. Thematic analysis (Braun & Clarke, 2006) of the teacher educators’ activity system was then employed to organise the data into themes related to teacher educators’ professional learning. Findings reveal two opposing practices at the two SLTE communities, which significantly influenced individuals’ practices of learning to teach. At one college, individuals were encouraged to learn and develop independently within the community. At the other, the community maintained practices that supported learning and development by and for the community. These different community practices were also found to have a great impact on the teacher educators’ teaching beliefs and practices. Altogether, the findings contribute to SLTE knowledge regarding how teacher educators’ communities of practice can shape their beliefs and practices.

Key words: Teacher Education, Community of Practice

References
Same languages, different prestige: language attitudes towards Catalan and Spanish in Catalonia and the Balearic Islands

Anna Tudela-Isanta (Beijing Foreign Studies University)

Even though Catalan and Spanish are co-official languages in Catalonia and the Balearic Islands, the sociolinguistic situation differs greatly in both regions. In Catalonia, Catalan lives in a relatively normal situation; while, in the Balearic Islands, the local government has not always shown an interest in promoting and protecting it. These differences can also be observed on the speakers’ language attitudes, our main object of study.

This communication focuses on undergraduate students’ language attitudes towards Catalan and Spanish in Barcelona and Palma, the capital cities of the abovementioned regions. More specifically, it analyses the values of status these students associate with both languages and whether they vary according to the features of the students. The study emphasises the role of five variables that have not traditionally been studied in relation to language attitudes in Catalonia or the Balearic Islands: language of schooling, language most used in social networks, language used in ICTs, national identity and political ideology.

Quantitative data has been gathered with the matched-guise technique and a sociolinguistic survey. The matched-guise technique is a widely indirect technique used to study language attitudes that has been adopted by many researchers in the Catalan-speaking area. In addition, the sociolinguistic survey will offer information on the students’ features. This will offer comparable data from Barcelona and Palma, thus allowing an accurate comparison of the differences and similarities between students’ language attitudes towards Catalan and Spanish.

The data demonstrates that Catalan and Spanish are perceived very differently in the cities under study. The results show that, regarding status, in Barcelona, there is a general agreement to consider Catalan as the most prestigious language. By contrast, there are no signs of this consensus in Palma, where the informants’ features seem to have a great impact on the status associated to Catalan and Spanish.

Keywords: Catalan, Spanish, Attitudes, Language contact
Language teachers are positioned differently depending on whether they are L1 or L2 speakers of the target language. In this presentation I propose a relational two-language continuum based on the constructs of authenticity and legitimacy. The objective of the continuum is to help pre-service foreign language teachers gain legitimacy through two languages in Australian language classrooms. Given the prevalence of monolingual educational structures in Australia, the continuum is primarily viewed as a tool to help a diverse cohort of pre-service teachers think about how to increase communicative target language use in mainstream language classrooms. Examples are drawn from interviews with two French tutors – one of French origin and the other American, both teaching intermediate level students in a French language course at the same Australian university. The examples are used in order to demonstrate how the framework can be applied.

**Keywords:** Language teacher education, authenticity, legitimacy
Effects of planning time on discourse aspects of task performance.
Claudia Vasquez (University of Queensland)

The paper reports on the study which investigates the effects of planning time on learner performance focusing on two features of discourse competence. A substantial number of studies have investigated whether allocation of planning time may result in different quality of task performance based on Limited Attention Hypothesis by Skehan (1998) or Cognition Hypothesis (Robinson, 2007). The investigation of these empirical studies have largely focused on the relationship of the amount of planning time with the quality of performance in terms of complexity, accuracy and fluency (CAF). In addition to the different amounts of planning time, many studies considered learner proficiency, task types, planning mode (i.e., guided or unguided) as moderator variables. The findings have revealed some benefits of planning time, in particular, for fluency, but the results are not always clear cut. Furthermore, the focus of investigations is largely on the three traits of performance. Somehow different aspects of performance such as comprehensibility of performance are often neglected. It is widely acknowledged that effective use of discourse markers and appropriate organization of the text contribute to comprehensibility of the performance, but it is little known how planning time may have an impact on these features of performance. The current study examined cohesive (use of conjunctions, reference, ellipsis and substitution, and lexical cohesion) and coherence (text generic structure and propositional organisational patterns) resources observed in 40 participants’ performance on two types of tasks (i.e., narrative and argumentative) under three different planning conditions (nil, two and four-minute preparation time). Participants are 40 international students enrolled in various undergraduate programs at a public university in Australia. The data analysis showed that two cohesive features of discourse, use of conjunctions (i.e., both types and frequency) and reference (anaphora) were more evident in performances under the four-minute planning condition. The analysis of coherence revealed that text organisation was distinguishable across planning-time conditions. These features were also different according to different task types. The study contributes to understandings of how the allocation of planning time can influence discoursal features of performance and adds further dimensions of effect of planning time to the current literature.

Keywords: Planning; discourse features; task performance
Victoria, and Australia more generally has a long history of integrating the study of heritage languages (HL) into the formal school curriculum. At VCE (Year 11/12 level) students in Victoria can choose from 45 different languages, many of which are heritage languages (HL) for all or most of the students who take them. While a number of Victorian policies encourage language study, the majority of these HL have low enrolments (<50 state-wide), leading to ongoing questions about program viability and the degree to which there is community interest in these programs.

This paper presents an overview of trends in Year 12 language enrolment over a 15-year period (2000-15) in order to better understand if/how demand for HLs is changing and to explore what this might mean for the ongoing future of these programs. A clear finding that emerges is the overwhelming popularity of Mandarin Chinese and the fuzzy boundaries this creates between HL and non-HL learners for students who have varied linguistic and cultural ties to China. Drilling down to enrolment data at the school level (government schools only) the paper also demonstrates the degree to which HL learning – and language study more generally at VCE – is concentrated at academically-focused, high-SES schools. This is a very different audience to the disadvantaged recent migrants many program designers had in mind in the 1970s and 1980s and invites us to reflect on whether this should be seen as a failure or a success for the Victorian experiment in HL teaching.
This paper examines leadership practices in a New Zealand rugby team from the perspective of clusivity in pronominal use. Taking an approach to socio-pragmatic analysis that draws influence from corpus linguistics and variationist sociolinguistics, the analysis presented in this paper aims to combine ethnographic detail with the quantitative analysis of language in use. It tests the hypothesis that the first person plural is the most frequently used pronoun in the dataset because it can mask the exclusivity of an utterance and help to construct solidarity. It is shown in this paper that the most frequent usage of the second person plural is to perform the function of the second person plural in an indirect, or covert, fashion. This has relevance for the study of leadership discourse because the choice of one pronoun over affects the stance that is taken by a speaker. In the case of leadership discourse, and specifically in the case of directives, the speech act focused on in this paper, the use of the first person plural can be seen as affecting the stance of an utterance in terms of alignment (Kiesling 2004). The data discussed in this paper is drawn from an ethnographic study of a New Zealand rugby team and comprises recorded authentic ritual interactions across six match days. The data has been coded according to speech act, clusivity, and stance, using Kiesling’s (2004) three dimensions of stance: affect, involvement and alignment, and the results are compared with existing work on the mitigation of directives in leadership discourse (e.g. Takano 2005; Vine 2009).

Keywords: leadership; socio-pragmatics; pronouns

References

Lightning Plenaries

NOTE:
All lightning plenary sessions are held in Building K on the 3rd floor, in room K309, and will be followed by discussion during lunch.

Monday Dec 5 (Day1) Lightning Plenary Session
12:30pm – 1:00pm

‘Building connections’: Adaptation experiences of East African skilled migrant men and women in Australia
Ingrid Mboya and Eleni Petraki (University of Canberra)

A correlation analysis between vocabulary size knowledge and translation ability among university students: The case of Saudi Arabia
Turky Alshaikhi (Swansea University)

The acquisition of English wh- questions in Chinese secondary students a Processability approach
Ran Li (Australian National University)

A pragmatic method of designing English for business communication courses
Rajinder Ahluwalia (Kurukshetra)

Tuesday Dec 6 (Day2) Lightning Plenary Session
12:00pm – 12:30pm

Moving from Reflective Thinking to Reflective Action: Teacher Education of Peer Review in Academic EFL Writing
Jeremy White (Ritsumeikan University), Bjorn Fuisting (Sugiyama Jogakuen University), and Brett Morgan (Kansai University)

Victorian Primary EAL Teachers’ Levels of Language Awareness, their Levels of Self-Efficacy for Assessing Writing, and their Assessment Decision-Making Processes
Susanne Stanyer (University of New South Wales)

Drop-in Pronunciation (DiP): A new model for learning
Meg Rosse (English Pronunciation) and Ruth Leaming (Melbourne Polytechnic)

Fostering deeper reading comprehension
Rowena Mathew (RMIT University)

Guiding principles for second dialect consonant acquisition
Carolyn Pogson (University of Wollongong)
Wednesday Dec 6 (ALAA/ALS Joint Day) Lightning Plenary Session 12:30pm – 1:00pm

Aboriginal English in the global city: Minorities and language change
Celeste Rodriguez Louro (University of Western Australia)

Cocos Keeling Island English: a new emergent variety?
Hannah Hedegard (University of Bern)

Playing by the rules?: An exploratory study of the ‘writing games’ of two leading scholars writing for publication
Jessica Velásquez (La Trobe University)

Perception of accented speeches and its relationship with processing difficulty: Do Japanese learners have intelligibility benefits over Japanese English?
Ken-ichi Hashimoto (Osaka Kyoiku University), Tomoko Takeyama (Kenmei Junior and Senior High School), Kazuhito Yamato (Kobe University)

Abstracts in this section are listed in order of presentation.
‘Building connections’: Adaptation experiences of East African skilled migrant men and women in Australia

Ingrid Mboya (University of Canberra)
Eleni Petraki (University of Canberra)

Research on adaptation experiences of migrants has proliferated in the last few years, however limited research exists on experiences of skilled migrants especially from East African background (Adepoju, 2008). Migrants’ lives usually undergo an apparent contradiction between their adaptation to the host culture and their attempt to maintain their original community traditions. The complexities of how home and host cultures intertwine in developing migrant identities and practices have not been thoroughly researched. It has also been documented that migration research lacks a gendered lens and an understanding on how migration impacts on gender identities.

To address this gap, this study examined the acculturation experiences and gender role changes of East African Skilled Migrant men and women (EASM) based in a large city in Australia. The data are drawn from face-to-face in-depth interviews with 15 male and 15 female East African skilled migrants. The phenomenological approach was used as a conceptual approach and hermeneutics was used for analysing the qualitative data, which focuses on the exploration of the situated meanings (Abawi, 2012) of these EASM’s experiences in adapting to the workplace and community of the host culture.

As a result of the adapting in the new cultural society, EASMs experienced cultural shock and social dilemmas in their professional lives as well as their family lives, due to the differences between the cultural background of their country of origin and host country (Berry & Sam, 1997). However men and women highlighted differences in their social challenges that were gender specific; these lifestyle challenges and dilemmas have shaped their acculturation and gender identities (Dion & Dion, 2001) in Australia.

Keywords: Migrant, identity, acculturation, communication

References
Language competence in both the target and source languages is an essential factor that translators need to master in order to produce appropriate and high quality translation in any language pairs (Baker, 2011). Research has revealed the importance of the vocabulary knowledge in both; language proficiency (Milton, 2009) and translation competence. This study aims to explore the current level in both translation skills and language competence of the prospective translators who are in their last semester of their English language and translation bachelor degree. The tools used in this study were three different tests (i.e. XK-Lex, Arabic-Lex and translation tests; English-Arabic-English translation). Each test has its significance in which it will provide the researcher with the needed information that helps in addressing the participants’ language and translation level of proficiency. The following objectives will be addressed in this study: to provide estimates about the size of Arabic and English vocabulary knowledge among the participants of the study; to provide estimates about the translation competence of the participants and to explore how the Arabic and English vocabulary size correlate with the quality of translation between these two languages. Participants were 73 Final-year languages and translation students from four different Saudi Universities. The data collected from these test revealed that students have scored a low level of vocabulary size, not only in English but also in their native language “Arabic”. Moreover, results have also provided evidence of a significant correlation between the students’ vocabulary size and their ability to translate.

**Keywords:** Translation Ability, Vocabulary Knowledge, Vocabulary size tests

**References:**

This presentation outlines and evaluates results of a small-scale cross-sectional study of the Foreign Language Acquisition (FLA) of English content questions, also known as wh- questions, by Chinese students focusing on the developmental sequence hypothesized in Processability Theory and testing its predictions. The informants were 6 students in Year 7, Year 8 and Year 9 (two from each grade) from a junior high school in Inner Mongolia, China. Oral production of wh- questions, elicited from an informal interview and two communicative tasks, was audio-recorded and later transcribed. An analysis of the data demonstrates that PT’s developmental syntactic hierarchy fits the production data on the acquisition of wh- English questions in learners acquiring English over the three years of junior high school. Interestingly, learners did not go through a stage that produces canonical order wh- questions (in-situ, as in their Chinese L1). Moreover, there seems to be an intra-stage development involving topicalized constructions. Furthermore, one informant’s data indicates that merely applying an emergence criterion may not be sufficient to make a judgment about whether a stage has been acquired or otherwise.

Keywords: English wh-questions, Processability Approach, FLA
A Pragmatic Method of designing English for Business communication Courses

Rajinder Ahluwalia (Kurukshetra)

Traditionally, a typical ESP course combines Present Situation Analysis (PSA) and Target Situation Analysis (TSA) to do Target Needs Analysis (TNA) of learners. However, data generated by Needs Analysis tools is heavily subjective as it is primarily based on learners’ and course designer’s intuitive understanding of target needs. Surprisingly, while planning courses, EBP course designers often overlook the vast literature on business communication which offers rich psychological insights in using communication effectively to achieve strategic goals. Business executives like to use communication strategically to obtain desired results and any explicit teaching of discrete functions or lexico-grammatical features offered in a typical EBP course usually puts them off as they do not help them learn the strategic aspects of communication.

Methods like discourse analysis and genre analysis analyse language use in target communicative situations of particular business genre to arrive at its overall structure and communicative functions and lexico-grammatical features occurring in it. Such analysis however, must draw on relevant business communication literature to develop a suitable model/framework to analyse strategic aspects in naturally occurring data. In my paper I would like to demonstrate how it becomes easier to design and deliver a training program for Sales Executives if our curriculum decisions are informed by an analysis of an actual Buyer-Seller interaction and insights from the literature on effective sales communications. This method not only gives us a pedagogic list of commonly occurring functions and language exponents in a buyer-seller interaction but most importantly, it provides sales executives with a clear heuristics to persuade the prospective customers agree to their sales proposition. In this paper I shall present an analysis of an actual buyer-seller interaction and demonstrate how our analysis can help sales executives learn strategic aspects of their communications.

Keywords: Course Design, Sales communication
Reflection can be viewed as an active and premeditated thought process influenced by belief and knowledge (Dewey, 1993). Reflection can further be divided into thinking and action (Hatton and Smith, 1995). The former is said to be a special form of thought in which a reflection takes place that identifies problems, such as critically analyzing classroom practices. The latter addresses how to implement solutions to the identified issues. While reflective thinking is often undertaken in the form of faculty peer reviews, surveys, and self-assessments, reflective action can sometimes be overlooked due to curricula and time constraints. This presentation will first demonstrate the reflective thinking of 41 instructors regarding peer review in EFL writing at a Japanese university, and show how this reflective thinking should be translated to reflective action. The quantitative and qualitative results of a survey and interviews showed that instructors were generally positive about using peer review, saw the need for it, found it compatible with their teaching styles, and believed it improved writing skills. However, they also identified difficulties in its effective implementation. The presenters will focus on how the results of the reflection can be turned into action, taking into account the various constraints of the university system and preferences of teaching staff. Examples of how to conduct peer review in the EFL academic writing classroom will be exhibited. These examples will highlight the need for teacher collaboration and understanding. Finally, a model for effective reflective action will be presented. It is anticipated that this model will be of benefit to all educators looking for an effective way to move from reflective thinking to reflective action.

**Keywords:** Reflection, EFL, Academic Writing, University

**References**


The aim of this work in progress is to explore the nature of any relationships that might exist between Victorian primary English as an Additional Language (EAL) teachers’ levels of language awareness, their levels of self-efficacy for assessing writing, and the ways in which they make decisions when using the Common Writing Assessment Tool: one of the tools now available to teachers through the Tools to Enhance Assessment Literacy (TEAL) web portal. Data for this study were collected in two phases. In the first phase, EAL teachers across the state took an online survey and an online language awareness test. In the second phase, four case study participants assessed some samples of writing using the above-described assessment tool, and also participated in semi-structured online interviews. Participants’ levels of language awareness, their levels of self-efficacy for assessing writing and their decision-making processes are currently being analysed. Longer term, the relationships that might exist between these three focus areas will be explored, with a view to providing greater insight into how primary EAL teachers in this state assess their students’ writing skills.

**Keywords:** assessment literacy, language awareness, teacher self-efficacy, decision-making
Drop-in Pronunciation (DiP): A new model for learning

Meg Rosse (English Pronunciation)
Ruth Leaming (Melbourne Polytechnic)

For learners of English as an Additional Language, the amount of time given to pronunciation in the classroom is often less than desirable (Yates, 2014). Furthermore, providing learners with individualised feedback and tasks is difficult to address in a classroom setting. The Drop-in Pronunciation (DiP) program was developed to provide adult learners with a weekly opportunity to spend 20-30 minutes with a teacher on a one-to-one basis. In each session, aspects of pronunciation relevant to the learner’s needs and life circumstances are the focus. Goals are developed jointly by the learner and the teacher, and activities are created to provide intensive practice in the session, and beyond. Learners are free to attend any time within the 3-hour period, scheduled once a week at a community centre in Melbourne. The DiP teaching team is made up of eight volunteers, all experienced teachers. On completion of the 8-week pilot (Stage 1), the program report shows a positive response from learners as reflected by their attendance and their feedback about the program. This presentation will cover the rationale for the model, the challenges and rewards in the development and implementation of the program, and the plans for Stage 2.

Keywords: pronunciation, individualized, community-based, delivery model

Reference

Fostering deeper reading comprehension

Rowena Mathew (RMIT University)

This short talk/poster will illustrate 2-3 pedagogical interventions for the improvement in ESL adult students’ reading for detailed meaning. These interventions will be based on the results of my current investigation into why some students at my place of work, an ELICOS centre for EAP students, do not perform well in reading exams at the Intermediate and Upper Intermediate English language levels, despite appearing to cope well with reading tasks in class using our purpose-written course books.

So far my investigation has yielded the following results: 1. Many students who do not perform well are from an Arabic speaking background, although they are not exclusively so. 2. Skimming and scanning, two ‘top-down’ reading strategies, are only useful for generating an understanding of the main ideas of texts, or a superficial understanding of texts. 3. As a consequence of point 2, more exposure to syntactically complex reading comprehension questions that require students to understand detailed meaning and compose short answers are required. 4. Exposure to reciprocal reading strategies, as first described by Palincsar and Brown (1984) for poor L1 readers and adapted for use for our students by two of my colleagues, has brought some positive results, but perhaps is not enough, or requires more teacher planning and modelling in class, for students to be able to develop all four reciprocal reading strategies sufficiently.

Key words: reading strategies, deep comprehension, interactive model of reading development

References


Guiding principles for second dialect consonant acquisition
Carolyn Pogson (University of Wollongong)

This presentation reports on a study designed to have a positive impact on the literacy learning of young Aboriginal children, specifically focusing on literacy and consonant acquisition. This study involves the development of guiding principles for a consonant phonological programme based on specialist advice from a diverse cross-section of experts.

The perspectives of literacy practitioners, Aboriginal education practitioners, university academics and Aboriginal community members were explored through semi-structured interviews in order to establish the most effective and culturally appropriate pedagogy to implement during the teaching of Standard Australian English consonants to young Aboriginal children. The interviews were coded to identify similarities and triangulated through the analysis of literature.

Participants and relevant literature emphasised that a solid relationship exists between consonant articulation and learning, both in reading and writing. They agree that the most effective method of learning sounds is analytical and involves extracting the sound from its context (a word), learning the sound, and placing it back into context (the word). There was a strong consensus that, for effective learning, children needed an awareness of both the articulators and the manner of articulation, and that, in order to learn the sound, a sensory activity was necessary to enhance awareness.

Based on these findings, guiding principles for a consonant program design have been developed. These guiding principles have the potential to be adapted to a variety of contexts, and thereby support teachers and students in a variety of learning contexts.

Keywords: Principles, second, dialect, consonant, programme
Since colonisation, Australian languages have had to contend with the unstoppable encroachment of English to the detriment of traditional culture and society. Part and parcel of this process has been the rise of Aboriginal English (AbE) as a powerful carrier of ethnic identity and one that has received detailed descriptive attention (cf. Kaldor & Malcolm, 1991; Malcolm, 2000). Yet, the sociolinguistic patterns governing AbE – understood as “those distinctive varieties of English which have been vernacularised in Aboriginal communities” (Rigsby, 1998: 825) – remain vastly untapped. This lacuna is problematic because AbE has now long served as a medium of communication and because it has done so in a host of complex sociolinguistic settings (Eades, 2013). Previous enquiry into AbE has moved from prescriptive studies viewing it as a ‘problem’ for child learners of mainstream English (Malcolm, 2000: 13), to ethnographic treatments of how language acts as a mirror to unique Aboriginal world views (Eades, 1983; Malcolm & Sharifian, 2002). Despite this foundational research, patterns of variation and change – the quantitative modelling of sociolinguistic variation – remain largely unexplored.

A pressing issue for native speakers of AbE is that of contact with mainstream Australian English (AusE) and the systemic variability that this contact brings about. In the last two decades, metropolitan cities around the world have become increasingly global. Linguistically, this trend has seen the rise of multilingualism and – most remarkably – the ingress of linguistic variables which have been readily taken up by metropolitan youth across ethnic and global speech communities (Cukor-Avila, 2012). Are AbE speakers participating in global linguistic change? Recent research by Tagliamonte and colleagues documents overwhelming parallelism in how specific linguistic variables – such as tense/aspect variation and quotation (cf. examples 1-3 below) – are deployed across English varieties. In light of these changes, this project poses two topical questions:

1. Do metropolitan speakers of AbE participate in surrounding language change?
2. Which community norms do AbE-speaking youth orient towards?

Exploring these questions is key to understanding language change in minority urban communities, and to refining educational programs to suit the needs of Indigenous children and youth.

In this 3-minute presentation, I introduce the background and research design of this novel research, underscoring its significance and impact for speakers of Aboriginal English across Australia.

**Examples**

1. **My dad** he just **goes** like that [digging sounds], like about ten minutes later there’s a big hole, he **say**, ‘Ay cook it in there’. (Malcolm, Konigsberg, Collard, Hill, Grote, Sharifian, Kickett & Sahanna, 2002: 69)

2. An she **reckon**, ‘Why you, why you pick me up?’ (Malcolm, 2009)

3. And we’re **like**, ‘Oh yeah right whatever’. (Sharifian & Malcolm, 2003: 338)
Keywords: Aboriginal English; variation and change

References


This sociolinguistic study is the first to investigate the development of English on the Cocos Keeling Islands, and thereby contributes to existing research into lesser-known varieties of English (Schreier et al. 2010, Williams et al 2015). These varieties provide an opportunity to examine typologically distinctive developments in English that are a direct result of language contact, without the linguistic effects of prescriptive standardisation that we often find in countries like the UK and the US.

The Cocos Keeling Islands are the outermost Australian external territory in the South Indian Ocean, and have a population of approximately six hundred inhabitants. A turbulent colonial history and eventual integration with Australia have resulted in the majority Cocos Malay-speaking inhabitants learning English amid complex language ideology debates and political tension.

The data for this study consists of sociolinguistic interviews conducted in 2016 on the island, as well as in one of the diaspora communities in Western Australia. Systemic features of the islanders’ English are analysed in light of any (extra) linguistic influences. Preliminary results highlight the description of salient features in the islanders’ speech that contribute to the emergence of a new variety of English.

Keywords: World Englishes; Lesser-known varieties of English; Variationist linguistics; Australian minority ethnic groups

References

Playing by the rules?: An exploratory study of the ‘writing games’ of two leading scholars writing for publication.

Jessica Velásquez (La Trobe University)

Whilst many studies have highlighted the rules and seemingly settled set of conventions that govern English academic writing, little attention has been paid to the strategies used by writers to negotiate their way through such rules. Drawing on Casanave’s (2002) ‘writing games’ metaphor, I argue in this paper for a view of English academic writing that highlights the strategic nature of this practice in terms of the options available to writers. To explore this perspective, research articles from two leading scholars in the L2 field, who write quite differently, will be analysed to show both the way in which they manoeuver through the rules of English Academic writing and the ‘games’ in which they are involved. In addition, I will discuss the extent to which the strategies deployed align with the games being played when writing for publication. Exploring a view of writing as a game will open up some of the dilemmas that novice students, especially those with English as an additional language, face when dealing with academic English and point to alternate and/or multiple ways of practicing EAP.

Keywords: Writing games, English academic writing, writing for publication.

Reference

Perception of accented speeches and its relationship with processing difficulty:
Do Japanese learners have intelligibility benefits over Japanese English?

Ken-ichi Hashimoto (Osaka Kyoiku University)
Tomoko Takeyama (Kenmei Junior and Senior High School)
Kazuhito Yamato (Kobe University)

Our research project has examined potential influences of foreign accents on L2 listening comprehension performance. In a previous presentation (Hashimoto, Takeyama, & Yamato, 2015), we reported that reaction times — measuring processing difficulty to understand accented speeches — can be a better predictor of the comprehension performance of the accented speeches than a questionnaire-based measure (i.e., comprehensibility).

In the present presentation, we will report the results of a follow-up reaction time study, which aims to a) replicate our previous findings and b) further examine the relationship between the processing difficulty measure (reaction time) and listeners’ perception toward accented speeches. The main experimental task remains the same as Hashimoto, Takeyama, and Yamato (2015). We measured response latencies for Japanese learners of English to make truth-value judgments for sentences produced by L2 English speakers from China, Japan, Korea, and Thailand. Unlike Hashimoto et al.’s study, we asked the participants to make judgments on the likelihood of an L2 English utterance to have been produced by an L2 English learner whose L1 is Japanese. Initial results suggest that Japanese listeners comprehend accented speeches by Japanese and Korean speakers, who also received the equally high degree of "Japanese-English-likeness," better than the other two speakers.

Keywords: Foreign accents, listening, processing difficulty

Reference